THE EFFECTS OF INTERACTION ON ADOLESCENT READING MOTIVATION

by

Greg A. Hoetker

A dissertation

submitted in partial fulfillment

of the requirements for the degree of

Doctor of Education in Curriculum and Instruction

Boise State University

May 2010

BOISE STATE UNIVERSITY GRADUATE COLLEGE

DEFENSE COMMITTEE AND FINAL READING APPROVALS

of the dissertation submitted by

Greg A. Hoetker

Dissertation Title: The Effects of Interaction on Adolescent Reading Motivation

Date of Final Oral Examination: 19 March 2010

The following individuals read and discussed the dissertation submitted by student Greg A. Hoetker, and they evaluated his presentation and response to questions during the final oral examination. They found that the student passed the final oral examination.

Keith Thiede, Ph.D.   Chair, Supervisory Committee

Jennifer Snow-Gerono, Ph.D.   Member, Supervisory Committee

Louis Nadelson, Ph.D.   Member, Supervisory Committee

Anne Gregory, Ph.D.   Member, Supervisory Committee

The final reading approval of the dissertation was granted by Keith Thiede, Ph.D., Chair of the Supervisory Committee. The dissertation was approved for the Graduate College by John R. Pelton, Ph.D., Dean of the Graduate College.

ACKNOWLEDGEMENTS

I would like to express primary thanks to each of my dissertation committee members for their help in revising and refining this dissertation. It is average work, at best; but it was definitely improved because of their unique and constant contributions. Though I did not always agree with their input, I can also see that most of the time they were right. To Dr. Anne Gregory, thanks for helping me discover the seminal work of Oldfather and Dahl, and for your helpful debriefing comments on "known-ness" interactions, which I had difficulty explicating alone. To Dr. Louis Nadelson, thanks for your constant reminders about conciseness and precision, and for your prompt responses to my regular questions about formatting and other myriad APA difficulties. To Dr. Jennifer Snow-Gerono, thanks for your help in refining my final interview questions; I believe their answers provided the most compelling data in my study. I appreciate your rare combination of professionalism and warmth; and I will try my best to emulate these qualities regularly in my own teaching career. And, finally, to my advisor, Dr. Keith Thiede: you are a good man. We ate a few pizzas, had some laughs, praised and cursed academia, talked politics and stats and dry-versus-flowery lingo; then, after all the tiny tragedies and unexpected victories, we laughed yet again. From day one in the doctoral program, I could not have asked for a better advisor. You were there, are there, Keith, every step of the way. Thank you.

I would also like to offer special thanks to various Boise State professors, fellow doctoral students, and teaching colleagues who helped discuss, debrief, refine, and audit the data in my study. Notable contributors include Dr. Roger Stewart, Dr. Stan Steiner, Nancy Henderson, Cynthia Hall, and A. J. Zenkert. Thank you.

In addition, I would like to express an even greater thanks to my family—Heather, Luke, and Mia—for their patience and support in allowing me to complete my doctoral coursework and my dissertation. It was a long road. Remember the semester I taught and took six classes? Wow. It is barely a memory now. The learning never ends, in and out of school.

Finally, to my student participants I would like to offer my final and greatest thanks. For the better part of three years you spelunked with me, mining a tiny truth of how human interaction and adolescent reading motivation converge over time. I hope that this work allows your worthy voices to echo, and that someone down the road of research hears your communal call.

AUTOBIOGRAPHICAL SKETCH

I was born March 10, 1976, in Fresno, California—the middle child out of three boys in our family. I graduated from Bakersfield High School in 1994 and attended Bakersfield College for two years, receiving an A.A. in Forestry in 1996. In 1998 I received a B.A. in English from Humboldt State University, along the northern California coast. I remained at Humboldt State University for another year to pursue my teaching credential, and then began my teaching career at Willits High School in Willits, California, in August 1999. During my six years there I taught ninth, tenth, eleventh, and twelfth grade English, College Success, and AVID courses; and I also coached the JV baseball and poetry slam teams. During these years I also met and married my wife, Heather; and we were gifted with two children, Luke and Mia.

Shortly after moving to Boise, Idaho, in June of 2005, I began teaching English and Reading courses at the junior high level. In December 2006 I received an M.A. in Humanities (American Literature) from California State University, Dominguez Hills, culminated in a thesis about the evolving ecological vision within the works of American author John Steinbeck. In June 2007 I entered the doctoral program in Education at Boise State University, intrigued with the links of literacy and liberation.

I enjoy life and its seemingly limitless possibilities. We get one life. What will we do with this solemn yet noble truth? Perhaps basketball coach and teacher John Wooden answered this question best: "When I am through learning, I am through."

ABSTRACT

This qualitative study had two main purposes: One, to discover the nature of interactions that motivate adolescent students to read; and two, to follow how adolescents' views of interaction and reading motivation evolve over time. The study's research question was: What do student artifacts and interviews within both middle and high school contexts reveal about adolescents' perceptions of interactions with peers, teachers, and family and their motivation to read? The concept of *interaction* used within this study was based on a *collaborative* group-process learning context (Webb & Palincsar, 1996) and a social constructivist conceptualization of intrinsic motivation for literacy learning (Oldfather & Dahl, 1994). The study focused on eight students in Boise, Idaho from August 2007 to November 2009, following students throughout their eighth grade year, in which the researcher was their Reading instructor, and into their ninth and tenth grade years, when students were no longer enrolled in the researcher's classes. Based on a review of the research literature, hypotheses were as follows: first, changes in student reading motivation would correlate with quantities of interaction; second, students would be more motivated by interactions with other students as opposed to interactions with adults; and, third, levels of reading motivation and interaction would both diminish as students journeyed through their scholastic experience. In a 2007-2008 pilot study, 52 students in three groups were given time for in-class independent reading

and three varying levels of student interaction. Quantitative pilot study data included one-way composite scores and one-way ANOVAs from Wigfield, Guthrie, and McGough's (1996) Motivation for Reading Questionairre, with few meaningful results. Qualitative data included student "literautobiographies," reflections, and surveys; class-constructed generative webs during the 2007-2008 school year; and, during the 2008-2009 and 2009-2010 school years, three separate one-on-one interviews with students. Results were contextualized within *a priori* themes in the adolescent reading motivation research literature, including *access*, *conducive environment, choice, multiliteracies, family and friends,* and *teacher and pedagogy*. Newly emerging themes included *survival* interactions, *informal* interactions, and *"known-ness"* interactions, which motivate adolescents to read. Results were consistent with the study's first hypothesis, but inconsistent or inconclusive with the study's second and third hypotheses. Links with prior research, implications for educators, recommendations for further research, and limitations culminated the study.

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I. BACKGROUND AND RATIONALE

I first became interested in exploring reading motivation shortly after being offered a job teaching Reading at a junior high school of approximately 650 students located in Boise, Idaho. Over my teaching career I had taught Modified, Regular, College Prep, and Advanced Placement English courses in both high school and junior high settings, though this school was the first in which I was going to work with 15 minutes daily allocated for students and staff to "Drop Everything and Read." The school had an already entrenched reading culture unlike any other schools in which I had previously taught. Within this new context, I became captivated by the idea that I might be able to provide a classroom environment in which students could read, reflect, and share their independent reading on a regular basis, and thereby become more motivated to read. Thus, I began reviewing research on interaction and adolescent reading motivation more deeply, and I began implementing measures which might intertwine these two domains within my classroom walls.

According to prior research, students' desire to read begins to ebb dramatically around fourth grade, and even further for male students (Cloer & Pearman, 1993; Guthrie & Wigfield, 2000; Van Schooten, de Glopper, & Stoel, 2004). Evidence also indicates that students' desire and motivation to read further deteriorates in junior high school with the abrupt arrival of a more fractured, more teacher-centered classroom environment (Guthrie & Anderson, 1999; Oldfather & Dahl, 1994; Pumfrey, 1997; Wigfield, Eccles, Mac Iver, Reuman, & Midgley, 1991). Furthermore, by 12th grade, only 31% of students

read for enjoyment, and a mere 7% read daily even for school (Guthrie, 2008). The links between reading motivation, reading amounts, and reading achievement reveal the necessity to incite and maintain reading throughout childhood (Guthrie et al., 2006; Guthrie, Wigfield, Metsala, & Cox, 1999; Wigfield & Guthrie, 1997). The potential ramifications of failure in reading are individually disheartening and socially debilitating, in relation to how literacy correlates with academic achievement, employment opportunities, rates of incarceration, and the grim possibility of being re-integrated into society (Barr & Parrett, 2008; Barton, 2000; Greenberg, Dunleavy, & Kutner, 2007; National Early Literacy Panel, 2008; National Institute of Child Health & Human Development, 2000). Literacy and reading are not synonymous concepts; but few can quibble with "the need to read" in order to survive in today's fast-paced, information-driven world.

As I will note in further detail below, research has documented the relationship between interaction and motivation in adolescents, in general (Baker & Wigfield, 1999; Chandler, 1999; Duchein & Mealey, 1993; Edmunds & Bauserman, 2006; Guthrie et al., 1995; Hansen, 1969; Millard, 1997; Neuman, 1986; Love & Hamston, 2004; O'Rourke, 1979; Rowe, 1991; Shapiro & Whitney, 1997; Smith & Wilhelm, 2002; Strommen & Mates, 2004; Wells, 1978). However, research has neglected a few other areas of interest, including a longitudinal focus on specific types of interactions which affect adolescent reading motivation as students progress through adolescence. Via the research, we are aware of the increasing psychological importance of peer relationships, which peak in the middle school years and diminish by the end of high school (Brown, 1989; Youniss &

Smollar, 1989). Yet, also via the research, "What we do not know is whether the social interaction pattern of students influences their reading of new books and materials inside and outside the classroom" (Guthrie et al., 1995, p. 11). Recent dissertation research still acknowledges this lack of knowledge, especially for adolescent students (Klauda, 2008). My longitudinal study attempts to begin to fill those research chasms, by following a select group of eight adolescents progressing through the similar context of their junior high and high school experience, and by using student-provided data to reveal how interaction affects adolescents' motivation to read.

There are two purposes for my study: (1), to discover the nature of human interactions which motivate adolescents to read; and (2), to follow how adolescents' views of interaction and reading motivation evolve over time. The research question for my study is: What do student artifacts and interviews within middle and high school contexts reveal about adolescents' perceptions of interactions with peers, teachers, and family and their motivation to read?

II. REVIEW OF LITERATURE

As this is a qualitative study, I engaged in it with limited concerns about its *internal* or *external validity*, as described by Campbell and Stanley (1963), or the tautness of its *chain of reasoning*, as relayed by Krathwohl (1998). I do reflect on my study's attempts to reveal degrees of *trustworthiness*, however, as outlined by Guba (1981) and Lincoln and Guba (1985), which I will address in the Methodology below.

Social Constructivist Theoretical Context

As my study focuses on the nature of interactions which motivate adolescents to read, and how adolescents' views of interaction and reading motivation evolve over time, the review of literature is first situated within a discussion of social constructivist theoretical contexts relevant to the framework of my study. Some seminal contributions within this framework come from Piaget (1973), who viewed cognition and interaction as intertwined; and Vygotsky (1986, 1987, 1997), who contributed the concept of a learner's Zone of Proximal Development. Vygotsky's model, in particular, revealed the need for educators' linguistic and conceptual scaffolding within the context of student learning.

Additionally, Oldfather and Dahl (1994) contributed a more specific theoretical framework of a social constructivist reconceptualization of intrinsic motivation for literacy learning. Earlier, Oldfather (1992) offered a redefinition of intrinsic motivation called the continuing impulse to learn (CIL), defined as:

> An on-going engagement in learning that is propelled and focused by thought and feeling emerging from the learners' processes of *constructing meaning*. CIL is characterized by intense involvement, curiosity, and a search for understanding as learners experience learning as a deeply personal and continuing agenda. (p. 8)

Oldfather and Dahl (1994) separated the concept of CIL from previous definitions of motivation in three specific ways: (1), CIL is "linked explicitly to the learner's construction of meaning"; (2), CIL is "not defined through actions or behaviors" in a classroom, which may be intentionally or unintentionally misleading; and (3), "although CIL may bring about enhanced achievement or performance, these elements are not inherent in the concept of CIL, nor are they the focus of the research associated with [CIL]" (p. 142). Oldfather and Dahl's reconceptualization of an intrinsically-based literacy learning theory exists within three specific domains: classroom culture, the interpersonal, and the intrapersonal. Additionally, Oldfather and Dahl's (1994) aforementioned conceptualization was created to be "centered on the realm of the classroom," with the hope that this conceptualization could also "extend beyond the classroom—to the family, the school, the larger community, and culture" (p. 154).

I have attempted to integrate these latter ideas, especially, in crafting the methodology for my study.

Defining *Interaction*

As my study focuses on specific interactions which motivate adolescents to read, and how adolescents' views of interaction and reading motivation evolve across time, it is necessary to frame the concept of *interaction* relatively early within the scope of the study.

Placing the classroom beginnings of cooperation within the educational philosophies of John Dewey, Webb and Palincsar (1996) outlined the myriad contemporary group processes within classroom settings, including peer tutoring, cooperative learning, collaboration, peer response groups, book clubs, and peer learning in whole-class contexts. When using the term *interaction* within my study on the effects of interaction on adolescent reading motivation, however, I would like to place *interaction* within the specific framework of *collaborative learning*, which is explained in further detail below:

> In collaboration, the thinking is distributed among the members of the group. Although certain forms of collaborative learning can occur without collaboration, collaborative learning is generally assumed to subsume cooperation. Considerably less has been written about collaboration than about cooperation; however, the sense emerging from the literature is that the essence of collaboration is convergence—the construction of shared meanings for conversations, concepts, and experiences. (Webb & Palincsar, 1996, p. 848)

One specific way in which collaboration contrasts with cooperative learning, for example, is the latter concept's ultimate focus on specific goals within the group (Gambrell, Mazzoni, & Almasi, 2000; Guthrie & McCann, 1997), as opposed to the collectively created and shared meanings typical of collaboration. Further, collaboration also tends to eschew specialized roles, tasks tend to be more open-ended, and "because

interdependence is highlighted, there is little emphasis on group rewards to ensure

cooperation or group competitions to motivate students" (Blumenfeld, Marx, Soloway, &

Krajcik, 1996, p. 39). Within this context, the instructor is viewed as more of an observer;

and as a scaffolder, only if necessary (Wiencek, 1996). Also noteworthy within a

collaborative learning construct are Hynd's (1999) warnings of how social interaction can

actually detract from the learning environment in at least three possible ways: if the

content is counter-intuitive and thus not conducive to discovery; if the structure of tasks

keeps students focused on lower-level routines; and if students' goals conflict with those

of the teacher.

Within the context of my study, *interaction* will be defined as collaboration

between a student and another person or group of persons, including a teacher, an adult, a

peer, or a friend.

As *interaction* has now been grounded and defined within a collaborative learning

construct, I will now attempt to further delineate the concept of *motivation*.

Motivation

The word *motivation* has etymological origins in movement: the Latin *motus,* past

participle of *movēre,* "to move" (Merriam-Webster, 2008). For the purposes of my study,

which measures the effects of interaction on adolescent reading motivation, I will first

provide a review of literature on four specific models of motivation:

Self-Efficacy Theory

Bandura (1986) defined *self-efficacy* as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391). Bandura's delineation between skills and judgments of those skills is primary in his definition. Bandura (1997) was also clear to separate *self-efficacy* from *self-esteem*—the latter term being less related to achievement motivation than to "judgments of self-worth" (p. 11). Schunk and Pajares (2005) further clarified how self-efficacy can be both a personal as well as a social construct, noting how groups, schools, and organizations "with a strong sense of efficacy empower and vitalize their constituencies" (p. 86). The position of Schunk and Pajares is integral to my study, in relation to measuring the types of social interactions which might affect adolescent reading motivation.

Achievement Goal Theory

Elliot (2005) noted how Dweck and Nicholls were colleagues at the University of Illinois in the 1970s who researched achievement motivation but then "proceeded to offer somewhat distinct achievement goal conceptualizations that have been particularly influential" in the field. (p. 53). Dweck and Elliot (1983) revealed how achievement motivation leads to two separate goals: *performance goals*, in which learners seek to obtain either a favorable judgment or avoid a negative judgment of competence; and *learning goals*, in which learners are concerned with actually increasing one's competence. In contrast, Nicholls (1984) focused on what he termed *task-involvement,* in

which a learner is concerned with developing or demonstrating high ability; and *ego-involvement,* in which the learner focuses on developing or demonstrating to self or others high as opposed to low capacity. Of these concepts, Dweck's *learning goals* and Nicholls's *ego-involvement* seem especially well-aligned with Oldfather and Dahl's social constructivist reconceptualization of intrinsic motivation for literacy learning, which is the theoretical context for my study.

Intrinsic Motivation Theory

The first known use of the term *intrinsic motivation* involved a scientific study concerning behavior in monkeys (Harlow, 1950). White's (1959) use of the term *effectance motivation* revealed a marked trend in the research concerning the inner drives of play and exploration in both animals and humans. DeCharms (1968) added the concepts *autonomy* and *self-determination* to the research literature, emphasizing the individual's dual need to activate and master one's own environment. Deci (1975) later defined intrinsically motivated behaviors as ones which "a person engages in to feel competent and self-determining" as well as ones in which "conquering challenges or reducing incongruity" are paramount to the rest (p. 61). Following an initial design of intrinsic motivation's multidimensionality, Deci and Ryan (1985) reconceptualized Deci's original 1975 design of intrinsic motivation to include domains in drive naming, physiological arousal, psychological incongruity, psychoanalytics, competence and self-determination, and emotions. Deci and Moller (2005) later reiterated competence and intrinsic motivation's inextricability, while simultaneously summarizing the research on

the effects of both positive and negative feedback on competence and intrinsic motivation

for men, women, and children, respectively. Intrinsic motivation has been further refined

in the concept of *flow*, in which clear goals, a balance between challenges and skills, and

the presence of feedback have direct impact on the leisurely activities in which one

chooses to partake (Csikszentmihalyi, Abuhamdeh, & Nakamura, 2005). The

aforementioned research contextualizes my study, involving a theoretical context of

intrinsic motivation in which students interact with others related to their reading, then

continue or terminate reading based on levels of competence, challenge, feedback, and

flow.

Expectancy-Value Theory

Expectancy-value theory evolves from the early work of Atkinson (1957), who

defined an *expectancy* as "a cognitive anticipation, usually aroused by cues in a situation,

that performance of some act will be followed by a particular consequence"; and an

incentive as "the relative attractiveness of an event that might occur as a consequence of

some act" (p. 360). Atkinson also noted, "Performance level should be greatest when

there is greatest uncertainty about the outcome . . . whether the motive to achieve or the

motive to avoid failure is stronger within an individual" (p. 371). Finally, Atkinson

contended that people with achievement motives tend to seek out intermediate risk,

whereas persons with a motive to avoid failure should also avoid intermediate risk and

focus on either very simple or very strenuous activities. Within my study, expectancy-

value theory offers a potential context for viewing how interaction might motivate

adolescent readers to view reading as an incentive worth a more intermediate, achievement-oriented risk.

Continuing with this concept, Eccles et al. (1983) designed an expectancy value model, later revised in Wigfield and Eccles (2000) and re-revised, in Eccles (2005). This expectancy-value model encompassed levels of attainment, intrinsic interest, utility, and cost in relation to their contributions to one's achievement-related choices. Additionally, the expectancy-value model also inspired Eccles's compelling interest to re-integrate motivation theory, which is quoted in full below:

> I . . . wanted to articulate the relation of this perspective to other related motivational theories. This proved to be quite a challenge for two reasons: (1) The complexity of current theories of motivation made clear, unidimensional links difficult, and (2) all currently popular theories are dynamic and changing as the theorists talk more with each other. I found both of these challenges intrinsically interesting and important for the field. As each of the theories become more complex, they also become more similar. Being an integrative optimist, I want to interpret these theoretical shifts in terms of a developmental progression toward convergence on a predictively powerful set of principles of behavioral choice and motivation. We are not there yet, but we are getting closer. (Eccles, 2005, p. 119)

As a concluding comment on the general motivation literature within my study, I believe the above excerpt does two things especially well: One, it encapsulates a brief overview on some of the once-separated, and now-intertwined, models of motivation in the research literature; and, two, it predicts where the field of motivation may be headed, ecologically, in the decades to come.

Adolescents and Motivation

Defining *adolescence* is difficult. The American Psychological Association (2002) recently noted, "There is currently no standard definition of 'adolescent,'" and "adolescence can be defined in numerous other ways, including such factors as physical, social, and cognitive development as well as age" (p. 1). Within the scope of my study, I followed adolescents from grades eight through ten, with an age range from 13 to 16. Such a range would likely be considered, in contemporary terms, as early- to mid-adolescence.

Adolescence is "a time of burgeoning relationships" where the capacity for true intimacy begins (Paul & White, 1990, p. 375). Adolescence is also associated with downturns in motivation (including intrinsic motivation, achievement-related self-ratings, and perceptions of competence) which occur during late elementary school and adolescence (Anderman & Maehr, 1994; Stipek, 2001, Wigfield & Wagner, 2005). The emerging "reciprocal" nature of motivation and achievement as children age also suggests declines in academic performance many children encounter as they enter adolescence (Wigfield & Eccles, 2002).

Adolescents, Interaction, and Motivation

A brief summary of relevant research on how interaction affects adolescent motivation in general follows, to better support the context for a later review of adolescents, interaction, and reading motivation, which is the focus of my study.

Buhrmester and Furman (1987) and Furman and Buhrmester (1992) revealed how adolescents break away from parents and teachers during adolescence, instead preferring the company and contact of fellow peers. Further, Berndt and Keefe (1995) and Guthrie et al. (1995) reported how students' friendships and interactions influence classroom involvement, behavior, and achievement from pre- to late adolescence. In addition, Kindermann (1993), Rubin, Bukowski, and Parker (2006), and Wigfield, Eccles, Scheifele, Roeser, and Davis-Kean (2006) related how students veer towards peer groups with similar levels of motivation, and how these groups can influence children's motivation positively and negatively. Wentzel (2005) noted how peers can influence other students' goals through four specific conditions: clear expectations and opportunities for goal pursuit communicated by peers; help available from classmates; a safe and responsive peer context; and emotional support from peers. Finally, Ryan and Patrick (2001) stated the importance of students' perceptions of teacher support, promotion of interaction, and mutual respect relating to positive changes in student motivation and engagement. The expectation in my study is that interaction will affect adolescent reading motivation in much the same way that interaction affects general adolescent motivation, in relation to the preference of interacting with peers versus adults, and the possibility of interactions producing either positive or negative effects.

Reading Motivation

The concepts *reading motivation* and *reading engagement* are often used interchangeably in the research literature (Baker, 2003). Since my study measures the

effects of interaction on adolescent *reading motivation* (sometimes used synonymously with *reading engagement*), I shall now offer an overview of both concepts below.

Guthrie and Wigfield (2000) defined *reading motivation* as an "individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading," also commenting on how motivation is "distinct from attitude, interest, or beliefs" (p. 405). In addition, Wigfield and Guthrie (1997) and Baker and Wigfield (1999) expressed reading motivation's multidimensionality, including the 11 realms of reading efficacy, reading challenge, reading curiosity, reading involvement, importance of reading, reading recognition, reading for grades, social reasons for reading, reading competition, compliance, and reading work avoidance.

As I have previously noted, the evolving multidimensionality in the specific realm of reading motivation has paralleled a similar evolution within the general realm of general motivation, overall.

Reading Engagement

Just as they noted how reading motivation diverges from attitudes, interests, or beliefs, Guthrie and Wigfield (2002) also commented on how *reading engagement* is inextricable from the cognitive, social, and motivational dimensions which compose this construct. Guthrie and Knowles (2001) and Guthrie and Davis (2003) focused on the use of conceptual themes, real-world interactions, support for self-direction, using interesting texts, cognitive strategy instruction, social collaboration, and supporting students' self-expression. Similarly, Knickerbocker and Rycik (2002) stressed the importance for

middle school language arts teachers to maintain balance between content, process, relevance, and motivation—with a focus on the latter element—as increasingly reluctant readers struggle to become more strategic readers.

The definitions of and comments upon *reading motivation* and *reading engagement* indicate these constructs are evolving and multifaceted.

Quantitative Measurements of Reading Motivation

Past research attempts to measure student reading motivation have been both quantitative and qualitative in nature. As my study uses both quantitative and qualitative measures, I determined it was appropriate to provide a brief summary of the quantitative measurements of student reading motivation and similar constructs.

Attempts to measure reading motivation and related constructs grew in popularity in the late 1980s through the mid 1990s (Stewart, 2008). Ball (1984) outlined the possible difficulties in accurately measuring student motivation, including but not limited to problems involving construct validity, factor analyses, self-attributed data; and a misguided focus on "experimental manipulations" as opposed to "basic, psychometric concerns" (p. 324). As an affective construct, motivation is difficult to measure reliably and, thus, accurately. Nevertheless, several reading motivation researchers within the past eighteen years have attempted to do so.

McKenna and Kear (1990) developed the Elementary Reading Attitude Survey (ERAS) with the intent to use the instrument in grades 1 through 6. The 20-question ERAS asked students to circle a rendition of a Garfield character cartoon corresponding

with their responses to the survey's questions. Following its initial development, the ERAS was eventually given to over 18,000 students, grades 1 through 6, prior to establishing internal consistency of the attitude scales. Cronbach alpha coefficients ranged from .74 to .89.

Building on this research, Henk and Melnick (1995) developed the Reader Self-Perception Scale (RSPS), a 33-question survey based on a 5-point Likert scale. After offering one general perception question, the survey separated self-perception into four other separate constructs: progress, observational comparison, social feedback, and physiological states. Following preliminary development by 30 graduate students, the RSPS was given to 625 students in two different school districts, grades 4 through 6. Alpha reliabilities for the RSPS ranged from .81 to .84.

The Motivation to Read profile (MRP), designed by Gambrell, Palmer, Codling, and Mazzoni (1996), consisted of 20 items on a four-point response scale, plus a follow-up conversational interview. The MRP subdivided reading motivation equally into two dimensions: self-concept as a reader and value of reading. After its initial development, the revised MRP was administered to 330 third- and fourth-grade students in two school districts. Cronbach alpha reliabilities were .75 for self-concept and .82 for value; and pre- and post-test reliability coefficients were .68 and .70.

Finally, Wigfield, Guthrie, and McGough's (1996) developed the Motivation to Read Questionairre (MRQ)—a continuation of initial MRQ development from a year earlier (Wigfield & Guthrie, 1995). Using both general motivation literature as well as prior literature on reading attitudes and motivation, the authors envisioned reading

motivation through 11 separate domains, including reading efficacy, reading challenge, reading curiosity, reading involvement, importance of reading, reading recognition, reading for grades, social reasons for reading, reading competition, compliance, and reading work avoidance. Following the creation of these domains, the authors conducted student interviews to solicit students' views on reading motivation, then modified the 82 test items before piloting the questionnaire with 105 fourth- and fifth-graders. These test items were later revised and re-revised into an instrument of 54 items, on a four-point Likert scale, for use in upper-elementary or middle school classrooms (Wigfield & Guthrie, 1997; Wigfield et al., 1996). The instrument's authors envisioned the MRQ's use in a classroom at the beginning and the end of a school year, to measure individual and group changes in reading motivation (Wigfield et al., 1996). With respect to the MRQ's direct relations to motivation theory, Wigfield (1997) noted: "[T]his conceptualization of reading motivation is based in large part on motivation theory, most notably self-efficacy theory, achievement goal theory, intrinsic motivation theory, and expectancy-value theory"; and these respective aspects, in relation to motivation research, "had adequate to good internal consistency reliabilities" (pp. 63-64). This conceptualization of reading motivation echoed the four specific theoretical dimensions of motivation briefly summarized in the review of literature on general motivation above.

To contrast, Watkins and Coffey (2004) disagreed with Wigfield's comment on internal consistency reliabilities, suggesting that the MRQ was structurally invalid and that further "clarification" would need to be achieved before the MRQ could be considered a reliable dependent variable in reading motivation research.

Adolescents and Reading Motivation

Quantitative and qualitative research on adolescent reading motivation has revealed a mixture of results. As my study focusing on the effects of interaction on adolescent reading motivation has both quantitative and qualitative contributions, a review of literature within these scopes of inquiry can be found below.

In quantitative findings, Gottfried, Fleming, and Gottfried (2001) found longitudinal declines of intrinsic motivation for the subject area of Reading, specifically, across ages 9-16. In addition, McKenna, Kear, and Ellsworth (1995) and Kush and Watkins (1996) relayed a decline in recreational and academic reading attitudes throughout the lower to upper elementary grades, with a widening gap between girls and boys. Jacobs, Lanza, Osgood, Eccles, and Wigfield's (2002) also noted how children's self-competence for language arts diminishes rapidly for both genders during the elementary years, with girls eventually leveling off, and with boys continuing a further decline in the middle school years —findings which are "clearly gender-typed" (p. 524).

Qualitative research has also contributed several notable themes regarding adolescent reading motivation. Perhaps the most intriguing of these conclusions is the dispute with quantitative research that students lose interest in reading, overall, near the end of elementary school (Bintz, 1993; Ivey, 1999; Love & Hamston, 2004). A specific theme noted repeatedly in the qualitative research literature is *access* (Baker, 2003; Cole, 2002/2003; Ivey, 1999; McQuillan & Au, 2001; Pflaum & Bishop, 2004; Pilgreen, 2000; Strommen & Mates, 2004; Worthy & McKool, 1996), in which adolescents have the opportunity to peruse and borrow books quickly, easily, and regularly. Another theme

supported in the qualitative research literature is the necessity of a *conducive environment* in which to read (Clary, 1991; Guthrie & Cox, 2001; Hafiz & Tudor, 1989; Pilgreen, 2000). As many adolescent readers may not have such an environment at home, schools must provide that niche where reading can begin and be maintained without interruption.

Interested in researching other qualitative themes about adolescent reading motivation, Pitcher et al. (2007) revised Gambrell et al.'s (1996) Motivation to Read Profile (MRP) for use with adolescents. Pitcher et al. (2007) combined revised survey questions and follow-up conversational interviews to create the Adolescent Motivation to Read Profile (AMRP), using a widely diverse sample size of 384 students in middle and high schools in the Caribbean and across the United States. Survey findings included females scoring significantly higher overall than males; females' values of reading increasing across grade level combined with males' decreasing; males' scores decreasing progressively in their later teens, and African American and Afro/Indo-Trini adolescents valuing reading significantly more than Caucasians or students from other ethnicities. Thematic findings included the increasingly important effects of *choice*, electronic *multiliteracies*, *family and friends*, and *teachers and pedagogies* upon adolescents' motivation to read. The effect of *choice* upon adolescent reading motivation has also been confirmed repeatedly through previous research (Atwell, 1987; Ivey, 1999; Love & Hamston, 2004; Oldfather, 1993; Pilgreen, 2000; Stewart, Paradis, Ross, & Lewis, 1996; Worthy & McKool, 1996), as has the effect of the relatively newly-evolving theme of *multiliteracies* (Chandler-Olcott & Mahar, 2003; O'Brien, 2001; O'Brien, 2006; Rennie & Patterson, 2010).

I will offer a broader overview of the research on the themes of *family and friends* and *teacher and pedagogy* in the Adolescents, Interaction, and Reading Motivation section of my study, below.

Multicultural Students, Motivation, and Literacy

Research has noted the context of multicultural students' reading motivation to be a wide gap in the research literature (Baker & Wigfield, 1999). As my study's participants come from largely diverse multicultural backgrounds, it is relevant to review the research literature which relates to motivation in this specific context.

Whether the "achievement gap" between students of color and their Anglo counterparts has begun to narrow or widen is currently debatable (Dillon, 2009; Vanneman, Hamilton, Baldwin Anderson, & Rahman, 2009). Much of the focus of this achievement gap remains within the realm of reading. Torrey (1973) addressed how the educational system's "cultural and linguistic imperialism" towards African-American language patterns "have affected the social relationships of children with the schools in such a way as to make education of many children almost impossible" (p. 135-136). Heath (1982) expanded upon the "prevalent dichotomy" between the African-American group oral tradition and the types of necessarily individual and highly interpretive language found in "mainstream school-oriented book-reading" (p. 49-51). Additionally, others (Au, 1998; Banks, 1993; Cummins, 1986; Delpit, 1995; Ogbu, 1981; Payne, 2003) have commented on the divide between multicultural students' linguistic backgrounds and the power dynamic of academic language used within the context of school.

Chomsky and Macedo (1999) have also acknowledged U.S. schools' paradoxically hypocritical role in perpetuating the myth of a classless, pseudo-democratic society, echoing Freire's (1998) solemn claim that "culture belong[s] only to the colonizers" (p. 118).

Only a few studies have focused on reading motivation within multicultural contexts, and even fewer in multicultural, adolescent populations. First, Morrow (1996) found in a study of 166 second graders (of which 2/3 of the students came from minority backgrounds) a statistically significant difference in achievement within diverse urban classrooms with the use of collaborative, literacy-based instruction versus basal-centered instruction, as well as the more "fun" reading atmosphere which the former, more successful program inevitably provided (p. 86). Next, Stevenson, Chen, and Uttal (1990) found in a study of 1,161 students (1/3 from Hispanic and Black backgrounds), that Black fifth graders reported statistically significant differences related to the belief that reading was easier and that they worked harder in reading and in mathematics than did white and Hispanic children. Further, in a quantitative study of learning preferences among 206 Native American and 240 Hispanic college students, Sanchez (2000) separated both groups' learning preferences into three areas: motivational, task engagement, and cognitive strategies. Sanchez found:

1. At the motivational level, both Hispanic and Native American students exhibited definite preferences for feedback, participation, collaboration, and concrete experiences, in comparison with white students.

2. At the task engagement level, both groups demonstrated a high
   propensity for fact retention, elaborative processing, attitude, and
   reflectivity.

3. At the cognitive strategy level, the groups differed. Hispanic students
   showed a preference for active experimentation and judgment over
   perception, and Native American students showed an equal preference
   for concrete experiences and abstract conceptualization and thinking.
   (pp. 41-42).

Also, in a study of 1,032 middle school students, Unrau and Schlackmann (2006) found a stronger relationship between intrinsic motivation and reading achievement for Asian students compared to Hispanic students; a decrease in both intrinsic and extrinsic motivation for both ethnic groups across time; and Asian and Hispanic female students' heightened social motivation and lessened competitiveness compared to male students. Finally, Au (1997, 2005) uncovered the importance of *ownership* within "whole literacy" sixth grade language arts classrooms serving largely native Hawaiian student populations, while simultaneously acknowledging that increased levels of motivation do not coincide with increased academic performance.

It is clear, then, from the few studies listed above, that a gap exists in the research, in relation to the general focus of reading motivation within multicultural student populations, and to the effects of interaction on adolescent reading motivation within these populations, the latter of which is an especial focus of my study.

Adolescents, Interaction, and Reading Motivation

A quantitative study on reading motivation involving 371 fifth- and sixth-grade students revealed social interaction as one of the least-endorsed reasons for reading, suggesting that students may not be motivated to read because of social interaction whatsoever (Baker & Wigfield, 1999). Research on adolescents, interaction and reading motivation has focused on adolescents' interactions with parents and adults and with adolescents' interactions with their peers.

Prior research of the effects of interactions on student reading motivation has focused mainly on students and their parents. In research on the reading habits, social interactions, and reading attitudes of fourth- and fifth-grade children and their parents, Hansen (1969), Neuman (1986), and Shapiro and Whitney (1997) used interviews and questionnaires to reveal correlations between parents' and children's perceptions and practices. In surveying a similar fifth-grade population of 250 students, Wells (1978) revealed six factors increasing or decreasing reading motivation, five related to parental behaviors, and one related to teacher behaviors. Further, in a longitudinal study involving over 5,000 Australian children ages 5-14, Rowe (1991) found that home reading had positive effects on children's and adolescents' enjoyment of reading and their self-competence as readers, which in turn affected reading achievement. Notably, however, in a similar study with 150 ninth graders and their parents, O'Rourke (1979) found no correlations between parents and children regarding enjoyment of, and interest in, reading. These latter two studies, in particular, reveal a divergence in the research, perhaps paralleling shifts in adolescent development.

Prior research has also revealed an intriguing angle of gender concerning interaction and student reading motivation. In a study of 371 fifth- and sixth-grade students, Baker and Wigfield (1999) found girls to be more motivated than boys in 9 of 11 dimensions of reading motivation, excluding Work Avoidance and Competition. Focusing on both reluctant and committed adolescent male readers and their parents, Love and Hamston (2004) stated the growing importance of electronic media and other emerging literacies for 166 Australian male adolescents, as well as "the decreased role that fathers play in guiding the reading practices of their sons . . . as they move through their teenage years," ultimately suggesting "that male role models can be a powerful and still relatively unexploited social resource in the maintenance of boys as engaged readers" (pp. 372-373). Paralleling these findings, Edmunds and Bauserman (2006) interviewed 16 fourth graders who noted the mother as the primary family member motivating children to read, as well as the intriguing disparity between teachers referring narrative texts versus family members referring expository texts, respectively.

In addition, prior research has focused, albeit on a more limited scale, how teachers' interactions and pedagogies with students can affect reading motivation. Using 1986 National Assessment of Educational Progress data across a sample size of 2,795 students, ages 9, 13, and 17, Guthrie et al. (1995) related how "students' use of cognitive strategies and their social interaction patterns were simultaneously associated with amount and breadth of reading" (p. 22), suggesting the additional effect of in-classroom teacher scaffolding on student reading motivation. Also, in a study of 12 high school juniors and their parents, Chandler (1999) commented on the teacher's role in

constructing (or not *de*constructing) current parent-adolescent bonds in reading choices and resultant reading motivation, though those choices may conflict with the teacher's judgment.

In comparison to the amount of studies focusing on the effects of parent-student and teacher-student interactions on adolescent reading motivation, fewer studies have been conducted considering adolescents' interactions with their peers. Following interviews with 90 college freshman remedial reading students, Duchein and Mealey (1993) reported how peers can influence declines in reading motivation in adolescence, as other social activities and peer pressures begin to supersede reading in importance. Also, Millard (1997), in studying the effects of family, friends, and peers on 250 English adolescents' reading attitudes, found that female students reported reading more frequently and interacting more with family and friends, ultimately arguing that both domestic and school settings often promote "particular versions of literacy that have more appeal for girls than boys" (p. 1). In conjunction with those findings, Smith and Wilhelm (2002) researched reading motivation within a population of 49 adolescent boys from various ethnic and socioeconomic backgrounds, commenting on boys' need for a "more passive" social network in reading compared to that of girls, due to boys' "general distrust of English teachers and school reading" (p. 143). Finally, Strommen and Mates (2004) interviewed eight sixth-graders and ten ninth-graders—called "Readers" and "Not-Readers"—finding that Readers always established patterns of interaction initially within the family before transmitting them to peers, experienced evolving interactions

with parents beyond late childhood, and that "peer-group approval was not a big issue with Readers, even in adolescence" (p. 194).

Many of these studies on adolescents, interaction, and reading motivation lack focus on mid-adolescent populations. It is arguable whether fourth through sixth graders, which many of these studies follow, can truly be considered "adolescents." Further, the majority of these studies focus more on adolescents' interactions with adults as opposed to interactions with their peers. My study will attempt to fill these research gaps by investigating the interactions and reading motivations of students from early- to mid-adolescence, over a three-year period.

Pilot Study

To address the age-level and interaction gaps in reading motivation research, I conducted a pilot study during the 2007-2008 school year, focusing on 52 eighth grade students (27 females, 25 males). To measure the effects of these varying levels of interaction on reading motivation, I divided students into three groups and gave each group varying levels of interaction (none, student-student, student-student-class) related to their independent reading. I used the MRQ (Wigfield et al., 1996) as a measurement of reading motivation for two specific reasons. First, in comparison with the other available instruments, the MRQ's development process appeared to be more rigorous in its design and redesign, including a significantly higher number of items on the instrument itself. Second, the MRQ purported to measure reading motivation more holistically than the other instruments. To be more precise, two of the other possible aforementioned reading

motivation instruments focused only on reading attitude and reading self-efficacy, respectively; and one of the other possible instruments separated reading motivation into only two dimensions. All three of these possibilities seemed to conflict with the recent research suggesting reading motivation's evolving multi-dimensionality, which the MRQ embraced most powerfully of the available reading motivation instruments in the research literature.

During the 2007-2008 school year students read independently in class, on average, twice per week. Independent reading, reflection, and interaction, then, consumed 40 % of the course's curriculum; the other 60% of work was the same from class to class, including direct instruction on reading concepts and comprehension, common daily and quarterly readalouds, and literature circles. I observed and took notes on students' understanding, enjoyment, and readability of their self-chosen reading materials during regular student conferences. Students also reflected on their reading in journals. At the beginning of each academic quarter, I asked students to consider their individual reading speeds and readability of self-selected materials before setting personal reading goals (amount of books) for the quarter. I also offered students an extra credit opportunity: to read at home six nights per week, 20 minutes per evening, which I assessed by having students and their parents sign weekly reading logs. Based on this classroom structure, I observed directly, on average, approximately 60 minutes of independent reading time per week in class.

For the purpose of the pilot study, I divided students into three groups by class periods, time of day, and class size. Group one (Control, or C) consisted of 17 students

(12 females, 5 males) who read independently and reflected in their reading journals. This group's reading stayed "within themselves"; that is, there was no time allotted for students to use reading to interact with others during class. I purposefully selected my first and eighth period classes to compose Group C, to counterbalance any bias related to time of day. In comparison, group two (Control Plus Peer, or Group CP) consisted of 17 students (4 females, 13 males) who read independently, reflected in their reading journals, and used their reading reflections to interact with their fellow classmates throughout the year. My second and seventh period classes composed Group CP. Finally, group three (Control Plus Peer Plus Class, or CPC) consisted of 18 students (11 females, 7 males) who read independently, reflected in their journals, used their reading reflections to interact with classmates, and "published" their reading quarterly by giving booktalks to their entire class. My third and fourth period classes composed Group CPC. Each successive group, then, from C to CPC, engaged in more interaction related to their independent reading.

Peer interactions (collaborations) throughout the 2007-2008 school year were scaffolded through two separate written reflection contexts: The first context I developed was the "What-What-What" reading journal reflection (Appendix A); the second context I developed was the "Reader's Top Ten" (Appendix B). Following independent reading, students would reflect in writing using these documents for eight to ten minutes (group C); the other two groups (CP and CPC) would then also use these writings to collaborate with classmates regarding their independent reading reflections. I attempted to divide

equally in class the collaborations between friends and cliques, and collaborations with students with whom other students were less familiar.

In addition to this collaborative context, group CPC members interacted with their entire class, as a whole, in relation to their independent reading. Interactions took place within the format of quarterly booktalks—informal speeches in which students displayed, summarized, and offered a short reading from their independently-chosen books; students also discussed, in these booktalks, their reasons for choosing specific books as well as which particular reading audiences might enjoy the book in question. The class-wide interactive booktalk format also allowed for audience questions, directed towards the presenter, and related to the particular book being shared.

I collected pre-and post-composite scores on the MRQ (Wigfield et al., 1996) for each of the three aforementioned groups. I then obtained reliability measures of the 11 reading motivation subscales and compared the three groups of each subscale using separate analyses of variance (ANOVAs). There were no significant differences across the three groups. The only significant result was that the motivation to read for grades decreased across time, a minor result paralleling findings by Baker and Wigfield (1999), who in a longitudinal study of 371 fifth- and sixth-graders noted Grades as one of the most highly-endorsed of the 11 reading motivation subscales.

Although the pilot study did not confirm that reading motivation differed across the three groups, the MRQ data were useful for identifying three different student profiles for the current study. In particular, I selected students whose MRQ pre- and post-composite scores increased across time, decreased across time, and remained stable, in

order to create a pool of eight student participants (three females, five males). Three

students reported increasing composite scores on pre- and post-measurements of the

MRQ, one student reported a decreasing composite score, and four students reported

stable composite scores. Students' pre- and post-measurements of the MRQ tended to

conflict with the qualitative data provided by students measuring their evolving levels of

reading motivation, which caused me to question the value of the MRQ for my pilot

study, overall.

Research Question for Study

The research summarized above is wide in scope. However, there are gaps in the

research literature concerning (1), the specific nature of interactions which motivate

adolescents to read; or (2), how interaction and reading motivation are intertwined, over

time. My study will address these gaps in the research.

My study had one specific research question: What do student artifacts and

interviews within middle and high school contexts reveal about adolescents' perceptions

of interactions with peers, teachers, and family and their motivation to read?

Hypotheses for Study

Based on the review of the research literature, I formed three study hypotheses.

My first hypothesis was levels of interaction would parallel students' reading motivation,

because past research has documented the potentially positive and negative effects of

interaction on adolescent motivation, in general (Berndt & Keefe, 1995; Guthrie et al.,

1995; Kindermann, 1993; Rubi et al., 2006; Wentzel, 2005; Wigfield et al., 2006) Based on this research, my hypothesis was that the effects of interaction on adolescent reading motivation would occur similarly.

My second hypothesis was students would be more motivated by interactions with other students compared to interactions with parents, teachers, and other adults, because with the onset of adolescence, adolescents prefer to interact with peers as opposed to adults (Buhrmester & Furman, 1987; Furman & Buhrmester, 1992). As the previous literature (Baker & Wigfield, 1999; Edmunds & Bauserman, 2006; Millard, 1997; Smith & Wilhelm, 2002) suggests, gender may also play an important role in relation to not only the genders of adolescent participants, but the genders of persons with whom these adolescents choose to interact.

My third hypothesis was levels of reading motivation and interaction would diminish over time as students traveled through their ninth and tenth grade years, because prior research has revealed a continuing decline in student reading motivation from grades four through twelve (Cloer & Pearman, 1993; Guthrie, 2008; Guthrie & Anderson, 1999; Guthrie & Wigfield, 2000; Oldfather & Dahl, 1994; Pumfrey, 1997; Van Schooten et al., 2004; Wigfield et al., 1991).

III. METHODOLOGY

In deciding upon a methodology for my study, I considered Creswell's (2003) comment on how contemporary research studies show a tendency towards one paradigm or another, and Guba's (1981) comment on how "there is no inherent reason why either paradigm cannot accommodate, and be contributed to, by either methodology" (p. 78). With these ideas in mind, my study tends greatly towards the qualitative paradigm, though it also has its small, initial quantitative contributions, which I will describe in further detail below.

Rationale for Qualitative Methodology

A primary reason for my consideration of a qualitative approach was that my quantitative pilot study failed to detect a robust relationship between interaction and reading motivation across three separate groups of varying levels of interaction. Therefore, I decided a qualitative stance of inquiry would best fit my study.

In considering claims of knowledge, strategies of inquiry and resultant methods of research design, Creswell (2003) noted three major areas a researcher should consider before choosing a particular stance of inquiry (quantitative, qualitative, or mixed methods). The first of these considerations is the *match between problem and approach.* As there has been very little prior research focusing on the nature of interactions and their effects on adolescent reading motivation, the exploratory flavor of my study and its focus on understanding this specific phenomenon seemed to link best with the qualitative

approach. The second consideration was my *personal experience* in English composition and literature, my myriad experiences in constructing and interweaving narrative and expository text structures, and my daily communication with students, all of which lent well to a qualitative approach. Finally, the third consideration, *audience*, meshes well with the literature in the research journals in which I eventually hope to publish.

Procedure

The eight students participating in my study were enrolled in my 8th grade Reading course only during the 2007-2008 school year. I outlined the procedure for this portion of the study in the discussion of the Pilot Study above. As I have previously mentioned, during the 2008-2009 and 2009-2010 school years, I had no direct control concerning classroom procedures involving these students. However, several students in my study visited me in my classroom on their own volition—just to visit, or for new book recommendations. I recognized these visits as indicators of their level of comfort with me, which deepened our relationship, as well as my study's credibility (Guba, 1981).

Qualitative Data

Prior qualitative research philosophers have highlighted the importance of the researcher as the main "instrument" of qualitative data collection (Lincoln & Guba, 1985; Eisner, 1991; Creswell, 2003; Merriam, 2009). I began to realize that any data collected would be interpreted through my own lens, and I took countermeasures to address the issues such a linear focus might create. One of those countermeasures was relying heavily

on student-provided data. Though I did make observations and reflections of students in my study, student-provided data provided the great majority of the study's data.

In August 2007, on the second day of school, I collected student "literautobiographies" (autobiographies concerning students' lives in and out of school) in order to offer a brief qualitative baseline on reading for each new student in my study. Questions on these literautobiographies included a general focus on students' personal and family backgrounds, as well as a more specific focus on their views on themselves as readers (Appendix C).

In early October 2007, students in my classes created metacognitive concept maps of themes related to reading motivation. I asked each student, "What motivates you to read?" Based on the diverse suggestions offered and examined within each class, students constructed a class-wide web of ideas and then used the web to choose their own primary motivator. Students responded in writing about their primary motivator to read, as well as what could motivate them further to read (Appendix D).

In January 2008, at the end of first semester, students reflected in writing about Reading class and their evolving motivation to read during first semester, including contributions or detractors to their ongoing reading motivation (Appendix E).

Finally, in June 2008, on the last day of school, and in conjunction with the re-administration of the MRQ, I surveyed students to reflect on how interaction had affected their motivation to read throughout the entire year (Appendix F).

In September 2008 I researched specific qualitative interview techniques (Gubrium & Holstein, 2005; Holstein & Gubrium, 1995; Seidman, 2006; Weiss, 1995). I

then conduct three one-on-one interviews with students during the first and second

semesters of their ninth grade year, and the first semester of their tenth grade year.

Interview questions focused on interaction and its effects on student reading motivation,

and included follow-up questions from previous interviews. I used handwritten notes and

a digital audiotape to document my interviews. I later transcribed the recorded interviews

with the aid of Digital Voice Editor 3 computer software (Appendixes G, H, and I).

Procedures for Data Analysis and Treatment of Trustworthiness

The structure of qualitative data analysis and treatment of trustworthiness in my

study are largely based on the work of Glaser and Strauss (1967), Guba (1981), Lincoln

and Guba (1985), and Creswell (2003). The four domains discussed below are naturalistic

inquiry's parallels to the rationalistic paradigm of internal validity, external validity,

reliability, and objectivity, typically found in quantitative research. Naturalistic inquiry's

companions to these four domains, and my attempts to satisfy them, are listed in order

below, followed by a discussion of data analysis procedures used in my study.

<u>Data Analysis</u>

First, I input all data into a Microsoft Word master document. While initially

perusing this master document, I annotated notes in the margins to better frame future

coding protocols. Next, I reflected upon preliminary themes in my reflexive journal, and

then discussed them with peer debriefers, including teaching colleagues, fellow doctoral

students, former professors, and (in the primary stage of data analysis) two dissertation

committee members. I compared preliminary themes with *a priori* themes in the research

literature (*access*, *conducive environment*, *choice*, *multiliteracies*, *family and friends*, and

teacher and pedagogy). I then re-coded the data, using the constant-comparative method

(Glaser & Strauss, 1967; Lincoln & Guba, 1985). Next, I color-coded data by hand to

unitize and categorize data in line with *a priori* themes (Appendix J). I also met with peer

debriefers who had hand-coded the data in line with *a priori* themes (Appendix K). The

peer debriefers and I discussed *a priori* themes as well as new themes emerging from the

data, which I explored more explicitly in subsequent data collection. Finally, I completed

continuous member checks with students to ensure data analysis was consistent, coherent,

credible, and complete.

Credibility

I attempted to take several measures to account for credibility during and after my

study. First, as prior research on adolescents, interaction, and reading motivation has

lacked a longitudinal context, I engaged with students for a prolonged period of time—or

over the course of three separate school years. Doing so allowed students to adjust to my

evolving presence from a teacher-researcher to a researcher only, thereby alleviating

possible threats of either coercion or unfamiliarity. Next, maintaining my own informal

journal of persistent observations and interactions with these students and their data

helped me understand their evolutions as students and readers. I debriefed data with peers,

as previously noted, in order to cross-check data and ensure continuity among generative

themes. During the interview process of my study, I member-checked data with students,

having them peruse all of the data they had provided within the study. In the first interview students perused and confirmed 2007-2008 data displayed on a Microsoft Excel spreadsheet; and in the subsequent interviews students read and confirmed all student-contributed raw data, word-processed transcripts of prior interviews, and a master document of all student-provided data. After my study was completed, I mailed or e-mailed directly to students a transcribed copy of their final interviews, along with my contact information, in order to better achieve process, catalytic, and democratic validities (Herr & Anderson, 2005).

Transferability

I attempted to account for transferability during and after my study. My purposive sampling was intended to widen the scope of possible data inputs, with a focus on multicultural voices within the student population. In my study I attempted to provide a "thick description" (Guba, 1981, p. 86) in the interest of clarity, and in the hope that my study might aid future investigators to better fit the exploratory context described here with studies of their own. Following the completion of my study, I attempted to fit the context of my thick description, recursively, with other research contexts.

In attempting to ensure transferability in my study, I was also aware of the limited ability to generalize my research, due to the qualitative study's small sample size. However, the current dearth of longitudinal research focusing on the effects of interaction on adolescent reading motivation allowed for *foundational transferability*, to better frame future studies on my specific research topic.

Dependability

      To provide treatment for dependability within my study, I attempted to overlap

methods by first undertaking a small quantitative pilot study in order to better frame

questions for interviews with students. I also used quantitative data to classify student

participants among levels of increasing, decreasing, and static reading motivation.

Further, I used student-provided written responses, webs, and surveys, combined with

one-on-one interviews, to triangulate the study. Peer debriefers helped analyze these data,

coding and commenting upon data independently before convening with me to discuss

links with established *a priori* themes and other newly emerging themes. Finally, in

establishing an audit trail for data, I hoped to better enable the study's external auditor (a

fellow doctoral student) to comment on the integrity of the qualitative procedures used

for data analysis in this study (Appendix L).

Confirmability

      In addition to triangulating data using a variety of perspectives, methods, and

alternate researcher viewpoints, I practiced reflexivity by keeping a journal of ongoing

introspections and shifts in viewpoints throughout the study, making notations on biases,

questions, problems, and themes as they arose. A confirmability audit concerning the

products of my inquiry was also performed by the same aforementioned auditor who

examined elements of dependability within this study.

IV. SETTING AND PARTICIPANTS

In crafting the methodology for my study, I attempted to focus purposefully on a diverse population of students. (I prefer to use the term *students* as opposed to *participants* in my study—neither because I discard recognized usage within the field of qualitative research, nor because I discount participants' massive contributions to the study, but to reinforce the embedded nature of our relationship, forged initially in a teacher-student classroom relationship.) As our school population served an increasing number of students from multicultural backgrounds, I was conscious in approaching students for my study who not only fit the parameters of my research interests, but also who might present a clearer snapshot of how interaction and reading motivation intertwine within a diverse student population. With the exception of my own name (when it was used by students in the data), all names used in my study are pseudonyms which I created for confidentiality. Additionally, all students and their parents or guardians signed assent and consent forms, as mandated by the Institutional Review Board (IRB).

Setting

The research location for my study was an urban junior high (grades 7 through 9) and myriad high school environments (grades 9 or 10 through 12) located in or near the capital city of Boise, Idaho. The research took place from August 2007 to November 2009, over the span of three separate school years. Between the 2007-2008 and 2008-

2009 school years, the student population at the junior high school declined from a population of 685 students (47% of whom were eligible for free and reduced lunch) to a population of approximately 640 students (70% of whom were eligible for free and reduced lunch). In addition, as a result of a redrawing of school district boundaries and other socioeconomic changes, the junior high school witnessed a large influx of multicultural and refugee student populations for the 2008-2009 school year. For the 2009-2010 school year, students dispersed to diverse high school environments, including regular and virtual high schools in and outside of Boise, Idaho.

Descriptions of Student Participants

The section below in which student participants are described in further depth attempts to bridge the Methodology and Results sections of my study. During self-reflection and discussion with dissertation committee members, it seemed most prudent to describe setting and students in a section separate from Methodology and Results. Though some of my observational data and some of the student-provided information below can be considered actual "Results" or "Data," the information is intended to provide thick description, further clarity, and stronger transferability in relation to the students involved in my study.

To provide a snapshot of each of these eight participating students, I first included students' written literautobiographies from the 2007-2008 school year. For further autobiographical context, I also included students' responses to one of the autobiographical questions from Interview 2 during the second semester of the 2008-

2009 school year. I censored comments only when necessary to retain students'

anonymity. I then complemented these student-provided data by including my own

observations of each student within the context of my classroom during the 2007-2008

school year—their behavior, academic performance, and any other pertinent

characterizations that might enable a reader of my study to better envision each student as

a motivated or unmotivated reader. I also included, if relevant, any significant contacts I

had with students beyond the realm of our classroom, as these data might better reflect

the depth of our relationship.

Brent

> (Brent, Literautobiography) I was born in Boise, Idaho. I have never lived
> anywhere else or away from my parents. I played alto sax last year and am
> teaching myself to play the guitar. I love to read. I like almost every genre.
> I consider myself an excellent reader. 'Cause I read a couple hundred
> books a year. I finished the 5th Harry Potter book in two days.

> (Brent, Interview 2) Well, I like to play sports. I go to [name of junior
> high]. I'm 15. I have a dog named [name of dog].

Brent was in the aforementioned Group One pilot study group (C, no interaction) during

the 2007-2008 school year. Brent was also an enigma to me. He had strong parental

support at home, indicated by constant communication with his parents about Brent's

progress as a reader for the entire 2007-2008 school year. He appeared well-adjusted to

school life, participating in sports and having plenty of friends. Brent's performance in

the classroom was enough to merit good grades each and every quarter. Yet most of the

time Brent seemed humdrum, apathetic, blasé, going with the flow—much more than he

seemed genuinely interested in reading, interacting, and learning. His short, intermittent

in-class disruptions made me ponder whether he might simply be bored with school. I

also wondered if Brent's academic performance had more to do with getting by and

satisfying his parents' expectations than with confronting his own personal challenges.

Brent self-identified with Caucasian, Greek, and Lithuanian backgrounds. After his time

at junior high, Brent attended a high school in Boise, where he continued to play sports.

Mean composite pre- and post-measurements of the MRQ for the eight students in

my study were 148 and 159, respectively. Brent's composite scores on pre- and post-

measurements of the MRQ during the 2007-2008 school year were 158.5 and 185.5,

suggesting an increasing motivation to read. Additionally, Brent's 2007 Idaho Standards

Achievement Test (ISAT) results were 216 (Proficient) for Spring 2007 and 230

(Advanced) for Spring 2008.

Christa

> (Christa, Literautobiography) I was born [outside of Boise]. I have lived in
> [numerous other states]. I live with my mom and stepdad and used . . . to
> visit my dad but I don't go anymore. Things I like doing outside of school
> [are] hanging out with my friends and going to the mall. My personality
> makes me "me." I like reading both fiction and non fiction stories but I
> prefer fiction. I least enjoy stories where people get killed. I consider
> myself an average reader because I'm good at reading but when it comes
> to hard words in the story it confused me. Reading teaches you things that
> you don't already know.

> (Christa, Interview 2) Well, I'm a very shy person, I can tell you that. I
> usually get along with everybody. And [unintelligible] friends.

Christa was also in the Group One pilot study group (C, no interaction) during the 2007-

2008 school year. A reserved, shy student, Christa was also calm, polite, and articulate at

a level beyond her age. My own interactions with Christa were sparse, but I did have

discussions with her beyond the regular realm of the classroom related to her personal

difficulties. Christa self-identified as Filipino in one of our interviews. After her time at

junior high, Christa attended a high school in Boise, where she appeared to be more

involved in school activities compared to junior high.

Christa's composite scores on pre- and post-measurements of the MRQ during the

2007-2008 school year were 167 and 173, suggesting a stable motivation to read. Christa

had no ISAT data for Spring 2007, but scored 226 (Proficient) for Spring 2008.

Edward

> (Edward, Literautobiography) I was born in [another country]. I lived
> [there] for most of my life until three years ago. I went on holiday with my
> parents and brother. We came to America and when it was over we went
> back then decided to come and move here. Now we stay here. When I am
> not in school I like to snowboard and do motorcross. I like adventure
> stories, even though I am bad at reading. Reading is one of the things you
> need to know to get through this world.

> (Edward, Interview 2) I'm from [another country]. I kind of have an
> accent. I can be really nice and really mean at the same time. I'm pretty
> much carefree most of the time. I try and keep my grades up, trying really
> hard to do all the work, find it pretty easy sometimes.

Edward was in the Group Two pilot study group (CP, peer interaction) during the 2007-

2008 school year. An exceedingly polite student of good humor, Edward always greeted

me and said goodbye upon entering and leaving class. His academic performance in my

Reading class differed somewhat from the other students in my study, in that his 2007-

2008 grades hovered around C's and D's. I wondered if this could be attributed to

Edward's language development, or his new immersion in a culture much different from

his country of origin. Regardless, I found Edward to be both engaged and engaging, and

genuinely interested in contributing to my study. After his time at junior high, Edward

attended a high school in Boise, becoming involved in a college preparatory program for

underserved student populations.

Edward's composite scores on pre-and post-measurements of the MRQ during the

2007-2008 school year were 119.5 and 120, suggesting a stable motivation to read.

Edward's 2007 ISAT results were 211 (Basic) for Spring 2007 and 221 (Proficient) for

Spring 2008.

Franklin

> (Franklin, Literautobiography) I was born [outside of Idaho]. I lived there
> for about five years then my mom and dad divorced. We moved to Boise.
> After school I usually hang out with friends or play basketball. What
> makes me me is my unique personality. I think reading is cool. I enjoy
> fantasy books. I dislike biography books. There are many purposes but
> mine is mainly entertainment, I dislike biographies. I am an excellent
> reader because I read a lot. There are many purposes but mine is
> entertainment.

> (Franklin, Interview 2) Very emotional. Weird person that likes basketball
> and loves hanging out with friends. Wants to be involved in almost
> everything. Doesn't like being left out. I like to read. I was raised in Idaho
> but born [elsewhere]. I was only there for five years. African-American.

Franklin was in the Group Two pilot study group (CP, peer interaction) during the 2007-

2008 school year. Franklin was a student who was sometimes out-of-control, but with

whom I had a good relationship, nonetheless. He had a highly-developed sense of

humor—a mischievous, on-the-edge side that I appreciated. Once, during a class-wide

readaloud, he happened to notice I was censoring a certain part of the book, so he took it

upon himself to "borrow" the book after class. We had a discussion later about why I

thought an overt scene of self-gratification might be inappropriate for a class full of

eighth graders. Our two-way, good-natured banter often added levity and laughter to our

class. Franklin was a student who I also observed as successful in school academically,

athletically, and socially. After his time at junior high, Franklin attended a high school in

a suburb outside of Boise.

Franklin's composite scores on pre- and post-measurements of the MRQ during

the 2007-2008 school year were 148.5 and 161, suggesting an increasing motivation to

read. Franklin's 2007 ISAT results were 227 (Advanced) for Spring 2007 and 235

(Advanced) for Spring 2008.

Gary

> (Gary, Literautobiography) When I was first born I lived in a very tiny
> house downtown, then I [moved] down the street into some apartments.
> Then we moved again . . . I've lived in Boise my whole life. Outside of
> school I play a lot of sports and I hang out with my friends. Reading isn't
> my favorite subject but I have read some good books. The best time is
> sports, but last year I read a book called [name of book], it was really good.
> I don't like fantasy books. I'm an average reader. I think it is important; if
> not, you won't really know anything.

> (Gary, Interview 2) I'm a guy, I'm athletic, funny sometimes. I can be a
> good student. I'm black.

Gary was in the Group Two pilot study group (CP, peer interaction) during the 2007-

2008 school year. Perhaps more than any other student in my study, Gary and I had the

strongest student-teacher relationship related to books, mostly ones involving sports.

Following my recommendation of a specific author, Gary focused on reading over 40

books from that author for the 2007-2008 school year—a stark contrast to his previous

lack of reading motivation. As a result, Gary's parents were extremely supportive in their

child's reading development throughout the 2007-2008 school year. Like Franklin, Gary

often toed the line of propriety within a school setting, in relation to joke-telling and

personal space. Gary continued to come to my classroom for book recommendations

throughout the 2008-2009 school year, as well. Gary was a student who I also observed

as successful in school academically, athletically, and socially. After his time at junior

high, Gary attended a high school in Boise, staying active in athletics.

Gary's composite scores on pre- and post-measurements of the MRQ during the

2007-2008 school year were 142 and 136, suggesting a stable motivation to read. Gary's

2007 ISAT results were 211 (Basic) for Spring 2007 and 229 (Advanced) for Spring

2008—one of the largest gains by a student in my study.

Hannah

> (Hannah, Literautobiography) I was born . . . in Boise, Idaho. I have lived
> in Boise all my life and I love it here. Outside of school I love going to
> [college] football games. I also just like hanging out with my friends and
> family and just having a good time. I love to laugh and have fun. I'm a
> really good listener and I'm a good friend. That's what makes me me. The
> types of reading I enjoy are scary or romantic books. I also like
> autobiography books. I don't really like reading history or fantasy books. I
> consider myself an average reader. I'm not the best, but I'm pretty good.
> I've had problems reading since I've been young, but I've gotten better
> over the years. The purpose of reading I believe is to explain our
> imagination and help us learn about different things like history and
> people's lives.

> (Hannah, Interview 2) I'm 14, and I like to do lots of sports and be outside.
> I'm very active. And I get bored really easily, so I need to do something
> all the time. Me and my parents get along pretty well. We're pretty crazy
> when we're all together.

Hannah was in the Group Three pilot study group (CPC, peer and whole class interaction) during the 2007-2008 school year. Lively and positive, Hannah seemed successful in school academically, athletically, and socially. Hannah came to me, unsolicited, for several book recommendations during both the 2007-2008 and 2008-2009 school years—the only female student to do so both years. I noticed that Hannah enjoyed books with coming of age themes involving young women, especially; and that she seemed to read "above her age level"—that is, books that could be considered more adult in theme. Hannah self-identified as Hispanic and Caucasian on one of her survey questions. After her time at junior high, Hannah attended a high school in Boise, remaining active in extracurricular pursuits.

Hannah's composite scores on pre- and post-measurements of the MRQ during the 2007-2008 school year were 153 and 161, suggesting a stable motivation to read. Hannah's 2007 ISAT results were 225 (Advanced) for Spring 2007 and 229 (Advanced) for Spring 2008.

Iris

> (Iris, Literautobiography) I was born [in another state]. Then we moved to Idaho. And we lived in this house [in a specific Boise neighborhood] for 12 years. Then last year we moved over here. One of the things I absolutely love to do is dance. Something that sets me apart from people is I am my own person. I don't care what people think. And I try to be nice to people at the same time. It kind of depends on the time I'm reading on whether I'll like it or not. I mostly like reading fiction. I don't like the science non-fiction stuff. I think you can get a lot out of reading. It can give you a big imagination.

(Iris, Interview 2) I love to dance. I plan on graduating from [college]. I am open to new things. I've been through a lot of things that have made me a strong person.

Iris was in the Group Three pilot study group (CPC, peer and whole class interaction) during the 2007-2008 school year. Iris was a student with whom I had little contact beyond the walls of our classroom. I observed during the 2007-2008 school year her growing interest in relationships; and, in fact, her relationship with her boyfriend appeared to consume much of her time for the 2007-2008 school year. Iris was an athlete, had high parental support, and read many books with female, coming-of-age themes. Iris self-identified as Caucasian on one of her survey questions. After her time at junior high, Iris attended a high school in Boise, continuing her involvement in extracurricular activities.

Iris's composite scores on pre- and post-measurements of the MRQ during the 2007-2008 school year were 143 and 164, suggesting an increasing motivation to read. Iris's 2007 ISAT results were 217 (Proficient) for Spring 2007 and 235 (Advanced) for Spring 2008—one of the largest gains by a student in my study.

Jaret

(Jaret, Literautobiography) I was born [date]. I've lived with my mom and dad. I like to go fishing with friends and family. I also like going hunting with my dad and grandpa. I like riding my bike around town. I like reading books on war and old penitentiaries. I also like books on bikes. I would probably consider myself as an average reader. I think books open the mind and help you relax. They also teach you things about all kinds of stuff.

(Jaret, Interview 2) I like to hunt and fish. I'm 15. I'm taller than my dad. I'm funny and I have weird friends.

Jaret was in the Group Three pilot study group (CPC, peer and whole class interaction)
during the 2007-2008 school year. In class Jaret was especially polite, and caused no
behavioral problems whatsoever; yet his interest in reading seemed average at best, and
he often seemed to blend in with the classroom walls. I wondered if my observations
related to his skill level, his inability to focus, his disinterest in activities, or all of the
above. Jaret self-identified as American, White, English, German, and Portuguese on one
of his survey questions. After junior high, Jaret began taking high school courses
exclusively online, which he viewed as a positive change in his academic life.

Jaret's composite scores on pre- and post-measurements of the MRQ during the
2007-2008 school year were 150 and 119, suggesting a decreasing motivation to read.
Jaret had no ISAT data for Spring 2007, but scored 233 (Advanced) for Spring 2008.

V. RESULTS

To restate, the purpose of my study was to explore (1), the nature of interactions which motivate adolescents to read and (2), how adolescents' views of interaction and reading motivation evolve over time. My study had one specific research question: What do student artifacts and interviews within both middle and high school contexts reveal about adolescents' perceptions of interactions with peers, teachers, and family and their motivation to read?

Again, my first hypothesis was levels of interaction would parallel adolescents' reading motivation, because past research has documented the potentially positive and negative effects of interaction on adolescent motivation in general (Berndt & Keefe, 1995; Guthrie et al., 1995; Kindermann, 1993; Rubin et al., 2006; Wentzel, 2005; Wigfield et al., 2006). My second hypothesis was students would be more motivated by student-with-student interactions compared to student-with-parent and student-with-teacher interactions, because with the onset of adolescence, adolescents prefer to interact with peers as opposed to adults (Buhrmester & Furman, 1987; Furman & Buhrmester, 1992), including peers of similar genders (Baker & Wigfield, 1999; Edmunds & Bauserman, 2006; Millard, 1997; Smith & Wilhelm, 2002). My third hypothesis was levels of both reading motivation and interaction would diminish over time as students travel through their ninth and tenth grade years, because prior research has revealed a continuing decline in student reading motivation from grades four through twelve (Cloer & Pearman, 1993;

Guthrie, 2008; Guthrie & Anderson, 1999; Guthrie & Wigfield, 2000; Oldfather & Dahl, 1994; Pumfrey, 1997; Van Schooten et al., 2004; Wigfield et al., 1991).

Many of the results from the aforementioned coding of data aligned with several of the *a priori* themes established previously in the qualitative research literature, including *access*, *conducive environment*, *choice*, *multiliteracies*, *family and friends*, and *teacher and pedagogy*, each of which will be briefly described below. As some of the emerging results from open-ended questioning in 2007-2008 and 2008-2009 seemed to be less aligned with *a priori* themes, I used direct follow-up questions in 2009-2010 to discover how students in my study paralleled those in prior research. A brief discussion of the results follows, by theme, organized within each theme by the three years of my study, to show the progression of students' longitudinal responses to effects on their reading motivation.

Access

Table 1

Students' Yearly Responses to Theme of Access

Student	2007-2008	2008-2009	2009-2010
Brent	x	x	x
Christa	x	x	x
Edward	x	x	

Table 1 continues

Table 1 (continued)

Student	2007-2008	2008-2009	2009-2010
Franklin			
Gary	x		
Hannah		x	x
Iris		x	
Jaret		x	

As I noted above, *access*, as it has been viewed in the research literature, usually relates to opportunities in which adolescents have the opportunity to peruse and borrow books quickly, easily, and regularly (Baker, 2003; Cole, 2002/2003; Ivey, 1999; McQuillan & Au, 2001; Pflaum & Bishop, 2004; Pilgreen, 2000; Strommen & Mates, 2004). Interestingly, in my study, no students reported how proximity of books or ease of access affected their reading motivation.

Notwithstanding students' apparent satisfaction with the proximity of easily accessible reading material, one of the most common themes from the study's data regarding access was the theme of *time*. It was initially unclear, during peer debriefings of data, whether *time* should be coded within the established qualitative themes of *access*, *conducive environment*, or *teacher and pedagogy*. From conversations with peer debriefers and my own reflections, I eventually viewed *time* as auxiliary to *access*, based on students' repeated comments on how their lives as readers had become increasingly

complicated inside and outside of school, which impacted their perceived opportunities to read, and which contrasted with the classroom reading environment and other pedagogical choices within a teacher's locus of control.

Initially, in 2007-2008, four of the eight students in my study addressed how issues of time affected their reading motivation. Two reluctant readers discussed how time had affected their motivation to read positively. Edward noted, "Sometimes you want to take your time, and I just want to take my time on the book that I am reading currently"; whereas Gary stated, "At first it felt like I had to read books every week, but I see that I can slow down and take my time." In contrast, two other students noted how time had negatively impacted their reading motivation, due to other pressing life commitments or concerns. Brent stated, "I believe my motivation to read decreased. It decreased because I had more stuff to do"; and Christa stated, "Since the beginning of the year, I think my motivation to read has decreased. So many things have come up in my own personal life, that I have to deal with and just haven't really had time to sit down and read." These four students' comments on the effect of time on their reading motivation foreshadowed data from 2008-2009 and 2009-2010, in which time emerged as a more prevalent theme.

In 2008-2009, six of the eight students discussed the theme of time as related to their reading motivation. Most of these students also commented upon the decreased amount of time allocated during class to read and the impact of this upon their reading motivation. One example of this was Christa, who originally noted in October 2007 that there was nothing, specifically, that could increase her reading motivation. A year later,

however, in Interview 1, Christa offered the following, in response to a question

concerning what could further motivate her to read:

>(Christa) Um, I guess more time in class to read.

>(Interviewer) Do you feel like you have more or less time this year, compared to last year?

>(C) Less. Because basically all we, like—the [daily independent] reading time, we only have 15 minutes to read. And last year, in your class, I mean, I remember having a couple times when we would just sit down and read, and you could go for, the grades were less, so last year we had so much more time to read. And I think that's what actually helped me get, you know, more motivated to read.

Christa followed up with similar comments in Interview 2:

>(Interviewer) Is there anything your teacher could do in his or her class?

>(Christa) Just like last time, I really wish there was more time.

>(I) In class?

>(C) In class, yes.

>(I) And what class would it make most sense to have more time in, in your opinion?

>(C) I'd say probably English.

>(I) And do you have time to read independently in English this year?

>(C) Not really.

Jaret echoed Christa's comments on time:

>(Interviewer) Anything else that could be done in class [to motivate you to read]?

>(Jaret) More reading time.

>(I) Do you feel like you have more or less time this year to read?

(J) A lot less time.

(I) Why do you think that is?

(J) Well, we have those 15 minutes [of daily independent reading time]. But in all my other classes you get all your work done in order to read. And then you start something else, and you have, like, three minutes to read, if that.

(I) And it's hard to get in the mode in three minutes, right?

(J) Yeah.

(I) Last year you felt you had a significant time to read in class?

(J) Yeah.

In 2008-2009, some students also connected the theme of time with interactions related to their independent reading. Students articulated the decreased amount of interactions related to their independent reading as a result of decreased time allocated in class for students to interact. Brent was a prime example, noting in Interview 2 how time and interaction intertwined:

(Brent) I don't [interact] at all. [I interact] a little less.

(Interviewer) Why do you think that is?

(B) Just because there's not the time and normally we're thinking about other stuff.

(I) Like what, what other stuff?

(B) Sports.

(I) Extracurricular things?

(B) Yes.

(I) So if you had time, do you think you and your fellow classmates, students, would interact and share books more?

(B) Probably.

The interrelatedness of time and interaction upon reading motivation was also noted by

Hannah in Interview 1:

> (Hannah) [I am] way less [motivated]. I don't know, it's just, when you
> told us to do it, like, we actually said stuff we needed to say and
> everything. But now when we don't actually have the time to say it in
> class, we don't really talk about it, we don't really talk about it outside of
> class because we're talking about other things, or we have other
> homework to ask about, so we don't really talk about it.

Interestingly, though some students reported in 2008-2009 the lack of time to read and

interact compared to their experience the previous year, some students did find time to

interact with fellow students when these interactions allowed them to stay afloat in their

academic classes. In response to a question inquiring about his current levels of

interaction compared to 2007-2008, Gary stated the following in Interview 2:

> (Gary) This year, I probably do it [interact] more, cause we've had to. In
> our English class, we've done, like, group reading. 'Cause I have English
> class second period, so I talk with some of the guys in my class first period,
> and we talk about it more throughout the day, just like if I don't get stuff--
> what happened in the book—I'll ask somebody, and they'll tell me. I
> guess more, but only 'cause I sort of need to know.

Franklin echoed Gary's comments:

> (Franklin) If I really don't like a book, I won't read it no matter what. I'll
> just get the info from my friends. Like, in seventh grade, we read this
> book—people, *Water, Drifting* or whatever, I was like, "I ain't reading no
> book about that."
>
> (Interviewer) [Laughter] So what did you do to compensate? What did you
> do?
>
> (F) I just asked people what was going on in the book. And one kid was
> actually reading it. I was like, "Nope."

I called these interactions sought out by students *survival* interactions, defined as

interactions which students sought with peers to maintain knowledge, grades, or reading

in their academic classes. Some students reported these *survival* interactions so

powerfully that I examined them in 2009-2010 interviews as a newly emerging theme

related to interaction and adolescent reading motivation, which I will report in that

section below.

In 2009-2010, as students progressed into diverse high school environments and

increased academic workloads, time continued to be a major theme for three of the eight

students. One of the three, Brent, had been consistent in noting time as a primary

motivator to read for three straight school years. After member checking Interview 2,

Brent began Interview 3 with the following comments:

> (Brent) Well, this time it's a lot harder to read because of sports. I mean, I
> don't get home until 5:30, 6. Then I have to do schoolwork and eat. It's
> about 9:30 by then, so it's time for bed. I know this summer I read a little
> bit, because I actually had time between football and the gym.
>
> (Interviewer) It kind of comes down to time in the end. You've said that
> quite a bit over the last few years.
>
> (B) That's the biggest thing. If I have time, I can do it, but if I don't . . .
>
> (I) So do you feel you're going to have time soon, like, right now, do you
> have time to read? Or do you go home, do your homework, and are bushed
> by 9:30.
>
> (B) Right now I go home and go to the gym for about two hours. Then I
> get home and it depends how much time I have left.

Christa, another student who had commented on the effect of time on her reading

motivation for the duration of the study, member checked Interview 2 before beginning

Interview 3:

(Christa) I was definitely reading a lot more . . .

(Interviewer) Back then?

(C) Yeah.

(I) And now have things changed?

(C) Yeah [Laughter].

(I) Why do you think that is?

(C) Well, since I'm in high school now, there's a lot more work, and, you know, it's just hard to find time anymore. And I used to be on the swim team, which just got over, so now I actually do have some time to read.

Perhaps the student best able to correlate her decreased reading motivation with decreased time to read was Hannah, who offered these comments at the beginning of Interview 3:

(Hannah) I don't know. I guess my motivation has gone down, just because now that I'm in high school, there's a lot more work. And a lot of teachers, like, they think their class is the most important out of everybody else's. So they give you the most work and they tell you that they're not going to give you a lot of work, but they do. I have, like, three hours of homework almost every day.

Hannah followed up on this comment later in the interview:

(Hannah) I'd say [my reading motivation is] way less. It's just the homework is so much. And when you sit down and try and read, then something in the book maybe, or you're just thinking, you're like, "Oh, I have to have this test due, or I have this paper due this day, so I need to study this," so you—it's hard to keep focused on just one book.

(Interviewer) Did you feel like you had more of a focus in, say, eighth and ninth grade to spend time on a book of your choice?

(H) Yeah.

(I) Which grade was best for you?

(H) Probably eighth.

(I) Why?

(H) 'Cause the teachers, like, everybody is all the same, I guess. They all are, like, "Oh, well, you have this, so you can work on this," but in high school it's like, "You need to get this done, because my class"—it's more—"My class is the most important, you need to get an A in this class" kind of thing. It's hard to, like, read, when you're like, "Oh, I have a test next period."

As students progressed through school, they seemed to find less time in and out of class to read independently and interact related to their reading, as academic and extracurricular commitments took further precedence in their lives. Additionally, when discussing the element of time, students' comments seemed tinged with regretful tones, as if they realized they had lost something they would not soon retrieve.

Conducive Environment

Table 2

Students' Yearly Responses to Theme of Conducive Environment

Student	2007-2008	2008-2009	2009-2010
Brent			
Christa			x
Edward			x
Franklin			x

Table continues

Table 2 (continued)

Student	2007-2008	2008-2009	2009-2010
Gary			x
Hannah			x
Iris			x
Jaret			x

Conducive environment as related to adolescent reading motivation can relate to home and classroom reading environments. As students commented about how their teachers' classroom environments affected their reading motivation, I coded these comments within the *a priori* theme of *teacher and pedagogy*. In 2007-2008 and 2008-2009 none of the eight students in my study reported how *conducive environment*, at home or at school, affected their motivation to read. Therefore, as the first two years of the study provided no data on the effects of *conducive environment* on adolescent reading motivation, I asked students more pointed questions in Interview 3 about which types of environments motivated students to read. As expected, asking students pointed questions about *conducive environment* and their reading motivation produced data for my study on that specific theme.

In 2009-2010 seven of the eight students reported how *conducive environment* motivated them to read, with all seven students commenting about their own bedrooms. Students' responses to the question "Where do you choose to read?" were given consistently and without hesitation. Franklin noted:

(Franklin) My room. 'Cause it's much more quiet in there, and I can choose, like, background music, and I can choose, unlike sitting here, I have to listen to people listening to music on the computer, and TV.

(Interviewer) You got your own environment going on?

(F) I get to choose my environment.

Jaret echoed Franklin's comments on choice and conducive environment:

(Jaret) My room, and the shop right next to my house.

(Interviewer) And why do you choose those specific places?

(J) 'Cause in the shop, hardly anybody's out there . . . And in my room nobody's, like, there, and I can lock the door and then nobody will bother me.

(I) It's your space.

(J) Yeah.

(I) And is there anything about your room beside that—is it quiet, do you have it set up a certain way, do you do music, what is your room like when you're reading?

(J) I usually have [names of rock bands] playing on a low level, like ten or fifteen.

(I) So quiet, OK.

(J) Yeah. Or I have the TV going, 'cause I can't sit there in total silence and read. I have to have something going.

Hannah stated:

(Hannah) My room.

(Interviewer) Why do you think that is?

(H) 'Cause it's, like, our place to be us, and be comfortable, and just—everyone just goes away.

Iris noted:

> (Iris) I always like having, like, incense, or a candle burning or something, or some type of smoke, because it calms me down.
>
> (Interviewer) So it's nice to have something that's a mellow environment?
>
> (Iris) Yeah.
>
> (Interviewer) Is it a specific place?
>
> (Iris) I like just laying in my bed. I don't really like sitting on a couch, or on a chair, or whatever.

Students' comments about *conducive environment* revealed that when students read independently, they preferred no interaction whatsoever, which was an intriguing angle related to the focus of my study. In addition, students' comments about comfortable and conducive environments motivating them to read foreshadowed the theme of *informal interactions* motivating students to read, defined as interactions in which students created the tone, context, and direction of collaborations related to their independent reading. In 2009-2010 interviews I asked students specific questions about informal interactions, the results from which I will discuss in further detail in the section on newly emerging themes below.

Choice

Table 3

Students' Yearly Responses to Theme of Choice

Student	2007-2008	2008-2009	2009-2010
Brent			x
Christa		x	
Edward			x
Franklin		x	
Gary	x		
Hannah		x	
Iris			
Jaret			

In some respects, data on the themes of *access* and *conducive environment* related to student choice. One can surmise, for example, that motivated readers choose to find the time to read, or choose their own environments which are conducive to reading. Separate from the examples noted above, data on *choice* and adolescent reading motivation from the 2007-2008 school year were difficult to pinpoint. Early claims in October 2007 surveys about primary motivators to read included self (Brent), interest (Christa), boredom (Edward), sequels (Franklin and Jaret), action (Gary), friends (Hannah), and the book's cover (Iris). Students also reported in the same survey that they

would be more motivated to read by better books (Brent), a higher reliance on grades (Franklin), more relatedness to books (Gary), more likeable books (Hannah), more class interaction (Iris), more readalouds of sequels (Jaret), and nothing at all (Christa). It was originally unclear, from students' 2007-2008 comments, whether *choice* was synonymous with interest or likeability of books. Therefore, I attempted to extract this data on *choice* more purposefully during 2008-2009 and 2009-2010 interviews.

In 2008-2009, three of the eight students in my study addressed *choice* as related to their reading motivation. One of the more eloquent students who discussed the theme was Franklin, who had claimed in his 2007-2008 literautobiography that his main motivation to read was "entertainment." Yet during Interview 2 of the 2008-2009 school year, Franklin's changed direction:

> (Franklin) *To Kill a Mockingbird*, I finished that book in like two days.

> (Interviewer) Is that right. You were hooked.

> (F) Yeah. Because I liked it. I don't care about the grades.

> (I) So the book--that's interesting. This *To Kill a Mockingbird* was mandated, was recommended to you, and just happened to hook you. So, do you usually like it when books are chosen for you, or choosing your own?

> (F) No, I hate it. I like choosing my own books. Last year, I really liked reading when I was in your class. But this year I try to avoid it. I don't know, I just—it seems like something boring to do. But then I read *To Kill a Mockingbird,* and I started liking it again. Started reading books like that, but not as much as I would have last year. If I would have read *To Kill a Mockingbird*, I would have read every book on that page.

> (I) That's the book that spoke to you.

> (F) Yeah.

> (I) Why is that book the one that made you go—why was that one so meaningful to you?
>
> (F) Because it brought up a lot about race, and I'm African-American. Atticus Finch was amazing, and his kids were great kids . . . And they called him names, and his kids got with it, too. And it was just great.

From his comments, Franklin seemed highly motivated by a book to which he clearly and closely connected. Interestingly, in Interview 2, Hannah reported the exact opposite motivation from her experience with the same book:

> (Hannah) If I find a book that I like in those classes, then it's fun to read 'em, but, like, the book we just read—*To Kill a Mockingbird*—I wasn't into that book whatsoever.
>
> (Interviewer) Is there a reason why?
>
> (H) Probably because it was like 47 years ago.
>
> (I) So it was outdated?
>
> (H) Yeah, and it was just something that wouldn't really happen in real life.

Like Hannah, Christa experienced a declining motivation to read during the 2008-2009 school year, which she also attributed to a lack of connection, relation, or interest. In Interview 1, Christa noted:

> (Christa) Um, I guess this year it [my reading motivation] is sort of in the middle 'cause last year I realized that I decided to, like, start reading more, but now--I know over the summer, I didn't really read anything--so now coming back to school--and, you know, trying to find books that I like--it doesn't really seem that much of an interest to me any more, which is sort of bad, I know. But I, actually, [name of book], I found it again, so I'm reading that.
>
> (Interviewer) You're re-reading it.
>
> (C) I'm reading it for the second time.

(I) How is it different the second time? Is it different?

(C) No.

(I) You're re-reading it because it was something you connect with, relate to, and maybe learn from.

(C) And it's something very interesting and I like it, so I'll re-read it.

In Interview 2, Christa also commented upon connectedness:

(Christa) I'm a person who tries to find interest in everything, no matter what the book is.

(Interviewer) So even if the book maybe doesn't seem interesting---

(C) I try to look at it in different points of view, how this could relate to anybody else.

(I) That connection or relation part, you try to capture that when you're reading?

(C) Um-hum.

In 2009-2010, two of the eight students in this study commented upon the importance of *choice* affecting their reading motivation. Interestingly, both students returned reportedly to the concept of a "good book" and its resultant impact on their drive to read. In response to the question, "Why do you read?" Brent stated:

(Brent) A good book.

(Interviewer) It always comes down to that?

(B) Yeah.

(I) Talk about it.

(B) I can read a boring book for a little bit, but then I'll normally just fall asleep or do something else. But a good book, I'll just keep reading, and sometimes it'll be late if it's a really good book.

(I) Is there any reason that you choose not to read, you say I'm not going to read, anything that pushes you away from reading?

(B) Time, basically, or if I don't have a good book.

After member checking Interview 2 from 2008-2009, Edward also commented on a "good book's" impact on his motivation to read:

(Edward) It's kind of different now. Actually, it's the same, kind of both. You know, good books, you know—that's when you, uh, want to read them, and if they're not really slow.

(Interviewer) So it all depends on the book?

(E) Yeah, it all depends on the book.

(I) Have you gotten any good books lately?

(E) [Name of book].

(I) Have you read that lately?

(E) Uh, yeah, I actually picked it up, and I remember you reading it to us during one of the booktalks [two years earlier]. And I was interested in it, and I just didn't go and get it.

(I) And so how did you get ahold of it recently?

(E) Um, well, I kind of just went to the library and thought, "I just need a book, maybe, you know . . ."

(I) And so over the years that book must have settled in your brain? You said, "I'm finally going to check it out?"

(E) Yeah, finally did, and it's a great book.

Overall, students' comments on *choice* as related to their reading motivation seemed to have elements of relatedness or connectedness which drove them to choose a particular book and continue to read it. Additionally, comments concerning students' relatedness and connectedness to books offered a preview of emerging data offered by students

concerning *known-ness* interactions, defined as interactions with others related to reading in a continuous, established, and intimate context. I will discuss this newly emerging theme in further detail below.

Multiliteracies

Table 4

Students' Yearly Responses to Theme of Multiliteracies

Student	2007-2008	2008-2009	2009-2010
Brent			x
Christa			x
Edward			x
Franklin			x
Gary			x
Hannah			x
Iris			x
Jaret			x

The term *multiliteracies* describes "the emerging cultural, institutional, and global order: the multiplicity of communications channels and media, and the increasing saliency of cultural and linguistic diversity" (New London Group, 1996). Put another way, *multiliteracies* contrasts with traditional books and other hard-copy reading materials by encompassing new developments in electronic communication such as e-mail, instant

messages, text messages, websites, chat rooms, blogs, Wikis, role playing games (RPGs), MySpace, Facebook, Twitter, and other social networking interfaces—each of which involves the reading process. As noted above, recent research has supported *multiliteracies* as a newly-emerging contributor to increasing adolescent reading motivation (Pitcher et al., 2007). Notwithstanding this prior research finding, no students in my study responded directly to the effect of *multiliteracies* upon their levels of interaction and reading motivation in either 2007-2008 or 2008-2009. The lack of results in this area was surprising, considering the growing importance of social networking media in most adolescents' lives. Therefore, I decided to ask students more pointed questions about *multiliteracies* and reading motivation during the 2009-2010 school year, which inevitably affected the results noted in Table 4 above.

In 2009-2010 interviews I attempted to ask students "What do you read?" followed by "What things beside books do you read?" Students' initial blank or monosyllabic responses revealed that they seemed to have difficulty viewing *multiliteracy* (non-print) reading as actual reading. Only after I asked specific follow-up questions such as, "What about online reading, texting, IM-ing—do you consider that reading?" were all eight students able to begin explicating how *multiliteracies* motivated them to read. As one example, Brent noted:

(Interviewer) What about online stuff, texting, all that kind of stuff?

(Brent) Texting.

(I) You do the texting stuff. Do you count that as reading?

(B) Not really.

(I) Why not?

(B) Because it's sort of like talking. 'Cause reading in my mind is sort of like a book. And texting is sort of like having a little conversation.

Christa expanded:

(Interviewer) Is there anything beside books that you read, like texting or online stuff, things like that?

(Christa) Well, when I had a cell phone [Laughter], I read text messages 24-7.

(I) All the time?

(C) All the time.

(I) And what happened? You got it taken away?

(C) No, it got shut off [Laughter].

(I) Do you consider things like texting, IM-ing, online stuff, do you consider that reading?

(C) Not really, because sometimes the words—they don't make it the full word . . . .

(I) A code?

(C) Yeah, they kind of shorten it, and change it up, you know, so . . .

(I) Is there a reason you choose to read that stuff? Is it mostly communication?

(C) Yeah, it's just for communication, but if I really want to read something, I turn to books.

Hannah offered a slightly conflicting view of the types of *multiliteracies* she

viewed as actual reading:

(Interviewer) Do you consider stuff online, or texts, that kind of stuff, reading?

(Hannah) Yeah.

(I) And how often do you do that?

(H) A whole lot!

(I) Is it mostly texting, IM-ing, Internet stuff?

(H) Yeah.

(I) What kind of stuff do you read that's really not printed?

(H) Like e-mails on the Internet. 'Cause we have to stay connected with the teachers.

(I) Do you e-mail your teachers?

(H) Yeah, and they e-mail you stuff that you need, or you look up your grade. So I read a lot of that. Then texting, of course. I do that a lot [Laughter].

(I) Do you consider texting and email, that kind of stuff, reading?

(H) I'd consider it, like, emails more of reading than texts because texts are just, like "r, u," like, they're not really words.

Jaret also paralleled the other students' comments:

(Interviewer) Is there anything else online that you do that is reading, like texting, IM-ing—do you do stuff like that?

(Jaret) Uh, I do, sending e-mails and stuff.

(I) Do you count that as reading?

(J) Uh, not really, because you only get a couple words in a thing.

Within students' comments seemed to be a separation between reading for information, which began with printed reading material; and reading for communication, which they tied to *multiliteracies*. All students in this study used *multiliteracies* to process information; no students, however, viewed those *multiliteracies* as primary reading

sources. Unanimously, students who commented upon their uses of text messages did not

view text messaging as reading, and even online reading was viewed by students as

different from reading for information in print. Overall, students tended to view email,

text message, and other social network-reading as closer to *interaction* than *reading*, as

best exemplified through Franklin's comments:

(Interviewer) What things beside books do you read?

(Franklin) Text messages.

(I) OK. That counts. So do you text people a lot?

(F) Yeah.

(I) And they text you back?

(F) Yeah.

(I) Do you count that as reading?

(F) No, not really.

(I) How about non-academic reading, like just reading on your own?

(F) Like reading things, or like books?

(I) Books, anything that is non-scholastic. How often do you do that each night?

(F) MySpace, the computer, I do that probably about six hours a night [Laughter].

(I) Do you count MySpace as reading?

(F) No. I count that as interaction. I'm communicating with friends.

Based on students' comments, themes of *multiliteracies*, *family and friends*, and *teacher and pedagogy* appeared to overlap, in terms of their reliance on human interaction, whether virtual or face to face.

Family and Friends

Table 5

Students' Yearly Responses to Theme of Family and Friends

Student	2007-2008	2008-2009	2009-2010
Brent		x	
Christa	x		x
Edward		x	
Franklin	x	x	x
Gary	x	x	x
Hannah	x	x	x
Iris		x	x
Jaret		x	x

As the focus of my study was on the effects of interaction on adolescent reading motivation, I was especially curious to discover how the established *a priori* themes of *family and friends* and *teacher and pedagogy* might emerge from my study. Early in the 2007-2008 school year, however, only one student, Hannah, commented upon the

importance of *family and friends* related to reading motivation. In the October 2007

survey, Hannah related:

> (Hannah) My friends really motivate me to read. If they tell me a book is
> really good, it usually is, because me and my friends like a lot of the same
> thing. So if they tell me about it, I usually try to find it and read some of it.

Because my 2007-2008 pilot study procedure involved such varying levels of interaction

among the three groups, I asked students a more specific question on the effects of

interaction on reading motivation at the end of the school year. Four students responded

positively to the effects of their peers (but not family) on their reading motivation:

> (Christa) Friends have really helped me find new, interesting books. And
> it's made me read more books than I ever thought I would.

> (Franklin) It [Interaction] has motivated me to read by allowing me to
> know about other books. And the books that other students my age are
> reading.

> (Gary) I think interacting in class in book groups has really motivated me.
> The extent of it has grown so much it isn't even funny.

> (Hannah) Talking with people in our class really helped. When I talked to
> them, it made me really understand my book better. Listening to them
> about their books made me interested in what they are reading and maybe
> read their book. It also helped me because if they are more motivated, I
> want to be as motivated as them and read as many books as they do.

In 2008-2009, however, seven students noted *family and friends* as having an

increased effect on their motivation to read, suggesting an increased reliance on this

group for affecting students' reading motivation. For example, in Interview 1, Iris

commented upon what she viewed as the reason for her increased motivation to read:

(Interviewer) How does interaction affect your motivation to read?

(Iris) More. I'll be reading a book, almost done with a book, and I'll be like, "Hey, do you have any good books I could read?" And me and my friend will talk about, like, we'll trade books or something.

(Interviewer) And you didn't do that last year?

(Iris) Never.

(Interviewer) What could be done to further motivate you to read?

(Iris) I think, like, booktalks.

(Interviewer) Students sharing books or the teacher doing the booktalks?

(Iris) Students.

(Interviewer) Why?

(Iris) Because when students do them they're like, my age, and if they like them, I probably will like them.

Later, in Interview 2, Iris continued to touch on how interactions with friends (and, to a

lesser extent, family) motivated her to read:

(Iris) I think mostly my friends, like, students. But my mom, if she—my mom, like, knows a lot about me, so when she says, "I think you might like this book," then I usually would read it. But most of the time—like, this book [holds book up] came from my friend, 'cause she said I would really really like it.

(Interviewer) And do you?

(Iris) Yes. I *love* it.

(Interviewer) So she recommended it to you, and based on her being your friend and her knowing you, she can make a good recommendation.

(Iris) Yeah.

Also in Interview 2, Franklin commented more deeply upon the increased importance of

friends on his motivation to read:

> (Interviewer) *Does* interaction contribute to your motivation to read?
>
> (Franklin) I think it actually does, because you have other people's perspectives on it, and if they're your friends, then that really matters. That they're talking about a certain book. Like *Twilight*--when the girls talk about that, I tried it, because they made it sound like it was amazing.
>
> (I) Did you like it?
>
> (F) Yeah, a little bit, until they [the book's characters] started taking off their shirt [Laughter].
>
> (I) [Laughter] But it got you initially hooked. The interaction, the hearing about it, the rumors and stuff going on in the hallways.
>
> (F) Yeah. And the book—the Indian guy [author], what was his name?
>
> (I) Uh, Sherman Alexie?
>
> (F) Yeah, Sherman Alexie wrote a book about, Indian, kill . . .
>
> (I) *Indian Killer.* Did you read that this year or last year?
>
> (F) Yeah. Last year. [A friend] was talking about it and he said it was really good. But I read it. I didn't like it, though, but I still gave it a chance just because he liked it.
>
> (I) Because you were pals with him, and you were going to buy what he said, and give it a shot, whereas you might not have ordinarily?
>
> (F) Yeah. A teacher, like [teacher voice], "Hey you should read this . . ."
>
> (I) Is it more peer interaction, or coming from a teacher, because you have mentioned both, you mentioned [teacher's name] as an interactive process.
>
> (F) She gave an example of someone else, of someone my age . . .
>
> (I) OK. It was hearing that teenage example. That is interesting. Because the idea of whether it is peer interaction that motivates you, or whether it

is interaction with an adult is something I'm interested in. What do you think it is, if it is one of those?

(F) I think it's peer. Because adults, they have a different perspective, outlook on reading, than your teenagers. 'Cause you know what kinds of books your friends like, they'll probably like the same book you do. And teachers like maybe more serious books.

In Interview 1, Jaret offered the following comments concerning his close-knit group of

family and friends, and their effect on his reading motivation:

(Jaret) I do it [interact] about the same, but it's usually with one or two people, like with my parents or my buddy. So it's just with them. But I don't share with the whole entire class.

(Interviewer) So you have a small group that you share your stuff with?

(J) Yeah.

(I) And do your parents and [your buddy], do they share with you, too. Is it a two-way street?

(J) My parents will share with me. My dad is into the Louis L'Amour series. So he'll talk to me about that. My mom is into those bigger, thicker books. And then my buddy, he likes to read [unintelligible] books, so he'll share what's going on with those.

In Interview 2, Jaret showed an increased affinity for interacting with family and friends

related to his independent reading:

(Jaret) My buddy got this book about [a heavy metal band].

(Interviewer) Yeah . . . I used to listen to them when I was your age. And you read this book from this friend—what happened?

(J) And he's finally going to finish that, and I'll read it after I finish this series. And then my sisters, they read these weird books that they get from the library. And some of these things that they have in their books are really interesting.

(I) Are they older sisters, or younger?

(J) Younger.

(I) And which interaction—with parents, other students, or a teacher—*most* motivates you to read?

(J) Probably my sisters and my buddy.

(I) Can you talk about why their recommendations are more important, or more motivating, than, say, from a teacher?

(J) Because the teachers, they read these, like, really complicated books and stuff. And then with my reading level, and my sisters, just 'cause they're girls and they're smart.

(I) So whatever a teacher recommends is maybe too complicated, like you said?

(J) Pretty much.

Hannah was the only student who had reported the importance of interactions with family and friends since my study's inception. In Interview 2, Hannah described more deeply her view of the connection between interaction and reading motivation:

(Hannah) [My friend] is reading books that I'd read a lot, like, those kind of genres, I guess.

(Interviewer) Which is what [genre]?

(H) Like, the ones that I'm reading—these ones (points at her book).

(I) Difficulties growing up stuff, girls growing up stuff, coming of age stuff?

(H) Yeah, stuff like that. And so she'll tell me how that book is, and then I'll go and find it, or I'll try and read it.

(I) Will you do that as a result of your conversation?

(H) Yeah.

(I) And is that interaction with [your friends] mostly friends where you actually listen to them and say, "Oh, I'd like to read that," or can it be an adult? Which is it usually more that kind of pushes you? Or is it both?

(H) It's more of a friend thing—but, like, if the teacher, like—you know what I like to read, then I'll listen to them. But usually the teacher is totally different to what you think is fun to read and what they like to read.

(I) The teacher doesn't usually think like a teen?

(H) Yeah.

(I) *Does* interaction contribute to your motivation to read?

(H) Yeah, because if you're interacting with someone, you can get, like, their point of view of the story, and yours, and you can see what's different, how they look at the book. And then how they, like, you get more insight into the book, like, if you don't understand a part of the book, and they do, then you could get that part of the book by talking to them. Getting to know what they think of the book, I guess.

(I) And it sounds like you value your peers, or friends, but you're willing to go to an adult if they can kind of think about what you like, or what you would be interested in.

(H) Um-hum. Yeah.

In 2008-2009 interviews, especially, students' comments seemed to suggest the value of *known-ness* interactions motivating them to read, which I briefly noted in the Choice section above. This theme of *known*-ness in interactions, again, seemed to be a theme which I examined more closely in 2009-2010 interviews, and which I will discuss in further depth in the newly emerging themes section below.

In 2009-2010 interviews, six students responded positively to the importance of *family and friends* upon their reading motivation. Paralleling prior research on interaction and adolescent motivation, students commented upon *family and friends* affecting reading motivation both positively and negatively. One example of the former was

Christa, who, in response to the question, "Which interaction—with parents, other

students, or a teacher—*most* motivates you to read?" noted:

> (Christa) Probably friends, mainly because they're the ones that kind of say, Hey, you know, this book, I'm reading this book, and it's pretty interesting, and they're all just like, "You should check it out."

> (Interviewer) Is there a reason you're more likely to listen to your friends, in terms of books, compared to, like, adults or other people? Is there a reason your friends kind of get in there and say, "Hey, here's the book you should read?"

> (C) I think because they're the only ones. My parents don't really say, "Hey, you should read this book" [Laughter].

Another student who responded positively to the effects of *family and friends* on reading

motivation was Iris, who responded to the question "Who do you talk with about

reading?" in the following manner:

> (Iris) [Name of friends].

> (Interviewer) Are you similar readers?

> (Iris) Yeah. We like a lot of the same stuff. And my mom. And that's it.

> (Interviewer) So your friends and your mom. And those two actually come up quite a bit in your conversations with me in the last couple years. Those two people are who you go to in your reading. Why do you choose them? Does it tie back to this, about knowing?

> (Iris) Well, my mom just, she's my mom, and she kind of knows what I like. And she, like, in a way, she gets me, so she can just imagine me reading it. She just knows what I would want to read.

> (Interviewer) What about other friends?

> (Iris) [Friend's name], she just—I don't know, I just kind of trust her when it comes to—I really kind of trust her with reading.

> (Interviewer) Does she recommend books, and do you recommend books to her?

> (Iris) Um-hum.

> (Interviewer) And what are those books usually about?

> (Iris) Well, right now I'm reading a book, it's called [name of book]. I'm reading that because she told I would like it. And I'm liking it, and I'm almost done with it, and I've only read it—been reading it for, like, two days. And then I'm going to read [name of book].

> (Interviewer) I love that book. It's being made into a movie.

> (Iris) Yes. And [my friend] . . .

> (Interviewer) I think I recommended that book to [name of friend].

> (Iris) I think you did. I remember she—I had it and she said, "I've always wanted to read this!" And she borrowed it from me. She said, "Mr. Hoetker told me I would like this"—she said that. And then she read it, and she told me I would like it.

Not all students in the study, however, related that *family and friends* affected their reading motivation positively. In response to the question "Which interaction—with parents, other students, or a teacher –*most* motivates you to read?" Franklin revealed the opposite effect:

> (Franklin) Other students. Friends. Are you kidding me? It's just the kind of environment I'm in. It's if an environment, like, people reading books, talking about books. But like here, nobody talks about books, only teachers talk about books, and my uncle.

> (Interviewer) Could you seek out kids that like books, or would that be kind of weird?

> (F) Yeah, I could, but those aren't really the kids I hang out with.

> (I) *Does* interaction contribute to your motivation to read?

> (F) Again, I'm not in that environment, you know? There's not a lot of people talking about books. And there's no interaction.

> (I) So environment matters?

(F) Yeah. And when the interaction is gone, there's no motivation. And without the motivation, you just go with the crowd, you know?

(I) So could you change your group, or make your group more reading-friendly, would you be willing to do that? Are you interested in doing that? Or are you like, "It's my group, it is what it is?"

(F) It's like if I started reading—it's a chain. If I start reading, and like one of my close friends starts to read, and someone else starts to read, and all the people start reading, it's like a chain.

(I) Like a domino effect. Could you be the person who starts the domino effect?

(F) Yeah.

(I) Are you interested in doing that?

(F) I don't know.

Franklin's difficulty initiating interactions with friends was echoed by Gary, who, like

Franklin, tended to view interactions with friends as only a one-way possibility:

(Interviewer) Have your views on interaction and reading motivation evolved over the last three years?

(Gary) Yeah, kinda. There's not really motivation from student to student, from somebody else to me, but I can see, like, myself giving it to somebody else, kind of.

(I) How so?

(G) Just, it seems like my friends aren't that into going very deep on the books, and stuff. But like, I keep, like, remembering about [name of book Gary checked out at the library]. Like, once I held it out and told about it, they all just kept taking it from me. And I was telling about it, and they said--they sounded like they wanted to read it, but I wasn't sure if they wanted to. It doesn't seem like they could give me motivation.

In comparison to the students who commented upon the positive and negative effects of *family and friends* on reading motivation, Jaret was able to expand about both possibilities. He offered the following after member checking Interview 2:

(Interviewer) Is that stuff [prior interview data] still the same, or has it changed?

(Jaret) My sisters [interaction], not so much any more, they're starting to get into harder books, like the ones my mom reads [name of book].

(I) Books at a higher level?

(J) Yeah.

(I) So who do you go to now for books?

(J) Uh, my dad, because he likes the Western books, Louis L'Amour.

(I) You guys [have] become closer, in terms of your reading relationship?

(J) I've read a couple books in it, and watched a couple movies on it. And I started falling out of it because one of the books had coffee spilled on it, and I couldn't read it, and it threw me off the series.

(I) [Laughter] Quite an accident, huh?

(J) Yeah, that kind of threw me off the series, because I had to skip a book, because it was, like, not readable. And I couldn't get through that, so I'm going to ask my dad what he used to read when he was my age, and he said he didn't really used to read, but the books he did read were comic books. So I went down to the library last summer, I had this friend. . . . He got me hooked on this series called [name].

(I) I know that series. Kind of goes-vigilante-guy, blowing people up?

(J) Yeah. . . .

(I) Are you into it?

(J) Yeah, I'm so into it, I'm three books away from the end of the series.

(I) That's great. How long is the series? How many books?

(J) There's like 20.

(I) You can get 'em all at the library, probably.

(J) I've got most of them there, and then I had to go down to the actual public library downtown to get the others.

Later in the interview, in response to the question "Who do you talk with about reading?"

Jaret answered:

> (Jaret) I tried to talk to my buddy [name] about some of the books, but he only reads, like, rock and roll books lately, though, so he's not really into that. But I kind of talk to him about it, and see what his books are about. And if it sounds interesting, I'll read it, or if he looks something up on the Internet that sounds cool, I'll go to that and read it, but my mom I really don't listen to because she kind of goes into the [series of book] and stuff, and that just loses me.
>
> (Interviewer) So it's either [friend] or dad. Anyone else besides those two?
>
> (J) Not really.
>
> (I) Why do you choose those certain people?
>
> (J) Well, my dad, me and him like the Westerns, those books and stuff, Westerns, war books, war movies, war books, Western movies.
>
> (I) Similar interests.
>
> (J) Yeah, similar interests, and my friend because he's the one I can relate to with rock and roll. He really doesn't have anyone else that he can talk to about it, so I kind of try to help him out with it.

From their comments, it appeared that female students in my study seemed to view interaction as related to their independent reading as an easier social task compared to male students, who appeared to need to overcome a more stringent social veneer in order to interact about reading with friends. Additionally, based on their comments, both

genders appeared to be more comfortable interacting with a tight-knit, intimate, "known" group of *family and friends*, compared to a larger group or "unknown" peers.

Teacher and Pedagogy

Table 6

Students' Yearly Responses to Theme of Teacher and Pedagogy

Student	2007-2008	2008-2009	2009-2010
Brent		x	
Christa		x	
Edward	x	x	x
Franklin	x	x	
Gary		x	x
Hannah		x	x
Iris		x	x
Jaret	x		x

In 2007-2008, three of the eight students in this study noted how *teacher and pedagogy* directly affected their reading motivation. In the October 2007 survey on how to increase reading motivation, Franklin noted, "Mr. Hoetker could have read to us a few more sequels. He also could have made us rely on grades to make us read more." In addition, at year's end, when asked how interaction affected their overall reading

motivation throughout the year, Edward noted the teacher as the main motivating

interaction; and Jaret said, somewhat paradoxically, "It [Interaction] did not change my

motivation to read. What changed my motivation to read was Mr. Hoetker." Based on

these preliminary comments, and my own experience teaching these students, I was

curious to discover what 2008-2009 and 2009-2010 data would reveal about *teacher and*

pedagogy's effects on my students as they progressed through school without me as their

teacher.

In 2008-2009, seven of the eight students in my study talked at length about ways

in which interactions involving *teachers and pedagogy* affected their reading motivation.

Overall, based on their comments, students viewed interactions with teachers regarding

independent reading to have more impact than interactions with parents or any other

adults. One of these students, Edward, had noted at the end of 2007-2008 that interaction

with other students had no discernible effect on his own reading motivation; instead, it

was entirely interactions with the teacher that mattered. In Interview 2, Edward began to

expand upon this theme:

> (Interviewer) What else could be done to motivate you to read?

> (Edward) Maybe better books. Maybe better descriptions of the books. I mean, everyone knows that there's a book called so-and-so. We don't know much about it, other than maybe the characters and stuff, but that's about it. Like, OK, "Well it sounds like a pretty good book," but you go and read it and it's really, really slow. I picked the wrong book.

> (I) Is there anything that your teachers could do to further motivate you more to read?

> (E) Maybe students can come up and, you know, "Well this book's really good," and give a good description about it.

(I) Student booktalks.

(E) Student booktalks. Maybe at the end of each reading period. And [my teacher] has this thing where we write where these kids that were really good on this poster wall, and that helps because, you know, it's, OK, here's the author and the name, you know. Taking it from students sounds pretty good, you know?

(I) Anything else I haven't asked?

(E) I need to come to your class again.

(I) Why?

(E) Because you motivated me to read.

(I) So are you saying something about the teacher?

(E) Yeah. The teacher, it all basically sometimes depends on the teacher.

(I) How? Why?

(E) How you would read to us, OK—it sounds like a good book. Maybe you would read to us half the book, and then you would, you were halfway through, and the climax, just getting to the climax—what now, you know? And then you'd make us read it. That would probably motivate us to read it, you know?

Edward's comments echoed many other students' comments in 2008-2009 about the effect of *teachers and pedagogy* on their individual reading motivation. Of all the questions I asked in 2008-2009 interviews, the one that elicited the most surprising answers was: "Which interaction—with parents, other students, or a teacher—*most* motivates you to read?" Brent contributed:

(Brent) A teacher, because they know what you like, and they know what kind of student you are. And they have probably read a ton of books that they can show you how to do.

(Interviewer) Does the teacher, to be able to help you, need to be able to read like you do, or read like a teenager reads? Or can any teacher help you with that interaction?

(B) A teacher like you.

(I) What do you mean?

(B) Because the kinds of books that you read made it really interesting.

(I) Give me some examples.

(B) [He gives examples.]

(I) What made those books—what interactions in class we did with those books made you want to read more?

(B) They were really interesting, we actually talked about them. Instead of the teacher like, "So did you guys all read this?" and give us a summary, we actually talked about what was good in them. Like how they related to us.

(I) The fact that we discussed them, and they related to you—that made you want to read more?

(B) Yeah.

Christa added:

(Christa) I'd say the teacher.

(Interviewer) Why?

(C) Because, basically the teacher is the one who assigns your assignments, and you have to read everything. Plus, like you, I mean, like I said before, you were my inspiration.

(I) So the teacher quality, the quality of the teacher motivation, pushes you the most?

(C) And [another teacher], he sits there in class every day, and reads his book, and he will just be sitting there, I won't have my book, and he'll just start cracking up laughing.

(I) And that makes you want to read what he's reading?

(C) It makes me wonder what he's reading. [Laughs]

Iris also revealed:

(Iris) Last year I read, like, I read more books, and that was mainly because I was in your class.

(Interviewer) And what about our class made you want to read more books?

(Iris) Because you had so many books and, like, it wasn't like you forced us to read. But you encouraged us and you made it seem like if we did read, a lot would come out of it. And you were right.

(Interviewer) How was I right? How do you now see the value of what I said? How do you know it was right?

(Iris) Well, the booktalks and—it was, like, in most Reading classes I've been in, I've always had problems with reading. I never wanted to read. In my other Reading classes, they never had those interactions, we'd just do, "Here's a book you can read," and they'd make me read it, and they'd never talk to me about the book, and they never showed me, like, they never, like, had me relate myself to the book. When we read a book with you, you made it all about the book. You made it seem like the book was like, a part of your class, and not just something you had to do to get our grades up.

From the 2008-2009 data, many students seemed to be nostalgic about their experience in my Reading class the previous year. I wondered if students were merely telling me what they think I might like to hear; and I was curious to see how t*eacher and pedagogy* would continue to affect students' reading motivation as they progressed into a high school environment, and as their experience in my Reading class became a more distant memory.

In 2009-2010 interviews, five students responded positively to the importance of teacher and pedagogy upon their reading motivation. Edward continued to report the importance of *teacher and pedagogy* upon his motivation to read. Surprisingly, Edward

began to expand in Interview 3 upon the negative effect that *teacher and pedagogy* can

have on reading motivation:

> (Interviewer) Anything else that influences you to not want to read?

> (Edward) Um, sometimes the teacher.

> (I) How so? Talk about it.

> (E) One of my teachers, I'm having problems with right now, and he's just, I guess we're both just got off on the wrong page. And, so, pretty much now [I'm] a rebel, because he wasn't very nice to me in the beginning, you know?

> (I) So when a teacher requires or asks you to read, it's sometimes hard for you to do that, because you don't get along with them?

> (E) Yeah!

> (I) Is that something you think you'll be able to overcome?

> (E) I hope so. I really hope so.

Edward's comments about his difficult experience with a current teacher contrasted

greatly with his comments later in the interview concerning the positive effects of

teacher and pedagogy on reading motivation:

> (Interviewer) Are there any of these particular interactions with these groups that pushed you to become self-motivated?

> (Edward) Yeah, you.

> (I) Talk about that.

> (E) Well, you would pretty much make us read, but you wouldn't do it in a forceful way, you know?

> (I) Explain that . . . Try to put that in words.

> (E) Well, what most teachers usually do is basically say, "You got to read this book, you know, it's for a grade," give you a rubric or whatever, they

want you to write a paper afterwards. And basically pretty much, you were just like, "Come to class with a book, you know, pick a book that you like to enjoy, come and read," you know?

(I) So how did that feel?

(E) It was a big change.

(I) How so? Explain that.

(E) Well, usually you expect the teachers, "You got to read this, this is what I want you to read, write the paper . . ."

(I) Right right right.

(E) But you just said, "Well, we're going to read, you know, and after you read, you just have to interact. Share what you read, and with the What-What-Whats, write down and answer some questions," so you had to do . . .

(I) So the way we did that, did that change the whole environment of reading for you?

(E) Yeah, it did.

(I) How so?

(E) Well, it was more, like, it wasn't very tense.

(I) It was mellow, low-key? Wasn't someone being in your face all the time, with the quiz?

(E) Pretty much, yeah. That really helps, when it comes to reading, if you don't like to read.

Iris also added how a teacher's approach can affect the motivation to read:

(Interviewer) Which interaction—with parents/other students/teacher—most motivates you to read?

(Iris) Teacher. Just because in the way I see it, a normal teacher wouldn't just be like, "Here's a book to read," they wouldn't just do that for you. But if, like, they actually do truly recommend you a book, they might

actually really think you would like it. It's not just like, "Here, give this a
try"; it's like, "I think you would actually enjoy this."

(Interviewer) They're choosing a specific book for a specific kid?

(Iris) Yes.

(Interviewer) And why is that valuable?

(Iris) Because it makes me feel special.

At the end of Interview 3, Iris put her entire collection of data in personal perspective:

(Interviewer) Is there anything else I haven't asked you that could tell me
more about you as a reader, interactions, and your motivation to read?

(Iris) Let me ponder this. [Pause] I would say that you are the person that
really wanted me to read.

(Interviewer) And how did that happen?

(Iris) Well, just because, OK, if I never took your class, I would have
never took suggestions from my mom, or [friend], or [another friend]. I
wouldn't have cared. But because I, like, took your class, I don't know
why, but, like, your class was just so much fun. And you just made
reading so much funner. And it's not just certain books you made funner,
it's not just certain concepts that you made funner. It was everything about
reading. You made the concept of it just better.

(Interviewer) That's a powerful statement. You're saying for you the
Reading class you took gave reading a chance.

(Iris) Yeah.

Apart from the other students, Jaret was able to articulate the powerful effects of prior

interactions with various teachers, before and during the duration of my study:

(Interviewer) How have your views on interaction and reading motivation
evolved over the last three years?

(J) I was starting to get it in, uh, last year. I was starting to figure out how
interacting with people would help me in reading.

(I) Talk about it. What did you figure out?

(J) The [8th grade English teacher and librarian], I would talk to her about books and she'd see me reading books, and then she would, uh, give me titles of other books that might sound interesting. So I'd talk to her about what they were like, and stuff, and yadda yadda yadda, and she would, uh, help me out there, and then she would help me with that, and then [8th grade English teacher], I would go to her classroom and she got me, uh, showed me [name of book]. She showed me [name of book], and [another book], she showed me a lot of cool books that I thought were interesting, but other people might not think they were. And that interaction kind of helped me a lot.

(I) *Does* interaction contribute to your motivation to read?

(J) A little bit. Last year with [the librarian], she helped me out there. And, uh, [name], my sixth grade teacher, he—I go to him, uh, I go and see him, like, every four months.

(I) Still today, you do?

(J) Yeah.

(I) And why?

(J) He's like the awesomest teacher ever. That's why.

(I) And what do you go to see him, what do you talk about, what's the reason for you going to see him?

(J) Because he was my favorite male teacher in elementary school. . . . He's helped me out a lot. I go up there, and we end up talking about basketball or something, because he's the basketball coach. We'll talk about that, and we'll talk about my schoolwork, and I'll ask him how his life's been. And then we'll go into the subjects in school, and he asks if I'm falling down in any of them. And then in eighth grade, I said I'm doing OK in eighth grade, but I feel like I could do better. So he talked— he started talking to me about it and stuff. And then we went into these books that I started reading, and he's kind of the one that sort of, kind of got me hooked onto [series]. He said to pick a series, and try to go with it, if it's interesting.

(I) And you've followed his advice? It's stuck with you to this day.

(J) Yeah.

Years after meaningful interactions with teachers related to reading, Edward, Iris, and Jaret could channel the meaningfulness of those memories and their effect on their current levels of reading motivation. These students' comments on *teacher and pedagogy* seemed to connect with the newly emerging *known-ness* quality related to interaction and reading motivation which I noted briefly above and will examine in further detail below.

Newly Emerging Themes

As I noted above, several new themes related to interaction and adolescent reading motivation emerged from the data during 2008-2009 interviews. These themes included *survival* interactions, *informal* interactions, and *known-ness* interactions. Following my initial conversations with peer debriefers about 2008-2009 data, I decided to ask students focused questions about these emerging themes in 2009-2010 interviews. Results from these questions are summarized in table form below.

Survival Interactions

Table 7

Students' Responses to Theme of Survival *Interactions, 2009-2010*

Student	2009-2010
Brent	x
Christa	x
Edward	x
Franklin	x
Gary	x
Hannah	x
Iris	x
Jaret	x

Based on students' responses, I defined *survival* interactions as interactions which students in my study sought out with their peers to maintain knowledge, grades, or reading in their academic classes. Interviews with Franklin and Gary in 2008-2009, as noted in the Access section above, revealed *survival* interactions might be a newly emerging theme related to adolescent reading motivation, and a theme which I asked about more purposefully in 2009-2010 interviews.

In 2009-2010 interviews, I prompted students to "describe the types of interactions related to reading that you use to maintain grades or knowledge in your

classes." All eight students responded positively that *survival* interactions were important to stay afloat academically. Additionally, most students cited English class or coursework related to reading as the context in which *survival* interactions took place. Christa explained this phenomenon:

> (Christa) Like, for English, for instance, if I had—if I didn't have my book one day, and we were—they were already moving ahead in the story, then I'd have to ask somebody and be, like, "Hey, you know, where are we, what's going on?"
>
> (Interviewer) Do you do that?
>
> (C) I have, actually.
>
> (I) Whenever you've fallen behind?
>
> (C) Yeah. I definitely talk to other students because I need the help.
>
> (I) And so would those be nights, like, that you didn't get the reading done, or you didn't understand the reading, when you'd choose to seek out those interactions?
>
> (C) Yeah.

Interestingly, two students discussed how *survival* interactions not only kept them abreast of what had occurred in class, but that these interactions motivated them to still make up the reading they had missed. When asked to "describe the types of interactions related to reading that you use to maintain grades or knowledge in your classes," Hannah combined elements of *survival* and *known-ness* within her response:

> (Hannah) Yeah. I do that a lot actually [Laughter]. Just, if they understand it, and they're close to you, or they can relate to you, then they can explain it in a way that you can understand. Like, if a teacher explains a math problem, that's way above your level, and you don't understand all of it, it's not really going to help you, so if you go up to someone and are like, "I need your help," then they can help you in a way that you would understand it, not someone else.

(Interviewer) Is that something that you generally do?

(H) Yeah.

(I) What about when you're behind in your reading? Do you ever go and say, "Hey, what happened in this chapter?"

(H) I actually did that yesterday [Laughter]. With [friend]. I was getting behind in the book, and we have a test coming up, sometime soon, I don't know when. So I asked her what was going on, and she pretty much summarized each chapter, in a few sentences, and then I understood. And then I went home and actually read it. And it all pretty much made sense. I didn't actually have to read it, because she summed it all down enough for me to know.

Continuing to unravel the theme, Franklin echoed Hannah's statements on *survival*

interactions and reading academic material based on feedback from friends:

(Franklin) Yeah, I actually do. I keep my grade up, like, I interact with people sometimes, if I don't get something, someone will tell me about it.

(Interviewer) Like what? Give an example.

(F) All right, like in English, if I didn't like, read it, I'll ask someone, like, what happened in the book. They'll give me a brief summary of what happened.

(I) And will that help you out on quizzes and stuff?

(F) Yeah.

(I) And after you interact with them, do you go read it again, or do you interact?

(F) I read it again.

(I) You do? Why?

(F) Because I have to get it, like, defined. 'Cause what if there's something in the book that I didn't read, and they just gave me a brief summary, and it's descriptive, and it's on the test, and I missed it?

(I) But you'll go follow up and read it, after you talk to them?

(F) Yeah.

Jaret added how interactions with family can also help a student survive academically:

> (Jaret) I do it a lot with my mom. There's an assignment in my math class that I didn't get, and I asked her about it, 'cause she was really good at math, except for algebra—that was the one class she didn't like. And, uh, with everything else, she's really good at, so I asked her for help on math, and then when it comes to history, I ask my dad. Like, World War I, we were learning about this movement or something going on, and I had no clue what it was, I wasn't paying attention, kind of spaced out of the entire class, and I was talking to my dad about it, and he was explaining it to me, and from what my sister said, he explained it better than the teacher. So from now on, I kind of, like, go to my dad for the information, but I'll also pay attention to the teacher, to see if they got any details that my dad didn't.

From students' comments, *survival* interactions appeared to have crossover with the already established theme of *family and friends*—a crossover effect which appeared to be similar to many of the other themes in my study.

Informal Interactions

Table 8

Students' Responses to Theme of Informal *Interactions, 2009-2010*

Student	2009-2010
Brent	x
Christa	x
Edward	x
Franklin	x
Gary	x
Hannah	x
Iris	x
Jaret	x

Based on students' responses, I defined *informal* interactions as interactions in which students created the tone, context, and direction of collaborations related to their independent reading. In 2009-2010 interviews, I prompted students: "Describe the *types* of interactions which motivate you to read. Are these formal or informal?" All eight students responded positively that informal interactions most motivated them to read. Most of these students placed their answers within the context of having the intellectual freedom to direct their interactions with peers, in contrast to teachers framing the interactions in class. Edward offered his view:

(Edward) Probably informal. Well, formal, you know, you get nailed down for something. You got to do it this exact way, pretty much. Sometimes you don't want to do it that way. It's a lot harder, you know? Usually there's an easier way, and maybe it's even better, you know? And that's where it's easier, informal, you know?

Franklin mirrored Edward's stance on informality:

(Franklin) Informal. 'Cause it makes it more comfortable. And it makes me want to speak, more like this. It's pretty informal right now. You're asking me questions, but it's pretty informal.

(Interviewer) So if you're in class, and your teacher gave you time to talk about books, would it be better for that person to say, "I want you to do a summary, then a prediction, then discuss the characters, and talk about plot," or would it be better for them to say, "Hey, you've got five minutes, take out your book, talk about what's good about it, what you like about it." Which would be better, in your opinion?

(F) Five minutes. 'Cause it's not like planned out, you know? Like, if you get into prediction and everything, you stress, 'cause you know you got to get this done, and you have to do, like, this, the exact way he wants it.

(I) So does it become less of an assignment if they say, "Hey, here's five minutes?" —it becomes an opportunity.

(F) Yeah, because if he says, "Write out the prediction and everything," it kind of closes your window of imagination a little, 'cause you have to do it in a certain amount of time, so you won't be thinking a lot. But if he just generalizes and says, "Here's five minutes," you have a lot more time.

Hannah added:

(Hannah) Informal. Because, like, if I'm going to talk about a book that I like to read, then I don't want them to tell me how to do it.

(Interviewer) Them being who?

(H) Like, anyone who is trying to tell—if they want it a specific way, it's just, like—I'm telling you how the book is—Why are you trying to make me say it in a different way? So, I'd rather have informal, or I'm saying what I feel, and how I like the book.

(I) What *you* valued in the book?

(H) Yeah, than having specific questions that I need to answer, or something.

(I) Should these types of interactions take place within a classroom, or would you do them on your own? If your teacher said, "Hey, here's five minutes, share your books, good and bad," would that be good enough for you in a classroom to do that?

(H) Probably not five minutes. Ten or fifteen would be better.

(I) Why?

(H) Just so you can actually into a conversation, you can't really get into a conversation five minutes out.

(I) It seems rushed, pressured?

(H) Yeah, you can't really summarize it without it not really making sense, not really getting the whole story in. So, if you have, like, ten or fifteen minutes, then it would be better to actually get into a conversation with someone.

(I) Flow?

(H) Yeah.

Jaret added a slightly different take:

(Jaret) Informal, but kind of to the point.

(Interviewer) What do you mean?

(J) Not so much have to do it in a certain amount of time, or read it, like, every other night or something, but, uh, kind of, like, you can read it when you want, as long as you get it done by, like, a certain due date.

(I) Why would you prefer a more informal interaction?

(J) Informal because I don't have to talk about what the teacher is asking. I can talk about what I thought was interesting.

(I) What you value?

(J) Yeah, what I valued, instead of what everyone else wants you to value. You don't have to be pressured to get the main details out of the book. You can get the other details, like some of the more important details, instead of the, uh, ones the teachers kind of asks you to look through, and you have to read it a couple times to get it.

(I) Symbolism, that kind of stuff?

(J) Yeah, and I can just look at a couple things, and I can tell them about it—like, that's what I do with my dad. I'll talk to him about the [comic book] and stuff, and then he'll ask what's going on in it. And then I won't tell him the exact details, in case he wants to read it. And if, like, a teacher asked me that, and I hadn't read the book, and they wanted to know the exact details, I think that'd be just ruining the book.

Students' comments reveal how levels of formality in interactions as related to reading are viewed by students as largely a teacher's pedagogical choice. Therefore, this newly emerging theme of *informal* interactions seemed to correlate with the previously established theme of *teacher and pedagogy*.

Known-ness Interactions

Table 9

Students' Responses to Theme of Known-ness *Interactions, 2009-2010*

Student	2009-2010
Brent	x
Christa	

Table continues

Table 9 (continued)

Edward	x
Franklin	x
Gary	x
Hannah	x
Iris	x
Jaret	

As I noted above, many students' responses during 2008-2009 interviews suggested a quality of *known-ness* related to interactions motivating them to read. Based on students' responses, I defined *known-ness* interactions as interactions with others related to reading in a continuous, established, and intimate context. Due to the nature of their comments, I initially coded students' comments within the *a priori* themes of family and friends or teacher and pedagogy, but I also asked more purposeful questions about this *known-ness* quality related to interaction and reading motivation in 2009-2010 interviews.

In 2009-2010 interviews, I asked students, "How important is someone 'knowing' you well as a reader in terms of interacting with you about your independent reading?" Six of the eight students responded positively to *known-ness* as an important quality of interactions motivating them to read. Franklin commented:

(Franklin) Yeah, it does. That kind of reflects on what kinds of books you like. Like, I'm not trying to be sexist, but you know most women, they're

reading like *Twilight* books, and it's not most guys reading it. And, like, some types of girls don't read, like, the girls that are more independent and don't like reading a lot, and, like, OK. If you want to find out if someone likes reading or not, or what types of books they like, you sit down and ask them. You have to ask them specific questions, like, "When was the last time you read a book? How many books do you read?" Stuff like that. You can't just like out of nowhere say, "That person likes that book." Like, in English, I'll talk to this girl—"All girls like *Twilight*," I'll make that stereotype, just talking. And she's like, "No." And I'm like, "Yeah, do you like it?" She's like, "Yeah, I read it, I like it." And I asked the [other] girl, and she said, "Yeah, I liked it." And I asked every girl except for two girls, and they said, "No, I didn't like it." So, you see, you can't randomly pick out people; you have to understand them.

In response to the same question, Gary also noted the *Twilight* phenomenon, while simultaneously revealing that students and teachers can hold this *known-ness* quality:

(Gary) Yeah, probably, 'cause, like, if a girl came up to me and started talking about the *Twilight* book, I probably would walk away, not trying to be mean or anything . . .

(Interviewer) 'Cause that's not you.

(G) Yeah, I'd just walk away. But when you tell me about books and stuff, or recommend them to me, I listen. 'Cause me and you kind of relate, so it makes more sense.

(I) And if someone came to you and had a basketball background, or a similar background in terms of growing up, would you be more likely to listen to them?

(G) Yeah.

(I) Why?

(G) 'Cause they know what it's like, and what the preferences are, that type of person . . .

(I) They could see from your perspective, more than someone else?

(G) Yeah.

Initially, in response to the question "Which interaction--with parents/other students/

teacher--most motivates you to read?" Hannah echoed Gary:

> (Hannah) Probably students. Because we're the same age, and we can kind of relate to each other, like, even if we're a different ethnicity or something different, then you still know a same interest, I guess?
>
> (Interviewer) Like developmentally, maybe? Same experiences, boys, girls, whatever?
>
> (H) Yeah. And they can read the same thing, so if they tell you about it, you're, "OK," but parents, you don't really see them reading, and if I did, it's something really different [Laughter].
>
> (I) Boring?
>
> (H) Yeah, and the same with teachers.

Yet in response to the question "How important is someone 'knowing' you well as a

reader in terms of interacting with you about your independent reading?" Hannah gave an

answer conflicting with her previous statement regarding the relative inefficacy of

interactions with parents and teachers:

> (Hannah) I think it's really important, 'cause if they don't know what you like to read, and they just give you a book that's nothing near what you'd want to read, then there's no point in talking to them about it, because they don't know what you like.
>
> (Interviewer) Could that person be a teacher, or does it have to be a student?
>
> (H) It could be a teacher. Like with you. Like you're doing research, and you're trying to, like, figure out things, and throughout eighth grade, you would talk to us and learn about what we liked to read, and what, like— you just watched us to see what kind of books we picked up and looked at, so that really showed, like, how you interacted with us, and how to figure out stuff. But other people are just—don't pay attention to stuff like that.

In contrast to the six students who responded positively to the effects of *known-*

ness interactions upon their reading motivation, two students, Christa and Jaret, offered

inconclusive, sometimes contradictory, responses. Initially, Christa resisted the idea that

known-ness interactions mattered greatly whatsoever:

> (Christa) It [*known-ness*] doesn't really matter, because opposites do
> attract. Um, but you do have to focus on their personality to kind of see
> what interests they have. Because if there's somebody who likes theater,
> and you give 'em something about ballet, it's just gonna be, like,
> completely, "Oh, wow, okay." You know?

Later, however, Christa commented upon her relationship with her boyfriend creating the

possibility of a *known-ness* connection:

> (Interviewer) Is there anyone else that you would choose to share with, if
> you don't already share with them about reading?
>
> (Christa) [Name of boyfriend].
>
> (I) All right. So does he read?
>
> (C) Yes, he does, oh my goodness.
>
> (I) So talk about your relationship with him, in terms of your reading
> relationship.
>
> (C) He is a reader. He's told me in the past, he's read these books that are
> like a thousand to two thousand pages. And he'll just—they're these big
> huge books, and he would just sit down and read 'em, and he'll be done in
> like a day or two.
>
> (I) So he's a reader.
>
> (C) He is—he *loves* to read.
>
> (I) Do you have interactions related to your—both of your reading?
>
> (C) Well, he's actually the one that gave me the book. And it's called
> [name of book], or something. And so, kind of just hearing him, like, read,

it kind of makes me want to think that he's a person who likes other girls who read [Laughter].

Another student, Jaret, also commented on *known-ness* within the context of a relationship with his prior girlfriend, in addition to the current context of a relationship with an online "friend":

> (Jaret) I don't know, my old girlfriend . . . She knows me actually really well, and the books that she reads don't really interest me. And if I was to meet somebody on the, like, street, and we were just kind of sort of friends, and they were talking about an interesting book, I'd probably read that. But the books some of my friends read are just too hard and too complicated. She's [girlfriend's] reading the same books as, like, my mom. It's confusing because some of the friends and family help me out a lot, and then some of them don't. And then, uh, my new friend, his name is [name], he's on online schooling, uh, we got, I got his email address and me and him were talking, and I can't remember what book we were talking about, but it sounded interesting, and I told him I'd have to check it out, and I went down to the library, and they didn't have it.

> (Interviewer) But you actually went and looked for it, based on your interaction?

> (J) Yeah. And he didn't really know me that well, so it just kind of depends on how they explain the book.

For Christa and Jaret, whether their interest in or ability to read and comprehend a book was more motivating than the *known-ness* interactions was unclear. It was difficult to say whether Christa would have read the book her boyfriend gave her unless it was given to her by her boyfriend, just as it is unclear whether Jaret would have sought out to read a book recommended by an online "friend" unless Jaret was sufficiently interested to read that book. What does seem clear, however, is that in the cases of both students, the context of a prior relationship, whether face-to-face or virtual, created the initial possibility of a motivating peer-to-peer interaction related to reading to take place.

Discussion of Hypotheses

There were three hypotheses based on prior research which I hoped to confirm in my study. My first hypothesis was levels of interaction would parallel students' increased or decreased levels of reading motivation. During 2007-2008, seven of the eight students reported increased reading motivation, and six of the eight students noted that interaction had a major effect on their reading motivation throughout the year. These students included Franklin, who noted:

> It [interaction] has motivated me to read by allowing me to … to know about other books. And the books that other students my age are reading.

And Christa, who related:

> Friends have really helped me find new, interesting books. And it's made me read more books than I ever thought I would.

Additionally, Gary stated:

> I think interacting in class in book groups has really motivated me. The extent of it has grown so much it isn't even funny.

And, most consistently throughout the study, Hannah noted:

> Talking with people in our class really helped. When I talked to them, it made me really understand my book better. Listening to them about their books made me interested in what they are reading and maybe read there book. It also helped me because if they are more motivated I want to be as motivated as them and as many books read as they do.

Notably, these four students viewed interaction within a context of peers or friends. In contrast, Edward and Jaret, the two other students offering positive responses noted the teacher as the interaction that affected their reading motivation, without any further explication. For 2008-2009 and 2009-2010, four students reported continual decreases in reading motivation and interaction, one student reported continual increases in reading

motivation and interaction, and three students reported mixed results in reading

motivation and interaction. Consistent with my original hypothesis, a majority of students

in my study (five of the eight students) reported parallels regarding reading motivation

and interaction. Table 10 summarizes students' yearly responses to the effects and levels

of reading motivation and interaction:

Table 10

Students' Yearly Responses to Effects and Levels of Reading Motivation and Interaction

Student	2007-2008 Reading Motivation	2007-2008 Effect of Interaction	2008-2009 Reading Motivation	2008-2009 Interaction Level	2009-2010 Reading Motivation	2009-2010 Interaction Level
Brent	static	neutral	decrease	decrease	decrease	decrease
Christa	increase	positive	decrease	static	decrease	static
Edward	increase	positive	decrease	increase	increase	decrease
Franklin	increase	positive	decrease	decrease	decrease	decrease
Gary	increase	positive	decrease	decrease	decrease	decrease
Hannah	increase	positive	decrease	decrease	decrease	decrease
Iris	increase	neutral	increase	increase	increase	increase
Jaret	increase	positive	decrease	increase	increase	decrease

My second hypothesis for the study was students would be more motivated to

read by interactions with other students compared to interactions with parents, teachers,

and other adults. During the 2008-2009 and 2009-2010 school years, I asked students

which of these particular interactions most motivated them to read. Over the course of my study, four students were consistent, and four students fluctuated, in their yearly responses to which interactions most motivated them to read. Additionally, students also reported in equal amounts how teachers and other students most motivated them to read, each entity being mentioned eight times, with the majority preference shifting from teacher to student interactions during the 2009-2010 school year. Therefore, data were inconsistent with my second hypothesis. Table 11 summarizes the yearly results of motivating interactions as reported by students:

Table 11

Students' Yearly Responses to Interactions Most Motivating Them to Read

Student	Interaction, 2008-2009	Interaction, 2009-2010
Brent	Teacher	Students
Christa	Teacher	Students
Edward	Teacher	Teacher
Franklin	Students	Students
Gary	Teacher	Teacher
Hannah	Students	Students
Iris	Students	Teacher
Jaret	Teacher	Students

My third hypothesis was levels of reading motivation and interaction would diminish over time as students traveled through their ninth and tenth grade years. As indicated in Table 10 above, four of the eight students in my study reported declining levels of reading motivation and interaction for the latter two years of my study. Therefore, data were inconsistent with my third hypothesis, as well. In contrast, from my study, it appears that students had no specific preference for peers versus adults relating to their independent reading.

VI. DISCUSSION

Amid the numerous literautobiographies, surveys, responses, and interviews collected from the eight students in my study, the final question I asked students over the span of three separate school years was: *Does* interaction contribute to your motivation to read? This single, simple question echoed the original research question framing my study: What do student artifacts and interviews within middle and high school contexts reveal about adolescents' perceptions of interactions with peers, teachers, and family and their motivation to read? In a final attempt to answer this question here, I link my study with some of the aforementioned (and newly-applied) research literature on motivation, adolescence, reading, and interaction; I offer possible implications from my study for educators, as well as recommendations for further research; I discuss some of the potential limitations of my study; and I present overall summative conclusions from my study before pondering the road ahead.

Link of Study with Previous Research Literature

In the review of literature for my study, I summarized and contextualized previous research on adolescent reading motivation and interaction while simultaneously revealing the gaps in past research. I will now attempt to fit my study with some clearly described contexts of studies highlighting the aforementioned *a priori* themes relating to adolescent reading motivation, as well as the contexts of other studies which may mirror, or parallel, my study's newly emerging themes.

To begin, of the numerous studies discussing the theme of *access* related to

adolescent reading motivation, a few had research contexts similar to mine. One of these

studies was Ivey's (1999), whose purpose was "developing in-depth, detailed portraits of

individual middle school readers" (p. 172) in focusing on three sixth-grade students.

Through the use of purposive sampling, Ivey was able to identify "(a) students who were

willing and able to offer rich information about themselves as readers, and (b) students of

differing levels of success with reading" (p. 178). Thus, when compared to the findings

of my study, Ivey's conclusion echoed even more loudly:

> [I]n order to see a change in young adolescents' attitudes toward school
> reading, classroom libraries and a curriculum that includes materials that
> span the gamut of genre, interests, and difficulty levels will need to
> become the standard for middle school classrooms. (p. 188)

Also, in an attempt to focus on a larger scope of adolescent readers, Strommen and Mates

(2004) surveyed 65 sixth-graders and 86 ninth-graders before narrowing a follow-up

interview pool to 18 students—labeled either Readers or Not-Readers—overall. (Such a

structure was similar to my own, in which my original pilot study funneled a group of

student participants reporting increased, decreased, and static reading motivation.) In

their study, Strommen and Mates (2004) concluded that for Readers, "interest in reading

was sustained by an involved parent or other family member who continued to provide

access to a variety of books as the child matured and to guide the child's choices";

whereas "Not-readers who recalled being taken to the library said that this practice

ended . . . once they entered school, or that trips to the library were made infrequently

and only for the purpose of obtaining a book for a school assignment." (p. 195). Ivey's

(1999) and Strommen and Mates's (2004) conclusions suggest the possible crossover

effect of *a priori* themes to which I have referred several times previously in my study; that is, for example, how *access*, *family and friends*, and *teacher and pedagogy* may not only be inextricable, but also wholly necessary for adolescent reading motivation to be maintained. Put another way, from the research—then and now—a single thematic entity may offer few effects at all, in terms of motivating adolescents to read. Stewart et al. (1996) alluded to this connection between multiple themes in their research with seventh through ninth-graders enrolled in literature-based developmental reading classes, eventually concluding that "the bubble within which all other characteristics are subsumed is time" (p. 476). Such a statement strongly scaffolds my study, in which students' offered ongoing pleas about the need for more time to read. Without the element of *time*, it seems that the *a priori* ideas of *access, conducive environment, choice, multiliteracies,* and interactions with *family and friends* and *teachers and pedagogy* echo much less powerfully. In fact, a strong argument could be made that *time*, alone, could be its own *a priori* "super-theme" related to adolescent reading motivation, encompassing all of the rest.

In comparison to the theme of *access*, the theme of *conducive environment* seems to be much less contextualized, in the research literature. Several researchers have noted the importance of *conducive environment* related to adolescent reading motivation (Clary, 1991; Guthrie & Cox, 2001; Hafiz & Tudor, 1989; Pilgreen, 2000), yet few have outlined clearly, via the research, how they arrived at this conclusion. In one study, Hafiz and Tudor (1989) met with students daily to read outside of a school setting; students responded positively to such an environment. Adding to this theme, Clary (1991) noted

the following in relation to the effect of *conducive environment* on adolescents'

motivation to read:

> A room with lots of books obviously houses a teacher who supports
> reading. With addition of a few comfortable spots to read and some
> colorful posters, book-jackets, and mobiles for decorations, an atmosphere
> that shouts the importance of reading is established. Teachers who
> establish a reading area with a comfortable chair and footstool, a good
> reading lamp, and an attractive picture or plant report increased interest
> and motivation. (p. 343)

Clary then followed:

> This [conducive] environment is further enhanced when students are not
> forced to write book reports about every book. In fact, they probably
> should not have to share every book in any way, and when they do share,
> there should be a variety of choice—costuming, advertisements, art
> projects, drama, booktalks, and oral readings. Such projects can be
> particularly rewarding to poor writers and nontraditional learners. (p. 343)

In reviewing this particular literature, I inevitably wondered: Does the presence of a

picture or a plant *truly* matter in terms of its effect on one's reading motivation? Finally,

in reviewing the literature on conducive environment, Pilgreen (2000) referred, again to

the element of *time*, stating that "a large percentage of the successful programs utilized

traditional classroom settings" but also "built in the element of uninterrupted and silent

reading time" (p. 11). What these researchers concluded, overall, about *conducive*

environment, is not in itself problematic; what is surprising, however, is the lack of cited

research or clearly described methodologies supporting their claims. From comments

students offered in my own study, I would concur with researchers who believe that a

conducive environment—an informal *conducive environment*—appears to motivate

adolescents to read; yet, from the comments quoted above (and in conjunction with my

comments in the above paragraph on *access*), it seems difficult to separate *conducive*

environment from other *a priori* themes such as *access*, *choice*, *family and friends*, and *teacher and pedagogy*. To her credit, Pilgreen (2000) alluded to such thematic interconnectedness in her overview of research related to Sustained Silent Reading.

As I have previously noted, the *a priori* theme of choice fills a long-standing niche in the research on adolescent reading motivation (Atwell, 1987; Ivey, 1999; Love & Hamston, 2004; Oldfather, 1993; Pilgreen, 2000; Pitcher et al., 2007; Stewart et al., 1996; Worthy & McKool, 1996). Therefore, it was more than a bit surprising, in my own study, to discover *choice* as only a minor entity contributing to students' reading motivation, especially considering that several past studies had focused qualitative contexts similar to my own (Ivey, 1999; Oldfather, 1993; Stewart et al., 1996). I do believe that *choice* was important to most, if not all, of the students in my study; yet I have minimal data to support this claim. To provide an auxiliary point of view as to why the theme of *choice* may not have emerged strongly from my study, I offer this e-mail exchange in March 2010 between myself and one of my former professors, Roger Stewart, who helped debrief my study's data, and who has contributed significantly to relevant literature on adolescent reading motivation:

> (Hoetker) I wonder if I had simply asked students in my study directly about choice (as I did with, say, multiliteracies/types of interactions/informality of interactions, etc.), what responses I would have received. My gut tells me they would all have responded positively, like Franklin, who you might recall from my data.

> (Stewart) I bet you are right. If you had asked a direct question, you probably would have gotten an affirmative response but then again it could have been seen as leading the student. I think your study stands on its own merits. You talked to kids over an extended period of time in different settings and if something had high salience for them it probably would have come out. Think of it this way, within the context of their

entire educational careers your class, where they had choice, was a
fleeting moment. During the following year they immediately went back
to whole class assigned novels. It is not surprising that choice isn't on their
radar screens. I also think your classroom personality might be dominant
in their minds. You are a charismatic teacher so the things you provide
them such as choice and time might not stand out for them. In my study
years ago, the teachers were good but they didn't project into a classroom
the way you do so I think the back-office variables at work such as choice
and time were more noticeable. The kids enjoy you and so they don't think
as much about what you are providing them. They get caught up in your
teaching, respond very favorably, learn a lot, and then move on to the
same old same old. But I truly believe choice is at play in your
alchemy.

In Stewart's comments above, the interconnections of several *a priori* themes seem, again,

glaringly evident. More specifically, the comments made me wonder if everything from a

student's point-of-view within a classroom setting seems related to *teacher and*

pedagogy—that is, the choices a teacher makes and the manner in which they are

presented in class. Such an idea appeared to have some validity in my study, in which

students reflected positively on time spent in their eighth grade Reading class, which was

often in stark comparison to their scholastic experiences related to reading in subsequent

years.

Compared to research on the other *a priori* themes, research on *multiliteracies*

appears to be in its infancy—which makes a certain amount of sense, considering the

unveiling of new, previously mind-boggling technologies on a constant basis today. One

larger study with a research context similar to my own is of these is that of Pitcher et al.

(2007), who surveyed and interviewed a large, diverse population of early, mid, and late

adolescents about reading motivation. Commenting on *multiliteracies*, Pitcher et al.

(2007) noted, "Most students discussed using computers in their homes" (p. 392), either

for communicating with friends and family, or for gathering information on topics in which they were interested. Such results mirror findings from my own study regarding *multiliteracies*. Also, in an intriguing 18-month study highlighting issues of gender and *multiliteracies*, Chandler-Olcott and Mahar (2003) followed two seventh- and eighth-grade girls as "focal informants" from a larger 12-student population in a suburban middle school in upstate New York (p. 366). Using field notes, interviews, student artifacts, and copies of student websites and emails, Chandler-Olcott and Mahar revealed the following about gender and *multiliteracies*:

1. Both girls used their membership in online communities to create richer and more satisfying social lives than they had in real time.

2. The girls' membership in their online communities served mentorship and pedagogical functions related to their technology-mediated Designing.

3. Their [the girls'] preferred activity systems were primarily single sex.

4. Webpage construction and mailing-list participation provided the girls with a space to explore and express their gender identities. (p. 379-382)

The third finding above, specifically, regarding females' preference for single sex interactions, echoed comments from the three female students who interacted mostly with their female friends in my study. Lastly, in a convergence of *multiliteracies* and gender within an international context, Rennie and Patterson (2010) surveyed 606 Australian 14-year-olds in an urban environment, finding significant gender differences in the use of chatrooms, email, online gaming, and the popular website YouTube. The overall conclusions included "minimal differences in terms of students' rate of use of literacies outside of school hours," but "an overall trend for female students to engage with all

forms of text outside of school to a greater degree than the male students" (p. 216). These former results correlated with my study's results, in which there was no discernible difference in males and females' use of *multiliteracies*.

In concluding my reconnections with *a priori* themes, I posit that my own study exhibited several similarities with prior research concerning adolescents' interactions with *family and friends* and *teacher and pedagogy*. Interestingly, many of these similarities relate to gender. First, I have noted that girls in my study appeared to have an easier time initiating interactions related to reading with family and friends. Such results connect to findings by Baker and Wigfield (1999) and Millard (1997), in which girls were more motivated than boys to interact related to their independent reading in both school and domestic settings. Next, the five male students in my study all alluded to the relationship they had forged with me as their Reading teacher during 2007-2008 year, and the contrast of our strong relationships with later student-teacher connections in ninth and tenth grade. Such results parallel the findings of Love and Hamston (2004) and Smith and Wilhelm (2002), who reported the importance of male role models and properly contextualized social networks for male students—connections which are typically underdeveloped for male students at home and in schools. Finally, over the duration of my study, most students commented on the effects of increased academic and social demands upon their decreased motivation to read. Such results associate with those of Duchein and Mealey (1993), who revealed the potential of peers, social activities, and other scholastic pressures to influence declines in adolescent reading motivation.

As might be expected, in contrast to the relative simplicity of reconnecting *a priori* themes with results from my own study, it was more difficult to do so with my study's newly emerging themes. The concepts of *survival*, *informal*, and *known-ness* interactions, as I have defined them herein, have limited foundations in prior research insofar as the specific nomenclature I have bestowed upon them. Nevertheless, some prior studies do relate at least tangentially to my own. One of these studies is Wentzel's (1991), who reviewed the theoretical and empirical literature on the relationship between social responsibility and academic achievement. From a motivational perspective, Wentzel (1991) noted how "positive relationships with peers can provide emotional security and incentives to achieve" (p. 10). From an achievement perspective, Wentzel (1991) added that students "provide each other with valuable resources necessary to accomplish academic tasks" and "frequently clarify and interpret their teacher's instructions concerning what they should be doing and how they should do it" (p. 10). Also, in contributing to the research on *coping* in school, academically, Skinner and Wellborn (1997) analyzed the motivational dimensions of *relatedness*, *competence* and *autonomy* to conclude: (1) how students react to academic stress is determined by the value students give to the academic environment; (2) how students cope at school impacts their future; and (3) coping related to learning can be a motivating or depressing activity, depending on students' general scholastic attitudes and support networks at home and at school. Such findings parallel my own study, in which all eight students noted the contributions of *survival* interactions to combat myriad school stressors, and to buttress their school success.

Just as all eight students in my study responded positively to the effects of *survival* interactions upon their motivation to read, all eight responded positively to *informal* interactions exhibiting similar effects, as well. Without hesitation, all eight students' gave similarly confident responses to the same prompt: "Describe the *types* of interactions which motivate you to read. Are these formal or informal?" A few preliminary studies help support the concept of *informal* interactions, overall. First, in considering the specific importance of affect upon interactions related to adolescents' reading motivation, an appropriate theoretical context may be Krashen's (1985) second language comprehension *affective filter hypothesis*, in which negative affective factors can create a "mental block" preventing meaningful input from taking place (p. 100). Additionally, in a review of the socioemotional variables of research focusing on students' experiences in small group interactions, Webb (1982) noted the following: (1) slower learners may feel less anxiety in small group settings, in which peers are viewed as less threatening; (2) students, in general, are more likely to ask their peers, and not their teacher, for help; and (3) in response to a questionnaire asking "whether their learning condition promoted an easy, relaxed atmosphere and whether it made them feel anxious and uneasy," students in cooperative groupings reported less anxiety than those in competitive groupings the difference in anxiety between cooperative and competitive groupings (p. 431). To contrast, most studies focusing on late adolescents' perceptions of *informal* interactions have been completed at the university level. First, Ramsden (1979) gave questionnaires to 285 second-year students in six university departments, isolating eight dimensions of students' perceptions of prototypical learning environments, two of

which included (1) "closeness of lecturer/student relationships" and (2) "formality or informality of teaching and learning" (p. 416). Next, in a review of the literature on informal interactions between students and faculty, Pascarella (1980) concluded:

> It seems reasonably clear from existing evidence that modest, but statistically significant, positive associations exist between amount of student informal, nonclass contact with faculty and such educational outcomes as satisfaction with college, educational aspirations, intellectual and personal development, academic achievement, and freshman to sophomore year persistence in college. (p. 564)

But Pascarella (1980) then qualified his prior conclusion:

> Not all types of student-faculty nonclassroom contacts appear to have the same influence on educational outcomes, however. Rather, it would appear that informal contacts focusing on intellectual/literary or artistic interests, value issues, or future career concerns have the greatest impact. (p. 564)

Continuing Pascarella's review of the literature on informal student-faculty interactions through the 1990s, Kuh and Hu (2001) gave the College Students Experiences Questionnaire (Pace, 1990) to 5,409 undergraduates across the United States, concluding that "both substantive and social out-of-class contacts appear to positively influence (though indirectly) what students get from their college experience, their views of the college environment (especially the quality of personal relations), and their satisfaction" (pp. 327-328). Again, some of these conclusions concerning students' penchants for informal interactions with peers and teachers not only link with my study, but also foreshadow much of the auxiliary research on *known-ness*, which I will now describe below.

Though the specific concept of *known-ness* interactions is not found in past adolescent reading motivation research, the intimate connections which most students

noted in my study have some coherence with general motivation research on students'

belonging (Goodenow, 1993), *connectedness* (Weiner, 1990), and *relatedness* (Connell,

1990) with peers, adults, and teachers. Many studies in this vein reveal the connection

between relatedness, engagement and learning in adolescents. For example, in relation to

the effects of adolescents' relatedness with peers, Ryan, Stiller, and Lynch (1994) studied

approximately 600 seventh- and eighth graders, finding that students who reported higher

amounts of *relatedness* with peers also reported higher amounts of identity satisfaction

and self-esteem, though not necessarily increased academic outcomes. Also, in a

quantitative study of 2,884 Arab, Indian, French, Polish, and Argentinean adolescents,

Dwairy and Achoui (2010) used Gavazzi and Sabatelli's (1988) Multidimensional

Interconnectedness Scale to determine adolescent-family *connectedness* from an

international perspective. Their findings included:

1. Connectedness in Eastern countries was higher than that in Western ones.

2. Female adolescents were more connected to their families than males.

3. Connectedness was higher among families with a higher economic level and

   where the parents had more education. (p. 8)

Finally, in a quantitative study of 641 third- through-sixth graders in a suburban-rural

working-class school district, Furrer and Skinner (2003) focused on the differing effects

of peers, adults, and teachers on student engagement and performance, offering several

noteworthy conclusions:

1. Relatedness to specific social partners seems to promote children's motivation

   in school.

2. The loss of relatedness to peers, even when relatedness to parents and teachers were high, did seem to affect children's emotional experiences in the classroom.

3. Relatedness to parents does more than act as a template for the construction of new relationships with the teacher and classmates. The unique effects of relatedness to parents suggest that it acts as a motivational resource, beyond its role in shaping relatedness to others.

4. The most striking example of differences in relative salience of effects was found for relatedness to teachers and for children's (self-report) emotional experience in the classroom. Emotional engagement, although uniquely predicted by relatedness to all three specific social partners, seemed to depend most heavily on relatedness to teachers. (pp. 158-159)

Overall, the aforementioned research discussing issues of gender and familial connectedness, relatedness to specific social partners, relatedness's primary foundation within the family, and the interplay between relatedness and *teacher and pedagogy* correlate with some of the themes revealed in my study.

Implications for Educators

Though the qualitative nature of my study limits its ability to generalize, the study's findings offer potential implications educators may wish to consider as they attempt to create more motivated classroom reading environments within contexts similar to the one described herein. Some of these implications respond directly to my study's

research question; others do not at all, which I realize may be typical in some qualitative research. Nonetheless, I include below all potential implications, inasmuch as they correlate with my newly emerging themes and the *a priori* themes in the research.

One implication from my study involves the regularity in which students reported the effects of *family and friends* and *teacher and pedagogy* upon their overall reading motivation, in comparison to the other four *a priori* themes from the research literature. Interview data from 2008-2009 and 2009-2010, especially, revealed that of all six *a priori* themes affecting adolescent reading motivation, *family and friends* and *teacher and pedagogy* had the most consistent and most powerful effects over time. Teachers who attempt to motivate their adolescent students to read, then, may witness more powerful results through the use of *family and friends* and *teacher and pedagogy* in comparison to the other four *a priori* themes. Strommen and Mates (2004) noted how Readers' interactions in their study were firmly "established" with fellow family members before being "extended" to peers (p. 193). Therefore, teachers might wish to survey students and their families, early and explicitly, about home reading environments, in order to better contextualize the expected effects of peer interaction within the classroom. If teachers discover that their students have home contexts which successfully support interactions related to reading, it appears likely that classroom contexts using peer interaction to increase adolescent reading motivation will achieve further success.

Notwithstanding the weight students in my study gave to *family and friends* and *teacher and pedagogy*, the element of time to read independently in students' comments offers its own intriguing implication. As I have noted repeatedly, many *a priori* themes in

my study appeared to exhibit an inextricable "crossover effect" with one another. In my study I chose to view time as related tangentially to the *a priori* theme of *access*; yet it is wholly arguable I could have viewed *time* as its own independent theme, which research has consistently supported for at least the past 15 years (Ivey & Broaddus, 2001; O'Brien, Stewart, & Beach, 2009; Stewart et al., 1996). Many students in my study felt they had much less time to read independently as they progressed through school, and as their lives became further complicated with other seemingly more pressing commitments. To provide students more time to read in-class within already-cramped curricula, language arts teachers could craft independent "flex-time" within the school week, in which students themselves could choose which academic or independent reading to complete in class, and which type of reading students would benefit from completing in a suitable environment at home. Doing so would show further respect for students and their hectic schedules as they navigate increasingly complex lives in school.

In addition to expressing the communal desire for more time to read independently, students in my study also expressed a wish for more time to interact with others related to their independent reading, offering another implication to my study. My study reveals that adolescents have a genuine desire to interact with fellow students about their independent reading, but they will only interact consistently when given the time to do so in their classes. Many students described the myriad academic and social pressures as they progressed through school. Students' comments revealed that interacting with others about independent reading is not a primary concern as they shuffle along from Science to Algebra to PE, or chat in the lunchroom, or have five minutes remaining at the

end of a period. In what could be categorized as a Catch-22 pedagogical expectation, students in my study wanted their teachers to allow students time in class to interact related to their reading; but they also desired for those interactions to be structured in student-centered ways. Such a paradoxical interactive context would likely need to be modeled by teachers and students, alike, for maximum motivational effect.

Another implication from my study relates to the environments which students reported as conducive to reading. Students' enlightening preferences to read in comfortable, quiet, usually-private environments—most often in their own bedrooms—shed light on the type of intimate reading environments teachers may benefit from creating in classrooms, and parents may wish to provide at home. In relation to the classroom, students' comments on *conducive environment* reflect the importance of having a flexible reading space—an environment in which students can at one point focus on individually chosen reading material without interactions, interruptions, or losses of focus; and an alternative environment in which students can transfer quickly and seamlessly into interactions with fellow classmates before the bell rings, the opportunity for interactions lost, as students disperse to their next classes. If students' comments from my study are converged across themes, given time to read and interact in such a suitable classroom environment, students appeared to become further motivated to read. To accomplish this feat, classroom reading environments need to mirror more closely the reading environments students have consciously created for themselves at home.

The next implication from my study revolves around the theme of *multiliteracies*, which was initially an elusive concept in the study's first two years. In examining the

effects of *multiliteracies* on adolescent readers, Pitcher et al. (2007) noted that "students define 'reading' as a school-based activity," and they "revealed a discrepancy between their stated views of themselves as readers and writers and their actual daily practices" (p. 394). This assertion appeared true in my study, as well, in which students initially disregarded *multiliteracies* as an important theme affecting their reading motivation. Only after direct prodding in 2009-1010 interviews were students able to delineate their use of *multiliteracies* via Internet research, social networks, email, text messages, or unique combinations of all of the above. When asked, few of the students viewed these *multiliteracies* as connected to the actual process of reading; instead, students seemed to link *multiliteracies*—particularly social networks, email, and text messages—more as interactions, raising the possibility of how teachers could use this data positively in their own classrooms to increase reading motivation. Recent research suggests that the average American youth age 8 to 18 spends seven and a half hours per day multitasking within TV, computer, audio, film, video game, and print environments—or, an hour and a half more than just five years earlier (Kaiser Family Foundation, 2010). With this newfound knowledge, a specific pedagogical possibility involving *multiliteracies* might involve the creation of classroom contexts such as websites, blogs, wikis, and chatrooms, in which students can interact relating to books or course content, especially since several students in my study (particularly male students) appeared to have difficulty initiating face-to-face interactions with peers related to reading as they progressed through school. Interestingly, for young Americans, "the use of every type of media has increased over the past ten years, with the exception of reading" (Kaiser Family Foundation, 2010, p. 2). As noted

by Bintz (1993), teachers may "need to focus less on student deficiencies and more on student strengths," for in doing so we may "value and legitimize what students are currently reading out of school, rather than bemoan what they are not reading in school" (p. 614). Put another way, to motivate student readers in the 21st century, teachers would be well-versed to veer closer towards the cyberspace context their students already inhabit, interacting with "friends" they may have never physically "met." Teachers' failure to embrace such a cultural shift in reading could result in a lost generation of readers, with only the medium of reading delivery as the flimsy excuse.

Another implication from my study comes from students' use of *survival* interactions to stay afloat academically, one wrinkle of which revolves around gender. Most of the male students in my study appeared reluctant to initiate interactions related to their reading, but when such interactions were integral to keeping pace in their classes, these same students embraced the need to catch up on whatever reading they may have missed in class. That some of my students, both male and female, felt compelled enough to read "makeup" work on their own after having *survival* interactions with peers is enlightening: It reveals that such interactions may have provided not only the base academic knowledge to score a passing grade on a quiz for reading that a student had not completed; it also reveals a student's potential, again, to motivate another peer to read. Such an implication likely has tie-ins with the *a priori* theme of *family and friends*, as well as the newly emerging themes of *known-ness* and *informality*.

Another implication from my study relates to students' overwhelming preference for *informal* interactions related to their reading. From students' comments, teachers

interested in using interaction as a tool for motivating students to read can empower

students by (1) allowing set times in class for students to interact with each other; and (2)

allowing students to structure interactions with peers in their own meaningful ways,

creating further student "buy-in" for the interaction process. This latter element, in

particular, appears to have an interrelationship with the *a priori* theme of *choice*. As

students in my study progressed through school, some of them may have disregarded

some of the curricular demands placed on teachers, who seemed largely responsible for

making independent reading and interaction a distant eighth grade memory. Yet these

same students, given time to interact and some choice in constructing the flow of those

interactions, appeared to view interaction related to reading in a largely positive light.

Additionally, students did not always associate *informal* interactions with interactions

involving peers, suggesting that educators be especially cognizant of the way in which

they "book-broker" reading materials to reluctant readers in their classes. Put another

way, the manner in which teachers interact with students related to reading may well

determine whether that interaction is viewed by students as a powerful enough impetus to

motivate them to read. When a teacher's method of interaction with students has a nature

of informality or intimacy—and, perhaps, a lack of hierarchy—students seemed more

motivated to read. Whether those low-key, non-threatening exchanges were with fellow

students or knowledgeable adults was much less important than the tone of the

interactions, overall.

Yet another implication from my study connects to the emerging theme of *known-ness* interactions related to students' independent reading. As students appear to be

motivated by interacting with others with whom they are emotionally connected, educators may benefit by promoting such intimate interactions within the classroom and at home. Pedagogical possibilities for teachers might include allowing students more latitude in choosing fellow members for their own book clubs, bookgroups, or literature circles in class; and promoting stronger reading relationships with family members with similar reading interests and comprehension levels. Further, the emerging theme of *known-ness* interactions reveals the need for teachers to be especially well-versed in the diverse material their students are currently reading, in able to increase knowledge of students' interests, as well as the likelihood for positive interactions related to reading with students to take place. In this vein, the implications for teachers related to *known-ness* interactions are similar to those relating to *multiliteracies* and *informality*.

A further implication from my study connects to the longitudinal data on reading motivation and interaction from a multicultural point-of-view. Interestingly, in my study, four out of the five students who reported continually declining reading motivation for the 2008-2009 and 2009-2010 school years came from minority backgrounds; and three of these four students reported decreases in interaction during the same time period. These four students—Christa, Franklin, Gary, and Hannah—had all reported increased reading motivation for the 2007-2008 school year, in my Reading class; yet something seemed to have drastically changed in their lives as readers since then. What was it? Sanchez (2000) commented on how the minority groups in her study "prefer cooperative situations in which peers help one another learn and can use their culturally learned 'tool' of ensuring group over individual success" (p. 42). Perhaps a question I could have asked

students during my study was how their teachers' classroom cultures compared and contrasted with their lives at home. Answers to such a question might have allowed me to better measure the importance of positive parallels in students' home and classroom environments.

Recommendations for Further Research

Beyond its practical implications for the classroom, my exploratory study also provides several possible tangents for future research. A primary recommendation would be to continue my qualitative study with the eight students described herein, chronicling the effects of interaction on reading motivation as they continue, complete, and transcend their high school lives. I may not have pondered the possibility of continuing my qualitative research had it not been for a specific exchange with Franklin, who had become increasingly (and, I would argue, tragically) disenchanted with reading in the final two years of my study. Each minute of our final interview stole away all my remaining serotonin, atom by lonely atom, as I discovered a student who once loved to read could now barely stand the sight of the printed page. But after our final interview, what I considered a *multiliteracy* e-mail member check (and what Franklin would have considered as an *interaction*) highlighted how quickly reading motivation can shift over time:

> (Interviewer) the reason I sent you that email from last time was so you could read your OLD interview responses . . .
>
> your answers from that interview are below the questions in this email
>
> keep on keepin on!

(Franklin) your welcome

(I) you da man

keep reading

(F) Actually ive been reading alot lately, i've read 6 books since our last meeting

(I) why? explain

(F) you coming to visit got me in the same mind set as i was back in the 8th grade

My obvious mental response: What precipitated this drastic yet welcome change in Franklin's motivation to read? As a result of this particular interaction, I envisioned how exciting it would be to revisit Franklin, as well as my other old students, in relation to the elements of interaction and reading motivation, over a longer amount of time. Intriguingly, in my review of the literature, I have found no research documenting the effects of interaction on reading motivation in late adolescent and early adult populations. Such a study, along with recent efforts in developing a quantitative instrument for measuring adult reading motivation, could more clearly delineate which interactions motivate people to read as they navigate their post-secondary lives (Schutte & Malouff, 2007).

Yet another possibility for further research would include the creation of a more precise and newly updated quantitative instrument for measuring adolescent reading motivation. As previously noted, quantitative reading motivation researchers have in the past called for in-depth, qualitative complements to their statistical endeavors; and qualitative scholars would be well-versed to return the research favor. The creation of a

new quantitative reading motivation instrument would contribute to our growing understanding of the multifaceted nature of this construct, and fill a gap that research has not filled for the past 15 years. Since the mid-1990s, the interest in measuring reading motivation quantitatively has appeared to ebb within the larger research community, replaced by a focus on measuring reading achievement, and, therefore, academic accountability. Such a lack of focus may be misguided, considering the mass amount of relevant literature linking motivation and achievement over the past 120 years (Elliot & Dweck, 2005).

Another obvious possibility for further research would be the creation of a larger quantitative study focused on reading motivation within a more diverse adolescent population outside of Boise, Idaho—and, perhaps, even the United States. Results from such a study would have the potential for generalization, which my qualitative study lacks; and results would also contribute to the current dearth of research on adolescent reading motivation within multicultural and international student populations. Recent mixed-method research in the United States has begun to focus on adolescent reading motivation in English for Speakers of Other Languages classrooms (Sturtevant & Kim, 2010); however, research has provided only limited anecdotal data from researchers and practitioners working with resistant adolescent readers in Brazil, Austria, India, and Hong Kong, with results similar to those found in the United States (Bintz, 1993). As noted by Witter, however, "transcultural research is the most appropriate way to investigate the problem" (as cited in Bintz, 1993, p. 605).

Finally, in my study I have repeatedly commented upon the potential inextricability of *a priori* themes (and, arguably, some of the newly emerging themes) examined within my study's scope and paralleled by past research. As I noted previously, many years ago the concept of *reading motivation* itself began to be delineated as an evolving, multifaceted construct composed of up to 11 separate dimensions (Baker & Wigfield, 1999; Wigfield & Guthrie, 1997); therefore, it logically follows that themes affecting reading motivation in adolescents might also exhibit similar crossover and coherence. Future research with this widened focus might well offer a more holistic response to the question of what affects adolescent reading motivation, overall.

Potential Limitations of the Study

Beyond the study's aforementioned small student sample size and its inability to generalize to larger populations, there are other limitations in my study which merit brief discussion here. One of these limitations relates to how the maturity of students affected their responses, overall, over time. It seems reasonable to surmise that as students progressed from early- to mid-adolescence over the three school years of my study, their natural maturation and resultant ability to offer articulate and honest data were inevitably affected. Nevertheless, I attempted to balance the influence of maturation through constant member checks with students over the study's duration. As I shall note below, I make no claims of absolute truth in my study; and I find it possible—indeed, probable— that students may have forgotten, misspoken, or simply offered some mistaken data over the study's duration. I believe, however, that the nature of my relationship with the

students described herein helped alleviate most, if not all, of any possible concerns regarding maturation.

Another potential limitation in my study is the original context of my relationship with students as their teacher in Reading class. Within this context, students may have felt compelled to report an increased motivation to read or canned answers related to specific interview questions because they may have mistakenly believed that data was the data I wished to collect. As previously noted, students and their parents signed assent and consent forms mandated by the IRB in order to participate in my study; and I continually reminded students—especially during the 2007-2008 pilot study, when students were in my Reading class—that their responses via artifacts or interviews were entirely unconnected to their grades. To contrast, during the 2008-2009 and 2009-2010 school years I was no longer the students' instructor, which may partially negate claims of researcher-induced bias. Still, for some, the nagging question may have remained: Can any study in which a power hierarchy originally existed be considered valid or trustworthy? I attempt to ponder that question through the final words of one of my eight students, in the Conclusion below.

Conclusion

Fifteen years ago, reading motivation researchers called for "increasingly detailed portrayals of students as active readers, including fully elaborated description of teachers' roles, student participation patterns, and the intellectual consequences of social interaction in a reading environment" (Guthrie et al., 1995, p. 23). Interested in

qualitative complements to their quantitative studies, these researchers hoped that closer, more intimate studies would provide an enlightened view on how different interactions motivate students to read. Over the duration of three separate school years, I attempted to glean such data from the eight students in my study.

Without these eight students, of course, there would have been no study. Over the study's duration, I inevitably came to appreciate these students as much more than just student numbers, or bodies in seats, in my eighth grade Reading classes. Throughout the study, along with the data, students' personalities were unraveled, as well. One specific example is Edward, with whom I had one of my most enlightening interviews. Following our final interview, and after member checking his 2007-2008 data, Edward closed our time together by stating, unprovoked and unequivocally:

> (Edward) [In] eighth grade, I was lying to you when I said I read when I get bored.

> (Interviewer) [Laughter] So what were you saying? What did you mean? What should you have said?

> (E) Probably should have said I don't read at all [Laughter].

> (I) [Laughter] So have you changed, from that statement to today, I mean, as a reader, can you see the development from here to right now?

> (E) Yeah.

> (I) Explain that.

> (E) I didn't want to read at all here [eighth grade], I was kind of just writing down what I thought the teacher wanted to hear.

> (I) Uh-huh, on the second day of school, when you didn't know who I was.

(E) [Laughter] Pretty much. I guess I was right about adventure stories. And I was probably lying to you when I said my motivation had stayed the same.

(I) What do you think it was?

(E) It probably did go up, and it probably went up to the level that I wrote down.

(I) Maybe it just takes a couple of years where your brain was, maybe? Maybe the first answer isn't always the best, or truest. That's OK?

(E) Yeah.

(I) That's why I'm showing you this, have you think back on all the things you've said.

(E) Number 4 was correct.

(I) [Laughter] You've said that [the teacher as primary motivator] time and time again, haven't you?

(E) Yeah.

(I) You've been consistent in that answer all the way through.

As almost all of the data in my study was self-reported by students, Edward's newfound tenth-grade candor made me ponder whether the many responses I received from students over three different school years were in fact "true." I provide no such definite pronouncements of absolute "truth" within my study; however, in viewing students' progressions as readers with a wide-angle lens, I believe I received a clearer, more complete answer to my research question than I would have received had I followed students only within the context of my classroom for the span of one school year. As I have noted above, I wanted to fill what I viewed as a longitudinal gap in the research relating reading motivation to interaction. Because of my prolonged engagement with

students, and due to the numerous member checks with them during the duration of my study, I was eventually satisfied with the quality of student-provided data herein, regardless of our initial student-teacher relationship.

It may be trite to conclude that my study is the proverbial tip of the research iceberg, and that newer, better studies are necessary to continue navigating the murky whirlpool of adolescence, interaction, and reading motivation. But what may be trite is also, I believe, true. I believe my study contributes, albeit microscopically, to the previous scarcity of research concerning what and who motivates adolescents to read over time; nevertheless, there is still quite a bit out there to learn about this esoteric triad. To be succinct, I believe my study reveals that *how* others interact with students may supersede *who* those others happen to be; that the degree to which a reader is known, understood, and empathized with can predict, to a significant extent, the quality of any interactions; and that given an appropriate environment in which to read and interact, adolescents will be further motivated to read, provided they have significant input on what they read and how it is shared.

Within these pages I have acknowledged my overwhelming reliance on student-provided data for my study. If I have erred in doing so, I hope it was due to my insistence in allowing these eight students' voices to be heard over the long-term, and thus to resonate in some small way with the reader—which arguably would not have occurred in a larger quantitative study. I hope future qualitative research on interaction and adolescent reading motivation focuses on the neglected niches I have already mentioned;

and I hope today's educators envision what can occur, holistically, once their students are moved to read.

Early in my doctoral program, I received the sage advice to consider a dissertation research topic early and clearly. When I began visualizing my study in June 2007, I viewed literacy as a somewhat bifurcated domain. Reading was input, writing output; writing was about production, reading, consumption. To further emphasize this division, my own junior high students were enrolled in separate Reading and Writing courses. Yet now, in conclusion, as I recollect, I realize in June 2007 I was wrong. Over the past three school years, my eight students have told me as much. Like its companion, reading—if done correctly—can also be an act of creation. If done well, reading can be like a quality meal, something savored through the use of a proper recipe, a concoction of ingredients commingled in a purposeful, nuanced way. We are first moved by a scent. We begin reading by biting in. We pause to share plates, to chat, but then we return to our reading. The meal fills us and moves us. Within this flow begins something new and thus special; and when this flow is flawless, we hope this feeling never ends.

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APPENDIX A

What-What-What Reading Journal Reflection

What-What-What Reading Journal Reflection
Mr. Hoetker

What is my name and today's date?

What did I read today? (name of book, magazine, etc.)

What is its genre?

What is the page number I started on?

What is the page number I ended on?

What is the amount of time I read?

What happened in what I read today? (Summarize, consider new vocabulary words, quote particularly well-written excerpts):

So what? (Reflect on the importance of what you read, ask questions about the text, connect your reading to your own life and/or other books you've read):

What next? (Predict what may happen next in this reading, or "pre-flect" on a new reading you might like to begin):

APPENDIX B

Reader's Top Ten Journal Reflection

Reader's Top Ten Journal Reflection
Mr. Hoetker

Last semester you read and responded on **What-What-What** handouts which asked that you summarize, connect with, and predict alongside a text. For this semester I will ask you to take this the extra step, reflecting on your reading comprehension with questions which mirror what you can expect on the spring ISAT and June EOC exams. We'll call this the "Reader's Top Ten."

1. What is my NAME and today's DATE?

2. What DID I read today? (name of book, magazine, etc.)

3. What is its GENRE?

4. What HAPPENED in what I read today? (Briefly discuss the MAIN POINTS of the plot)

5. How does what I read today CONNECT? (Either to your own life and/or other books you've read):

6. What was my MOOD as I read today? (Describe your mood in one or two words)

7. What was the author's TONE as I read today? (Describe his/her tone in one or two words.)

8. What was the author's PURPOSE in what I read today? (What was the author attempting to do in the story?)

9. What did I like BEST about what I read today? (Offer a sentence or two)

10. What NEXT? (Predict what may happen next in this reading, or what you might like to read next)

APPENDIX C

Literautobiography

Literautobiography
Mr. Hoetker

The purpose of this first assignment is to find out more about who you are, your experiences with school and reading, and your goals for this school year. Please follow the outline below in composing your first piece of writing for this class.

1. Compose a short autobiography. Include all important information. When and where were you born? Where have you lived? Who have you lived with? What things do you enjoy doing outside of school? What else makes "you" you?

2. Discuss your past experiences with teachers and school. Have those experiences been good or bad? Without using names, discuss one teacher whose class you really enjoyed and why you enjoyed it. Then discuss a teacher you did not enjoy and why you disliked it. In your opinion, what makes a "good teacher?"

3. Discuss your opinions on reading. What types of reading do you most enjoy? Least enjoy? Would you consider yourself a poor, average, or excellent reader? Why? What purposes do you believe there are in reading? Explain.

4. Discuss your goals for yourself in this year's class. What areas would you like to improve upon? Try to discuss a few specific areas you think you could focus on in this class.
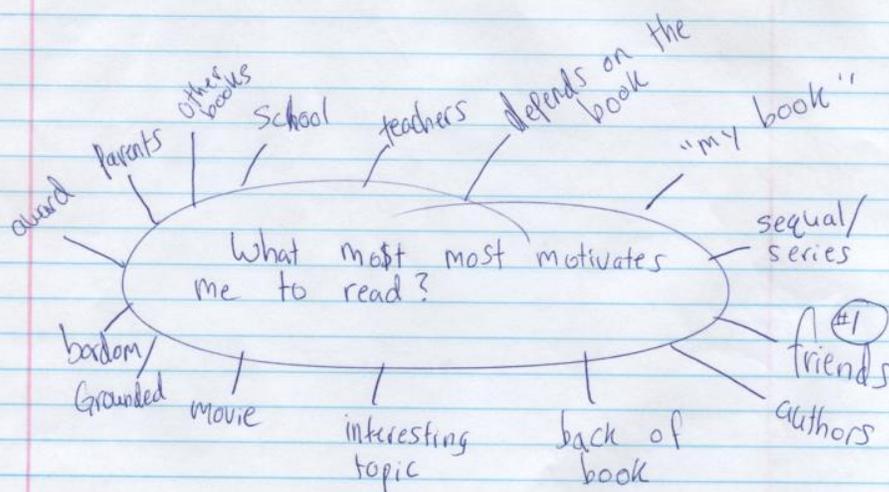
Don't worry too much about spelling and mechanics. Focus on specific ideas and details. Write as much as you can in the time given.

When you finish writing, staple this sheet to the back of your writing and hand it in.

APPENDIX D

Sample Class-Generated Web and Student Response

Hannah

What most most motivates me to read?

- award
- parents
- other books
- School
- teachers
- depends on the book
- "my book"
- sequal/series
- #1 friends
- authors
- back of book
- interesting topic
- movie
- boredom/ Grounded

My friends really motivate me to read. If they tell me a book is really good it usually is. Because alot of me and my friends like alot of the something so if they tell me about it. I usually try to find it and read some of it if I like it.

If I found more books that I actually like. It takes a lot for me to find a book I like and won't get bored with. So if I found more books like the Twilight series I probably would have been more motivated.

APPENDIX E

Sample Semester One Student Reflection, 2007-2008

Sample Semester One Student Reflection, 2007-2008

Hannah

From the beginning of second quarter to now
I think my motivation has stayed the same. I still
really like to read. But its not like it increased all
that much and it hasn't decreased either. And my
motivation has gone up a lot since the
beginning of the year.

My favorite book that I read this quarter was
"Pants on Fire." Its about a girl named Katie shes
a senior in High School. Shes one of the popular girls
and is going out with one of the star football
players Seth Juner. But she is cheating on him
with a guy from Drama club, Eric. A boy she stopped
talking to and pretty much just left him hanging
is back in town and is going to go to the same
school as her. I liked this book cause it relates
to girls my age. You feel what Katie is going
through. And there is as much drama in that
book as there is in real life. I think the audience
would probably girls my age and older, anyone
who is going through what Katie is going through.

The books I have read this quarter are
pretty diverse but all kind of connect. They all
have alot of drama in them but one is about
anorexia, vampires, and just high school drama. I
did meet my goal this quarter on how many
books I could read. My goal was four and
I have read four books.

Hannah

I think I met my goal because I read books
I actually liked and wanted to get through them.
Some other goals I could try and meet would probably
reading others types of genres and maybe bigger
more challenging books

Im probably an 8 ½. Im pretty ready
for the Eocs. I know alot of the material and
Im confident that I will get a good score.
I should probably study more on the roots
Since I don't remember them all that well. But
other than that Im ready for the Eocs.

I really like what we do in this class.
Its one of my favorites. If I could make
it a better class I would probably do more
author reaserch and do the power points. That
was really fun and I learned alot about
the authors. I also liked doing the pen pals
maybe get letters more often than just every
month. Other than those things this class is
good just the way it is.

APPENDIX F

Sample Student Survey on Interaction Affecting Reading Motivation, 2007-2008

Sample Student Survey on Interaction Affecting Reading Motivation, 2007-2008

Your name: ▓▓▓▓▓▓ Hannah

Your race/ethnicity (list as many as apply to you): hispanic & Caucasion

A pseudonym (another appropriate and **different** name to identify you in research): ▓▓▓▓

Your address: ▓▓▓▓▓▓▓▓▓▓▓

Your phone number: ▓▓▓▓▓▓

The school you will be attending next year: ▓▓▓▓▓▓

Answer (one paragraph): To what extent has interacting with others in class this year changed your motivation to read?

Talking with people in our class really helped. When I talked to them It made me really understand my book better. Listening to them about their books made me interested in what they are reading and maybe read their book. It also helped me because if they are more motivated I want to be as motivated as them and get as many books read as they do.

APPENDIX G

Interview 1 Questions, Semester One, 2008-2009

Interview 1 Questions, Semester One, 2008-2009

1. Reflect on your own evolution of reading motivation last year.

2. Has your motivation to read this year increased, decreased, or stayed the same, compared to last year?

3. To what extent do you interact this year with other students about your independent reading?

4. What could be done to further motivate you to read?

APPENDIX H

Interview 2 Questions, Semester Two, 2008-2009

Interview 2 Questions, Semester Two, 2008-2009

1. How would you describe yourself, autobiographically?

2. Compare your motivation to read this year with earlier in the year. More? Less? Same? Explain.

3. To what extent do you interact this year with other students about your independent reading?

4. How do grades contribute to your motivation to read?

5. Do you avoid reading more or less than, say, a year ago?

6. Does interaction contribute to your motivation to read? Explain.

7. Which interaction--with parents/other students/teacher--most motivates you to read? Explain.

8. What could be done to further motivate you to read?

9. Is there anything else I haven't asked that could tell me more about you as a reader or your motivation to read?

APPENDIX I

Interview 3 Questions, Semester 1, 2009-2010

Interview 3 Questions, Semester 1, 2009-2010

1. Why do you read? Why don't you read?

2. What things beside books do you read? What about reading online, texting, IM-ing? Do you consider that reading? Why or why not?

3. Explain what the word "motivation" means to you.

4. Explain what the word "interaction" means to you.

5. Explain what the term "independent reading" means to you.

6. How much would you estimate you read for school? For pleasure?

7. Where do you choose to read?

8. Who, if anyone, do you talk with about reading? Why do you choose these people? Who might you want to talk with if you were to do so?

9. Compare your motivation to read this year with last year. More? Less? Same? Explain.

10. How has the lack of daily independent reading time at your school this year affected your motivation to read? This is a leading question. So maybe ask what at school (in school) affects their motivation to read? What doesn't? (you can prompt independent reading if they don't go there. . .)

11. To what extent do you interact this year with others about your independent reading?

12. Which interaction--with parents/other students/teacher--most motivates you to read? Explain.

13. How important is someone "knowing" you well as a reader in terms of interacting with you about your independent reading? Explain.

14. Describe the *types* of interactions which motivate you to read. Are these formal or informal?

15. Describe the types of interactions related to reading that you use to maintain grades or knowledge in your classes.

16. How have your views on interaction and reading motivation evolved over the last three years? Explain.

17. *Does* interaction contribute to your motivation to read? How? Explain.

18. Is there anything else I haven't asked you that could tell me more about you as a reader, interactions, and your motivation to read?

APPENDIX J

Example of Researcher's Coding of Master Document of Qualitative Data

Example of Researcher's Coding of Master Document of Qualitative Data

anti-connection,
a lmost

15

Uh-huh. But, like, I don't know, sometimes, I tell them the truth. I was reading this book, I forgot what it's called, but it's about teens who learn their parents and how they cope with it. And, you know, it was—I can't relate to it, but it was still a really good book. And, you know, they would ask me what it's about, and why I was reading such a depressing book, but I guess I just wanted to find something new, and I found out that I didn't really enjoy it as much as something that could actually relate to.

OK. That's an important point, in terms of you finding new books. So you discovered that as a reader, to keep you going, you need to find stuff that you connect to on a continuous basis. You want to learn more, you want to get pushed, motivated, you got to connect to it. Is that correct?

Yeah.

4 Um, I guess more time in class to read.

Do you feel like you have more or less time this year, compared to last year?

Less. Because basically all we, like, the reading time, we only have 15 minutes to read. And last year, in your class, I mean, I remember having a couple times when we would just sit down and read, and you could go for, the grades were less, so last year we had so much more time to read. And I think that's what actually helped me get, you know, more motivated to read.

Time.

Time.

Interview 2

1 Well, I'm a very shy person, I can tell you that. I usually get along with everybody. And [unintelligible] friends. Everybody thinks I'm Mexican.

Oh. You have Asian background, don't you?

Yes. Filipino.

2 Last year, like I said before, like I was not motivated to read at all, until came to your class. You're the kind of teacher who was sort of like and inspiration to me.

And how did that happen? Why was it an inspiration?

You reading your books and putting yourself into it. It made it so much more, like, interesting. And I realized that you don't just have to just sit there and look at a book an read it word by word, that you can actually do it with feeling and actually put yourself in the book. It makes it more interesting.

A priori codes

Access   A
Cond Env   CE
Choice   C
Multilit   ML   **Title: The**
Fam/FR   FF   This longitudinal stud
Teach/Ted TP   (10th grade interviews
                this study: One, to dis
                adolescent students to
                interaction and readin
                to answer one questio

                        How might stu
                        contexts illum
                        related to the i
                        read?

1. Literautobiography
2. Primary Motivator t
2007)

APPENDIX K

Example of Peer Debriefer's Coding of Master Document of Qualitative Data

Example of Peer Debriefer's Coding of Master Document of Qualitative Data

A priori qualitative themes included:

* access = *a*
* conducive environment = *c.e.*
* choice = *C*
* multiliteracies — *literacies that are emerging b/c new technologies (i.e. globalization, technology + print, etc)*
* family and friends = *f/f*
* teacher and pedagogy = *tp*

Attached is the master document of data.

Uh-huh. But, like, I don't know, sometimes, I tell them the truth. I was reading this book, I forgot what it's called, but it's about teens who learn their parents and how they cope with it. And, you know, it was—I can't relate to it, but it was still a really good book. And, you know, they would ask me what it's about, and why I was reading such a depressing book, but I guess I just wanted to find something new, and I found out that I didn't really enjoy it as much as something that could actually relate to. *(con. to self motivator)*

OK. That's an important point, in terms of you finding new books. So you discovered that as a reader, to keep you going, you need to find stuff that you connect to on a continuous basis. You want to learn more, you want to get pushed, motivated, you got to connect to it. Is that correct?

Yeah.

4 Um, I guess more time in class to read. *c.e.*

Do you feel like you have more or less time this year, compared to last year?

Less. Because basically all we, like, the reading time, we only have 15 minutes to read. And last year, in your class, I mean, I remember having a couple times when we would just sit down and read, and you could go for, the grades were less, so last year we had so much more time to read. And I think that's what actually helped me get, you know, more motivated to read.

Time. *or t + p.*

Time. *c.e.*

Interview 2

1 Well, I'm a very shy person, I can tell you that. I usually get along with everybody. And [unintelligible] friends. Everybody thinks I'm Mexican.

Oh. You have Asian background, don't you?

Yes. Filipino.

2 Last year, like I said before, like I was not motivated to read at all, until came to your class. You're the kind of teacher who was sort of like and inspiration to me. *t + p.*

And how did that happen? Why was it an inspiration?

t + p
You reading your books and putting yourself into it. It made it so much more, like, interesting. And I realized that you don't just have to just sit there and look at a book and read it word by word, that you can actually do it with feeling and actually put yourself in the book. It makes it more interesting.

APPENDIX L

Audit Letter of Confirmability and Dependability

Audit Letter of Confirmability and Dependability

March 15, 2010

Dear Greg Hoetker:

This past weekend, I completed my confirmability audit (Lincoln & Guba, 1985) of all your materials. Having discussed your work with you periodically and gone through certain pieces at different times both before and during the process of your research, it was telling to have all of the data in front of me at one time along with the finished dissertation.

Interacting with the *whole* of your work gave me an opportunity to get at a deeper understanding of whether you accurately reported the process you undertook. Lincoln & Guba (1985) ask that we do this to "satisfy stakeholders that they are not the victims of what is sometimes called "creative accounting" (p. 317). Of course, I could not help but wonder about many other things, but my job as auditor was to check for confirmability and dependability (Lincoln & Guba, 1985, p. 318).

After completing this audit, which consisted of reviewing all data (including your journal, notes, student files, interviews, etc.) and reading your final product, I am not only impressed, but actually proud, of how clearly and accurately your process is reflected in your product. Without question, I am certain that I can "verify your bottom line" (Lincoln & Guba, 1985, p. 318). Moreover, I have completed this audit with a supreme sense of satisfaction at how meticulous you were with details.

Most impressively, Greg, you did something here that not many do, and that as you state has been done very little, at least with reading motivation, in the past fifteen years: you ask students what they think and to describe their experiences, and you do this in order to help understand what motivates them. As a fellow educator, I thank you for valuing the students' process and not looking around, beyond, or through them. I was honored to be a part of your process and to audit your product.

Sincerely,

A. J. Zenkert
Doctoral Candidate
College of Education, Boise State University
(208) 426-1624