

**EFFECTS OF SUSTAINED SILENT READING ON FILIPINO ADOLESCENTS'  
READING MOTIVATION AND READING COMPREHENSION**

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**“Respond to every call that excites your spirit.”**

*Rumi*

This Master's Thesis is dedicated to all people,  
things, and events that have excited my spirit,  
in one way or another, in one form or the other,  
and shared this amazing adventure with me.

I am grateful.

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To God, the infinite Source of wisdom.

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**ABSTRACT**

*Teenagers do not read enough, if they read at all.*

This statement is a common source of frustration of parents and teachers of adolescents. For teachers, teaching children how to read is not the end goal. There is that never ending task of motivating them to read more, and to read deeply and widely so that they get better at it, gain confidence, knowledge, and experience to take their reading lives wherever their imagination and curiosity lead them. The question is how to do this: to raise motivation so that readers pick up the reading habit and continue it for the rest of their lives. There has been little research on this topic in the Philippines.

This study aimed to investigate the effects of a sustained silent reading program (SSRP) on the reading motivation and comprehension of adolescents. The SSRP was based on the principles of pleasure reading and reading choice, using reading habits, interests, and preferences identified through a descriptive inventory. The sample was a heterogeneous Grade 8 class of 37 students in a public laboratory high school, who was exposed to a thirty-minute SSRP for fifty (50) sessions, over three (3) grading periods. The subjects' reading motivation and comprehension levels were measured before and after the intervention. In addition, after the intervention, a comparison group's (an honors class) reading motivation and comprehension were measured and compared to those of the sample. After the 50-session SSRP, it was found out that not only did the sample's reading motivation and comprehension significantly improve, they were also higher than those of the comparison group. These improvements in the sample were confirmed through a qualitative analysis of data gathered from different tools administered at various points in the study. Based on the results, recommendations in connection to sustained silent reading, pleasure reading, and reading choice have been drawn.

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## CHAPTER 1 INTRODUCTION

This chapter contains the background of the study, the statement of the problem, the significance of the study, and the scope and delimitations.

### **Background of the Study**

Reading plays a very important role in a student's learning life. It is a fundamental skill, and it is through reading that one learns. One of the most vital roles of schools is to raise children's ability to read and understand what they are reading. Learning to read, however, is not the same as loving to read. While most students will be able to successfully do the first, the latter is not easily accomplished. It is particularly difficult among adolescents whose enthusiasm and interest in reading wanes as reading requirements in school become more difficult.

Raising adolescents' eagerness to read is the motivation behind efforts of Filipino Young Adult (YA) literature writers and artists to come out with literary work specifically for adolescents. Philippine YA literature is growing, according to 2014 Philippine Board of Books for Young People (PBBY) chairperson Tarie Sabido, and the local publishing industry is realizing that there is a niche for more YA literature with Philippine content. While she concedes that there is still a very small number of books compared to other YA markets, it is something to be definitely excited about (Sabido, 2012). There is always a need for more Filipino young adult literature, Sabido emphasizes, stressing that it is important for Filipino adolescents to read local stories.

YA literature is about being relevant to teens – in context and distance. Filipino adolescents need to know that there are other people their age going through the same emotional journeys, who share their culture and are with them “every single day, on buses and trains, in their churches and neighborhoods, at the same schools and malls” (Sabido, 2012).

YA literature has been having a resurgence in the rest of the world as well. This new-found interest could be traced to the release of *Harry Potter and the Sorcerer's Stone* in 2005, the first novel of a seven-book series by British author J.K. Rowling. The series, which has sold more than 325 million copies all over the world and translated into 66 languages, impacted YA literature in ways beyond literacy experts, publishers, teachers, parents, and even teens initially expected – and in a positive way. With the series, publishing houses in the United States have reported a steady growth in the whole YA literature market (Mehegan, 2007).

Popular teen literature has also evolved in theme and subject. After Harry Potter, characters that have captured teen readers' imaginations were Bella, Edward, and Jacob in Stephanie Mayer's *Twilight*, a four-part series that started a new book craze on vampires and teenage love with 116 million copies sold worldwide (Rosenberg, 2011). In 2012, the *Hunger Games* dystopian, post-apocalyptic trilogy by Suzanne Collins became popular among teen and adult readers, with Scholastic printing 50 million copies of the series by mid-2012 (Gaudiosi, 2012).

YA literature's increasing popularity could not have been better. Across the globe, reading and literacy advocates, policy makers, and teachers are in agreement about the importance of getting more teens to read. The International Reading Association (IRA), in its 1999 position paper on adolescent literacy, stressed the urgency of efforts dedicated to teens as they would need advanced levels of literacy to perform their jobs, run their households, act as citizens, conduct their personal lives, cope with the flood of information of their times, and feed their imaginations so they can create the world of the future (Moore, Bean, Birdyshaw, and Rycik, 1999).

This statement comes alongside alarming statistics on the state of literacy among middle and high school students in the United States. A 2004 report by the Alliance for Excellent Education, *Reading Next – A Vision for Action and Research in Middle and High School Literacy*, painted a grim reality: more than 8 million students in Grades 4 – 12 are struggling readers; every school day, more than 3000 students drop out of high school; only 70% of high school students graduate on time with a regular diploma; and 53% of high school graduates enroll in remedial courses in postsecondary schools. Biancarosa and Snow (2004) are pointing at poor comprehension as the root of all problems: “Most older struggling readers can read words accurately, but they do not comprehend what they read. They lack the strategies to help them comprehend what they read (p.8).”

In the Philippines, a nationwide readership survey was conducted by the National Book Development Board (NBDB) for the years 2003, 2007, and 2012. The results show

consistent and persistent decline in all four (4) types of reading materials namely, books, newspapers, magazines, and comics among Filipino adults. Also, of the Filipino adults surveyed, only 12% of all book readers read books every day (NBDB, 2012). Furthermore, in a June 2007 online article from the Philippine Center for Investigative Journalism (PCIJ), former Department of Education (DepEd) Undersecretary Juan Miguel Luz describes our country as “a nation of nonreaders” as he laments current low level literacy rates in the Philippines - whether simple or functional literacy –and how these eventually lead not only to poor reading skills, but also poor language proficiency and over-all learning in school-aged children. More and more children are reading less and less often, and this translates, on a macro level and over time, to a less competitive, less skilled workforce. Luz writes that poor reading habits and abilities may just very well be the cause of our poverty as a nation. As he puts it: “the problem of nonreading lies at the heart of why the Philippines is so uncompetitive in the world economy and why so many of our people continue to live in poverty or barely escape it” (Luz, 2007). Can “nonreading” be the root cause of a deplorable state of education in the country where out of 100 Filipino children who start Grade 1, only 65 will complete sixth grade, 58 will enroll in 1<sup>st</sup> year high school, 43 will finish high school, 23 will enroll in college, and only 14 will graduate with a diploma? Performance indicators in the secondary schools also report an achievement rate of 45.6% in school year 2009-2010 with average scores lowest in Math and Araling Panlipunan at 39.64% and 39.32% respectively (Balangue, 2011). Filipino students, therefore, are not doing well in school, and the

problem of “nonreading” might just be making it even harder for them to perform any better.

The avoidance of reading among adults might find its beginnings even in adolescence. A teacher resource book by Schoenbach, Greenleaf, Cziko, and Hurwitz (2000) warns of a “literacy ceiling” that teens hit when they reach middle and high school (p.5). Coincident with the onset of puberty and adolescence at this point is the sudden inability to make sense of much of what they read in school, let alone enjoy it. They become unable to access information and knowledge contained in school reading requirements without help, which in turn makes it difficult and frustrating for them to cope with the challenging school work. Consequently, many teens avoid reading in school. Starting a cycle of frustration, students start to think of themselves as nonreaders or poor readers and when prompted to do a reading task, many attempt to become invisible or create distractions that could cover up their inadequacies (Hughes-Hassell and Rodge, 2007).

Therefore, the renewed impetus in getting teens back to being hooked on books largely comes from a frightening reality - from the research that has been coming in for years - that at this precarious age, these young individuals almost unexplainably stop reading *on purpose*. The drive and enthusiasm to read and learn anything, characteristic of a younger age, suddenly seem to dissipate as children mature and grow older. The reading habit seed that started in the early years of childhood may not flourish and blossom in the higher grades. It is as if as children transition from elementary to high

school, they suddenly lose the connection they once had with books and they come to realize that much of the reading they do in school is neither relevant nor speaks to them at this age, when their whole world is mainly about determining so many things about who they are and what they are about. Relevance and identity are the two paramount issues in the teenagers' life and much of their alienation, disconnection, and dissatisfaction with reading and literacy tasks in school is predicated on the fact that school ceases to become responsive and sensitive to their needs and sensitivities as teens and young adults. Therefore, the task for literacy educators and practitioners, teachers, parents, and schools is to pay attention, start listening, and proceed with open minds and sincere action.

### **Statement of the Problem**

This study was designed to find out how the principles of reading for pleasure, through a sustained silent reading program, can be used to improve reading motivation and comprehension among adolescent students. In particular, this study sought answers to the following questions:

1. Will reading for pleasure through a Sustained Silent Reading Program (SSRP) using Young Adult (YA) literature based on preferred topics and genres improve adolescent readers' reading motivation?
2. Will reading for pleasure through a Sustained Silent Reading Program (SSRP) using Young Adult (YA) literature based on preferred topics and genres improve adolescent readers' reading comprehension?

## **Significance of the Study**

This study explored whether a sustained silent reading program based on adolescents' reading for pleasure habits and preferences would improve the reading motivation and comprehension of Filipino adolescents.

This study is significant to teachers of high school especially in the light of literacy instruction in the classroom that focuses on increasing reading motivation and nurturing a reading habit among teens. Findings of the study will help these teachers determine adolescent pleasure reading habits and preferences as well as the titles, themes, genres, and forms that may improve reading motivation and comprehension among teenagers; and if an organized SSR program based on these would be able to help raise positive attitudes towards reading.

This study is significant to parents and families of teens especially since research stresses the role of the home in developing children into readers. A study that sought to characterize the qualities that make children readers and not-readers, (Strommen and Mates, 2004) reports that children who are readers come from families who explicitly prioritize reading as an activity worthy of time and effort. Their homes are filled with books just lying around and everybody in the family reads all the time. And there are plenty of discussions and sharing about books read, the characters in them, the insights gleaned – all in an environment of spontaneity and openness. Thus, this study would help parents and families identify the topics and themes their teens are interested to read about which will guide their efforts in choosing titles, genres, and forms that stimulate

their teens' reading interest even further. Awareness of what their teens are reading about will also give parents and families valuable insights into their children's unique personalities and needs.

This study is significant to the students themselves, as their interests, choices, and opinions regarding what, when, how to read, and why will be heard, profiled, and studied. Edmunds and Bauserman (2006) reported that children's reading motivation is highly influenced by their own interests, beliefs, and choices about the books they are reading. Thus, children are more inclined to read with engagement and eagerness when the material they are reading are relevant and when they have opportunities to make choices about what they read and how they engage and respond to it (Gambrell, 2011). The study gives students opportunities to engage in sustained pleasure reading in the classroom. Time spent in unstructured free reading has been shown by research to assist reading proficiency and intrinsic reading motivation.

This study is especially significant to the chosen public high school, as the results of this study would be able to share insight and learning on the value, benefits, and gains of reading for pleasure with the faculty and school administration, which could initiate school-wide reading for pleasure and SSR programs in the future. This school has a limited library collection with mostly outdated general reference materials and encyclopedias, old textbooks, and periodicals. This is not uncommon in most school libraries in the province. Classroom libraries are also nonexistent in this high school. With this study, the school librarians, with the support of the school administration and

parent-teacher-community associations (PTCAs), could raise resources to help improve their library collection to contain more YA literature titles that are interesting, enjoyable, relevant, and appealing to their teen students.

This study is significant to YA literature writers and publishers in the country as it would identify the reading habits and preferences of Filipino adolescents: the genres and forms they enjoy; the topics and themes they like to read about; the characters, plots, and settings that they find interesting; the conflicts and issues they struggle to understand and relate to; and the values and principles they uphold as young members of society. Writers and publishers of YA literature could use the results of the study to write and publish stories that would be responsive to and reflective of adolescents' needs and reading requirement.

This study is significant to future research into reading for pleasure, sustained silent reading, reading motivation and comprehension, and adolescent literacy and reading instruction as it opens up new and deeper areas of inquiry. The implications of continuing research to these topics and others aligned with it will in turn impact the teaching of reading and the development of reading habits in children and adolescents.

### **Scope and Delimitations of the Study**

The study investigated the effects of a Sustained Silent Reading Program (SSRP), using YA literature based on identified pleasure reading habits and preferences, on the reading motivation and reading comprehension of only 37 selected adolescents in a single

class of Grade 8 students enrolled in a public laboratory high school. The intervention was fifty (50) SSRP sessions of thirty minutes each over three (3) grading periods. A descriptive interest inventory and four (4) data collection instruments were used in this study. The subjects' responses in the Reading Habits and Preferences Inventory and Instrument 1, which are both self-report questionnaires, were delimited to what is commonly associated with this type of instrument. Their answers might have been influenced by their desire to provide answers they deem more "acceptable" and positive. While Part Two of Instrument 1 provides qualitative data to validate the students' answers, it is still difficult to determine whether students actually feel, believe and do what they report.

Moreover, the students' responses to Instrument 2 which measured changes in reading comprehension ability were delimited to their familiarity with the passages and corresponding questions. This is because the same form of the tool was used for the pretest and post test. Although the tests were done several months apart, students might have remembered parts of the passages and the questions to have answered better in the latter test.

Instrument 3 used in the monitoring of the SSRP was limited to only 25 instances, subject to the availability of a research assistant to document and tally observed behavior during the sessions.

Lastly, the 50-session SSRP intervention might not have been long enough for students to develop a reading habit that they would be able to maintain over a longer

period of time on their own, and thus, gains in reading comprehension and motivation because of the SSRP might also be short-lived.

The limitations of the study as stated above, however, do not undermine the validity of the data gathered and the ensuing research results and conclusions from these, all of which were systematically and correctly organized and analyzed.

## CHAPTER 2 REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter presents the following: a review of related literature that presents and explains the different concepts involved in this research; a report on the studies and researches already done that are related or parallel to what this study hoped to achieve; and a discussion of the conceptual framework used to structure the principles behind the inquiry. The chapter also lays down the hypotheses formulated to guide the research, and lastly, a short list of important terms is briefly defined.

### Review of Literature

#### **Transactional Theory of Reading and Writing**

This research stems from Rosenblatt's theory of transaction. According to this theory, reading is a process that is dynamic and interactive; and a result of the transaction between the reader and the text, both affecting each other in the creation of meaning. When reading, readers bring their prior experiences with language, with reading and even life experiences as well as their present situation and expectations, interests, and choices *INTO* this meaning-making process. The transaction begins with a set of expectations from the reader, already established before the reading act. As the reader proceeds with reading, these expectations are constantly revised, modified, validated, changed, and synthesized, until finally s/he comes away with the text having completed the process and having derived meaning satisfactorily, or else s/he engages in the process all over again – with the same or a different text (Rosenblatt, 2004).

In a later work, Rosenblatt (2005) further elaborates: “Books do not simply happen to people. People also happen to books. A story or poem or play is merely ink spots on paper until a reader transforms them into a set of meaningful symbols. When these symbols lead us to live through some moment of feeling, to enter into some human personality, or to participate imaginatively in some situation or event, we have evoked a work of literary art. Literature provides a *living through*, not simply knowledge *about*.” (p.62)

If indeed people also happen to books, and readers bring much of themselves into any reading, then their purposes, reasons, requirements, needs, desires, and beliefs come into play each time they make a decision to read. Thus, individuals do not read for the sole purpose of the reading per se, nor to merely access information and knowledge alone, but are motivated by so many more factors whether they are aware of it or not.

The primary concern of reading teachers is the way their students learn not merely to derive meaning from their reading but more so for them to respond and connect with what they read in a more profound and personal way, so that they come to regard and appreciate books and the written word as valuable and precious sources of enlightenment and insight. As Rosenblatt (p. 63) again urges: “Above all, students need to be helped to have personally satisfying and personally meaningful transactions with literature. Then they will develop the habit of turning to literature for the pleasure and insight it offers....We must keep in mind that our concern is with developing lifelong personal relationships between books and people.” (Rosenblatt, 2005, pp. 63-64)

How readers respond to reading predicates what Rosenblatt terms as a “stance” or an attitude, how one will approach or appreciate the text, whether conscious or unconscious, that guides the reading activity. This stance reflects a reader’s purpose and together with the situation, the reading skill (linguistic-experiential equipment), as well as the signs on the page, all enter into the transaction and determine the complete meaning derived from the reading act.

Rosenblatt describes this reader’s stance as either efferent or aesthetic. Efferent is the kind of reading done to gather and extract knowledge, information, and detail - in other words, reading to learn. Reading a newspaper, textbook, encyclopedia, etc. would be examples of efferent reading. Aesthetic reading, on the other hand, covers the other half of the reader’s stance continuum; it is reading done with attention to “what is being lived through the reading event: qualities of feelings, ideas, situations, scenes, personalities, emotions, tensions, conflicts, and resolutions” (p. 1067). Thus, the efferent stance deals with the cognitive, the referential, factual, analytic, logical, and quantitative aspects of meaning, while the aesthetic stance lends more attention to the sensuous, the affective, the emotive, and the qualitative. Most reading acts do not fall near the extremes and could be qualified at the different points of the continuum, moving back and forth from both stances.

It is important to understand this concept of a reader’s stance because how one approaches reading ultimately determines one’s motivation and purpose to read. Generally, teenagers’ motivation and purposes to read are developmentally characteristic

of their age. Teachers must be sensitive and responsive to how and what adolescents read and comprehend in and outside the classroom. This will enable them to structure and conduct reading instruction and intervention in the classroom that is more effective in raising both reading motivation and comprehension.

### **Reading Motivation**

The 2000 International Reading Association position paper emphasized the importance of the development and maintenance of reading motivation. Research over the past two decades has also identified motivation as definitive in children's reading development. Reading motivation can be defined as the likelihood of engaging in reading or choosing to read (Gambrell, 2011). The motivated reader chooses to read for a variety of reasons and purposes, such as to learn new things and how to perform a task or simply to escape into the literary world of the text.

For classroom teachers, motivation is acknowledged as the root of many problems in teaching and instruction effectiveness, since it plays a major role in how learning is done successfully. In fact, it has been shown that motivation makes the difference between learning that is fleeting and surface level, and learning that is permanent, enduring, and truly internalized by the learner (Edmunds and Bauserman, 2006).

Research has identified two basic types of motivation: intrinsic and extrinsic. Intrinsic motivation is the desire to engage in an activity that comes from within the individual. Intrinsic goals such as curiosity, involvement, accomplishment, enjoyment,

and importance are reasons that readers hold as they go through any activity. Extrinsic motivation, on the other hand, is performance-related and is derived from people, situations, and events outside the individual. Extrinsic goals include but are not limited to praise, affirmation and approval, recognition, achievement, rewards, winning a competition or being better than someone else, and avoidance of negative evaluation (Guthrie, Alao, and Rinehard, 1997).

Educator Linda Gambrell (1996), who has done voluminous work on reading motivation, says this concept re-captured teachers' and researchers' attention in almost the whole of the 1990s for a variety of reasons. First, it has been established that children who are motivated to read and who spend more time reading are better readers. Second, children do not start school with the same experience with print and text -- while some have few, others have more exposure and home support for reading. Third, increasing and sustaining reading motivation and achievement is critical to improving the skills and abilities of children who have difficulty reading. In a more recent work, Gambrell (2011) lists seven rules of engagement, or what is most important to know about reading motivation. Simplified, these are (1) relevance, (2) access, (3) opportunity, (4) choice, (5) interaction, (6) success, and (7) feedback.

These principles were all reflected in varying degrees in recent successful and critical research on reading motivation among adolescents. This particular attention on this age group stems from decades of research that has consistently shown increasing levels of improvement in reading skills and abilities in young children, no improvement

in the intermediate years, and a declining trend in middle to high school students, according to the US National Center for Educational Statistics.

There is increasing evidence that many classroom reading practices like reading textbooks and completing teacher directed reading activities are the least favorite and motivating reading situations for teens who have reported boredom and difficulties in comprehending. This consequently discourages reading beyond the requirement or reading on one's own, which only aggravates a cycle of difficulty and nonreading even further (Sweet and Snow, 2003). Moreover, research has also shown that this dissatisfaction with and alienation from reading tasks in older children and adolescents in middle and high schools may be traced to classroom instruction, since typical reading demands in school rarely take into consideration the developmental and personal differences between students at this age. School-assigned reading is also most often uninteresting, difficult to understand, and irrelevant to teens' personal interests, curiosities, and concerns. Furthermore, adolescents do not see the reading that they do in school and the reading they do out of school as related or in any way connected; more often than not, teens see the purpose of school reading as merely to answer a set of questions or to perform a task using traditional texts while out-of-school reading is linked to personal and socially-oriented activities that allow them to explore a range of new roles and identities that involve a whole range of media and technology and expose them to varying forms and formats (Ivey and Broaddus, 2001).

Also working with older children and teens, Strommen and Mates (2004) profiled “*Readers*” on the one hand, as those who see reading as a significant, pleasurable, recreational activity that is a consistent part of their daily lives and “*Not Readers*”, on the other hand, as those who seldom or never choose to read for pleasure. The survey findings revealed clear differences between the two groups, which consequently gave the researchers a number of distinct characteristics with which to describe and define what a reader is and the conditions with which readers are ultimately nurtured.

A 2005 study by Kasten and Wilfong looked at a unique independent reading program strategy called the “Book Bistro”. The researchers organized free-reading time in a café format to encourage students to read books on their own, bring books to class for a scheduled event and linger to talk and share about the books they are reading in a relaxed “coffee shop” atmosphere. The research was inspired by the “poetry café” idea which focuses on student choice and promotes enjoyment through interaction with no other instructional agenda except for appreciation. Since student choice is important in raising levels of motivation especially among adolescents, the “Book Bistro” strongly encourages students to choose what they want to read. Furthermore, the strategy also zeroes in on another motivation factor: social interaction. The set up allows students to discuss the books they are reading among themselves, learn from each other’s recommendations, and gain insight and reflect on their peers’ choices and sharing. “Book Bistro” proved to be successful because it closely resembles the type of reading done by adults in the real world, which added to the strategy’s popularity among teens.

There is a great amount of research in the field of reading instruction, literacy, and reading practice over the decades, especially on its cognitive aspects, but relative to this bulk, little has been done to investigate the role of motivation in the process of reading, in its teaching, and ultimately in readers' success in it. Assessing reading motivation in students is as challenging:

A review of the *Annual Summary of Investigations Related to Reading* from the International Reading Association over several years shows that from 1985 to 1992, only nine (9) studies were conducted per year on the subject of motivation and its relation to literacy. Perhaps it is precisely because of this dearth that the National Reading Research Center reported that teachers would like to see reading motivation investigated more in future research - a finding also concluded in a 1992 national survey of teachers which indicated "creating interest in reading" as the most important area for future research (Gambrell, 1996). Indeed, teachers all over the world are looking at motivation as the key to teaching and learning success in their classrooms and because of this, there is urgency for even more research to fully understand the role of motivation in building reading habits and in nurturing an enduring love for reading in children and teens.

Motivation, as a component of affect, has long been thought of as illusive and immeasurable, until the pivotal work of Henk and Melnick in the early 1990s that produced the Reader Self-Perception Scale (1996) that measured how readers appraise themselves, and the Motivation to Read Profile (MRP) by Gambrell, Palmer, Codling, and Mazzoni (1996) which combined quantitative and qualitative evaluation of students'

self-concept as readers and the value they place on reading. The MRP is a National Reading Research Project of the Universities of Georgia and Maryland, supported under the Educational Research and Development Centers Program as administered by the Office of Educational Research and Improvement of the US Department of Education.

The MRP was formulated to give teachers an efficient and reliable tool to assess reading motivation of students by looking at their self-concept as readers and the value placed on the reading activity. The research stemmed from the growing understanding of how motivation plays a critical role in reading instruction and how it relates to reading achievement. Motivational research that began in the early eighties already established self-perceived competence and task value as factors of motivation and engagement in reading (Gambrell et al., 1996). The MRP was designed to provide invaluable insights to teachers about their individual students, particularly those whose teachers worry about reading development and motivation. As the MRP is individualized, studying student responses coupled with observation of behaviors in different contexts when students are asked to engage in a reading task, can help teachers plan for meaningful and effective instruction that will support students to become not only better readers but highly motivated readers as well.

The MRP was structured on the theoretical framework that reading motivation is defined by the two factors: an individual's self-concept as a reader and the value the individual places on reading. Since evidence from research in the past have supported the conclusion that high motivation to read is associated with positive self-concept and

high value assignment, while low motivation to read is linked with poor self-concept as a reader and low value assignment, the MRP was designed to give teachers the resources to assess both these motivational factors as part of reading motivation as a whole (Gambrell et al., 1996).

The 11 researchers responsible for the revision of the MRP into the Adolescent Motivation to Read Profile or AMRP (2007) – Pitcher, Albright, DeLaney, Walker, Seunarinesingh, Mogge, Headley, Ridgeway, Peck, Hunt, and Dunston – felt the need to have a more flexible instrument for teachers of high school working with adolescents readers, especially in the realization that understanding what motivates teens to read could be the answer to improving reading instruction and performance at the secondary level. Their work suggested that teachers needed to ask different questions of teens than of younger children and thus, using recommendations from adolescent research and their own experiences working with teens; the research team reworded the language of the MRP to become more “adolescent friendly” and added additional questions to come up with the AMRP – an instrument that would better appeal to its target teen respondents.

The AMRP, like the MRP, also consists of two basic parts: the group-administered *Reading Survey*, and the follow up *Conversational Interview*. The Reading Survey consists of 20 items – 10 items focusing on self-concept as a reader and 10 items focusing on the value of reading. The Conversational Interview, on the other hand, is individually administered with 22 scripted items that are open-ended to encourage free response and assess narrative reading, informational reading, and general reading. This

part of the AMRP was revised (see Appendix B) to include questions related to technological, family, and out-of-school literacies (Pitcher, et al, 2007). While some revisions were necessary for the AMRP, the intention of the conversational interview remained intact, that is, to probe for more in-depth understanding and authentic insights on students' reading experiences, attitudes, and motivations. This individual interview also allowed researchers to validate, verify, and qualify responses from the group administered Reading Survey.

To test the validity of the MRP revision into the AMRP, the 2007 study administered the survey to a total of 384 adolescents across a variety of geographic areas in the US and the Caribbean. Of these, approximately 100 (or about 25%) were interviewed for the Conversational Interview part to validate responses in the Reading Survey.

From reading motivation, it is equally important to look at reading comprehension as the other critical variable in this research.

### **Reading Comprehension**

Reading comprehension is at the very core of the reading process, more complex and multi-layered than merely recognizing words and understanding their meaning (Hermosa, 2012). It is the ultimate outcome of the reading activity and is thus most important in the whole process of reading. The ability to read and decode words in print does not directly lead to comprehension, even if each word's meaning and how it is used

in sentences, connected into paragraphs and passages, is understood and derived. Comprehension involves linking what is being read to what is already known by the reader. Without this connection of prior knowledge, or schema, no new information is learned and any reading is useless. This theory of schema suggests that the text by itself does not carry meaning but instead is created only by linking it to the reader's script knowledge, linguistic knowledge and knowledge of text structures (Hermosa, 2002).

Reading comprehension is also not limited to the interaction of the reader with the text. The reading, as an intentional act, is also a distinct factor in the process of comprehension. The RAND Reading Study Group (RRSG) thus defines reading comprehension as the whole gamut of processes of simultaneously extracting and constructing meaning: figuring out how print represents words, engaging in the translation of print to sound accurately and efficiently while at the same time, formulating a representation of the information being presented, which also requires building new meanings and interacting with old information (Sweet and Snow, 2003). Reading comprehension according to the RRSG, entails three elements: the reader doing the comprehending, the text being comprehended, and the activity in which comprehension is a part. The reader is ultimately all of his/her capacities, abilities, knowledge, and experiences brought into the act of reading. Text is what is read, whether printed or electronic. Activity has three dimensions: *purposes* – why readers read; *processes* – what mental activity readers engage in while reading; and *consequences* – what is learned or experienced as a result of reading. These three elements also occur within a larger sociocultural context – how readers think of themselves; the texts that are available and

considered worth reading; the activities readers engage in with those texts – that affects and is affected in turn by the reader, the text and the reading activity as well, in overlapping and interrelated dynamics. This context is important to keep in mind when trying to understand how any reading activity is done and accomplished. Figure 1 presents this intricate process in a diagram.

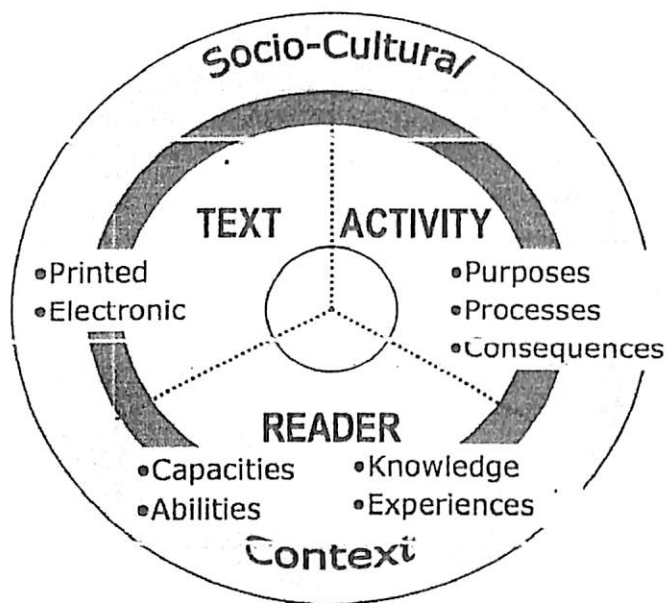


Figure 1. Reading comprehension diagram (Sweet and Snow, 2003 as cited in Hermosa, 2012)

The reading comprehension process changes over time as the reader matures, develops cognitively, gains increasing exposure to more challenging texts, benefits more from explicit classroom instruction, and ultimately accumulates more life experiences. For the student in a classroom, it is reading instruction that is most important to the development of greater comprehension abilities and skills. Particularly for adolescent readers, who have particular literacy needs and dispositions because of their

developmental age, teachers' awareness and acknowledgement that comprehension ability and skill are directly related to their purposes and motivation is important.

McLaughlin lists key principles every teacher of reading needs to know about comprehension and the effective ways of raising students' abilities and skills in it (2012, p. 438):

- (1) Reading comprehension is a social construct and readers refine their understanding of text by the negotiation of meaning with others, mainly through discussion. Talk promotes active engagement and better construction of meaning.
- (2) Students have roles in the comprehension process and it is their choice and use of strategies that foster meaning making. Good readers read widely, are able to solve problems, and have the ability to discover new information mostly on their own.
- (3) Teachers' ultimate role in the reading process is to generate the right and timely opportunities and environments that introduce, nurture, or extend students' abilities to interact with text. Teachers need to provide explicit instruction that include modeling, scaffolding, facilitating, and participating using diverse methods and materials.
- (4) Teachers need to motivate and engage students. Students who engage with text are successful because they want to understand, possess intrinsic motivation, use and share cognitive skills to derive meaning, choose to read intentionally, and will continue to read over time.
- (5) Teachers need to teach strategies to increase students' comprehension which should begin in the primary grades and involve a multiple-step process that leads to a gradual release of responsibility in the later years.

- (6) Teachers need to foster the development and use of vocabulary which have strong links to reading comprehension. Vocabulary development should be balanced between explicit instruction and learning from context and must be meaningful to students.
- (7) Teachers need to provide students with a variety of genres, types, and levels of text which provide students with knowledge of text structures and improve comprehension while increasing reading motivation even more.
- (8) Teachers need to encourage students to use not only oral and written responses but also alternative and oftentimes more creative modes of responding to text.
- (9) Teachers need to utilize formative assessment that occurs not after but during learning, and provides quality information about present students' learning situations that could guide future teaching. Formative assessment includes but is not limited to student observations and discussions, informal written responses, and strategy applications.
- (10) Teachers need to teach students to comprehend at deeper levels and move beyond passively accepting the text's message to question, examine or dispute ideas put forward by the author.

Reading comprehension in young children is challenged by gaining skills and mastery over decoding, fluency, and vocabulary. Among adolescents, reading comprehension is characterized by literacy difficulties that stem from disinterest, disconnection with, and even resistance to reading itself. Research into this phenomenon of adolescent reader resistance by Baker, 2002; Bintz, 1993; and Christian-Smith, 1993 cited in Lenters, 2006 reveals that adolescent student respondents do not see reading itself as reason for their resistance. When asked why they do not read, many insisted that they

can and do read in given circumstances and saw themselves in fact as strong readers in elementary school. Reading comprehension difficulties among teens stem primarily from a lack of interest, identity, and agency in the literature for assigned in-school reading.

Teachers of middle and high school students admit that about 20 percent or fewer of their students actually read the assigned books (Kittle, 2013). Adolescents who are strong readers outside of school display dismissive attitudes to reading in school and normally just scan required reading, looking for acceptable answers to teachers' questions rather than read the whole material.

The 2004 descriptive study undertaken by Strommen and Mates reports that many students value out-of-school reading more than they do reading done or required in school, and teachers actually contribute to this by devaluing texts of popular culture genres and dismissing light reading in the form of graphic novels, magazines, and horror or romance novels. Teens need to read personally interesting materials and to experience some control and choice over what they read especially as they struggle with establishing identity and autonomy. Ivey and Broaddus (2001) also point out that while young children and adults get to choose what to read, when to read, and how to monitor their reading, students in middle school and high school are not given the same privileges for self-determination, which has most teens feeling anger, frustration, and resistance to reading in school – which eventually translates to poor comprehension, motivation, and overall achievement in reading. Furthermore, the mixed messages and inconsistency conveyed to adolescent readers may actually be the reason for poor reading ability and

comprehension skills among teens: while there is an emphasis on students as individuals, teachers rarely differentiate instruction to meet student needs; students are assigned to read complex materials and are expected to know how to read a wide range of texts, but teachers spend little time showing them how to be strategic in their reading and limit materials to teacher-selected text; and teachers want adolescent students to be able to read critically but seldom allow them to initiate conversations and discussions on the books they are reading. Moreover, teachers want students to become independent readers yet they get limited time and opportunity to explore their own interests in reading and to read at their own pace (Ivey and Broaddus, 2001).

The RAND Reading Study Group has proposed offering adolescents a wider scope of free-choice reading materials and by setting varied and individualized purposes prior to students' reading activities. Doing so will increase their reading fluency, comprehension, and motivation to continue reading. They also recommend including magazines, adventure books, mysteries, and scary stories in classroom reading materials. The group puts forward that interest in the topic being read has a positive influence on comprehension. There is also evidence to support that students with high interest in a particular area often are able to surpass their typical reading levels, whereas students with little interest in a subject typically display lower comprehension, regardless of whether the text is considered developmentally appropriate for the reader (Sweet and Snow, 2003).

The reading requirements and needs of adolescent readers are different from those of younger children and adults. Jeanne Chall, in her work on the different stages of reading development (cited in Hermosa, 2002), places adolescents as moving from stage 3 – reading for learning the new to stage 4 – reading from multiple viewpoints. Stage 3 (from age 9 to 13) is characterized as using reading to learn new ideas, knowledge, experiences, feelings, and attitudes while stage 4 (ages 15 – 17) is being able to read widely from a broad range of complex materials both expository and narrative and from a variety of viewpoints. Being aware that reading develops through a continuum of stages and accepting that with each stage of development, readers have separate needs and requirements to gain skills, abilities, and maturity will enable teachers to become more effective, more creative, and more sensitive to their students' learning.

Assessing reading comprehension is also a challenge, mainly because of the complex and dynamic nature of comprehension itself but the need for reliable and valid measures cannot be overstated. Teachers and schools need these tests to provide accurate and responsive reading instruction and intervention in the classroom while the government needs these tests to evaluate and revise education programs and policies on a macro level.

To determine readers' basic reading skills and abilities, and mark changes over time, schools normally use standardized diagnostic reading tests. These provide information about students' strengths and weaknesses in reading and give invaluable assistance in terms of intervention and support that the teacher can provide to prevent

future difficulty and failure (Manhit, 1979). They normally consist of multiple-choice questions to be answered about each of several paragraphs or passages. Students taking these tests can simply refer back to the passage or find key words and match these with one of the multiple-choice responses. The popularity of these widely accepted measures rest on their ease of administration and scoring though they do not reflect the complete array of skills and capacities that fall under comprehension (Sweet and Snow, 2003).

Most diagnostic reading tests available in the market are inaccessible to most Reading teachers in the Philippines as these are not only expensive but require institutional access. These tests are also mostly formulated and standardized in the United States and contain words, topics and themes, idiomatic expressions, and mores and traditions that are alienating and unfamiliar to the local culture. Thus, if students do poorly in these foreign-made tests, the results may not be wholly because of poor reading abilities and skills but simply because of cultural blocks and the unfamiliarity with concepts (Manhit, 1979). Students also tend to do poorly on reading tests when they cannot relate to or bring background knowledge to the text they are asked to read and answer questions about. Poor test results may not mean students are struggling readers but rather the texts used for assessment might need further analyses. Culturally relevant texts in reading assessment that students can connect with can provide a more accurate measurement of reading comprehension (Ebe, 2010).

The Manhit-Hermosa Diagnostic Reading Test (MHDRT) was primarily formulated to address concerns on using instruments that are not culturally relevant or

unfamiliar to students and to come up with a reliable instrument that could be easily used and readily accessed by Reading teachers and schools in the Philippines. The MHDRT is primarily a product of a research project of the authors, Prof. Basilisa Manhit and Dr. Nemah Hermosa of the University of the Philippines College of Education. Formulated in June 1973, Forms C and D of the Diagnostic Reading Tests (DRT) are comparable forms of the original Forms A and B formulated in the 1960s. The forms of the MHDRT were constructed along the assumptions that the content of the tests should be “interesting and within the children’s and students’ experiences to make them do their best; and that the content should encompass experiences in science, social studies, and literature” (Hermosa, 1979, p. 91).

From reading motivation and comprehension, the discussion turns to several underlying principles of this research, namely reading for pleasure, Young Adult literature, sustained silent reading, and the sub-topics falling under each. The review will end with a short description of related research in the Philippines.

### **Reading for Pleasure**

An exhaustive report on the topic of reading for pleasure was released by the National Literacy Trust of the United Kingdom (UK) in 2008. Researchers Cristina Clark and Kate Rumbold (2008) define reading for pleasure as reading done of one’s own free will and typically involve materials that reflect one’s personal choice, at a time and place that suits the reader. The meta-research claims that reading for pleasure has enabled children to become better readers simply because they read more: “reading

amount and reading achievement are thought to be reciprocally related to each other – as reading amount increases, reading achievement increases, which in turn increases reading amount” (p.9). Also, reading for pleasure has been proven by research to impact one’s general knowledge, understanding of other cultures, and community participation while giving a greater insight into human nature. When children read for pleasure, events surrounding their reading also promote and enhance their social skills and make them better members of their peer groups.

Aside from laying down the principles of reading for pleasure and its benefits, the research also puts forward the urgency of promoting the approach by citing statistics that show a steady decline in children’s inclination to read for pleasure, at least in the United Kingdom and most countries of Europe. In particular, a UK survey – *Children’s Attitudes to Reading* (Sainsbury and Schagen, 2004) – indicates that children’s reading enjoyment has declined significantly from 1998 to 2003, especially among older children, from 77% in 1998 to 71% in 2003 among Year 4 students and from 77% to 65% among Year 6 students for the same years.

A similar decline in reading enjoyment in US children over time was reported by McKenna, et al (1995). Their research broadens the discussion by introducing the concept of reading motivation and its relation to reading for pleasure, and concludes with a short discussion on the importance of home and school influences in creating the correct environment and support system for pleasure reading both in and out of the classroom.

On the reading for pleasure habits of adolescents, four (4) studies stand out. The 2007 study by Hughes-Hassell and Rodge examined the leisure reading habits of 584 urban minority middle school students. The study investigated several aspects of these teens' leisure reading habits including what they read for leisure when they do and their reasons. It also looked into the topics and themes the students liked to read about, how they obtain reading materials, and who encourages them to read for pleasure. Seventy-two percent (72%) of the students indicated that they engaged in reading as a leisure activity, with 50% indicating that they read when they get a chance, and 22% saying that they read "constantly". When asked if they enjoyed reading, 36% responded affirmatively, while 57% answered "sometimes", and only 7% said "no". Magazines were the most preferred reading material, followed by comic books and the internet. Books accounted for only 39% of the students' choices for leisure reading material. Popular topics and themes included celebrities, sports figures, musicians, and other teens or "people just like me." The study ended with a recommended list of action steps for teachers and librarians to further support teens' literacy development and reading motivation. Top recommendations in this list were providing the types of materials students prefer and recognizing these as "legitimate" (p. 28); respecting students' culture and heritage by providing multicultural resources that are relevant to students' lives; talking to students about their reading interests and what they're passionate about; and giving students time during the school day to read (Hughes-Hassell and Rodge, 2007).

Another study by Ivey and Broaddus (2001) likewise surveyed 1,700 sixth grade students to learn about middle school reading and literacy instruction that foster reading

engagement in and outside the classroom. When the students were asked what they valued most in their reading and language arts classes, their top two choices were free reading time (63%) and teacher reading out loud (62%). Students were also asked what motivated them to read and most responded that finding good materials to read and having choice in the selection of what to read as reasons. When asked where they get the materials they read, students identified the public library (61%), a bookstore (56%), the school library (55%), or home (49%).

A similar study on leisure time preferences was also done by Nippold, Duthie, and Larsen (2005) with 100 sixth grade and 100 ninth grade students as respondents. This survey revealed that the most popular free-time activities were listening to music, watching TV and videos, playing sports, playing computer or video games, with reading as moderately popular. Preferred reading materials that were identified were magazines, novels, and comics, while least popular genres were plays, technical books, and newspapers.

The benefits of reading for pleasure have been established over the years by research. Studies have shown that reading for pleasure is positively correlated with not a few literacy-related benefits like reading attainment and writing ability, text comprehension, and grammar, as well as motivation and affect that lead to even more reading achievement and self-confidence. Also, reading for pleasure among children and teens has also pointed to a potential in pleasure reading in later life (Clark and Rumbold, 2008).

Stephen Krashen, in the *Power of Reading* (1993), emphasized the learning benefits of reading for pleasure by concluding that children who frequently read for pleasure will become adequate readers, acquire a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style, and become good spellers. Those who do not develop the habit of reading for pleasure may have “a very difficult time reading and writing at a level high enough to deal with the demands of today’s world” (p. 84).

Despite the above case for pleasure reading, however, worrisome trends in research also suggest that few children, skilled readers or not, choose to devote their leisure time to reading. Surveys of schoolchildren’s reading practices have shown that young people across all age groups devote very little time to recreational reading, and this has been true since the 1940s (Strommen and Mates, 2004). Children’s attitude towards reading also typically evolved from enthusiasm to comparative indifference by the end of the elementary years (McKenna, Kear, and Ellsworth, 1995).

More recent studies report of declining leisure reading habits especially among older children and teens: “Less than one-third of 13-year-olds are daily readers and the percentage of 17-year-olds who are reading nothing at all for pleasure has doubled over a 20-year period” (Lee, 2011, p. 210). Furthermore, a report on children’s reading by the US National Endowment for the Arts finds that reading among adolescent children is in trouble. “...when kids hit high school, all the social pressure takes them away from reading and you see an enormous fall, to a point where most kids are almost not reading

at all. A quarter of all kids read for pleasure. Most of the others don't. Because kids read less, they read less well. Because they read less well, they have lower levels of academic achievement..." (Mehegan, 2007).

Young Adult literature author and teacher Steven Layne in his 2009 book, *Igniting a Passion for Reading: Successful Strategies for Building Lifetime Readers*, also warns of this greater problem of aliteracy (A term first used by Mikulecky 1979 to refer to people, both children and adults, who have the ability but not the desire to read) citing data from *To Read or Not to Read* (2007), a report put together by the US National Endowment for the Arts, sums up the frightening disconnect: "we have more readers who can read and don't than we do readers who can't read at all!" (p.6). He cites statistics on *ability* from the 2008 US Nation's Reading Report Card released by the National Center for Education Statistics showing a gain of three points in the average reading ability of thirteen-year-olds and juxtaposed this with data on *use of the ability*, which reveals that less than one-third of the same age group are daily readers. He decries the alarming threat of aliteracy as manifested in the 52% of Americans ages 18 to 24 who reported reading no books for pleasure (2002). He urges teachers and anyone truly concerned about reading instruction to partner to ignite a passion for reading in schools, to raise voices in faculty meetings and college classrooms, in literacy conferences and at parent nights, and educate people about an increasing source of concern for a nation that wants "no child left behind."

## *Reading Choice*

Reading for pleasure requires teachers to allow students to actually choose what they would like to read, but most teachers do not like giving up required reading in the classroom. Research, however, is pointing to the many benefits of student choice in increasing reading motivation and engagement (Ivey and Broaddus, 2001). Biancarosa and Snow (2004) report the same link and prescribe having students choose what they want to read during an independent reading time in school.

Penny Kittle in her book, *BOOK LOVE: Developing Depth, Stamina and Passion in Adolescent Readers* (2013), writes that the pathway to difficult reading or the kind of reading that prepares adolescent students for the requirements of rigorous reading in College, begins with books one chooses and enjoys. Once students are reading then challenging literature, the kind that is part of a literary canon of a curriculum, becomes within reach.

Assigned reading in high school is often not read and many students' reading lives, which were once rich, deep and vibrant in the preschool and primary grades, fall off during middle and high schools because of required reading. Young children are given a diversity of book choices and have access to a plethora of good stories, local and foreign during primary school. They are allowed genre preferences, length and often, even their interests are taken into account. Gender preferences are also considered by teachers and parents when exposing children to books. But as soon as they reach high school, when reading particular books becomes required, these teens are not only deprived of choice

but are also abruptly disengaged from reading as the books they are supposed to read not only become difficult to read also but seem to have no relevance in their present life. So they stop reading and call themselves nonreaders because they cannot make sense of the assigned reading in class (Kittle, 2013). In her book, she even anecdotes the story of Porter, a senior high school student:

*(he) quickly decides he isn't going to read Beowulf, the class assignment. Instead, he listens intently to class discussions, takes the test, and scores 80 out of 100. He didn't even bother to buy the SparkNotes. His teacher knows he didn't read the book, but she feels she has no choice but to give him a B because he answered enough questions correctly to merit that grade... No reading has been done, there is no appreciation for the work itself and Porter has improved his avoidance skills...It speaks to the inappropriateness of Beowulf in high school that Porter didn't even attempt to read it. He didn't see the relevance of this monster story in his life, and the archaic language only confirmed it. (p.12)*

The result is a decline in reading – and consequently reading ability and proficiency – among adolescents, a time in a students' life when the issue of autonomy becomes more pronounced than in childhood. These teen students become even more disadvantaged as less experience with books and words that develop thinking and cognitive ability make it hard for them to read and comprehend well, further demotivating them to persist in reading. The less reading done, the less developed reading ability becomes which decreases the likelihood of reading more.

Reading choice meets the developmental needs of adolescents. Adolescence is about testing limits, building identities and wanting to have more control over one's life amidst the rush of changes and upheavals in their bodies, their emotions, their environments and how they relate in all these. Just when teens crave for independence

and choice, they are put into a learning environment that gives them less and less of these. In the high school language arts classroom, what the students read are entirely determined by the teacher and a curriculum that requires books that are outdated, irrelevant or inaccessible. Consequently, studies on reading motivation in high school show that students (1) rarely read anything in school other than the textbook; (2) seldom talked with other students about what they are reading or have read; and (3) rarely have been given the chance to choose a book on their own (Kittle, 2013).

Professor, author, and American Library Association consultant Joan Kindig advocates for greater choice when it comes to teens and books in the classroom. “If our aim is to engage kids, we need to look to books that reflect the world kids today live in,” she writes in her book, *Choosing to Read* (Kindig, 2012, p. 13). Often, she writes, teachers continue to assign the “classics” despite children’s difficulty and resistance in reading them. Whether this is because they mistakenly think that English and language arts should be about the titles passed down through the centuries or because they are not familiar with the high-quality, critically acclaimed books available to teens nowadays is hard to pinpoint. Since almost all the classics were written for adults when they were written, classrooms are full of readers disengaged from reading and who do everything they can to avoid the boring, often too difficult, almost always irrelevant books that are forced on them, about which they have no idea. To turn this around, independent book choice, coupled with access to a variety of titles and genres that foster more reading, starts a cycle of good outcomes from reading like bigger vocabularies, increased fluency, and better comprehension.

Research has revealed that given the opportunity to choose their reading, most adolescents use the same parameters that guide adults. They choose books their peers are reading – stories that are relevant to them and are about issues and concerns that are meaningful to them. Their choices also involve characters, settings, and plots that they can relate to and immediately feel a connection with – and this is why YA, as a distinct genre for teens, is gaining momentum.

Choice is also affected by gender. Boys tend to prefer books with lots of action and adventure. Suspense, intrigue, and adventure are entertaining for boys because they look for immediate engagement and fast-paced action that keeps them hooked. Girls, on the other hand, like books that are more heartfelt, even romantic, sometimes sad. They are patient with their characters and allow a story to fully develop (Kindig, 2012).

Kindig stresses the need to match adolescents with the kind of literature that nurtures a positive association with books, which is key to making lifelong readers. This specialized genre written for adolescents is Young Adult literature.

### **Young Adult Literature**

Young Adult (YA) literature can be considered as all genres of literature written for and marketed to young adults or individuals studying between Grade 7 through Grade 12 (Crowe, 1998). Writer and teacher Tarie Sabido in *Kwentillon* (2012) writes that to define YA literature is to go beyond reading at a high school vocabulary and reading skill or possessing a high school level of emotional maturity or even literature that features

teenage characters. “It’s about speaking and reaching out to teen readers, tackling issues that are important to them because young adult literature is about being relevant” (Tan, Baldisimo, Drilon, et al., Eds., 2012, p. 2). Reporter Alyssa Rosenberg (2011) writes that teenagers today find reflections of their own experiences in the gripping plots of popular series: “that first striking confirmation that the agonies of adolescence are universal.” Authors and directors of YA today put their teenage heroes through terrible trials: “Harry Potter gives his life over to an epic struggle against evil, Bella Swan may end up a sparkly, sexy vampire with preternatural self-control, but she has to suffer a fetus eating its way out of her body first. Katniss in the *Hunger Games* has to fight for her life in an arena, see her first love whipped, lose her sister, see her second love brainwashed, and be a pawn in a revolution” (Rosenberg, 2011).

Fantasy is also a recurring genre in the popular YA titles released today. English teacher Dean Schneider (2011) thinks that it is the “peculiar mix of page-turning plot, magic – the “wow, that’s cool” sort of magic that made the first Harry Potter book so much fun, with the Sorting Hat, Quidditch, the invisibility cloak, funny-flavored jelly beans, and the like – and peer pressure.” Once a book catches on, teen readers feel out of the loop if you have not read it; it is a phenomenon you want to be part of.

YA’s acceptance in the classroom, however, has been traditionally met with wary suspicion. There is a lot of misconception about the topics and themes YA literature is supposedly all about and even the type of reading ability and skill addressed by it. Some teachers have been known to believe that YA literature is for struggling, reluctant readers

only and not for those who are already motivated and able. This misconception might have stemmed from the research that has shown YA literature to be effective in engaging struggling and/or reluctant readers (Smith and Sciuilli, 2011; Hughes-Hassell and Rodge, 2007). Sometimes, teachers also choose not to use YA literature because of the belief that it cannot hold its own compared to the classics and bringing it into the classroom is somehow lowering the bar and giving in to students' need for entertainment and popular culture (Scherff and Groenke, Eds., 2009).

Recent research, however, has put the whole genre in a more positive light. The links between YA literature and reading engagement and high reading motivation in teens are put forward: adolescent engagement increases when teens read young adult books and materials; adolescent literature can widen teens' perception of self and the world around them, provide a venue for reflection and a means for personal development; and adolescents choose to read adolescent novels over more canonical works when given the opportunity to choose (Scherff and Groenke, Eds., 2009).

A noteworthy study in this subject is Koss and Teale's (2009) inventory and analysis of YA literature genres, features, subject matter, and writing styles, which involved an impressive 370 titles. Results showed the following overall trends: 1) that YA literature is predominantly fiction, most often contemporary realistic fiction; 2) that subject matter included a shift away from coming-of-age stories to a focus on books with themes of fitting in, finding oneself, and dealing with major life-changes; 3) that writing

style now uses alternative writing devices like flashbacks and forwards and the embedding of poetry, notes, and other devices.

A part of the body of YA literature is the very popular Graphic Novels and Manga genres. This genre was criticized as just comic books in disguise when it first started to gain appeal among teen readers, but recent graphic novels have made quantum leaps through improved writing, fantastic art, and gripping pace. Graphic novels also contain all elements of a story – a beginning, a conflict, a problem that needs to be solved, and an ending – presented in a visual format popular with today's teens. It is also easier for reluctant readers to pick up versus a thicker, all-words novel since readers can finish a book at a reasonable amount of time (Kindig, 2012).

The study by Hughes-Hassell and Rodge (2007) identified comic books as a favorite reading material of teens in their research of an urban high school SSR experience, citing the form as popular because of its simple sentences and visual cues which allow readers to comprehend their stories.

The 2010 work by Griffith highlighted the use of graphic novels in high school classrooms and libraries, its distinct qualities and potential for use in the classroom, and the reasons for its popularity among older children and adolescents. Graphic novels are helpful in raising motivation and aiding comprehension in teens with learning disabilities as well as benefitting English learners. He came out with a useful list of questions for teacher evaluation when considering using graphic novels in the classroom. In addition,

the paper listed actual titles, their summaries, and possible links across the curriculum (Griffith, 2010).

Schwartz and Rubinstein-Avila (2006), for their part, explored the sub-genre of Japanese Manga in their 2006 study. They structured defining characteristics of manga, why it is extremely popular with teens, and why educators should not blindly dismiss the (Griffith, 2010) multimodality of the new and potent literacy, not only in terms of raising engagement and motivation but also in developing key literacy, reading, and learning strategies in older learners.

The discovery and use of this specialized genre of literature in the classroom may be done through dedicated free reading opportunities or sustained silent reading.

### **Sustained Silent Reading**

Closely linked to reading for pleasure and reading choice is the concept of sustained silent reading (SSR). Stephen Krashen (1993) coined the term Free Voluntary Reading (FVR) – reading because you want to; for students, this means no book reports, questions at the end of a chapter, and no looking up every vocabulary word. FVR also means putting down a book you do not like and choosing another one instead. Krashen, whose 20-year-long extensive body of work on reading for pleasure was collected in the books *The Power of Reading (1993)* and more recently *Free Voluntary Reading (2011)*, is a staunch and very verbal advocate of SSR in schools, especially those in poverty-stricken, minority communities. Krashen identifies two types of in-school free reading

programs as sustained silent reading where both students and teachers simply engage in free reading for short periods each day, and self-selected reading where free reading is a large part of the language arts program with teachers holding regular conferences with students to discuss what was read.

According to Krashen (1993), earlier research was consistent in pointing out that students do as well or better than their SSR-deprived peers. In 38 out of 41 studies, students using free voluntary reading did as well or better in reading comprehension tests than students given traditional skill-based reading instruction. Moreover, Krashen's work point outs that SSR studies that last longer show more consistently positive results and are effective for vocabulary development, grammar test performance, writing, and oral/aural language ability.

Confident of his advocacy, Krashen (2005) took the federal government head on by openly criticizing the 2000 US National Reading Panel's (NRP) report which, although presented no negative finding on SSRs, concluded that there are no studies to show that SSR has any positive influence on independent reading and reading achievement (National Institute of Child Health and Human Development, 2000). Krashen was unfazed, however, and questioned the NRP's research parameters writing that the Panel might have overlooked many studies of effective, long-term SSR, as well as the importance of recreational reading for students in English as a Second Language (ESL) classes.

Updating his meta-research in his most recent book, *Free Voluntary Reading* released in 2011, Krashen lists eighty-three (83) generalizations backed up by solid, recent, empirical research evidence. Some of the more insightful are the following (2011, pp. 2-8):

1. SSR is successful. In 51 out of 54 comparisons, readers do as well or better than comparison students in reading comprehension. SSR students did better in every comparison in a review of 23 studies of SSR among students of English as a foreign language.
2. Longer-term studies tend to be more successful.
3. SSR students' also do better than comparisons on tests of writing, writing fluency, spelling, vocabulary, and grammar.
4. Observations show that 90 percent of students read during SSR and more reading takes place if books are available in class and students do not have to bring their own reading material every time.
5. SSR works for languages other than English: Japanese, Spanish as foreign language.
6. SSR works for both first and second language acquisition.
7. SSR establishes a reading habit. SSR readers report that they read more at the end of the SSR program than at the beginning and continue to read more several years after participating in an SSR program.

Krashen also mentions several studies which showed that free voluntary reading has a powerful and significant effect on second-language learners: a 1983 study by Elley and Mangubhai which studied Grades 4 and 5 Fiji island students showed far superior results among the free-reading and shared-reading groups than the traditional group on tests of reading comprehension, writing, and grammar only after two years; a 2001 study also by Elley, this time with 3000 Singaporean students over one to three years, which

showed free-reading students again outperforming their traditionally taught peers on tests of reading and listening comprehension, vocabulary, oral language, grammar, and writing. Thus, Krashen pushes ardently to make it easy for more children to get their hands on books, especially those from low-income families. For these children, libraries are their only chance and he urges education policy makers and school administrators to put resources and efforts together to restore and improve public library collections, especially in communities where they are most needed.

SSR is actually not a new concept in literacy education; it has been around for more than three decades, in varied forms and names (i.e., DEAR - Drop Everything And Read; SQUIRT – Super Quiet Reading Time; DIRT – Daily Independent Reading Time or RFF – Reading For Fun, etc.). A paper by Garan and DeVoogd (2008) revisits the principles of SSR and outlines the scientific research supporting it. As with any other instructional method, SSR also operates along a continuum with pure SSR on one end – pure, meaning students read books of their own choice, without assessment, skills work, monitoring, or instruction from the teacher. Regardless of teacher intervention, SSR is distinguished by the allocation of a set amount of time, usually 15 to 30 minutes, every day when students are permitted to read a book of their choice. More than responding to the NRP's findings on SSR and pointing out areas where confusion may have started, the researchers point out the overwhelming body of correlational research evidence that positively links SSR to a host of literacy benefits in particular and better learning in general, including reading motivation and the cultivation of a reading habit. The paper

makes it very clear, however, that for SSR to work effectively it has to evolve throughout a process and over time.

A study on SSR with adolescent readers by teacher-researcher Valerie Lee (2011) provides good insight on how SSR benefitted older children and teens. She shared her journey with her own class of juniors and her attempt at implementing an SSR program that not only vindicated her belief in independent reading for her students but also gave her invaluable lessons on her role as teacher and Reading mentor. Her research structured SSR around Janice Pilgreen's *The SSR Handbook's* (2000) eight factors for success in an SSR program: (1) access, (2) appeal, (3) conducive environment, (4) encouragement, (5) staff training, (6) non-accountability, (7) follow-up activities, and (8) distributed time to read. Lee describes each factor as she applied it to her class' SSR; the problems she encountered and how, ultimately, she came to trust her students' reading interests; and how she witnessed dramatic changes in their reading motivation and self-efficacy (Lee, 2011).

Douglas Fisher's work in 2004, examined the journey Hoover High took as its teachers and administrators struggled with the failure of years of SSR implementation and their attempts at reviving it to make it more responsive, more relevant, and ultimately more successful. The action research program evaluation chronicles the high school's step-by-step assessment of their SSR program by randomly selecting 20 classrooms for observation during the reading time using an SSR observation log. From these it was found that fewer than 720 of the 2200 students were reading during SSR time and were

instead using the extra time for homework completion, free time, or just starting the next class immediately.

Realizing that the school-wide SSR drive was not being fully implemented and, before deciding whether the initiative should be maintained or not, Hoover High's literacy committee looked into whether SSR had an impact on students' literacy achievement. The committee examined the Gates-MacGinitie scores from the previous school year to determine if there was any evidence that the SSR reading time actually mattered in terms of gains in reading skill, vocabulary, and comprehension ability. The test was given to all 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders during the first three (3) weeks of the school year and again during the final months. Data from the tests were used to determine what percentage of students would make at least one year of growth in reading during a school year. The data gathered were compared and showed that students who were provided time to read independently on a daily basis had statistically higher reading scores of 0.6 in a year. This convinced committee members that the SSR program mattered and was useful despite the lapses; what was needed was to resuscitate and change it for the better. The study went on to describe Hoover High's slow road to recovery and the lessons learned along the way, particularly how students' voices were critical in sustaining what the administrators and teachers thought was an obsolete and failing concept. He also mentions the role of administration support and initiative, the importance of commitment and teamwork from everyone involved, and the value of systematically collecting and analyzing information already on hand and data coming in

with every change in the program. Moreover, he reinforces Pilgreen's eight factors and used these as a "gold standard" in reviving their school wide SSR program.

SSR innovations such as R<sup>5</sup> (Read, Relax, Reflect, Respond, Rap), which stemmed from teachers' realizations that students only went through the motions of silent reading during SSR time and were also still mostly unaware of the reading process, had comprehension deficiencies and lacked the ability to self-assess and set goals, reported observations of wider reading range, increased engagement as well as reading achievement gains of 1.6 years on the Developmental Reading Assessment 4-8 of the third graders in the study, after only two years of implementation R<sup>5</sup>, however, worked with a single classroom of students and did not compare performance with a control group or another treatment (Kelley and Clausen-Grace, 2006).

Another modified SSR program, the ScSR (Scaffolded Silent Reading) involved four (4) classroom teachers and 72 third graders in high poverty, low performing schools with predominantly minority students. The students were randomly assigned to either ScSR or GROR (Guided Repeated Oral Reading) over a year-long controlled experiment. The program reported findings that the students engaged in ScSr made as much progress as those who participated in the more traditional Guided Repeated Oral Reading with feedback (GROR) while responding more positively, as documented by surveys and journal responses (Reutzel, Jones, Fawson, and Smith, 2008). While the "no-difference" result was disappointing, the ScSR experiment allowed teachers an alternative to GROR which increases reading rates, use of expression, and comprehension.

Particularly working with teens, another SSR innovation was documented by Parr and Maguiness (2005). Seeing how the long running SSR program in their small, inner-city New Zealand high school was not working for a group of readers who were reluctant to participate and were not intrinsically motivated to read during free reading time, teachers in the study formulated a conversation model to support SSR practice. The program essentially removed the “silent” from the SSR and institutionalized talk and discussions between teacher and student and among students not only to share experiences but also make explicit book choosing and engaging with text processes. The discussions resulted in subtle but significant changes in reading behaviors reflected in varying book choices, raised enthusiasm for SSR time, and better participation among the students. Teachers involved in the study also reported insights that led to a better understanding of their students’ reading identities.

What is emerging in more recent researches as well as teacher accounts is evidence that SSR in its purest form (without any teacher input or guidance) may be less effective than having critical roles for teachers to play in the classroom reading environment. Teachers still play an invaluable role in an SSR intervention.

### Teachers’ Roles in SSR

Chua (2008) in his study on the effects of an SSR program on students’ leisure reading habits and attitudes, reports that while an SSR program implemented to more than 200 Grade Seven students over a year showed a significant effect on cultivating pleasure and enjoyment in reading, these did not extend to students’ reading habits after

school. In fact, the same students reported less hours spent reading after school during and in the course of the SSR program. Chua used a time series design and measured students' reading habits and attitudes three times in a twelve-month period using Likert scale questionnaires. What is interesting is that the same study reported that while more of the student respondents saw leisure reading as pleasurable and enjoyable, there were less of them who saw reading for pleasure as useful and meaningful after the course of the SSR. Teacher participation in the SSR was limited to modeling, or teachers actually reading themselves, during the 20-minute silent reading time allotted in the first period of every school day. Chua concludes that while the SSR was successful in raising students' positive reactions to reading books for leisure, it did not cause them to extend their reading habit to spending more time in actively reading books.

What could be a missing ingredient in the traditional SSR program is teacher input and support. In her study, Sanden (2012) documents independent reading as practiced in the classrooms of eight (8) elementary reading teachers, where she extensively observed, documented, and discussed independent reading practices over a period of six (6) months. She positively links teacher support to better SSR results, something missing in traditional models. She reports that the teachers in her study, while empowering student choices and allowing them to work at their own levels and solve their own reading problems, were still convinced that their oversight was still required. The profiled teachers all agreed that "although independent reading is an opportunity for young readers to test their wings, they feel responsible for providing ongoing assistance in areas such as monitoring student choices, teaching independent reading behaviors and

maintaining a focus on student growth” (p. 224). The study concludes that teacher direction and guidance is necessary in a variety of situations like ensuring that students were reading books at appropriate reading levels; encouraging or requiring variety in reading materials; providing reading suggestions; providing behavior support in the form of information about reading and how to be a reader; requiring reading-related activities that further student involvement with text; conducting whole-group, small group, and individual teaching events and support; and assessing students’ independent performance to guide reading instruction. Although the primary goal of these teachers was to prompt a love for reading in their students, their independent reading practices were purposeful events to promote literacy learning and advance reading growth. One teacher explained this departure from the pure SSR’s no-output-whatsoever tradition: “It would be nice if you could not evaluate anything and you could only have kids reading for pleasure but I think they’re only going to derive pleasure from it if they’re successful and if they see themselves as readers” (p.227). Thus, the teachers in the study were mostly adamant about output and accountability and enacted creative measures to ensure that students were engaged and learning throughout independent reading time (Sanden, 2012).

This teacher participation and interaction also characterizes much of the teaching practice and experience documented in *The Book Whisperer* (2009) by sixth-grade language arts and social studies teacher Donna Miller whose approach to independent reading is simple: affirm the reader in every student; allow students to choose their own books; carve out extra reading time; model authentic reading behaviors; discard reading extension assignments such as book reports and comprehension worksheets; and develop

a classroom library filled with high-interest books. Her students regularly read more than 40 books in a school year, regularly score high on the Texas standardized test, and leave her classroom with an appreciation and love of books and reading. Miller, who first started teaching reading traditionally with assigned reading and extension activities, has since made independent reading the core of her teaching in the classroom and has structured reading time into a “workshop” environment. She has reported increases not only in student achievement but also in student motivation and engagement. She has witnessed firsthand the benefits of independent reading as her students developed better writing, richer vocabularies, and increased knowledge in social studies and science. Miller emphasizes that teachers are important in any independent reading program since they should be ready and credible resources: from book recommendations to discussions about the books students are reading to direct instruction and examples using authentic text in the books themselves. More importantly though, teachers are role models: “Students need lots of modeling and practice in how to read different types of texts, but showing them how to read is not the only act we must model for our students. If we want our students to read and enjoy it for the rest of their lives, then we must show them what a reading life looks like” (p.110).

Layne (2009) also prescribes strong teacher intervention and participation to be able to fuel young readers’ passion for reading. Starting with interest inventories and student reading self-assessments at the beginning of the year and book chats, reading aloud, students’ introduction, book discussions, reading lounges, book celebrations, and

author visits throughout, he places a lot of responsibility on teachers to raise students' reading motivation.

### Reading Engagement in SSR

Hilden and Jones (2012) advocate making sure SSR really counts by ensuring student engagement while reading during the independent reading time allotted to them. They recommend building in accountability tasks not only to engage student readers but to monitor progress as well. Guided choice is also a way to ensure that disengaged readers have the support they need in appropriate book selection. Ensuring motivation and engagement during SSR must never be taken for granted in the classroom and this responsibility falls on teachers if SSR is to count. A good place to start is for teachers to first classify students according to reading profiles.

Kelly and Clausen-Grace (2009) formulated a continuum of readers characterized as disengaged at one end and engaged at the other (see Figure 2). Teachers must first identify the various types of readers in the classroom and provide adequate support and assistance during independent reading time depending on what type of reader they are. The purpose of classification is not to label students but to meet everyone's needs and provide the right classroom environment and teacher guidance to make every reader an engaged reader. Figure 2 shows the different reader profiles and their corresponding levels of teacher support and student independence. The direct relationship shows that the more disengaged reader a student is, the higher level of teacher support is required, while the more engaged a reader a student is, the greater independence can be expected.

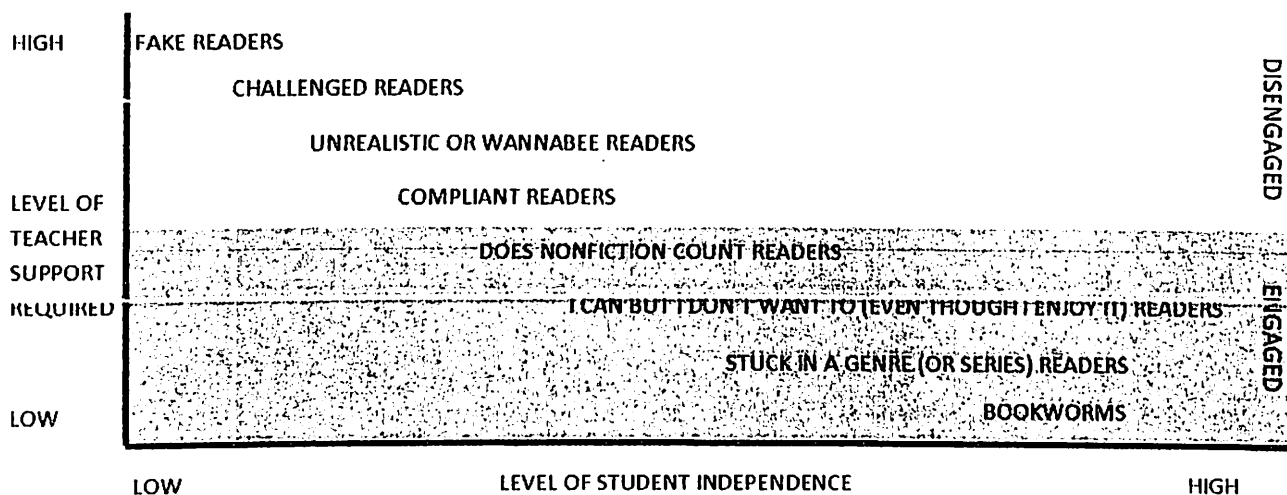


Figure 2. Continuum of engaged readers and level of support (Kelley and Clausen-Grace, 2009)

To identify the type of readers in a class, they recommend interest and preference inventories and attitude surveys. *Disengaged Readers* are at the top half while engaged readers are at the bottom. Left-most in the disengaged block are the *Fake Readers* who exhibit behaviors that mimic reading – books are open, pages are turning, and eyes pass print – but are really just pretending or faking reading. Following are *Challenged Readers* or those who want to be engaged but have cognitive limitations, socio-economic challenges, physical difficulties, or are English Language learners. They find reading difficult as they normally read below their level. *Unrealistic or Wannabe Readers* switch from one book to the other, often making inappropriate choices. They are often ambitious and choose text above their ability and comprehension level, which leads them to abandon the book in frustration. *Compliant Readers* read to obey teacher's orders. They see reading as a requirement and not a source of pleasure, thus they choose books

randomly. They do not read outside of class and when the SSR is through for the day, so is their reading.

First in the Engaged Reader block are the *Does Nonfiction Count Readers* who read for information and often lose focus when reading narratives. The *Stuck in a Genre (or Series) Readers* read willingly but usually within a favorite genre or series. These are the avid fans who know what they like to read and will stick to it. The *Bookworms* are the readers in the rightmost of the continuum and they are the ideal type of reader, demonstrating the desired behavior of engaged reading. These students choose to read even when they are not supposed to and tend to read more than one author or genre. They are not afraid to experiment with new reading experiences and often choose variety to expand their reading. These types of readers are good role models for their peers in the classroom since their enthusiasm is infectious. Teachers still need to observe and monitor the reading of these types of readers despite their engagement. They need to provide opportunities for them to reflect, respond, and interact with others in the class to help them pause and think about their own reading.

These profiles predicate the need for teachers to constantly and closely monitor students' engagement during SSR, which requires regular conferences, charting-off behaviors over time to discover students' changing behaviors, digging deeper into the reasons behind students' lack of engagement, and purposely creating better conditions to encourage more engagement. In short, teachers need to go beyond just dropping everything and reading (Hilden and Jones, 2012).

## **Related Local Studies**

In the Philippines, while there have been efforts to study the effects of bringing literature into the classroom on students' reading motivation and comprehension levels, much of what has been researched so far involves instruction using books and stories as part of a structured literature-based reading program where teachers work around a chosen text and plan engagement and enrichment activities, as well as opportunities for readers to make connections with the text and respond in ways that are creative, imaginative, and meaningful. One such study is that of Firman and Ocampo (2011) which looked at the effects of a ten-week literature-based reading program on the reading attitude and comprehension of Grade 4 students in Davao City. This research confirmed the role of literature in the classroom as responsible for improved attitude towards reading and the development of comprehension. For older students, Reoperez (2006) also studied the effects of literature-based reading instruction on freshmen college students in Quezon City. The study, likewise, reported positive changes in levels of reading interest and comprehension for students who were instructed in the integrated, literature-based approach as against those students who were taught English traditionally (Reoperez, 2006).

Two local studies on giving school-aged children access to a variety of books and allowing them to choose what to read based on their preferences and interests, then noting their experiences and motivations were done in a community library setting. One research looked at the reading experiences of urban poor children between the ages 7-10

using literature based reading instruction in a community-based literacy center over two summers. The center provided the participants a physical environment conducive for reading, a variety of reading and writing materials, and access to and opportunities for free reading, although there was no formal free reading time during the reading lessons. The study showed that the students, as well as their parents, reported having positive reading experiences and motivation not only because of the classes but also because of their access to storybooks and other reading materials (Padilla, 2010). Similarly, another research studied why children read in a community library. Through interview-questionnaires, the respondents were asked about their favorite books, their reading habits, and the factors that could influence their reading. Their answers revealed that seeing many books and having access to them in a library in their community is a major reason for their reading (Salvador, 2012).

Three (3) recent studies using reading preferences surveys or inventories to determine factors affecting reading interests and attitude particularly of high school students also stand out. One done by Batalla (2005) looked at the factors affecting the reading interests of 174 fourth year High School students and results identified these as (1) gathering information; (2) passing time; (3) information to understand concepts more; (4) relaxation; and (5) pleasure. A least favorite factor influencing reading among these students is reading as a school requirement. They are motivated to read books that are popular or well known, when these are recommended by adults, and when their peers have read or are reading the books as well. They have access to books and reading materials through their parents, when they personally acquired or bought them, or

borrowed them from their friends. The students also listed down the forms of reading materials they like to read in decreasing order: (1) magazines, (2) comic books, (3) pocket books, (4) newspapers, (5) textbooks, (6) reference materials, (7) the Bible, and (8) novels.

Flanta-Enilog (2003) focused on pocket books (defined as short to medium length, chapter books, commonly fiction and from contemporary literature) and how reading these affects the academic performance of 180 senior High School Students. While the study concluded that there was no significant correlation between the two variables, it was able to identify the factors that affected the students' motivation to read, and their preferred genre according to gender. The study listed the following factors as influencing the students to read pocketbooks: (1) the presence of reading materials; (2) the belief that reading can make a person well rounded, develop self-confidence, and improve one's academic performance; (3) the reading habits of friends and classmates, stories shared among them and the encouragement and sometimes pressure from friends; (4) television or media influence; (5) disinterest in school, leading to reading as an escape or hobby; and (6) reading to pursue personal interests and gather information about these. The two most preferred genres of both male and female students are love story and adventure. Males like comedy and drama/suspense, while females prefer the latter over the former.

A research by Manzano (2008) utilized both a researcher-developed descriptive questionnaire and a reading comprehension test to measure the abilities of 109 second

year high school students against their attitudes towards reading. The study concluded that the respondents' positive attitudes towards reading were significantly correlated to their reading comprehension ability. The study also identified students' motivations or reasons for reading as (1) reading makes them feel good; (2) reading is enjoyable; and (3) reading helps in school.

In 1998, Malazarte looked into the reading motivations of 100 high school freshmen boys using Gambrell's 1996 Motivation to Read Profile. The study found out that only 16% of the respondents reported high motivation levels, 70% indicated that they are only moderately motivated to read, while 14% listed themselves as fairly to poorly motivated. Majority of the students read books and materials based on their interest, with home, friends, and school as major influences in the kinds of books they choose to read. Students identified story books or fiction as their most preferred type of books and their parents as their sources of books and other reading materials. The researcher used the MRP mean score of each student to differentiate levels of motivation, using the total MRP score of 80 points divided into 20 survey items. Using a four-level scale, the study classified the students' motivation levels as follows: 3.25 – 4.00 as Highly Motivated; 2.50 – 3.24 as Moderately Motivated; 1.75 – 2.49 as Fairly Motivated; and 1.00 – 1.74 as Poorly Motivated. This classification, however, was not prescribed by the MRP as a form of interpretation of gathered data.

## Summary of the Review

What is emerging in the foregoing discussions of the different concepts on reading motivation, reading for pleasure, sustained silent reading, and reading engagement is the importance of providing student readers the opportunity for choice – particularly in what to read. Readers, regardless of age, need to be able to choose what they want to read as this not only empowers them as readers but also raises their reading motivation. By the same token, allowing teens to read young adult literature of their choice could facilitate the process.

Even with the preponderance of research evidence surrounding the different concepts related to reading for pleasure, sustained silent reading, increasing reading motivation, and adolescent reading engagement in the preceding review of relevant literature, sadly there is a lack of sources when it comes to studies made locally. There is a need, therefore, to continue looking into what Filipino teens are reading, why they are reading if they are, and how teachers and literacy advocates can raise levels of motivation and earnestness. This study hopes to do just that. As distinguished educator Linda Gambrell puts it: “the central and most important goal of reading instruction is to foster the love of reading” (1996, p.14).

### Conceptual Framework

Figure 3 shows the conceptual framework of this research. The solid unidirectional arrows pointing from the box labeled “Sustained Silent Reading Program (using young adult literature based on preferred topics and genres)” to the boxes labeled “Reading Motivation” and “Reading Comprehension” show the causal relationship between pleasure reading and reading motivation and comprehension. In particular, it illustrates that when adolescents’ reading is done through the sustained silent reading program using preferred young adult literature topics and genres, there will be an improvement in their reading motivation and reading comprehension levels.

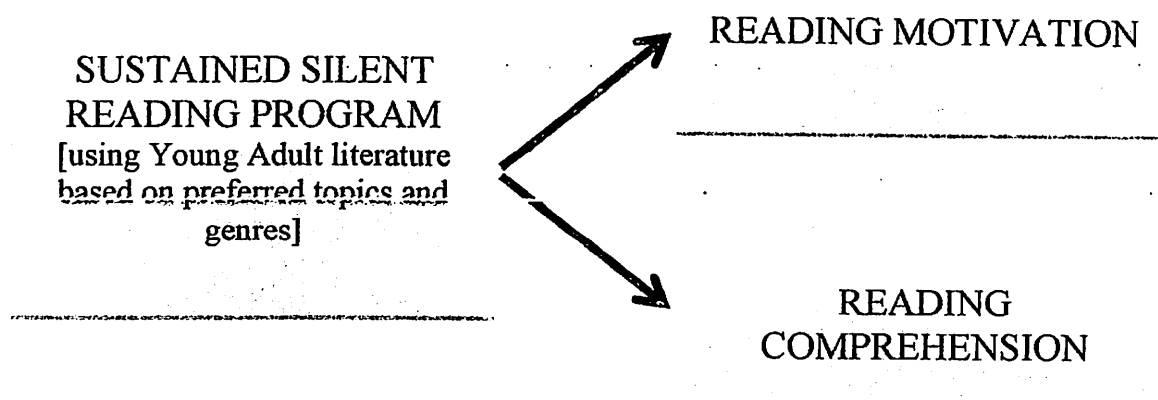


Figure 3. Conceptual framework of the study

## Hypotheses

The following hypotheses were formulated and tested:

1.  $H_a$  – Reading for pleasure through an SSRP using YA literature based on preferred topics and genres will significantly improve adolescent readers' reading motivation.
2.  $H_a$  – Reading for pleasure through an SSRP using YA literature based on preferred topics and genres will significantly improve adolescent readers' reading comprehension.

The following were the Null Hypotheses for this study:

1.  $H_o$  – Reading for pleasure through an SSRP using YA literature based on preferred topics and genres will NOT significantly improve adolescent readers' reading motivation.
2.  $H_o$  – Reading for pleasure through an SSRP using YA literature based on preferred topics and genres will NOT significantly improve the adolescent readers' reading comprehension.

## Definition of Terms

The following terms were used in this study and for clarity and brevity these have been defined accordingly.

1. Reading Motivation – is the drive to engage in reading, influenced by the reader's interests and purposes for reading. Factors that affect reading motivation include reader's self-concept and value of reading, choice, time spent on reading and talking about books, and types of text available. In this study the reading motivation of adolescents was measured using the Adolescent Motivation to Read Profile, the SSRP Behavior Checklist, and the students' Individual Reading Log.
2. Reading Comprehension – for adolescent readers, involves deriving meaning from text read and reconstructing the author's ideas by extracting new information and understanding these through what is already known. In this study, reading comprehension was measured using a portion of the Form C of the Manhit Hermosa Diagnostic Reading Test (MHDRT).
3. Adolescents – are individuals between 13 and 19 years old, the age normally considered to be the transitional stage from childhood to adulthood. During this period, individuals go through physical and psychological changes, and begin to strive for independence and self-identity. In this study, the adolescents are a class of 13 to 14-year-old Grade 8 students in the chosen school.
4. Sustained Silent Reading Program (SSRP) – is a form of school-based recreational reading, or independent reading, when students normally read silently

in a set time period, between 15 to 30 minutes every day in school. Successful models of SSR typically allow students to select their own books and require neither testing for comprehension nor book reports (Siah and Kwok, 2010). In this study, SSRP refers to the intervention implemented to the chosen class to study improvements in reading motivation and reading comprehension over time. The SSRP activity was named PROJECT BOOKWORM by the researcher for easy and non-technical reference when talking to the class and the faculty about the intervention. The SSRP utilized a researcher-acquired collection of 125 titles based on the sample's preferences, interests, and reading habits as identified through an initial Reading Habits and Preferences Inventory. The SSRP ran for a total of 50 sessions, each one lasting for a minimum of 30 minutes. During each session, the students were instructed to silently read books they chose from the library collection. The SSRP for this research had two main features: it encouraged pleasure reading and utilized Young Adult literature.

- a) Pleasure Reading refers to reading for leisure, recreation, or entertainment, as against reading to learn information and knowledge (Clark and Rumbold, 2008). Pleasure reading has been referred to as recreational reading, aesthetic reading, and leisure reading, which are all generally characterized by reading for sheer enjoyment, not requiring any output whatsoever. In this study, the term pleasure reading is used to qualify the type of reading done during the daily SSR program administered to the participating students.

b) Young Adult literature or the genre traditionally written for ages ranging from 12 to 18 years old (Crowe, 1998). The subject matter and story lines of YA literature are typically consistent with the age and experience of the main character; themes in YA stories often focus on the challenges of youth, sometimes referred to as problem novels or coming-of-age novels. In this study, YA literature refers to the books and other forms that were made available to the students through a library collection during their SSRP time.

### CHAPTER 3 METHODOLOGY

This chapter presents the research design, a description of the sample, and an explanation of the data gathering procedure, including the instruments used in the study. This chapter also describes the Sustained Silent Reading Program as the intervention or treatment used in the research. A description and justification of the choice of data analysis methods is also included in this chapter.

#### Research Design

The research used a quasi-experimental one-group pre-test post-test design that utilized qualitative and quantitative data as well as a descriptive self-assessment survey. In this design, a single static group is chosen without the use of random assignment and is measured, and observed before and after being exposed to a treatment of some sort (Fraenkel, Wallen, and Hyun, 2012).

In this study, a pretest ( $M_1$ ) was given to one group of students (T) before the treatment (X) of the Sustained Silent Reading Program (SSRP) and a posttest ( $M_2$ ) was administered at the end of the SSRP. The students were observed (O) throughout the duration of the study.

Figure 4. Initial research design diagram

SAMPLE	PRETEST	Treatment (X): Sustained Silent Reading Program	POSTTEST
T	$M_1$	-----Observation-----	$M_2$

To control extraneous variables inherent in using this quasi-experimental design and assess the effectiveness of the independent variable, the researcher also utilized a posttest only comparison group design at the end of the study with another group of students thereby improving the validity of the research findings (Fraenkel, Wallen, and Hyun, 2012). Thus, the design was further improved in this diagram:

Figure 5. Improved research design diagram

T <sub>1</sub>	PRETEST M <sub>1</sub>	Treatment (X): Sustained Silent Reading Program	POSTTEST M <sub>2</sub>
		-----Observation-----	
T <sub>2</sub> COMPARISON	NO PRETEST	No Treatment	POSTTEST M <sub>3</sub>

A comparison group (T<sub>2</sub>) was identified at the end of the study to ensure that the differences in measurements obtained in the posttest obtained were not due to difference of the groups, but rather to the systematic differences introduced with the treatment. Thus, this second group had to match the first group in some variables namely, both were Grade 8 students from the same laboratory high school and were in the same age range of 13-14 years old; and both classes were handled by the same teacher in their English subject.

### Sample

The chosen school is a public laboratory high school in Laoag City, Ilocos Norte. Of the three (3) sections of Grade 8 for school year 2013-2014, with a total number of 113 students, the research was conducted to only one (1) section. This section was

chosen upon the recommendation of the English teacher handling all Grade 8 sections of the school, as this class' English period was scheduled as the last class of each of the four (4) days for the subject. Since the SSRP could not take up any class time and must be scheduled on students' free or after school time, this section was the logical choice. The students were asked to get their parents' consent through reply-slip letters collected before the start of the SSRP. These were collected from all the students prior to the implementation of the program to describe the research and to inform parents of the additional 30 minutes students would need to stay after school.

The sample consisted of 37 students: 19 males and 18 females. The class is a heterogeneous section and was not receiving any special educational services. Table 3.1 shows a summary of the sample's demographics at the time of the study:

Table 3.1: Sample demographics

PROFILE	SAMPLE
1. Gender	
a. Male	19
b. Female	18
c. Total	37
2. Age	
a. 13	16
b. 14	21
c. Total	37
d. Mean Age	13 years & 6 months

The Reading Habits and Preferences Inventory administered before the intervention provided additional information on the sample and profiled the students as readers and identify their reading habits and interests.

Asked if they liked to read, 59% of students answered yes, while 41% said sometimes. Top reasons for reading were for fun, enjoyment, and pleasure; to learn something, and because it is relaxing. On occasions that they do not like to read, students reported that they would rather watch TV, surf the Internet, or be with their friends. Teens in the survey normally read whenever and wherever they can, although home is where they do most of their reading. The students ranked their mothers first as the person who influences their reading most.

The top three types of reading materials listed by the respondents are short stories, comic books/graphic novels, and fiction. Favorite topics and themes that emerged in the inventory were adventure, jokes, mystery, myths/legends, love, and fantasy. Most students surveyed indicated they like to read books that look interesting or those suggested by their friends. Further, most students would like to receive books as presents, reported owning 1-9 books at home, asked their parents to buy them books sometimes, but do not save up money to buy books for themselves. Harry Potter is the book character and J.K. Rowling is the author most of the students wanted to meet.

Top activities the students reported they engaged in during their spare time were playing computer games, surfing the Internet, and watching TV/Movies. Most students preferred comedy, horror, and action movies. Favorite sports included badminton and

basketball. Top country destinations were the USA, Singapore, and HongKong, while the top time destination of choice is the past. Jose Rizal is a famous person most would like to meet, along with One Direction band members, and popular local Filipino stars Daniel Padilla and Kathryn Bernardo. Most of the students still see medicine and law as choice careers in the future.

### **Instruments**

To study the effects of a Sustained Silent Reading Program (SSRP) using YA literature based on identified pleasure reading habits and preferences on adolescents' reading motivation and comprehension, the following instruments were used: the Adolescent Motivation to Read Profile (AMRP), the Manhit-Hermosa Diagnostic Reading Test (MHDRT), the SSRP Observation Checklist, and Individual Reading Log.

#### ***The Adolescent Motivation to Read Profile (AMRP)***

To answer the first research question, *Will reading for pleasure through a Sustained Silent Reading Program (SSRP) using Young Adult (YA) literature based on preferred topics and genres improve adolescent readers' reading motivation?*, students were asked to answer the Adolescent Motivation to Read Profile (AMRP), a 2007 public domain document, revised from the original Motivation to Read Profile (MRP) developed and standardized by Gambrell, Palmer, Codling, and Mazzoni (1996). The revisions in the AMRP by Pitcher et al., 2007 were done to provide for more flexibility, in-depth probing and deeper insight into teens' reading experiences, attitudes, and motivations.

Like the MRP, the AMRP consists of two basic instruments: the Reading Survey, which is a self-reported group-administered ten-point multiple-choice format survey and the Conversational Interview, designed to validate responses through individual question and answer sessions with select respondents.

Unlike in the original MRP which had three (3) sections and fourteen (14) questions, the AMRP Conversational Interview has four (4) sections and 22 questions. The first two (2) sections probe into motivational factors in narrative text and informational reading respectively, while the last two (2) sections elicit information on other factors related to general reading and comparing school to home reading. The interview was designed to be an informal, conversational exchange, and although the questions were scripted, and open-ended, the interviewer was instructed to dig deeper and deviate from the scripted questions to get more insight on the students' answers (Gambrell et al., 1996).

The Reading Survey has 20 items based on a four-point scale. In some questions, response options are sequenced from least positive to most positive and scores are assigned 1 through 4 respectively. On others, the response options and consequent scoring are reversed from most positive to least positive (see Appendix A). The highest total score possible is 80 points with 40 points for each of the two parts: Self-concept as a Reader and Value of Reading. A survey scoring sheet was utilized to tabulate students' test scores in both parts of the AMRP.

For this study, the Conversational Interview for the pretest was conducted with 10 students randomly selected from the 37 of the class or nearly 30% of the sample. A lower percentage, 25%, was used by Pitcher et al. (2007) in the formulation of the AMRP. Since pretesting time was limited before the implementation of the SSRP, the researcher deemed the percentage of interviewees as sufficient to validate the AMRP results for this sample. The same students were given the Conversational Interview for the post testing of the AMRP.

### ***The Manhit-Hermosa Diagnostic Reading Test (MHDRT)***

To answer the second research question: *Will reading for pleasure through a Sustained Silent Reading Program (SSRP) using Young Adult (YA) literature based on preferred topics and genres improve adolescent readers' reading comprehension?*, the Manhit-Hermosa Diagnostic Reading Test (MHDRT) was administered to the sample. The original Forms A and B were formulated in the 1960s, while the comparable forms C and D were formulated in June 1973 and selections in Forms C and D were subjected to the Dale-Chall Readability Formula, using a revised Dale List of 3,000 Unfamiliar Words for Filipino Children. From these computations, the selections were then revised to establish the targeted readability level. Pre-testing was administered to four schools involving 515 high school students and 260 elementary school students. Item analysis as a basis for the retention, improvement and elimination, was also done using indices of difficulty and discrimination. Revisions were consequently done to complete the final forms which were in turn administered to 471 student-subjects.

All forms of the DRT have three component parts and tested skills and abilities in Reading Vocabulary and Comprehension for Grade 4 through Grade 12. Part One has 50 questions and tests students' ability to make inferences as sensing mood, setting, point of view as well as grasp fully the writer's ideas. Students read the nine selections that correspond to a determined subject matter and reading ability level prior to answering corresponding questions. Part Two is a general vocabulary test while Part Three is a long, descriptive selection which students have to read only once and answer questions after (Hermosa, 1979).

As this particular study measures increases in reading comprehension ability of Grade 8 students, only a portion of Part One of the MHDRT Form C from the original test was used (Hermosa, 1979). Particularly, only Passages 1-7 (6 narrative and 1 expository text) with a total of 35 questions from the original 50 questions were included in the test. The passages are all short at 3-4 paragraphs each and arranged in increasing difficulty corresponding to readability levels of Grades 4 through 9. There are five (5) multiple choice questions that follow each passage and these test particular reading skills in students as listed in Table 3.2.

Table 3.2: Reading skills in the MHDRT (Manhit, 1979)

Skills Involved	Form C	
	No. of Test Items	Total No. of Questions
Grasping details presented	1, 23, 27, 31	4
Grasping main idea	13, 18	2
Drawing inferences		
1) Inferring meanings of words	30	1
2) Sensing character	3, 9, 12, 25, 28	5
3) Inferring meanings of phrases	8, 16	2
4) Sensing the mood	5, 7, 20, 21	4
5) Sensing the point of view	4, 10, 24	3
6) Producing evidence	33, 34	2
7) Sensing the setting	2, 6, 11, 22	4
Seeing relationships	14	1
Drawing conclusions	15, 19, 29, 35	4
General information	17, 26, 32	3
	35	35

For items in Part One of the MHDRT, students may refer to the passages, allowing for full competency and comprehension strategy use in answering the questions (Manhit, 1979). Table 3.3 lists the passages' theme, word count, readability level, and number of questions:

Table 3.3: The MHDRT structure

PASSAGE THEME	WORD COUNT	READABILITY LEVEL	NO. OF QUESTIONS
Children Story	158	Lower Grade 4	5
Our Historical Past	196	Grade 4	5
Early Adolescent Story	222	Grade 5	5
An Unusual Experience	176	Grade 6	5
Description of Nature	156	Grade 7	5
Character Study	165	Grade 8	5
Biological Science	249	Grade 9	5

### ***The SSRP Behavior Observation Checklist***

To monitor, document and evaluate the individual sessions of the SSRP, the SSRP Behavior Observation Checklist was utilized. The Behavior Observation Checklist is a simple log that is accomplished during the SSR program time. It is based on the SSR observation log used by Fisher (2004) to assess a school's SSR program and the Silent Reading Behaviors Observation Checklist used by Kelley and Clausen-Grace (2009) to document student behavior during independent reading time. The evaluator notes down names of students every SSRP time and ticks observable behavior of engagement or disengagement while reading during the SSR time. The evaluator chooses five (5) students randomly or students who need close supervision and regular checking by the researcher. The Engaged Reading behavior are *Book In Hand*, *Eyes Follow Text*, and

*Turns Pages* while the Disengaged Reading behavior are *Out Of Seat, Looks Up/Around Room, Talks, and Switches Books*. As the observation is done for the whole period of the SSRP, students may display both behaviors.

This tool provided valuable qualitative input to identify students' reader profiles and to provide the necessary teacher support and guidance during SSR time. It also assisted in documenting the monitoring and observation of students during the program. Additionally, it provided qualitative insights and anecdotal evidence into students' changing behaviors as the program ran its course and the descriptive support to the quantitative data gathered (see Appendix B).

### ***The Individual Reading Log***

The students' Individual Reading Log (see Appendix C) which each student filled up with the date, title of book read, beginning and ending page and reason if book was abandoned, gave the researcher important qualitative data. The book log provided a tally of what book the students were reading at the moment, the books they finished reading, the number of pages they read in each SSRP session, and books they abandoned and reasons why.

### ***Additional Instrument: The Reading Habits and Preferences Inventory***

A survey was administered to identify the reading preferences and habits of the adolescents in the sample. It investigated the following aspects of their pleasure reading habits:

- Do adolescents read for pleasure?
- If they read, what do they read, when and why do they read? Who influences their reading?
- If they do not choose to read, why and what would they be rather doing?
- What topics and themes do they like to read about?
- What literary genres and forms are most chosen by teens who read?

To answer these questions, students were asked to answer a researcher-developed Reading Habits and Preferences Inventory. The questionnaire is based on the samples provided by Layne (2009), Miller (2009), and Kelley and Clausen-Grace (2009); and it was reviewed by a team of literacy and reading experts. As these previous studies have described, inventories like these give invaluable information about the type of reading done in and outside the classroom and provide a useful profile of the readers.

The survey results of the Reading Habits and Preferences Inventory served as a basis for individual book recommendations and title suggestions for the SSRP as it provided a list of topics, themes, genres, and forms that guided the selection and acquisition of books and other materials (see Appendix D). Part One of the survey

involved questions on students' reading habits (when and where they read), preferences (genres, forms, topics, characters), reading influences, as well as specific titles that they have read or would like to read. Part Two of the survey inquired about their interests, hobbies, and activities that they like to do for pleasure or in their spare time.

### **Intervention: The Sustained Silent Reading Program (SSRP)**

The intervention covered three (3) quarters/grading periods over a period of six (6) months (July to December 2013). Throughout the SSRP implementation, at 30 minutes each session on an average of four times a week, students were required to read YA literature books based on the topics, themes, genres and forms identified through the Reading Habits and Interests Inventory administered to them at the start of the study and made available by the researcher. The SSRP had the following features:

1. **Book Choice:** Guided by principles on choice set by Kindig, 2012 and Kittle, 2013, as well as the studies made by Hughes-Hassell and Rodge, 2007 and Ivey and Broaddus, 2001, the researcher allowed the students to choose from the books made available to them; collected based on the reading inventory they accomplished. Students were also allowed to bring books from home if no book was chosen from the ready collection.
2. **Required to Read:** As recommended in organizing effective SSRPs (Krashen, *Free Voluntary Reading*, 2011), students were monitored during the reading time to make sure they were reading and were not engaged in any other activity like doing homework for other subjects, chatting with classmates, etc.

3. **Teacher Input:** During the SSR time, the researcher acted as a role model by reading for pleasure herself, engaging in intervention with book suggestions, book chats with individual students or groups of students, etc. when needed. This critical role of teachers was described by Miller, 2009 as very important and critical to any successful reading program in the classroom.
4. **Freedom to Abandon:** Students were allowed to abandon or stop reading any book that they deemed uninteresting or difficult and to choose a different book. This is applying principles of SSR in the study by Garan and DeVoogd, 2008.
5. **No output:** Students were not required to submit any output in whatever form. However, when particular students felt the need for any type or form of response, they were not forbidden nor were other students required to follow or conform. This is a feature of a successful SSR programs as described in the study by Lee, 2011.
6. **Self-monitoring:** Strommen and Mates, 2004 stress that “readers” ultimately take responsibility for their reading. Thus, during the SSR time for this study, students were asked to maintain an individual reading log to monitor their reading. These logs were used as documentation for observation and monitoring by the researcher and were collected at the end of each session.

### ***The Library Collection***

Using the results of the Reading Habits and Preferences Inventory and guided by the sample’s choice of themes, topics, genres and types of reading materials, a total of

125 books and other printed reading materials were acquired for the intervention. Table 3.4 lists number of titles per genre:

Table 3.4: The library collection by genre

Genre	No. of Titles	Genre	No. of Titles
Young Adult	125		
Fantasy/Adventure	31	Realistic Fiction/Humor	5
Adventure/Classic	4	Realistic Fiction/Drama	13
Science Fiction	3	Manga/Graphic Novels	23
Mystery/Horror	6	Short Stories	5
Romance/Drama	5	Popular Fiction/ Chick Lit	7
Fantasy/Romance	14	Animal Stories/Drama	2
Humor/Adventure	7		

Forty-eight titles (38% of the collection) were specifically named by the students as books they wanted to read for the SSRP while the rest were researcher choices based on the genre/topic/theme preferences identified by the students before the study. While majority of the library was acquired before the implementation of the SSRP, some titles were purchased and made available as the SSRP progressed and when students requested for particular titles and themes.

In putting together the library collection, the researcher also had to consider preferences on genre, forms and themes based on gender. Since the class was almost divided in half among boys and girls, the library needed to be balanced between the two.

The collection's titles, genres and the reason for their inclusion in the SSRP library are listed in a table in Appendix E.

### **Data Collection Procedure**

Data were collected at three points in the study:

1. Preparation for the Intervention
2. Pre-Intervention Testing: Pretest of AMRP and MHDRT
3. During Intervention: SSR Behavior Observation Checklist and Individual Reading Log
4. Post-Intervention Testing: Posttest of AMRP and MHDRT and Comparison Group Testing of AMRP and MHDRT

This experimental study attempted to observe and gather information regarding the role played by reading for pleasure through a Sustained Silent Reading Program (SSRP), in improving the reading motivation and reading comprehension of the target adolescent readers.

### *Step 1: Preparation for the Intervention*

The first step in the actual data collection procedure was obtaining permission from the school administrators. As the chosen high school was a laboratory school, under the direct supervision of a College of Teacher Education, permission was sought from the President of the University, the Dean of the College and the Principal of the laboratory high school. Once these were granted, the pre-intervention phase of the study began.

The Reading Habits and Preferences Inventory was administered to a total of 110 respondents (3 sections) of Grade 7 students in March 2013 of the previous school year 2012-2013. This was done to immediately identify reading preferences in terms of genres, topics, and themes as well as the reading habits and interests of these incoming Grade 8 students. Doing so enabled the researcher to start building up the library of reading materials and books needed for the SSRP implementation for the following school year, SY 2013-2014. Purchase and accumulation of the library collection were done over the summer months. The library was set up in a specially marked and secured book cabinet in the sample class' homeroom classroom.

Before June 2013, when the students' sections were finalized and the target section was selected, the sample students' survey forms were separated from the 110 respondents to inform the selection of books for the SSRP, which was done in April and May or prior to the beginning of the school year.

Isolating the class' survey results also gave the researcher valuable insights on the sample's reading habits and preferences, profiling each student in the class and providing useful information for the researcher, especially with regards to what things the students are interested in, what they do in their spare time, the places they want to visit, famous people they want to meet, and their career aspirations for the future. As the sample class was identified at the beginning of the school year, their parents' consent to participate in the study was also gathered.

### ***Step 2: Pre-Intervention Testing - Pretest of AMRP and MHDRT***

A few days into the new school year and prior to the implementation of the SSRP, a baseline testing of the AMRP was done to establish reading motivation levels of the students. Two (2) teacher-research assistants were trained by the researcher to help with the interviews to facilitate the process before the SSRP could be implemented. Both assistants underwent mock interviews first to simulate actual interviews with the students and were primed to keep in mind that the primary purpose of the interview is to generate information that will give more insight into students' reading experiences primarily by validating their responses in the AMRP Reading Survey. The pretesting of the AMRP was done over two meetings of the Sample's English Class.

To measure the sample's reading comprehension levels before the SSRP, a portion of Part One of the MHDRT Form C was also administered to the sample by the researcher in August 2013. This test was a group sit-down test and did not require any

validation interview after. The pretesting of the MHDRT was done in one meeting of the Sample's English Class.

***Step 3: During Intervention - SSRP Behavior Observation Checklist and Individual Reading log***

The students then went through the SSRP for three (3) quarters. The SSRP sessions were scheduled for a minimum of 30 minutes after the end of the last period, which was English Class, every Tuesday, Wednesday, Thursday, and sometimes Friday. As Fridays were sometimes assigned to augment the classes' MAPEH class when students needed additional time for their class projects in the said class, holding the SSRP every Friday was not assured.

For each of the SSRP session, the library collection was made available to the students. During the SSRP, students were asked to choose a book for reading. They accomplished their Individual Reading Log to track their reading for all of the SSRP sessions, noting the title of the book and the pages they read. Students could continue reading a book they have been reading in the previous session, or they can abandon this and choose another available book in the cabinet.

Most students in the sample were present in all of the SSRP sessions with a few exceptions. Two students who were members of the school's varsity basketball team were regularly pulled out immediately after school. Although they were able to attend some of the SSRP sessions, they made up for their absences by borrowing books from the

library collection to bring and read at home. One student also missed one week of the SSRP because of sickness.

Of the 50 sessions of the SSRP implementation on the sample class, only 25 were observed using the checklist. Observation was limited to the availability of a researcher-assistant who noted the students' behavior while the SSRP was ongoing. On the last month of the SSRP implementation, the checklist was almost unnecessary as there was no noted negative reading behavior.

In half or 25 instances of the fifty (50) SSRP sessions, five students were randomly observed using the SSRP Behavior Observation Checklist. The research assistant would sit at the back of the room with the checklist and pick random students to observe.

#### ***Step 4: Post-Intervention Testing: Posttest of AMRP and MHDRT and Comparison Group Testing of AMRP and MHDRT***

Post tests of the AMRP and MHDRT were administered to the sample after the intervention to determine the effects of the reading program intervention on their reading motivation levels and comprehension abilities. Both post tests were accomplished by the researcher in January 2014.

To isolate the results of the post testing of the AMRP and the MHDRT as a function of the reading program implementation, a comparison group post testing was also done using the same instruments to another grade 8 section after a few days. The other grade 8 section that was chosen by the same English teacher, coincidentally was

also the honors class of grade 8. The choice was random and was based on the teacher's available schedule to free up a class for group testing. The results of these tests were also collected and analyzed.

### **Data Analysis Procedure**

This research explored a single independent variable, that is, the implementation of a Sustained Silent Reading Program (SSRP) in a sample class of adolescent students. To answer the first and second research questions, quantitative and qualitative analyses were done on the data gathered.

#### ***Quantitative Analysis***

Throughout the different intervention and testing periods, data from the AMRP Reading Survey and MHDRT were subjected to hypothesis testing using the *t-test* to determine significant changes, if any, brought about by the intervention on students' reading motivation and reading comprehension mean scores. The *t-test* is a parametric statistical test used to see whether a difference between the means of two samples is significant. The paired *t-test* for dependent or correlated means is used to compare the mean scores of the same group before and after a treatment to see if any observed gain is significant (Fraenkel, Wallen, and Hyun, 2012). In all the computed *t-test* data analysis for tests scores of the sample class, the one-tailed test of statistical significance as a directional positive difference between computed means (an increase in the means between pretest and posttest) would support the research's hypothesis. The null

hypotheses may be rejected if p values are not larger than  $p = 0.05$  or the 5% level of significance.

Additionally, the results of the AMRP Reading Survey and MHDRT on the comparison group of grade 8 students were also subjected to hypothesis testing using the *t-test* for independent samples to determine differences of means between the two sections. The *t-test* for independent means is used to compare the mean scores of two different or independent groups to see if any observed difference is significant (Fraenkel, Wallen, and Hyun, 2012). In the computed *t-test* data analysis for this, the two-tailed test of statistical significance was used as the researcher did not know which group would have the higher mean. The comparison with the other Grade 8 class was done to check if the means with that of the sample class were significantly different. As with the one-tailed test, a significant difference in means may be concluded if p values are not larger than  $p = 0.05$  or the 5% level of significance.

### ***Qualitative Analysis***

Qualitative data were first collected by scrutinizing individual responses to questions in the AMRP Reading Survey and the Conversational Interview. In the AMRP Reading Survey, students' answers in the posttest survey were compared to their pretest answers administered before the implementation of the SSRP to measure qualitative differences in reading motivation. The AMRP Conversational Interview also yielded individual responses from the chosen students. The responses before and after the intervention were compared.

To measure qualitative changes in reading comprehension levels, students' answers in the MHDRT were studied to identify items incorrectly answered by tallying errors per passage before and after the SSRP. This showed how the students' comprehension skills developed.

The SSRP Behavior Observation Checklist accomplished during each session gave descriptive data on students' behavior during the SSRP. Compared over the implementation period, the data from this checklist gave information on how the students' particular behaviors towards reading for pleasure generally changed during that period. Each particular observed behavior of the five (5) randomly selected students for each SSRP session was marked as either engaged or disengaged, counted and plotted in a scatter plot diagram to provide a visual representation of the tallied behavior to clearly show the difference in behavior observed. This traced engaged reading behavior counts versus disengaged reading behavior counts for each SSRP session.

Meanwhile, the Individual Reading Log listed the number of books each student read and abandoned throughout the SSRP. These logs were collected, collated, and studied at the end of the SSRP implementation to see patterns and or trends in terms of what books the students chose to read, to finish or to abandon. Both these tools were used to support data analysis at the end of the research to provide qualitative documentation of students' behaviors that characterized motivation and engagement during SSRP time.

## CHAPTER 4 PRESENTATION AND ANALYSIS OF DATA

This study investigated the effects of a Sustained Silent Reading Program, organized around the principles of reading for pleasure and using YA literature selected based on identified reading preferences and habits, on the reading motivation and comprehension of adolescents.

For a period of 50 meetings in three (3) quarters from June 2013 to December 2013, a heterogeneous class of Grade 8 students was observed during the SSRP sessions for a minimum of 30 minutes each session using an observation checklist. Pretests and posttests to measure changes in reading motivation and comprehension were also administered. Quantitative data from these tests as well as qualitative input from the instruments were gathered and analyzed to help answer the research questions posed in the study:

1. Will reading for pleasure through a Sustained Silent Reading Program (SSRP) using Young Adult (YA) literature based on preferred topics and genres improve adolescent readers' reading motivation?
2. Will reading for pleasure through a Sustained Silent Reading Program (SSRP) using Young Adult (YA) literature based on preferred topics and genres improve adolescent readers' reading comprehension?

## Reading Motivation

To answer the first research question, *Will reading for pleasure through a Sustained Silent Reading Program (SSRP) using Young Adult (YA) literature based on preferred topics and genres improve adolescent readers' reading motivation?* both quantitative and qualitative data were analyzed.

### *Quantitative Analysis*

To measure increases in students' reading motivation, the pretest and posttest means of the AMRP were analyzed using the paired two sample *t*-test of the results from both tests given to the sample Grade 8 class. The pretest of the AMRP was conducted in July 2013 while the posttest was administered in January 2014. Both tests were given to 36 students only of the class as one student was absent.

Table 4.1: Pretest and posttest results of AMRP to test for differences in reading motivation

	<i>Pre Test</i>	<i>Post Test</i>
Mean	58.22	62.19
Variance	41.55	52.50
Observations	36	36
Df	35	
t Stat	4.03	
P(T<=t) one-tail	0.000140966	
t Critical one-tail	1.689572458	

Table 4.1 shows that the calculated value of *t* at 4.035 is greater than the critical values of *t* at 1.6896 required for 0.05 level of significance. Looking at the p-value at

0.05 level of significance computed at 0.000140966, there is strong evidence that the difference between the means of the pretest and posttest of the AMRP administered to the sample class is not merely a chance occurrence but indeed represents a real difference between the motivation levels of the sample in the pretest and posttest. Figure 6 is a visual representation of the AMRP mean scores of the Sample class measuring the students' reading motivation. The light gray bars represent the pre-test scores, while the dark gray bars represent the post test scores.

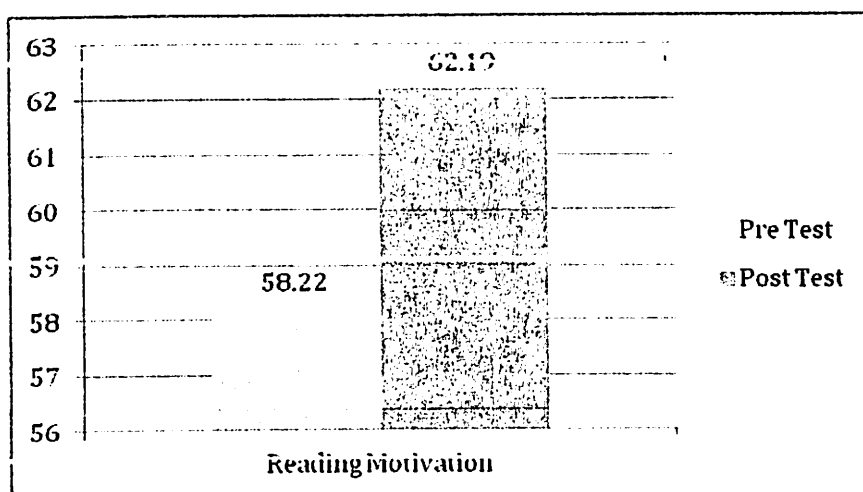


Figure 6. AMRP mean scores of the sample class

The data clearly show that *there is a significant positive change between the reading motivation of the subjects before and after the implementation of the SSRP.* Furthermore, the null hypothesis - reading for pleasure through an SSRP using YA literature based on preferred topics and genres will NOT significantly improve adolescent readers' reading motivation - can be rejected. This means that the reading motivation

levels of the sample as measured by the AMRP *have improved* from the pretest to the posttest with their participation in the SSRP.

This is consistent with studies by Clark and Rumbold (2008), Krashen (2011), and Gambrell (2011) that prescribe increased opportunities to read for pleasure, especially books and materials based on personal interests and preferences in a free reading program such as an SSRP to raise students' motivation to read.

Table 4.2: Pretest and posttest results of differences in self-concept and value of reading of the AMRP

	SELF-CONCEPT		VALUE OF READING	
	<i>PRETEST</i>	<i>POSTTEST</i>	<i>PRETEST</i>	<i>POSTTEST</i>
Mean	27.78	29.94	30.44	32.25
Variance	12.29	16.00	14.14	22.76
Observations	36	36	36	36
Df	35		35	
t Stat	-4.493073927		-2.437005034	
F(T<=t) one-tail	0.000036697		0.010016907	
t Critical one-tail	1.689572458		1.689572458	

The table 4.2 shows that the absolute values of *t* for both Self-Concept and Value of Reading are greater than the critical values of *t* at 1.6896 required for 0.05 level of significance. The p-value at 0.05 level of significance computed at 0.000036697 and 0.010016907 for Self-Concept and Value of Reading respectively also indicates strong evidence that the difference between the means of the pretest and posttest for Self-Concept and Value of Reading represents a real significant difference. Figure 7 is a visual representation of the AMRP mean scores of the Sample class for Self-Concept as a

Reader and Value of Reading. The light gray bars represent the pre-test scores, while the dark gray bars represent the post test scores.

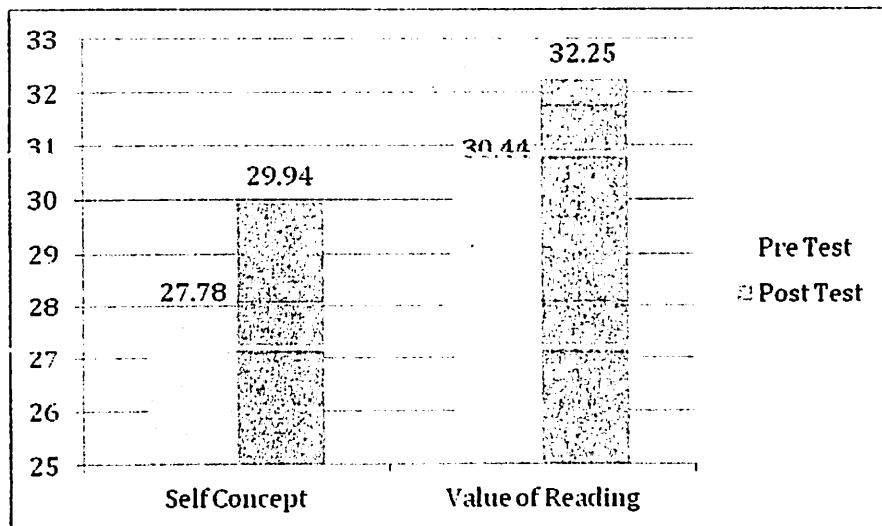


Figure 7. AMRP mean scores for self-concept and value of reading

The data clearly show that *there is a significant positive change between the students' Self-Concept as readers as well as their perceived Value of Reading as factors of their increased reading motivation after the implementation of the SSRP*. The students in the Sample see themselves more as readers and put more value in reading after the SSRP implementation. This reinforces the previous finding that the reading motivation levels of the sample as a whole, as measured by the AMRP *have improved* from the pretest to the posttest with their participation in the SSRP.

This is consistent with Pitcher et al. (2007) research findings that improvement in the two factors determining reading motivation are the direct causes of students' increased reading motivation in general. Students who see themselves as better readers

compared to their peers and who realize the value of reading more are clearly motivated to read more.

### *AMRP Comparison Group Testing*

To compare means in the AMRP posttest scores of this Grade 8 class, another posttest of the AMRP was administered to a different Grade 8 class as a comparison group. Table 4.3 presents the results:

Table 4.3: Posttest results of AMRP to test for differences in reading motivation between sample and comparison classes

	<i>SAMPLE CLASS</i>	<i>COMPARISON CLASS</i>
Mean	62.19	61.28
Variance	52.50	56.27
Observations	36	35
Df	69	
t Stat	0.518967185	
P(T<=t) one-tail	0.302722098	
t Critical one-tail	1.667238549	
P(T<=t) two-tail	0.605444196	
t Critical two-tail	1.994945415	

The calculated value of  $t$  at 0.518967 is lower than the critical values of  $t$  at 1.6673 required for 0.05 level of significance; the null hypothesis – that reading for pleasure through an SSRP using YA literature based on preferred topics and genres will NOT significantly improve adolescent readers' reading motivation – therefore, cannot be rejected. Evidently, the  $p$ -value at 0.05 level of significance computed at 0.302722098 for the one-tailed test and 0.605444196 for the two-tailed test, being larger than 0.05,

provides further proof that the difference between the means of the AMRP given to both classes **does not** represent a real difference in the levels of reading motivation of the two classes. Therefore, *there is no significant difference in the reading motivation of students in the two sections after the implementation of the SSRP*. Figure 8 show the AMRP value from the post test results of the Sample class and the Comparison class.

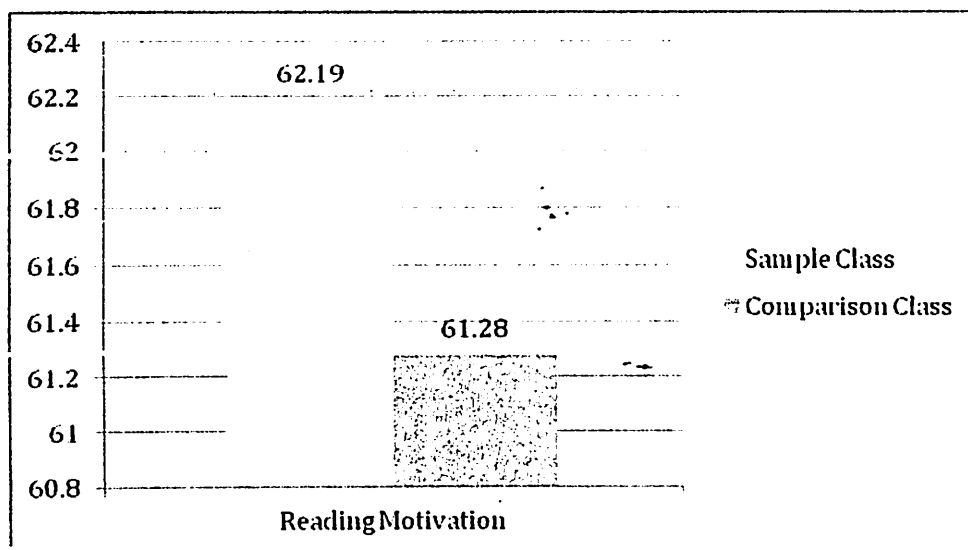


Figure 8. AMRP post test results of sample class and comparison class

It should be remembered that the Grade 8 class used as Comparison Class is the Honors Grade 8 Section and is comprised of students with the highest grades in all Grade 8 sections. The students in this class are expected to have high self-concepts as readers and value reading more because of academic success across subjects in the previous grade level. These students already see themselves as good readers and know the importance of reading and could have high levels of reading motivation to begin with, compared with the sample class, even if they did not participate in the SSRP. However,

while the data show that the difference in the means of the two classes is not statistically significant, the AMRP posttest mean of the Sample Class is still *higher* than that of the Comparison class. Ultimately, this means that the students of the Sample Class have higher reading motivation levels or are more inclined to read than the Comparison class.

### **Qualitative Analysis**

#### ***AMRP***

Since the results of the AMRP posttest generally showed significant improvements from pretest levels, the students' individual answers to the 20 questions in the AMRP Reading Survey were examined to gain qualitative support for the emerging findings relating to increased reading motivation.

Particularly, the responses to eight (8) items were isolated (4 items for Self Concept as a Reader and 4 for Value of Reading). While most answers in the post test reflected a positive change from the pretest, the answers to these eight (8) items displayed the most apparent changes in the students' choices in the scale. Gambrel et al. (1996) encouraged careful examination of individual responses in the Reading Survey of the MRP because of the highly individualized nature of motivation. Doing so enables teachers using the tool to glean deeper insights, see trends and patterns and ultimately create more meaningful, motivational instruction to students. These items and responses are summarized in Table 4.4:

Table 4.4: Qualitative analysis of AMRP reading survey items

AMRP QUESTIONS	PRE	POST	PRE	POST	PRE	POST	PRE	POST
2. Reading a book is something I like to do	Never		Not Very Often		Sometimes		Often	
	0	0	4	4	27	15	5	17
3. I read _____.	Not as well as my friends.		About the same as my friends.		A little better than my friends.		A lot better than my friends.	
	6	3	19	16	11	14	1	3
6. I tell my friends about good books read.	I never do this.		I almost never do this.		I do this sometimes.		I do this a lot.	
	5	5	6	4	24	15	1	12
7. When I am reading by myself, I understand _____.	Almost everything I read		Some of what I read		Almost none of what I read		None of what I read.	
	19	28	17	8	0	0	0	0
9. I am a _____.	A poor reader.		An OK reader.		A good reader.		A very good reader.	
	1	0	21	13	14	15	0	8
12. Knowing how to read well is _____.	Not very important		Sort of important		Important		Very important	
	0	0	2	1	7	4	27	31
14. I think reading is _____	A boring way to spend time		An OK way to spend time		An interesting way to spend time		A great way to spend time.	
	2	1	11	7	16	10	7	18
20. When someone gives me a book for a present, I feel _____	Very Happy		Sort of happy		Sort of unhappy		Unhappy	
	16	21	17	15	3	0	1	0

For item no. 2: *Reading a book is something I like to do*, pretest responses of SOMETIMES numbered 27 while only 5 answered OFTEN. In the posttest, however, responses of SOMETIMES went down to 15 while 17 students now answered OFTEN, an increase of twelve students. This is consistent with Strommen and Mates' study (2004) that reports increased motivation to read in students who are consistently given more opportunities to do so.

For Item no. 3: *I read (blank)*, where students are asked to compare themselves to their friends in terms of reading, in the pretest, 6 students said they did not read as well as their friends while only three 3 felt this way in the posttest. More importantly, 14 students in the posttest, as against 11 in the pretest, felt that they were A LITTLE better

than their friends in reading, and 3 felt they were A LOT better in the posttest than just only 1 in the pretest. Access to books and time to read during SSRP may have increased these students' confidence in reading as against their friends who did not participate in the program. This is consistent with the 2007 Hughes-Hassel and Rodge study that reports students recognizing that the more they read, the better readers they become.

For Item no. 6: *I tell my friends about good books I read*, 24 said SOMETIMES while only 1 student reported doing this A LOT in the pretest. In the posttest, 15 answered SOMETIMES and 12 said they did this A LOT. The students' increased confidence in their reading has given them reasons to make their reading a source of social interchange and involvement that they would want to share what they are reading with their friends (Edmunds and Bauserman, 2006).

For Item no. 7: *When I am reading by myself, I understand (blank)*, 19 students answered that they understand almost everything they read in the pretest. This number increased to 28 in the post test. This means that more students self-reported improved comprehension from pretest to posttest.

Item 9 asked the students to evaluate themselves as readers. In the pretest, students said that they felt they were OK (21 responses) and good (14 responses); the posttest results showed more students feeling they were GOOD readers (15) and VERY GOOD readers (8). This means that by the end of the intervention, more students saw themselves as better and more competent readers than they were at the start. The improved self-perception as readers is a strong indication of increased motivation to read;

as students feel more confident about their success in reading, the more engaged they become and the more they would want to read (Pitcher et al., 2007).

Item number 12, on what they think of reading as a way to spend time, showed interesting results. The number of students who saw it as a GREAT way increased from 7 students in the pretest to 18 in the posttest. Similarly, students who are very happy to receive books as a present also increased from 16 in the pretest to 21 in the posttest.

All these changes from pretest to posttest answers in the Reading Survey of the AMRP indicate a qualitative increase in the sample's reading motivation after the implementation of the SSRP. This is consistent with the literature on assessment of students' motivation to read pointing to self-perceived competence and task value as indicators of motivation and engagement in a task. When readers perceive reading as valuable and important, and believe that they are capable and competent in it, the more motivation they have for doing it and doing it more often (Gambrell, Palmer, Codling, and Mazzoni, 1996).

Qualitative data on the students' reading motivation were further strengthened by the AMRP Conversational Interview conducted to the same 10 students before and after the SSRP, which was more than 30% of the sample class. For example, there were interesting replies to the question, "*Did you read anything at home yesterday? What?*" Prior to the SSRP implementation, students' replies were mostly none or a notation of a textbook reading assignment. After the SSRP implementation, however, some students mentioned titles of books they were reading for pleasure at home: *Catching Fire*, *The*

*Mocking Jay, Percy Jackson and the Sea of Monsters, Diary of a Wimpy Kid*, popular fiction from Summit Media (*She's Dating a Gangster, 548 Heartbeats, Despicable Guy, For Hire: Damn Good Kisser*), and *The Fault in our Stars* by John Green.

Also, answers to the questions “*Tell me about your favorite author*” and “*Do you know about any books right now that you'd like to read?*” revealed differences before and after the SSRP. While responses in the pretest were again mostly, “none” and “any”, in the posttest answers, students gave specific names of authors and titles of books (J.K. Rowling, Suzanne Collins, Nicholas Sparks, *Trese 6, Divergent*, and new Summit Media fiction. The follow up question to the two questions, “*How did you find out about these books?*” which was left blank in the pretest had a single unanimous answer in the posttest: “BOOKWORM”, the SSRP name.

Another positive change in responses relating to reading motivation is for question 3 of Part D: “*Have any of your teachers done something in reading that you really enjoyed? Could you explain some of what was done?*” Students who were interviewed answered negatively or did not answer the question at all in the pretest but referred to the researcher and BOOKWORM in the posttest. When asked to elaborate, students were enthusiastic about describing how the SSRP had motivated them to start reading; expressing that the books that were available were interesting and fun; and stating that the researcher gave them good suggestions on what to read or helped them make book choices based on what they were interested in. Some of these responses were:

*"BOOKWORM talaga made it easier for us to read kasi there's always books in the classroom and everything is interesting and bago. The books are also about stuff we like. I've read more books because of BOOKWORM and I learned more words to add to my vocabulary."* (Student 1)

*"Getting to read every BOOKWORM time is something na inaabangan kasi hindi naming pwede iuwi yung books. But BOOKWORM really introduced us to a lot of books that are interesting and type naming basahin."* (Student 2)

Probing into after-school literacies, or reading they do outside of school, pretest answers to the questions, *"Do you have a computer at home? How much time do you spend on the computer a day? What do you usually do? What do you like to read when you are on the Internet?"* were mostly "Facebook, Instagram, surfing, or playing computer games". Posttest answers, however, now included "Looking for definitions of new/unfamiliar words," "reading news articles and e-books," and "Whattapad" (a new site for fiction for teenagers). Some responses were:

*"Before it was just Facebook or Instagram. Now I Google new words I've learned or new books I can read."* (Student 3)

*"Teacher said that I should look up Asperger's disease (from the book I read) on the Internet and I did."* (Student 4)

In the pretest of the AMRP Conversational Interview, students interviewed had a common view of reading – that it is mainly an activity connected to school, that it is

mostly boring and difficult in content and vocabulary, and something they really do not do in their free time. In the posttest, however, the students' attitudes about reading were remarkably different from the pretest. This time, they talked eagerly about the books they were able to read throughout the SSRP and even excitedly named books that they want to read now that they have gotten used to reading and found it to be a pleasurable and enjoyable activity. There were also sentiments of sadness over the activity ending because, according to the students, the SSRP was something they looked forward to everyday. Reading the books in the SSRP allowed them time and opportunity to immerse themselves into the characters and the stories they were reading (about). With the end of the activity, the students expressed regret over not having access to the "good" books anymore and that they would be left with just the stories in their English textbook.

*"Sayang that the BOOKWORM activity can't go on all the time kasi wala na kaming magandang books to read." (Student 5)*

*"Some of the other classes were asking why we were chosen to do the activity (BOOKWORM) and hindi ko alam ang sinabi ko... pero I'm glad that we had this. Sana pwedeng maging all the time na lang." (Student 6)*

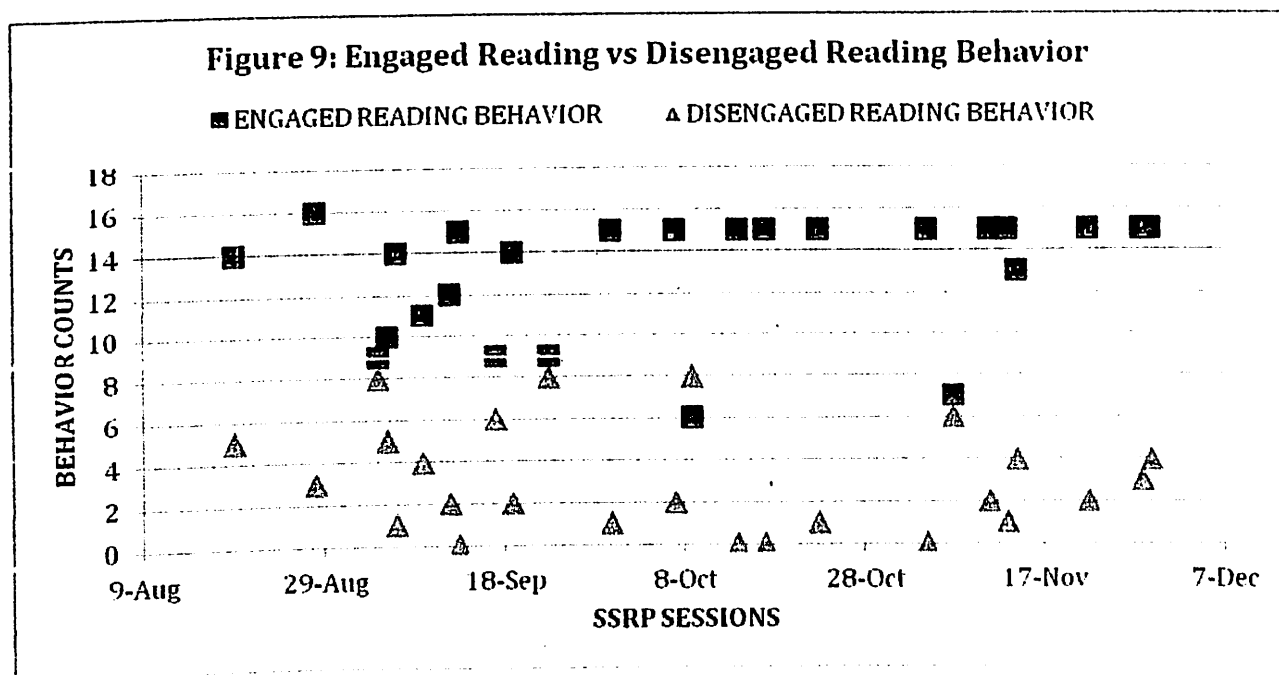
*"Yung books magaganda and Teacher is always nice about recommending other books to read. She's never pushy about what we want to read and she never requires anything so ok lang. Reading for pleasure. It was fun." (Student 7)*

### *SSRP Behavior Observation Checklist and Individual Reading Log*

Generally, when students were observed as engaged, their behaviors covered the three listed in the SSRP Behavior Observation Checklist as “book in hand,” “eyes follow text,” and “turn pages.” The most common disengaged reading behaviors on the other hand, when observed, were usually “out of seat” or “talks.” There were instances when students would pause from their reading to talk with their seatmates about the books they were reading, or they would ask the researcher or another classmate a question about what they were reading. These were not coded as disengaged reading by the research assistant since the discussion still involved the reading. These instances were noted in the checklist when these were observed in the student or students chosen for observation during a particular SSRP session. Some of the students’ questions or comments included the following:

- *When can we have the new Percy Jackson book included in the collection?*
- *What is Asperger's Disease? (referring to a condition mentioned in a book)*
- *Is the book (The Hunger Games) better than the movie?*
- *The movie was better than the book (Twilight).*
- *I like really sad stories like this one (The Fault in our Stars).*
- *Can we read about suicide? (13 Reasons Why)*
- *When will we get the next book? (Trese series)*
- *Can you get the next one? (I am Number Four series)*
- *How many books are in this series? (The Giver)*
- *Can I bring this home? (The Diary of a Wimpy Kid)*
- *Can you tell him (referring to a classmate) to read faster so I can read it next? (Percy Jackson)*
- *This is too hard to understand (The Chocolate War).*
- *Please look for the newly released book from Summit.*

To further analyze the data from the SSRP Behavior Observation Checklist, each engaged and disengaged behavior, as described by Kelley and Clausen-Grace (2009), was coded as one count and counting all behavior counts in one particular SSRP session, the scatter plot diagram illustrates the observed behavior of the students during the 25 SSRP sessions observed. Figure 9 clearly shows that engaged reading behavior counts far outnumber disengaged reading behavior counts for each SSRP session. There was only one time when the noted disengaged reading behaviors were higher than the engaged reading behavior instances. This was a day in October when an extra-curricular event was scheduled after the SSRP activity for the day, and since most of the students in the class were participating, many were distracted and busy preparing for the event rather than being focused on doing the SSRP that day.



The Individual Reading Log lists the student's chosen book and pages read for every SSRP session. It also notes if the student abandons a chosen book and the reason/s for it. The summarized data from these individual logs show that each student read an average of nine (9) books throughout the SSRP and abandoned only one (1). Books that were commonly abandoned were the classic titles: *Treasure Island*, *The Adventures of Huckleberry Finn*, *20000 Leagues Under the Sea*, *Pride and Prejudice*, *Diary of Anne Frank*, *A Christmas Carol*, and *The Strange Case of Dr. Jekyll and Mr. Hyde*. These were cited as boring. Some books were also abandoned because of their length, like *Harry Potter and the Goblet of Fire*, *The Barthelemus Trilogy*, *Eragon*, and *Lord of the Rings - The Fellowship of the Ring*. Some books were abandoned because students complained of the language as in the case of *Huckleberry Finn* and *A Christmas Carol*, which, although adaptations, still used language that students reported as "old English" or "too complicated." This echoes the anecdote of Kittle (2013) about the student Porter and his experience with *Beowulf*. Still other books were abandoned simply because the students found other books that interested them.

The most number of books read by one student is 17 while there was a student who read only 1 book throughout the SSRP (The student is a member of the Basketball Varsity Team and was pulled out often for practice). There were only two students who started the SSRP with books they brought from home but after two sessions, they also chose books from the collection. Table 4.5 summarizes the books students read and abandoned:

Table 4.5: Number of books read/abandoned

Number of books read	No. of Students	Number of Books Abandoned	No. of Students
1-5 books	6	0 books	13
6-10 books	15	1-2 books	16
11-15 books	15	3-5 books	7
>15 books	1	>5 books	1

Table 4.5 shows that 15 students each read 6 to 10 books and 11-15 books while 16 abandoned only 1-2 books in the duration of the SSRP. Thirteen (13) students never abandoned a single book and only one (1) student abandoned more than five (5) books. This book tally clearly displays that the students actually read and finished reading many of books during the program. The notation on abandonment of books meant that they exercised their freedom to choose books that were interesting to them and worth their time and effort to read. Also, since the most number of times that the students abandoned their previously chosen titles were only 1-2 times and 13 students never even abandoned a book even once, students were therefore not giving up on their first choice of books.

Making an individual tally of books read by each student according to genre yielded the following data, reflecting the genres arranged according to number of titles read:

Table 4.6: Number of books read by genre

Genre	No. of Titles Read	Genre	No. of Titles Read
Manga/Graphic Novels	92	Romance/Drama	18
Fantasy/Adventure	60	Fantasy/Romance	13
Popular Fiction/ Chick Lit	32	Humor/Adventure	13
Adventure/Classic	27	Realistic Fiction/Humor	10
Realistic Fiction/Drama	25	Science Fiction	4
Short Stories	23	Animal Stories/Drama	0
Mystery/Horror	22		

Table 4.6 shows that the most popular genre with the class is Manga/Graphic Novels (92), followed by Fantasy/Adventure (60) and Popular Fiction/Chick Lit (32). The titles in the Manga/Graphic Novels were most read not only because of the inherent popularity of the format but also perhaps because these were the shortest material and could be finished in one SSRP session, as against the rest of the collection which were all novels with chapters and would require longer reading period. The titles in the two most popular genres were students' choices or they were specifically named by students for inclusion in the collection, thus their popularity with the class. Some of these titles include *Trese 1-5*, *The Reaper*, *The Lost Years of Rizal 1-3*, *Pokemon*, etc. The fourth most popular genre, Adventure/Classic, however, are all teacher choice titles or chosen by the researcher for inclusion in the collection based only on the identified genre/topic/theme preference of the students (*Harry Potter Series*, *Percy Jackson Series*, and *Hunger Games*). That this genre was a popular choice might mean that genre/topics/themes preferences are considered by students when choosing a book to read; whether the title is their choice or the teacher's is not as important. Most titles in

this genre are also classic literature (*Moby Dick*, *20000 Leagues Under the Sea*, *Robinhood*, *Dracula*, *Treasure Island*, *Tom Sawyer*, etc.) and it is interesting to note that these were also read and enjoyed by the class.

The above discussion of the qualitative analysis of the AMRP, the Behavior Observation Checklist, and the Individual Reading Log further strengthen the quantitative results that **there is a significant improvement in the reading motivation of the sample after the implementation of the SSRP.**

### **Reading Comprehension**

To answer the second research question, *Will reading for pleasure through a Sustained Silent Reading Program (SSRP) using Young Adult (YA) literature based on preferred topics and genres improve adolescent readers' reading comprehension?* both quantitative and qualitative data were analyzed.

### ***Quantitative Analysis***

To measure increases in comprehension levels, the pretest and posttest means of the MHDRT were analyzed utilizing a paired two sample t-test from the results of both tests given to the sample Grade 8 class. Table 4.7 presents the results:

Table 4.7. Pretest and posttest results of MHDRT to test for differences in reading comprehension

	PRE-TEST	POST TEST
Mean	23.08	25.27
Variance	14.41	12.04
Observations	37	37
Df	36	
t Stat	-3.928306945	
P(T<=t) one-tail	0.000185726	
t Critical one-tail	1.688297714	

The calculated absolute value of  $t$  at 3.928 is greater than the critical values of  $t$  at 1.6883 required for 0.05 level of significance. Furthermore, looking at the  $p$ -value at 0.05 level of significance computed at 0.000185726, there is strong evidence that the difference in the means of the pretest and the posttest of the MHDRT is not merely a chance occurrence but indeed represents a real difference in the achievement scores of the sample. Figure 10 is a visual representation of the MHDRT means scores of the Sample class. The light gray bars represent the pre-test scores, while the dark gray bars represent the post test scores.

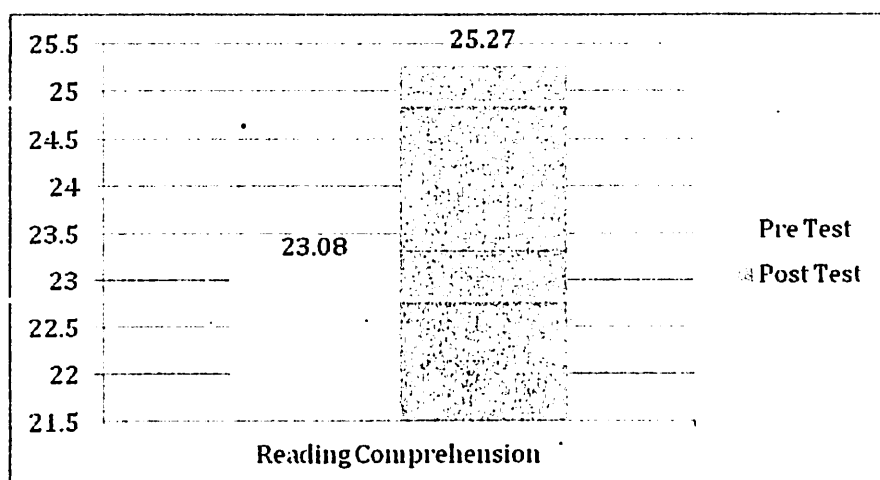


Figure 10: MHDRT mean scores of sample class

*The data clearly show that there is a significant positive change in the reading comprehension levels of the subjects after the implementation of the SSRP.* Furthermore, the null hypothesis – reading for pleasure through an SSRP using YA literature based on preferred topics and genres will NOT significantly improve adolescent readers' reading comprehension – can be rejected. This means that the reading comprehension levels of the sample as measured by the MHDRT have improved from the pretest to the posttest with their participation in the SSRP.

This is consistent with McLaughlin (2012) reporting that students' exposure to a wide variety of genres, types, and levels provides them with knowledge of text structures and improves comprehension while increasing reading motivation even further; and Strommen and Mates (2004) emphasizing the need to provide adolescent students with a variety of types and levels of text – the kind made available in a free reading program such as an SSRP.

### *MHDRT Comparison Group Testing*

To compare means in the MHDRT posttest, another posttest of the MHDRT was administered to a different Grade 8 class as a comparison group. This posttest was done a few days after the post testing of the first class. Table 4.8 presents the results:

Table 4.8. Posttest results of MHDRT to test for differences in reading comprehension between sample and comparison classes

	<i>SAMPLE CLASS</i>	<i>COMPARISON CLASS</i>
Mean	25.27	21.54
Variance	12.04	11.96
Observations	37	35
Df	70	
t Stat	4.563814876	
P(T<=t) one-tail	0.000010445	
t Critical one-tail	1.666914479	
P(T<=t) two-tail	0.000020889	
t Critical two-tail	1.994437112	

The calculated value of  $t$  at 4.5638 is greater than the critical values of  $t$  at 1.669 required for 0.05 level of significance. Furthermore looking at the  $p$ -value at 0.05 level of significance computed at 0.000010445 for the one-tailed test and 0.000020889 for the two-tailed test, there is strong evidence that the difference in the means of MHDRT given to both classes is not merely a chance occurrence but indeed represents a real difference in comprehension ability of the two classes. Figure 11 is a visual representation of the MHDRT posttest means between the Sample class and the Comparison class measuring reading comprehension levels of both. The light gray bars represent the Sample Class' test scores, while the dark gray bars represent the Comparison Class' test scores.

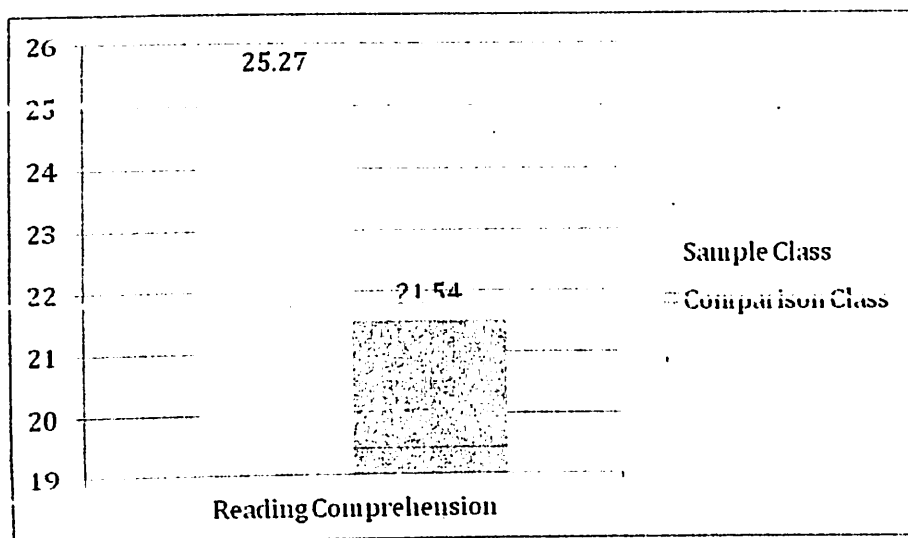


Figure 11. MHDRT post test results of sample class and comparison class

The data clearly show that *there is a significant difference in the reading comprehension of students in the two classes after the implementation of the SSRP with the sample class demonstrating better understanding than the comparison class.*

This is consistent with the assertion of Krashen (2011) and Fisher (2004) that students who are given access and opportunity to engage in pleasure reading through an SSRP develop improved reading comprehension ability than those who are not.

Again, it should be noted here that the Grade 8 class used as Comparison Class is the Honors Grade 8 Section and is comprised of students with the highest grades in all Grade 8 sections. The students in this class are expected to have high reading comprehension abilities and skills. They are skilled readers and use a variety of comprehension strategies to derive meaning from text. For the Sample class to get higher means in the MHDRT than the Comparison class and for the difference in the means to

be statistically significant is very relevant to the aims of this research. This shows that the intervention was effective in improving motivation and comprehension in the Sample class not only from levels before the implementation of the SSRP, but so much so that these even surpassed motivation and comprehension levels of the Honors class after the program.

### *Qualitative Analysis*

An analysis of the students' mistakes in the MHDRT before and after the implementation of the SSRP yields data on how their comprehension ability has improved. A quick tally show that students made 20% less mistakes – from 449 to 359 – in the posttest than in the pretest. The smallest contraction in students' mistakes from how many these were in the pretest, compared to how many in the posttest was in the lower levels of Grade 4 to Grade 7 while the biggest contraction was for passages in their actual grade level, Grade 8 and Grade 9, the grade higher. This means in the posttest of the MHDRT, the students made fewer mistakes, and thus had more correct answers, in the hardest passage in the test. Table 4.9 shows the students' mistakes in the passages corresponding to different readability levels.

Table 4.9. Qualitative analysis of the mistakes made in the MHDRT

READABILITY LEVEL	NUMBER OF MISTAKES		CONTRACTION (%)
	PRE	POST	
Lower Grade 4-5	86	78	(9%)
Grade 6-7	138	113	(18%)
Grade 8	117	88	(25%)
Grade 9	108	80	(26%)
TOTAL	449	359	(20%)

A closer examination of the mistakes reveal that in the pretest, the item with the most number of mistakes was number 30 of passage 6, which asked students to infer the definition of a particular word. Thirty one (31) students answered this item incorrectly in the pretest. In the post test however, only 19 students answered this item incorrectly. The second item with the most number of mistakes in the pretest was number 16 of passage 4, which asked students to infer the meanings of phrases. Twenty seven (27) students answered this item incorrectly in the pretest while 20 got this wrong in the posttest. The top 3 item with the most number of mistakes in the pretest was in number 33 of passage 7, which asked students to draw inferences by producing evidence. Twenty six (26) students made a mistake here in the pretest while only 19 did so in the post test. This lessening of mistakes is characteristic of improved comprehension ability in the sample students as described in past studies that reported improved scores in comprehension tests after a structured free reading time in school (Krashen, 1993; Fisher, 2004; Kelley and Clausen-Grace, 2006).

The above discussion of the qualitative analysis of the MHDRT Form C further strengthens the quantitative results **there is a significant improvement in the reading comprehension of the sample after the implementation of the SSRP.**

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains the summary, the conclusions, recommendations, and some final thoughts on the research.

#### Summary

This study looked into the effects of a Sustained Silent Reading Program (SSRP) – organized around the principles of reading for pleasure and based on personal preferences, interests, and habits in terms of themes, genres, and forms – on the reading motivation and comprehension of teenaged students. The participants in this study were a heterogeneous class of Grade 8 students from a public laboratory high school in the Ilocos Region. A Reading Habits and Preferences Survey was the basis for identifying the books and reading materials for the library collection used in the study. The SSRP was implemented for a total of 50 thirty-minute sessions in three (3) grading periods.

Pretests and posttests, as well as data gathering tools during the intervention, were the means employed in answering the two research questions: *Will reading for pleasure through a Sustained Silent Reading program (SSRP) based on preferred topics and genres improve adolescent readers' reading motivation?* and *Will reading for pleasure through a Sustained Silent Reading program (SSRP) based on preferred topics and genres improve adolescent readers' reading comprehension?* Posttests in reading motivation and comprehension were also administered to a comparison group (an honors class) to investigate if there was a significant difference between the reading motivation

and comprehension of those students who participated in the SSRP and those who did not.

The *t*-test for the analysis of the pretest and posttest in reading motivation (through the Adolescent Motivation to Read Profile, or AMRP) and reading comprehension (through the Manhit-Hermosa Diagnostic Reading Test, or MHDRT, Form C) yielded calculated values of *t* greater than the critical values of *t*, thus revealing that there was a significant improvement in reading comprehension and motivation among students who participated in the SSRP. These findings were supported by a qualitative analysis of the students' SSRP Behavior Observation Checklists, Individual Reading Logs, and pre- and post-intervention answers to the AMRP Conversational Interview and Reading Survey, as well as an investigation of the errors made in the pretest and posttest of the MHDRT. Moreover, the analysis of the posttests in reading motivation and reading comprehension between the sample class and the comparison group revealed that the sample class performed better than the comparison group.

## **Conclusions**

This study therefore concludes that access to books and other reading materials based on preferences and choices in genres and forms, as well as the time and opportunity to engage in reading for pleasure in a regular Sustained Silent Reading Program, improves the reading motivation and comprehension of adolescents.

The results of this study are consistent with findings of previous studies that an SSRP implementation organized around the principles of reading for pleasure has positive and desirable effects on the reading comprehension and motivation of adolescents. Also, participating in a structured reading time with books that are interesting and relevant to them, builds up students' self-concepts as readers, increases their value of the reading activity, and over-all gives them more motivation to engage in reading.

Thus, this study confirms that teens do like to read when given access to books that are based on their interests and choices, and the opportunity to engage in reading for pleasure. In short, reading more not only makes them better readers but makes them want to continue reading even more.

## **Recommendations**

In light of the foregoing, the following recommendations are given:

1. Based on the data gathered from the Reading Habits and Preference Inventory, it is suggested that secondary school reading teachers periodically identify their students' reading habits and preferences. These could, in turn influence their instruction in the classroom to be more meaningful and responsive to their students' particular needs and requirements. Teachers can also craft and organize their own SSR programs to help raise their students' positive attitudes towards reading, and eventually start them on a lifelong reading habit. Teachers may also

use this study to learn about the different genres and forms now available which cater particularly to the teen readers, the reasons for their popularity and the way by which these can be utilized in reading instruction in the classroom.

2. Parents and families are encouraged to actively assist teachers in identifying the topics and themes their adolescents are interested to read about which will, hopefully, guide their own efforts in nourishing reading at home. Knowing the type of stories and books that speak to their teens may allow parents and families to help make that connection between literature and life. This may help their children navigate through adolescence better, with more confidence and trust.
3. The students involved in this study may continue to explore and express their interests, choices and opinions regarding what, when, how, and why to read. They could use their experiences in this study to continue the reading habit they started with the regular SSRP and seek assistance, encouragement, and support from their teachers, their parents, and school administrators. They can also encourage other students who did not participate in the SSRP by sharing their experiences and insights from the study. They can help build and support the reading habits of their peers and friends by talking about the books they have read.
4. The chosen public high school may use the results of this research to initiate school-wide reading for pleasure and SSR programs in the future. It will also be an impetus to improve, update and replenish their school library collections. The school librarians in particular, with the help of administrators and Parent-

Teacher-Community Association (PTCA), should raise funds and find resources to help their library collection to have more YA literature titles that are interesting, enjoyable, relevant, and accessible to their teen students.

5. YA literature by Filipino writers and artists may use the results of this study to explore the themes, topics, genres and types that were revealed to be more responsive to and relevant to Filipino teens. These should be the basis of future literary work.
6. Finally, future research could look into the following:
  - a. Why SSRPs are not done in most schools in the country.
  - b. How SSRP and its modifications and extensions can further sustain and develop gains on reading comprehension and motivation to be able to craft truly effective SSR programs.
  - c. The reading habits and preferences of pre and in -service reading teachers and how these teachers and future teachers cultivate and share their own love for reading could impact their influence on their students.
  - d. How culturally relevant Philippine YA literature fares against foreign YA literature with regards to raising reading motivation and comprehension.
  - e. The effects of an SSRP on reader self-concept.

## Final Thoughts

Teenagers want to read – if teachers and adults in general let them. Even those who are determined to avoid reading when they have to, go through reading requirements in school by faking reading, watching the movie, or reading the Spark Notes companion instead. However, they end up becoming committed, passionate readers given the right books, the time to read, and regular responses to their reading. These are the strong, passionate convictions of author, teacher, reading advocate, and literacy coach Penny Kittle – and many reading teachers of adolescents echo the same sentiments.

The task is to initiate the process. To do this, Louise Rosenblatt writes that “each young reader needs works that his own past experiences and present occupations enable him to evoke with personal meaningfulness. Without this, literature remains something inert, to be studied in school and henceforth avoided. But when books arouse an intimate personal response, the developmental process can be fostered” (Rosenblatt, 2005, p. 67). When students turn to books and the written word to find personally satisfying and meaningful connections between these and their own lives, not only will they have improved abilities to understand and comprehend, not only will they want to read more and more often on their own volition, but they would have started a reading habit that they would carry and nurture all their lives.

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## Appendix A: The Adolescent Motivation to Read Profile (AMRP)

**Figure 1**  
**Adolescent Motivation to Read Profile reading survey**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Sample 1: I am in \_\_\_\_\_.

- Sixth grade
- Seventh grade
- Eighth grade
- Ninth grade
- Tenth grade
- Eleventh grade
- I weirin grade

Sample 2: I am a \_\_\_\_\_.

- Female
- Male

Sample 3: My race/ethnicity is \_\_\_\_\_.

- African-American
- Asian/Asian American
- Caucasian
- Hispanic
- Native American
- Multi-racial/Multi-ethnic
- Other: Please specify \_\_\_\_\_

1. My friends think I am \_\_\_\_\_.

- a very good reader
- a good reader
- an OK reader
- a poor reader

2. Reading a book is something I like to do.

- Never
- Not very often
- Sometimes
- Often

3. I read \_\_\_\_\_.

- not as well as my friends
- about the same as my friends
- a little better than my friends
- a lot better than my friends

4. My best friends think reading is \_\_\_\_\_.

- really fun
- fun
- OK to do
- no fun at all

5. When I come to a word I don't know, I can \_\_\_\_\_.

- almost always figure it out
- sometimes figure it out
- almost never figure it out
- never figure it out

6. I tell my friends about good books I read.

- I never do this
- I almost never do this
- I do this some of the time
- I do this a lot

7. When I am reading by myself, I understand \_\_\_\_\_.

- almost everything I read
- some of what I read
- almost none of what I read
- none of what I read

8. People who read a lot are \_\_\_\_\_.

- very interesting
- interesting
- not very interesting
- boring

9. I am \_\_\_\_\_.

- a poor reader
- an OK reader
- a good reader
- a very good reader

(continued)

**Figure 1 (continued)**  
**Adolescent Motivation to Read Profile reading survey**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

10. I think libraries are \_\_\_\_\_.
- a great place to spend time
  - an interesting place to spend time
  - an OK place to spend time
  - a boring place to spend time
11. I worry about what other kids think about my reading \_\_\_\_\_.
- every day
  - almost every day
  - once in a while
  - never
12. Knowing how to read well is \_\_\_\_\_.
- not very important
  - sort of important
  - important
  - very important
13. When my teacher asks me a question about what I have read, I \_\_\_\_\_.
- can never think of an answer
  - have trouble thinking of an answer
  - sometimes think of an answer
  - always think of an answer
14. I think reading is \_\_\_\_\_.
- a boring way to spend time
  - an OK way to spend time
  - an interesting way to spend time
  - a great way to spend time
15. Reading is \_\_\_\_\_.
- very easy for me
  - kind of easy for me
  - kind of hard for me
  - very hard for me
16. As an adult, I will spend \_\_\_\_\_.
- none of my time reading
  - very little time reading
  - some of my time reading
  - a lot of my time reading
17. When I am in a group talking about what we are reading, I \_\_\_\_\_.
- almost never talk about my ideas
  - sometimes talk about my ideas
  - almost always talk about my ideas
  - always talk about my ideas
18. I would like for my teachers to read out loud in my classes \_\_\_\_\_.
- every day
  - almost every day
  - once in a while
  - never
19. When I read out loud I am a \_\_\_\_\_.
- poor reader
  - OK reader
  - good reader
  - very good reader
20. When someone gives me a book for a present, I feel \_\_\_\_\_.
- very happy
  - sort of happy
  - sort of unhappy
  - unhappy

**Figure 2**  
**Adolescent Motivation to Read Profile**  
**conversational interview**

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Name \_\_\_\_\_

**A. Emphasis: Narrative text**

Suggested prompt (designed to engage student in a natural conversation): I have been reading a good book. I was talking with...about it last night. I enjoy talking about what I am reading with my friends and family. Today, I would like to hear about what you have been reading and if you share it.

1. Tell me about the most interesting story or book you have read recently. Take a few minutes to think about it (wait time). Now, tell me about the book.

Probe: What else can you tell me? Is there anything else?

2. How did you know or find out about this book?

(Some possible responses: assigned, chosen, in school, out of school)

3. Why was this story interesting to you?

**B. Emphasis: Informational text**

Suggested prompt (designed to engage student in a natural conversation): Often we read to find out or learn about something that interests us. For example, a student I recently worked with enjoyed reading about his favorite sports teams on the Internet. I am going to ask you some questions about what you like to read to learn about.

1. Think about something important that you learned recently, not from your teacher and not from television, but from something you have read. What did you read about? (Wait time.) Tell me about what you learned.

Probe: What else could you tell me? Is there anything else?

2. How did you know or find out about reading material on this?

(Some possible responses: assigned, chosen, in school, out of school)

(continued)

**Figure 2 (continued)**  
**Adolescent Motivation to Read Profile**  
**conversational interview**

---

3. Why was reading this important to you?

**C. Emphasis: General reading**

1. Did you read anything at home yesterday? What?

2. Do you have anything at school (in your desk, locker, or book bag) today that you are reading?

Tell me about them.

3. Tell me about your favorite author.

4. What do you think you have to learn to be a better reader?

5. Do you know about any books right now that you'd like to read?

Tell me about them.

6. How did you find out about these books?

7. What are some things that get you really excited about reading?

Tell me about....

*(continued)*

**Figure 2 (continued)**  
**Adolescent Motivation to Read Profile**  
**conversational interview**

---

8. Who gets you really interested and excited about reading?

Tell me more about what they do.

9. Do you have a computer in your home?

*If they answer yes, ask the following questions:*

How much time do you spend on the computer a day?

What do you usually do?

What do you like to read when you are on the Internet?

*If they answer no, ask the following questions:*

If you did have a computer in your home, what would you like to do with it?

Is there anything on the Internet that you would like to be able to read?

D. Emphasis: School reading in comparison to home reading

1. In what class do you most like to read?

Why?

2. In what class do you feel the reading is the most difficult?

Why?

*(continued)*

**Figure 2 (continued)**  
**Adolescent Motivation to Read Profile**  
**conversational interview**

---

3. Have any of your teachers done something with reading that you really enjoyed?

Could you explain some of what was done?

4. Do you share and discuss books, magazines, or other reading materials with your friends outside of school?

What?

How often?

Where?

5. Do you write letters or email to friends or family?

How often?

6. Do you share any of the following reading materials with members of your family:  
newspapers, magazines, religious materials, games?

With whom?

How often?

7. Do you belong to any clubs or organizations for which you read and write?

Could you explain what kind of reading it is?

**Figure 4****Teacher directions: MRP conversational interview**

1. Duplicate the conversational interview so that you have a form for each child.
2. Choose in advance the section(s) or specific questions you want to ask from the conversational interview. Reviewing the information on students' reading surveys may provide information about additional questions that could be added to the interview.
3. Familiarize yourself with the basic questions provided in the interview prior to the interview session in order to establish a more conversational setting.
4. Select a quiet corner of the room and a calm period of the day for the interview.
5. Allow ample time for conducting the conversational interview.
6. Follow up on interesting comments and responses to gain a fuller understanding of students' reading experiences.
7. Record students' responses in as much detail as possible. If time and resources permit you may want to audiotape answers to A1 and B1 to be transcribed after the interview for more in-depth analysis.
8. Enjoy this special time with each student!

*Note.* Reprinted with permission from the *Motivation to Read Profile* (Gambrell, Palmer, Codling, & Mazzoni, 1996)

**Figure 3****Adolescent Motivation to Read Profile  
Teacher directions: Reading survey**

Distribute copies of the Adolescent Motivation to Read Survey. Ask students to write their names on the space provided.

Directions: Say: I am going to read some sentences to you. I want to know how you feel about your reading. There are no right or wrong answers. I really want to know how you honestly feel about reading. I will read each sentence twice. Do not mark your answer until I tell you to. The first time I read the sentence I want you to think about the best answer for you. The second time I read the sentence I want you to fill in the space beside your best answer. Mark only one answer. If you have any questions during the survey, raise your hand. Are there any questions before we begin? Remember: Do not mark your answer until I tell you to. OK, let's begin.

Read the first sample item: Say:

Sample 1: I am in (pause) sixth grade, (pause) seventh grade, (pause) eighth grade, (pause) ninth grade, (pause) tenth grade, (pause) eleventh grade, (pause) twelfth grade.

Read the first sample again. Say:

This time as I read the sentence, mark the answer that is right for you. I am in (pause) sixth grade, (pause) seventh grade, (pause) eighth grade, (pause) ninth grade, (pause) tenth grade, (pause) eleventh grade, (pause) twelfth grade.

Read the second sample item. Say:

Sample 2: I am a (pause) female, (pause) male.

Say:

Now, get ready to mark your answer.

I am a (pause) female, (pause) male.

Read the remaining items in the same way (e.g., number \_\_\_\_\_, sentence stem followed by a pause, each option followed by a pause, and then give specific directions for students to mark their answers while you repeat the entire item).

*Note.* Adapted with permission from the *Motivation to Read Profile* (Gambrell, Palmer, Codling, & Mazzoni, 1996)

**Figure 6**  
**MRF reading survey scoring sheet**

Student name \_\_\_\_\_

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Administration date \_\_\_\_\_

Recoding scale  
 1=4  
 2=3  
 3=2  
 4=1

Self-concept as a reader	Value of reading
*recode 1. _____	2. _____
3. _____	*recode 4. _____
*recode 5. _____	6. _____
*recode 7. _____	*recode 8. _____
9. _____	*recode 10. _____
11. _____	12. _____
13. _____	14. _____
*recode 15. _____	16. _____
17. _____	*recode 18. _____
19. _____	*recode 20. _____

SC raw score: \_\_\_\_\_/40      V raw score: \_\_\_\_\_/40

Full survey raw score (Self-concept & Value): \_\_\_\_\_/80

Percentage scores      Self-concept \_\_\_\_\_  
    Value \_\_\_\_\_  
    Full survey \_\_\_\_\_

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*Note.* Reprinted with permission from the Motivation to Read Profile (Gambrell, Palmer, Cudling, & Mazzoni, 1996)

## Appendix B: The SSRP Behavior Observation Checklist

### SSRP BEHAVIOR OBSERVATION CHECKLIST

Evaluator:	Date:
<p>Instructions: Instruct students to read silently. Go around the room and observe the silent reading behaviors of the class. Write down the names of students whom you observed to be engaged or disengaged during the SSR period. Check the appropriate behavior observed. You need not note observations for all students. Choose 5 students you would like to monitor or you want to keep an eye on.</p>	

STUDENT NAME	ENGAGED READING			DISENGAGED READING			NOTES
	BOOK IN HAND	EYES FOLLOW TEXT	TURN PAGES	OUT OF SEAT	LOOKS UP/ AROUND ROOM	TALKS	

<sup>2</sup> Adapted from Fisher, 2004 and (Kelley and Clausen-Grace, 2009)



**Appendix D: The Reading Habits and Preferences Inventory****THE READING HABITS AND PREFERENCES INVENTORY<sup>1</sup>**

Name:	Age:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School:	Section:	
<p><b>INSTRUCTION:</b> This inventory explores the reading habits and preferences of teens. The results of this inventory will give the researchers ideas and insight into the kind of reading teens want to do (what to read, when to read, the reasons behind their choices, etc.). Since this is a self-reported survey-questionnaire, please be honest with your answers, there are no wrong ones. Please provide as much details as possible when given the opportunity and space to do so. Thank you very much.</p>		
<b>Part One: Reading Habits and Preferences</b>		
1. Do you like to read? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes		
2. If you like to read, why? Check all that apply.		
<input type="checkbox"/> For fun, enjoyment, pleasure	<input type="checkbox"/> To learn something	<input type="checkbox"/> It's relaxing
<input type="checkbox"/> Because I'm bored	<input type="checkbox"/> It's exciting	<input type="checkbox"/> I get attached to characters
<input type="checkbox"/> To kill time	<input type="checkbox"/> Because others read	<input type="checkbox"/> For escape
<input type="checkbox"/> It's cool	<input type="checkbox"/> Because I'm told to	<input type="checkbox"/> I get a reward for reading
<input type="checkbox"/> Others: _____		
3. If you don't like to read, why not? Check all that apply.		
<input type="checkbox"/> Rather watch TV	<input type="checkbox"/> Rather be with friends	<input type="checkbox"/> Too busy/no time
<input type="checkbox"/> Trouble concentrating	<input type="checkbox"/> I'm not good at reading	<input type="checkbox"/> Can't find a good book/ story
<input type="checkbox"/> Rather play video games	<input type="checkbox"/> Rather surf the Net	<input type="checkbox"/> Reading is tiring/boring/not fun
<input type="checkbox"/> Too much reading in school	<input type="checkbox"/> Can't understand/Reading is hard	<input type="checkbox"/> Reading is a waste of time
<input type="checkbox"/> Reading is not cool/ friends will laugh at me <input type="checkbox"/> Others: _____		
4. If you like to read, when do you normally read?		

<input type="checkbox"/> Weekends <input type="checkbox"/> After school <input type="checkbox"/> Holidays <input type="checkbox"/> Before bedtime <input type="checkbox"/> Whenever I can	
5. If you like to read, where do you normally read?	
<input type="checkbox"/> Home <input type="checkbox"/> School <input type="checkbox"/> Library <input type="checkbox"/> Wherever I can	
6. If you like to read, who influenced your love for reading?	
<input type="checkbox"/> Dad <input type="checkbox"/> Mom <input type="checkbox"/> Teacher <input type="checkbox"/> Other (who?) _____	
7. If you like to read, when do you normally read?	
<input type="checkbox"/> Weekends <input type="checkbox"/> After school <input type="checkbox"/> Holidays <input type="checkbox"/> Before bedtime <input type="checkbox"/> Whenever I can	
8. Check what you like to read. Check all that apply.	
<input type="checkbox"/> fiction novels <input type="checkbox"/> short stories <input type="checkbox"/> comic books <input type="checkbox"/> magazines <input type="checkbox"/> newspapers	
<input type="checkbox"/> non fiction <input type="checkbox"/> poetry <input type="checkbox"/> graphic novels <input type="checkbox"/> mysteries <input type="checkbox"/> funny books	
<input type="checkbox"/> "how to" books <input type="checkbox"/> history books <input type="checkbox"/> e books <input type="checkbox"/> blogs <input type="checkbox"/> picture books	
<input type="checkbox"/> Others: _____	
9. Check what you like to read about. Check all that apply.	
<input type="checkbox"/> love <input type="checkbox"/> adventure <input type="checkbox"/> history <input type="checkbox"/> fantasy <input type="checkbox"/> suspense	
<input type="checkbox"/> drama <input type="checkbox"/> famous people <input type="checkbox"/> animals <input type="checkbox"/> jokes <input type="checkbox"/> myths/legends	
<input type="checkbox"/> friends <input type="checkbox"/> family <input type="checkbox"/> technology <input type="checkbox"/> science <input type="checkbox"/> arts/music	
<input type="checkbox"/> sports <input type="checkbox"/> mystery <input type="checkbox"/> school <input type="checkbox"/> horror	
<input type="checkbox"/> Others: _____	
10. I am more likely to read a book that	
<input type="checkbox"/> a teacher suggests <input type="checkbox"/> a friend suggests <input type="checkbox"/> has won an award	
<input type="checkbox"/> is by an author whose books I've read <input type="checkbox"/> parents/family suggested <input type="checkbox"/> is required in school	
<input type="checkbox"/> is recommended by a source <input type="checkbox"/> looks interesting <input type="checkbox"/> others are reading/is popular	
<input type="checkbox"/> I just happened to see/hear about <input type="checkbox"/> saw on the Internet	
11. In the past month, I have read _____ for pleasure	

No books    1 book    2 books    3 books    More than 3 books

12. Are you currently reading a book for pleasure?  Yes    No

Title:

13. Do you have an all-time most favorite book/story?  Yes    No

Title:

14. When I read, I like to  Read one book at a time    Read more than one book at a time

15. I like to receive books for presents.  Yes    No

16. The number of books I have at home:

None    1-9    10-19    20-29    30-50    More than 50 books

17. I save up to buy books.  Yes    No

18. I ask my parents to buy me books.  Regularly    Sometimes    Never

19. If I could meet any character from any book or story, I would like to meet:

20. If I could meet an author of any book or story, I would like to meet:

### **Part Two: Other Habits and Preferences**

1. What do you like to do in your spare time?

2. Do you belong to any club or organization? If so, what are they?

3. What kind of movies do you like?

4. Do you have any favorite sport? Hobby?
5. If you had a surprise day off from school, how would you spend it?
6. If you could transport yourself to any time or place, where would you go? Why?
7. If you had the chance to meet any famous person, living or dead, who would it be?
8. If you could go on a trip to any place in the world, where would you go?
9. What career are you thinking of pursuing in the future?

<sup>1</sup> Based on the following sources:

- Reading Interest-A-Lyzer© as published in Appendix C of *The Book Whisperer: Awakening the Inner Reader in Every Child* by Donna Miller, 2009, by John Wiley & Sons, Inc.
- Reading and Me Inventory and Interest Inventory in Appendix D of *Igniting a Passion for Reading: Successful Strategies for Building Lifetime Readers* by Steven L. Layne, 2009 by Stenhouse Publishers

**Appendix E: The Library Collection**

YOUNG ADULT LITERATURE		
GENRE	TITLES	REASON FOR INCLUSION
Fantasy/ Adventure/YA	Harry Potter & the Sorcerer's Stone	Adventure and fantasy are top topics based on the responses. Harry Potter was also indicated in their answers to #13: What is your all-time most favorite book/story? The series has elements of drama, suspense, humor while tackling issues on friendship, family and deeper themes of good and evil.
	Harry Potter & the Chamber of Secrets	
	Harry Potter & the Prisoner of Azkaban	
	Harry Potter & the Goblet of Fire	
	Harry Potter & Order of the Phoenix	
	The Bartimaeus Trilogy: Book One	
	Interworld	
	The Golden Compass	
	Eragon	
	Gifts	
	Coraline	
	The Giver	Lois Lowry's the Giver is part one of a critically-acclaimed series that is currently popular with teens because of its diastopic theme. The Hunger Games trilogy features the same theme but is more popular because of the film adaptations.
	The Hunger Games	
	Catching Fire	
	MockingJay	
	Percy Jackson and the Lightning Thief	The Hunger Games and Percy Jackson were also indicated in their answers to #12: Are you currently reading a book for pleasure?
	Sea of Monsters	
The Titan's Curse		
The Battle of the Labyrinth		
The Red Pyramid		
The Alchemist	Was mentioned in #12: Are you currently reading a book	

		for pleasure?
	A Series of Unfortunate Events Book 1	Another popular title because of the film adaptation.
	The Thief and the Beanstalk	Fairy tale adaptations also emerged as a popular genre.
Science Fiction	I, Robot	Science Fiction was also identified as a choice genre
	The Host	
Mystery/Horror	Haunted Stories	Mystery/Horror was identified as a choice genre especially by boys in the interest survey.
	Goosebumps	
Romance/YA	This Lullaby	Love and Romance is a top theme/topic that respondents indicated
Fantasy/Romance	Twilight	In #9, love and drama are top preferred topics to read about. "Vampires", almost as a sub-theme, is also very popular with teens because of the Stephanie Myers series and movies of the same titles.
	New Moon	
	Eclipse	
	Breaking Dawn	
	Marked	
	Chosen	
	Awakened	
	Betrayed	
	Ella Enchanted	
	The Princess Tales	
	Fairest	
	A Christmas Mystery	
Humor/Adventure	The Diary of a Wimpy Kid	Was mentioned in #12: Are you currently reading a book for pleasure? The series is also light and funny and is very popular with older children and teens.
	Henry and the Clubhouse	The Beverly Cleary books have been popular with children and teens for decades because of its easy to read and comprehend text as well as its funny plots and characters revolving around
	Henry Huggins	
	Ramona and Her Father	
The Mouse and the Motorcycle		

		themes of family and friendship. These titles are both popular with boys and girls.
	The Magic Finger	Roald Dahl is more popular for Charlie and the Chocolate Factory and James and the Giant Peach. This story is shorter and easier to finish – a requirement to read identified by the respondents in the inventory.
	Fantastic Mr. Fox	
Realistic Fiction/Humor	Girls in Pants	In # 2, students indicated “for fun, enjoyment and pleasure” as top reasons for reading. This series is popular for being light, funny and poignant reflections about friendship, love, adventure (all topics selected as preferred topics to read about in #9). Both series are popular especially with girls.
	The Second Summer of the Sisterhood	
	The Third Summer of the Sisterhood	
	The Fourth Summer of the Sisterhood	
	The Princess Diaries Book 1 -8	
Realistic Fiction/Drama	The Fault in our Stars	Realistic Fiction (fiction that discusses real-life issues like sex, death, sickness, suicide, peer pressure, coming of age) is also very popular with teens.
	The Perks of Being a Wallflower	
	Before I Fall	
	The Curious Incident of the Dog in the Night Time	
	My Sister’s Keeper	
	Forever	
	The Chocolate War	
	Banana Heart Summer	
Jupiter Effect		
MANGA	Kagetora	MANGA Graphic novels/comics are very popular with teens. In the interest inventory, this form was ranked high as a preferred format.
	Dragon Head	
	Kuro Gane	
	Ragnarok (2 titles)	
	Gundm Seed Destiny	
	Blade of Heaven	

	10 Beautiful Assassins	Philippine Graphic Novels are also gaining popularity among teen readers.
	AOI House	
	Ragnarok (2 titles)	
	Trese Book 1-5	
	Mythology Class	
	KWENTILLION	
	The Lost Years of Rizal (Books 1-3)	
	Black Ink: The Reaper	
	Manga Messiah	
Short Stories	Philippine Ghost Stories (Book 1-2)	Short stories was the top most response in the types of format most preferred by the respondents. Speculative fiction is also gaining popularity among teens.
	A Bottle of Storm Clouds	
	Leaf and Shadow	
Popular Fiction Chick Lit	12 Steps to Quitting AI	An emerging genre, the Chick-Lit, is a light take on romance popular with both teens and adults. Love is also an identified topic preferred by the sample to read about.
	What's in Your Heart	
	Operation: Break the Casanova's Heart	
	548 Heartbeats	
	The Despicable Guy	
	For Hire: A Damn Good Kisser	
	What's In Your Heart	
NON YA		
GENRE	TITLES	REASON FOR INCLUSION
Fantasy/ Adventure	The Hobbit	In No. 9 of part 1, respondents identified "adventure" as the topic they would like to read most about. Tolkien's LOTR series is also a popular title mainly because of the movies. There has been a renewed interest in the series because of the release of the Hobbit.
	The Fellowship of the Ring	
	The Two Towers	
	The Return of the King	
Adventure/Classic	Treasure Island	These titles while falling into the "adventure" genre are

		also classics and gave students exposure to the traditional literary canon.
	20,000 Leagues under the Sea	Was mentioned in #12: Are you currently reading a book for pleasure?
	The Adventures of Tom Sawyer	Popular titles because of film adaptations.
	Robin Hood	
Mystery/Horror	The Black Pearl	Mystery/Horror was identified as a choice genre especially by boys in the interest survey.
	Sherlock Holmes: The Hound of the Baskervilles	
	The Strange Case of Dr. Jekyll & Mr. Hyde	
	Dracula	
Romance/Drama	Pride & Prejudice	Romance/Drama are favorite topics/genres especially for girls
	Anne of Green Gables	
	Little Women	
	A Little Princess	
History/Drama	Diary of Ann Frank	
Fantasy/Romance	Beauty and the Beast	Fairy tales were identified as a popular genre
	Fairy Tales	
Animal Stories/Drama	The Yearling	Stories with animal characters are still popular with older children and teens. These titles are critically acclaimed narratives filled with action and adventure while handling themes on family, friendship and the need to find one's place in the world.
	Watership Down	
	Julie of the Wolves	