

Inkluderede studier i forskningsoversigten: Børns læselyst

	Reference	Abstract
1	Alexander, J. & Jarman, R. (2018). The Pleasures of Reading Non-Fiction. <i>Literacy</i> , 52(2), 78-85.	This article examines data gathered in a broader study of a school-based reading challenge to children aged from 8 to 14 to read science information books, centred in their school or class library. A survey was conducted before they embarked on the reading challenge to establish the children's reading habits. After the period of time allotted to the challenge had ended, participating teachers and children completed questionnaires and a sample from each were interviewed. Evidence relating to reading non-fiction for pleasure was identified and extracted from the dataset and analysed. Prior to the challenge, most children's attitude to science books was that they would be boring, difficult or at variance with what they perceived as their reader identity. More positive attitudes resulted from taking part in the challenge. Contemporary science information books were found to be in themselves a source of pleasure. It is concluded that it is possible to differentiate between the pleasures of fiction and non-fiction and that different types of pleasure which are derived from reading science non-fiction can also be differentiated, ranging from extrinsic to intrinsic and including efferent and aesthetic. A tentative typology of intrinsic pleasures is proposed.
2	Alvermann, D. E., & Guthrie, J. T. (1993). Themes and Directions of the National Reading Research Center. <i>Perspectives in Reading Research</i> , No. 1.	<p>This paper describes the National Reading Research Center (NRRC), a federally funded center that intends to carry out research to discover what promotes readers' engagement in literacy activities, foster their critical thinking and strategic learning, and prepare them to meet the challenges of a technological age. The paper describes the mission of the NRRC, perceived needs in reading research, the people in the NRRC, research programs in the NRRC (embracing instruction, learning, assessment, and professional development), planned collaborations and activities, and forthcoming products and

		<p>publications. The paper concludes that the NRRC research agenda incorporates the goals and problems identified in the America 2000 plan. Twenty-four references, a list of the members of the NRRC national advisory board, and a list of the 41 research projects at NRRC are attached. (RS)</p>
3	<p>Amundsen, M. L. & Garmannslund, P. E. (2015). Leseferdigheter og motivasjon for lesing på ungdomstrinnet, <i>Norsk tidsskrift for logopedi</i>, 61(3), 16-23.</p>	<p>Våren 2015 gjennomførte vi en web-basert spørreundersøkelse blant elever i ungdomstrinnet i tre mellomstore kommuner i Norge. Utvalget består av 915 elever, henholdsvis 465 gutter og 450 jenter. Målsettingen var å se nærmere på hvordan norske ungdommer opplever egne leseferdigheter, hva som motiverer for lesing, og hvorvidt de kjenner til lesestrategier. Metodisk ble det benyttet bivariate analyser og strukturell ligningsmodellering for å analysere sammenhenger mellom variablene i undersøkelsen. 62 prosent av guttene og 74 prosent av jentene oppgir at de leser like godt som sine jevnaldrende. Når det gjelder spørsmål om hva som motiverer for lesing, svarer 46 prosent av jentene og 28 prosent av guttene at de liker å lese bøker. 45 prosent av guttene liker å lese tegneserier, mens dette gjelder 28 prosent av jentene. Det er verdt å merke seg at når det gjelder motivasjon for å lese tegneserier, er det ingen signifikante forskjeller mellom elever som strever med å lese og andre. For begge kjønn er det positiv sammenheng mellom kjennskap til lesestrategier og leseferdighet. Elever som sliter med å lese har i liten grad kjennskap til lesestrategier.</p>
4	<p>Atkinson, C. (2006). Key Stage 3 Pupils' Views about Reading, <i>Educational Psychology in Practice</i>, 22(4), 321-336.</p>	<p>Recent developments in literacy teaching have tended to target the needs of primary, rather than high school pupils and focus on technical, rather than affective aspects of reading. This paper describes a questionnaire-based study undertaken to identify perceptions and views held by Key Stage 3 readers of different ages, genders and abilities. Outcomes support previous research, indicating differences between boys and girls and older and younger pupils, particularly in relation to reading preferences. Reading engagement appears to be linked to reading ability. EPs are challenged to offer perspectives that can contribute to literacy</p>

		development at casework and curriculum levels. (Contains 5 tables.)
5	Aydemir, Z. & Ozturk, E. (2012). The Effects of Reading from the Screen on the Reading Motivation Levels of Elementary 5th Graders, <i>Turkish Online Journal of Educational Technology - TOJET</i> , 11(3), 357-365.	This study aims to explore the effects of reading from the screen on elementary 5th grade students' reading motivation levels. It used the randomized control-group pretest-posttest model, which is a true experimental design. The study group consisted of 60 students, 30 experimental and 30 control, who were attending the 5th grade of a public elementary school in Sakarya during the second term of the 2010-2011 school year. Three narrative and three expository texts were selected from the 6th and 7th themes of the Turkish text book which was used in this school. The texts were typed on the computer to be used with the experimental group. Data were collected by using the reading motivation scale designed by the researcher. The results showed that the reading motivation levels of students who read the texts from the screen were significantly lower than those of students who read the printed material, both in the subscales and the overall scale. (Contains 11 tables and 1 figure.)
6	Barry, A. L. (2013). Reading Preferences and Perceptions of Urban Eight Graders, <i>Reading Horizons: A Journal of Literacy and Language Arts</i> , 52(4), 353-374.	In order to identify materials that would encourage urban eighth graders to read, the authors asked students about the importance they placed on reading, about their own reading abilities, and the role of race and genre in their book choice. On the basis of subscale scores from the "Adolescent Motivation to Read Profile Reading Survey" (Pitcher, et. al., 2007) these students, as a whole, placed low value on reading, with females indicating a slightly higher value than males. In contrast, males indicated stronger self-concepts about their reading abilities than females. As a subgroup, Hispanic males reported the lowest overall average self-concept, or perceived reading strength. Hispanic males and females both reported valuing reading less than any other subgroup. One way to increase reading for all of these students may be to use the yearly award books identified for each of the minority groups involved so that students can see themselves in the books they read. Another approach may be to

		<p>stock the top choices identified by students via indicators like the "Reading Preferences Checklist" (Fisher, Brozo, Frey, & Ivey, 2011), so that a wide variety of relevant, quality text can entice these reluctant readers. Engagement is critical.</p>
7	<p>Batur, Z. & Özcan Halil, Z. (2020). Students' Attitudes and Perceptions of Reading through Analysis of Their Paintings, <i>International Journal of Education and Literacy Studies</i>, 8(1), 95-103.</p>	<p>This study investigated the attitudes and perceptions of 5th grade students in terms of reading. The study group consists of 10 participants, 6 girls and 4 boys, attending the 5th grade of a public school. This research is a qualitative study with a descriptive phenomenology design. As a data collection tool, the students' drawings and face to face interviews with the students were used. At the stage of collecting the data, the students were asked the question "Can you draw a picture that reflects your thinking about reading?" Afterwards, face-to-face interviews were made to explain their drawings. The students' attitudes and perceptions about reading were examined through paintings and face-to-face interviews. A total of 3 different themes were created. It is seen that "Dream World" theme is the most drawn with 4 paintings among these themes. According to the results obtained, it is seen that all the students in the study group have a positive perception towards reading.</p>
8	<p>Becker, M. & McElvany, N. (2018). The interplay of gender and social background: A longitudinal study of interaction effects in reading attitudes and behaviour, <i>British Journal of Educational Psychology</i>, 88(4), 529-549.</p>	<p>Background Researchers often report and discuss gender differences. However, recent research has drawn attention to interaction effects between gender and other social categories. Aims This study analysed the development of disparities in students' reading-related self-concept, intrinsic motivation, and behaviour, as they relate to differences in gender and socio-economic family background. Drawing on expectancy-</p>

		<p>value theory, we regarded reading-related self-concept, motivation, and behaviour as key to explaining the growing differences between boys and girls in adolescence. Specifically, we focused on the interaction between gender and socio-economic background in children, which has been discussed in the context of moderating gender differences but not in the context of reading-related attitudes and behaviour.</p> <p>SampleThe investigation is based on a longitudinal sample of N = 717 German students between third and sixth grades.</p> <p>MethodWe used questionnaire data from both students and parents. To compare students' development across time, we applied multigroup latent growth curve models.</p> <p>ResultsWe found evidence of increasing gender differences, which were also moderated by the socio-economic status (SES) of parents: a gender gap either already existed (intrinsic motivation and reading behaviour) or intensified (reading self-concept and reading behaviour) between third and sixth grades. The interaction of gender and SES seemed particularly important for reading self-concept, with the gender gap growing less substantially for higher-SES children. Moreover, this pattern persisted for reading self-concept, even when controlling for achievement differences.</p> <p>ConclusionsThe results provide evidence that gender, social background, and the interaction of the two are relevant for development in the domain of reading, even in young children.</p>
--	--	---

9	<p>Becker, M., McElvany, N. & Kortenbruck, M. (2010). Intrinsic and Extrinsic Reading Motivation as Predictors of Reading Literacy: A Longitudinal Study, <i>Journal of Educational Psychology</i>, 102(4), 773-785.</p>	<p>The purpose in this study was to examine the longitudinal relationships of intrinsic and extrinsic motivation with reading literacy development. In particular, the authors (a) investigated reading amount as mediator between motivation and reading literacy and (b) probed for bidirectional relationships between reading motivation and reading literacy, controlling for previous reading literacy. A total of 740 students participated in a longitudinal assessment starting in Grade 3, with further points of measurement in Grades 4 and 6. Structural equation models with latent variables showed that the relationship between intrinsic reading motivation and later reading literacy was mediated by reading amount but not when previous reading literacy was included in the model. A bidirectional relationship was found between extrinsic reading motivation and reading literacy: Grade 3 reading literacy negatively predicted extrinsic reading motivation in Grade 4, which in turn negatively predicted reading literacy in Grade 6. Implications for research and practice are discussed. (Contains 2 tables, 3 figures and 2 footnotes.)</p>
10	<p>Beuchert, L., Christensen, V. T., Bremholm, J., Bundsgaard, J., Liebst, L. V., Lindenskov, L., ... Klingsbjerg-Besrechel, M. (2019). PISA 2018: Danske unge i en international sammenligning. (V. T. Christensen, Ed.). VIVE - Det Nationale Forsknings- og Analysecenter for Velfærd.</p>	

11	<p>Birr Moje, E., Overby, M., Tysvaer, N. & Morris, K. (2008). The Complex World of Adolescent Literacy: Myths, Motivations, and Mysteries. <i>Harvard Educational Review</i>, 78(1), 107-154.</p>	<p>In this article, Elizabeth Birr Moje, Melanie Overby, Nicole Tysvaer, and Karen Morris challenge some of the prevailing myths about adolescents and their choices related to reading. The reading practices of youth from one urban community are examined using mixed methods in an effort to define what, how often, and why adolescents choose to read. By focusing on what features of texts youth find motivating, the authors find that reading and writing frequently occur in a range of literacy contexts outside school. However, only reading novels on a regular basis outside of school is shown to have a positive relationship to academic achievement as measured by school grades. This article describes how adolescents read texts that are embedded in social networks, allowing them to build social capital. Conclusions are framed in terms of the mysteries that remain--namely, how to build on what motivates adolescents' literacy practices in order to both promote the building of their social selves and improve their academic outcomes. (Contains 5 tables and 14 notes.)</p>
12	<p>Biyik, M.A., Erdogan, T. & Yildiz, M. (2017). The Examining Reading Motivation of Primary Students in the Terms of Some Variables, <i>International Journal of Progressive Education</i>, 13(3), 31-49.</p>	<p>The purpose of this research, is to examine reading motivation of the primary 2, 3 and 4th grade students in the terms of gender, class and socioeconomic status. Research is structured according to model of survey in the descriptive type. In the collection, analysis and interpretation of the data "mix method". The sample consists of total of 769 students studying in the same province including class 2, 3 and 4 in three different schools. Research data is collected by scale of Motivation to Read Profile. According to the survey results, however students' value of reading is affected class and gender variables, students' value of reading is not affected by socioeconomic status. The value of reading of 3rd grade students is higher than 4th grade students. The value of reading of girls is higher than male students. Self-concept as reader and reading motivation of students variate depend on class, gender and socioeconomic status. In addition, reading motivation of 2nd grade students is higher than the 4th grade students. Self-</p>

		<p>concept as reader and reading motivation of students having upper socioeconomic status are than self-concept as reader and reading motivation of students having lower and middle socioeconomic status.</p>
13	<p>Boerma, I. E., Mol, S. E., & Jolles, J. (2016). Teacher perceptions affect boys' and girls' reading motivation differently. <i>Reading Psychology, 37</i>(4), 547-569.</p>	<p>The aim of this study was to examine the relationship between teacher perceptions and children's reading motivation, with specific attention to gender differences. The reading self-concept, task value, and attitude of 160 fifth and sixth graders were measured. Teachers rated each student's reading comprehension. Results showed that for boys, teacher expectations had no influence on the three constructs of reading motivation measured, whereas for girls, teacher expectations did predict reading self-concept and value of reading. The results provide evidence that the relationship between motivational factors and teacher perceptions is different for boys and girls. The implications for educational practice are addressed.</p>
14	<p>Bozack, A. R., & Salvaggio, A. N. (2013). Relational effects of reading motivation and academic achievement among adolescent boys. <i>Reading Psychology, 34</i>(6), 507-522.</p>	<p>This study explores the relationship between academic achievement and reading motivation among adolescent boys. We seek to understand (1) if motivational construct scores change meaningfully over time, (2) what relationship exists between the achievement scores and reported reading motivation, and (3) if students who report higher reading motivation initially have greater gains in achievement over time than students who report lower reading motivation. Results suggest some variation in construct scores over time. Achievement scores obtained in eighth grade were predictive of numerous motivational construct</p>

		<p>scores in ninth grade; limited results suggest that motivation in ninth grade may affect later achievement.</p>
15	<p>Brozo, W. G., Shiel, G., & Topping, K. (2007). Engagement in reading: Lessons learned from three PISA countries. <i>Journal of Adolescent & Adult Literacy</i>, 51(4), 304-315.</p>	<p>Although the Program for International Student Assessment (PISA) is not well known in the United States, findings from this study offer valuable information on reading engagement and provide lessons for instruction and policy.</p>
16	<p>Brozo, W. G., Sulkunen, S., Shiel, G., Garbe, C., Pandian, A., & Valtin, R. (2014). Reading, gender, and engagement: Lessons from five PISA countries. <i>Journal of Adolescent & Adult Literacy</i>, 57(7), 584-593.</p>	<p>The authors, members of the PISA/PIRLS Task Force, provide a summary of major gender differences in performance found overall on PISA 2009, along with relevant trends since 2000. The five countries represented by the authors are highlighted in this summary, which includes findings related to the interaction of engagement and reading literacy achievement by gender. These data are foregrounded from PISA because they add further evidence of a serious global pattern of boys' underachievement in reading and lower reading engagement relative to girls. This is followed by a discussion of what each of our five countries has done in response to the gender gap in reading literacy. The article concludes with guidelines for closing the gender achievement gap for boys, based on PISA results and any promising national initiatives.</p>

17	<p>Burgess, S., Sargent, S., Smith, M., Hill, N., & Morrison, S. (2011). Teachers' Leisure Reading Habits and Knowledge of Children's Books: Do They Relate to the Teaching Practices of Elementary School Teachers? <i>Reading Improvement, 48</i>(2), 88–102.</p>	<p>Several authors have suggested that a teacher's ability to encourage a disposition to read may be linked to their personal reading habits and views of literacy. This study examined the relationship between elementary school teachers' reading habits, knowledge of children's literature, and their use of literacy best practices in the classroom. One hundred sixty one Kindergarten through fifth grade teachers completed a survey designed to assess literacy instruction practices and leisure reading habits. Teachers who varied in the number of books read and the amount of TV viewed were very similar in their reported use of best literacy practices, but those with more knowledge of children's literature were more likely to use best practice techniques. Several possible reasons for these different findings are discussed. (Contains 3 tables.)</p>
18	<p>Cambria, J., & Guthrie, J. T. (2010). Motivating and engaging students in reading. <i>New England Reading Association Journal, 46</i>(1), 16-29.</p>	<p>[...] motivation may be stimulated by home and may be influenced by peers, but the teacher is the main actor influencing a student's development of reading motivation. Many partnerships, team efforts, group projects, and peer cooperatives have been shown to motivate students, and some have been shown to increase reading comprehension directly (Murphy, Wilkenson, Soter, Hennessey, Sc Alexander, 2009). In a slightly longer, but realistic amount of time, teachers can gain a grip on implementing all the CORI teaching practices for elementary school mentioned here.</p>
19	<p>Cantrell, S. C., Pennington, J., Rintamaa, M., Osborne, M., Parker, C., & Rudd, M. (2017). Supplemental literacy instruction in high school: What students say matters for reading engagement. <i>Reading & Writing Quarterly, 33</i>(1), 54-70.</p>	<p>In this article, we describe a model for reading engagement that emerged from interviews with high school students who participated in a yearlong supplemental intervention course. The course focused on motivation, strategies, content learning, and communication within the context of themed instruction. We sought to ascertain instructional factors, within the context of the supplemental reading course, that were most engaging for students from the students' perspective. Using constant comparative analysis methods, we identified themes that emerged from interviews with 63 students who participated in the</p>

		<p>intervention. Participants articulated the significance of relevant texts, self-efficacy with valued tasks, classroom relationships, and reading strategies in influencing their literacy engagement. Based on these themes, we present an engagement model that expands on earlier models emphasizing cognitive, behavioral, motivational, and social dimensions. Implications suggest pathways for engaging students who are participating in targeted literacy interventions.</p>
20	<p>Capotosto, L., Kim, J. S., Burkhauser, M. A., Oh Park, S., Mulimbi, B., Donaldson, M., & Kingston, H. C. (2017). Family Support of Third-Grade Reading Skills, Motivation, and Habits. <i>AERA Open</i>, 3(3), 1-16.</p>	<p>This qualitative study investigated the ways in which 84 parents from predominantly low-income communities described supporting their third graders' reading skills, motivation, and habits. Thematic analysis of open-ended parent interviews indicated that parents actively and deliberately scaffolded their children's progress toward developing independent reading skills. Parents explicitly communicated the value of reading in everyday conversations; actively listened to their children read, even if they did not understand the language in which the text was written; asked reading comprehension questions; created a home environment conducive to sustained reading; promoted reader autonomy through encouragement of strategy use; and incorporated reading practices into daily routines. Parents often described their own efforts as responsive to their children's level of reading motivation and reading performance, thus highlighting the reciprocal nature of parent--child reading interactions. Findings reveal a variety of ways in which families support their children's reading skills, motivation, and habits.</p>

21	<p>Cheema, J. (2018). Adolescents' enjoyment of reading as a predictor of reading achievement: new evidence from a cross-country survey. <i>Journal of Research in Reading, 41</i>(1), 149–162.</p>	<p>This study investigated the effect of enjoyment of reading on reading achievement among adolescents using a sample of 65 countries. Our results indicate that although enjoyment of reading is a significant predictor of reading achievement and can explain as much as 18% of the variation in such achievement on its own at country level, there are significant cross-country differences in the pattern of this relationship. Our main finding is that after controlling for demographic differences such as gender and socio-economic status, enjoyment of reading is positively associated with reading achievement in high academic performance countries and negatively associated with such achievement in low academic performance countries.</p>
22	<p>Chen, P. H., & Wu, J. R. (2010). Rewards for Reading: Their Effects on Reading Motivation. <i>Journal of Instructional Pedagogies, 3</i>, 1-8.</p>	<p>In recent years, many Taiwanese elementary schools have implemented extensive reading activities in their respective campuses. In order to motivate pupils to read, teachers and parents would offer pupils contingent rewards. As we know, the use of rewards in educational settings as a way to improve motivation is a controversial issue. Previous studies on rewards, mostly conducted in controlled situations, have recognized that the effects of a reward depend on the types of rewards used, the reward expectancy, the reward contingency, and the attributions made for receiving the reward. The purpose of this study is to realize the predictive model of rewards and identified the reward predictors for reading motivation. The survey participants were 722 pupils from five elementary schools in southern Taiwan. Using a longitudinal design, it collected pupils' reward experiences in extensive reading activities as well as their pre-reward and post-reward reading motivation. Simultaneous and longitudinal regression analyses indicated that the predictive model of rewards could explain the variances of intrinsic, extrinsic, and global reading motivation, even when including the effects of previous motivation. "Intangible rewards" and "effort attributions" positively predicted intrinsic reading motivation, extrinsic reading motivation, and global reading motivation;</p>

		whereas "luck attribution" negatively predicted intrinsic reading motivation.
23	Chrysos, M. (2017). Measuring Literary Reading Motivation: Questionnaires Design and Pilot Testing. <i>European Journal of Educational Research</i> , 6(4), 419-431.	This study aims to present the design and pilot testing procedures of the two specific self-report questionnaires were used to measure the two key aspects of reading motivation, self-efficacy and intrinsic motivation in the field of literary (narrative) reading, and the partial factors that jointly shape them. These instruments were outlined in advance, tested on a small scale and finally administered in a pre-post (quasi)experimental-control group research study, in order to investigate the effect of an intervention reading program to 6 graders. The measurement tools have good validity and reliability evidence, but further construct validity analysis should be done.
24	Conradi, K., Jang, B. G., & McKenna, M. C. (2014). Motivation terminology in reading research: A conceptual review. <i>Educational psychology review</i> , 26(1), 127-164.	Issue Title: Special Issue: Theoretical Perspectives and Empirical Evidence Relevant to Classroom Instruction with Manipulatives Despite the importance of motivation in understanding the development and practices of reading, problems persist in how motivation-related constructs are defined and investigated. This article reports a concept analysis of how 12 terms have been used in current reading research. Selection criteria resulted in the identification of 92 data-based articles published in 28 peer-reviewed journals from 2003 to 2013. Over the period examined, there was a steady increase in the number of studies reported.

		<p>Most were conducted in North America and Europe. Only 17 % of the studies offered explicit definitions of the target constructs they examined. Another 64 % relied on various forms of implicit definitions, and 19 % provided no definitions of any kind. Usage problems frequently occurred as well. These included instances of vague associations among terms, occurring in 20 % of the studies, synonymous reference to distinctly different constructs in 32 %, and inaccurate statements made about constructs in 20 %.</p> <p>Although a variety of motivation theories were used to ground the investigations, some 22 % were essentially atheoretical. These difficulties were unrelated to the impact factor of the journals in which they appeared. Possible causes are discussed, together with suggestions for improvement.[PUBLICATION ABSTRACT]</p>
25	<p>Conradi, K., Jang, B. G., Bryant, C., Craft, A., & McKenna, M. C. (2013). Measuring adolescents' attitudes toward reading: A classroom survey. <i>Journal of Adolescent & Adult Literacy</i>, 56(7), 565-576.</p>	<p>Technology has become a catalyst influencing not only the medium, but also the variety of texts that adolescents encounter. It blurs the standard distinction between in-school and out-of-school literacies and fosters an interplay of reading for recreational and academic purposes. How students feel about reading remains an important question, to be sure, but the answer must become more nuanced to reflect the realities of the new literacies. In the authors' work with middle and high school teachers, conversations often turn to the problem of motivating adolescents to read. They all agree that proficiency is important, but often it is not enough. Understanding why reading fails to hold an important place in the lives of many readers is important if teachers are to have any hope of altering the views of their students. Gaining this understanding begins with learning how students truly "feel" about reading, not just in general but for different purposes and through different media. This knowledge can help teachers choose strategies and activities likely to have an impact. In this article, the authors present a newly developed survey for assessing adolescents' reading attitudes. They first examine the background and rationale for the instrument, then</p>

		<p>they describe its development, and they end with suggestions for how to use it in the classroom. (Contains 4 figures and 4 tables.)</p>
26	<p>Cremin, T., Mottram, M., Collins, F., Powell, S., & Safford, K. (2009). Teachers as readers: building communities of readers. <i>Literacy</i>, 43(1), 11-19.</p>	<p>Given the narrow scope of primary teachers' knowledge and use of children's literature identified in Phase I of "Teachers as Readers" (2006-2007), the core goal of the Phase II project was to improve teachers' knowledge and experience of such literature in order to help them increase children's motivation and enthusiasm for reading, especially those less successful in literacy. The year-long Phase II project, "Teachers as Readers: Building Communities of Readers", which was undertaken in five Local Authorities (LAs) in England, also sought to build new relationships with parents and families and to explore the concept of a "Reading Teacher (RT): a teacher who reads and a reader who teaches" (Commeyras and colleagues). The research design was multilayered; involving data collection at individual, school and LA levels, and using a range of quantitative and qualitative data research methods and tools. This paper provides an overview of the Phase II research. It suggests that teachers need support if they are to develop children's reading for pleasure, and enhance their involvement as socially engaged and self-motivated readers.</p>

27	Dag, N. (2017). The Reading Profile of Turkish Primary School Students. <i>International Journal of Instruction</i> , 10(4), 293-306.	This study aims to reveal the reading profile of primary school students. The research design is based on a survey model with the research population being comprised of primary school students in the 2014-2015 academic year in the city center of Nevsehir, Turkey. The sample of the study consists of 120 fourth-grade students. The research data was obtained from a two section questionnaire developed by the researcher and consisted of open-ended questions. The first section included personal questions and the second section consisted of 15 items that were expected to reflect the level of the reading profile of primary school students. The SPSS program was used to analyze the data. The results showed that almost all the children intellectually considered that reading was important and necessary; yet, they were not able to exactly reflect that thought in their actions.
28	Davis, M. H., Tonks, S. M., Hock, M., Wang, W., & Rodriguez, A. (2018). A review of reading motivation scales. <i>Reading Psychology</i> , 39(2), 121-187.	Reading motivation is a critical contributor to reading achievement and has the potential to influence its development. Educators, researchers, and evaluators need to select the best reading motivation scales for their research and classroom. The goals of this review were to identify a set of reading motivation student self-report scales used in research, examine the development and psychometric properties of each reading motivation scale, and compare scales on availability, reliability, age range, and motivation constructs measured. This article summarizes 16 current reading motivation scales. Findings suggest the need for more research regarding the multidimensionality of reading motivation and measures that could span early childhood to adolescence.

29	<p>De Naeghel, J., Van Keer, H., & Vanderlinde, R. (2014). Strategies for promoting autonomous reading motivation: A multiple case study research in primary education. <i>Frontline Learning Research</i>, 2(3), 83-101.</p>	<p>It is important to reveal strategies which foster students' reading motivation in order to break through the declining trend in reading motivation throughout children's educational careers. Consequently, the present study advances an underexposed field in reading motivation research by studying and identifying the strategies of teachers excellent in promoting fifth-grade students' volitional or autonomous reading motivation through multiple case study analysis. Data on these excellent teachers were gathered from multiple sources (interviews with teachers, SEN coordinators, and school leaders; classroom observations; teacher and student questionnaires) and analysed. The results point to the teaching dimensions of autonomy support, structure, and involvement--as indicated by self-determination theory--as well as to reading aloud as critical strategies to promote students' autonomous reading motivation in the classroom. A school culture supporting students' and teachers' interest in reading is also an essential part of reading promotion. The theoretical and practical significance of the study is discussed.</p>
30	<p>De Naeghel, J., Van Keer, H., Vansteenkiste, M., & Rosseel, Y. (2012). The relation between elementary students' recreational and academic reading motivation, reading frequency, engagement, and comprehension: A self-determination theory perspective. <i>Journal of educational psychology</i>, 104(4), 1006-1021.</p>	<p>Research indicates the need to further examine the dimensions of reading motivation. A clear theoretical basis is necessary for conceptualizing reading motivation and considering contextual differences therein. The present study develops and validates the SRQ-Reading Motivation, a questionnaire measuring recreational and academic reading motivation based on self-determination theory. The study clarifies the relation among reading motivation, reading self-concept, reading behavior (i.e., engagement and frequency), and reading performance (i.e., comprehension). Participants included 1,260 Flemish fifth-grade students and their 67 teachers. Exploratory and confirmatory factor analyses indicated that both recreational and academic reading motivation comprise 2 factors: autonomous and controlled motivation. This factor structure was found to be invariant across boys and girls. Comparisons of the SRQ-Reading Motivation with subscales of the Motivation for Reading Questionnaire provide evidence for</p>

		<p>the construct validity of the instrument. Structural equation modeling confirmed that recreational autonomous reading motivation is associated with more positive reading behavior and better performance. In the academic setting, only the equivalent relationship between autonomous reading motivation and leisure-time reading frequency could be corroborated. In this respect, the results confirm the independent contribution of recreational autonomous reading motivation and reading self-concept to reading behavior and performance. No significant indirect relationship between reading motivation and reading comprehension through reading frequency or reading engagement was found. The theoretical and practical significance of the present study is discussed. (Contains 5 tables, 4 figures and 3 footnotes.)</p>
31	<p>Dolatkah, M. (2015). Läsfrämjande i pedagogisk verksamhet. Skolverket, Stockholm.</p>	<p>Flera institutioner i samhället arbetar på olika sätt med barns och ungas läsning. Dels handlar det om att barn och unga behöver utveckla läsförmågan för att kunna delta i utbildning, arbete och samhällsliv, dels eftersträvas ofta att utveckla läsintressen och läsvanor. På politisk nivå sätts läsandet i samband med såväl individuella som samhälleliga värden och ses ofta som en tillgång för demokratin (se t.ex. Litteraturutredningen 2012a, och Proposition 2013/14:3). I artikeln tas upp en omfattande forskning om läsning som kan vara av intresse för detta arbete.</p>

32	Egelund, N. (2012). <i>Northern Lights on PISA 2009 : focus on reading</i> . Nordisk Ministerråd.	
33	Elam, K., & Widhe, O. (2015). Läslust och litterär förståelse ur ett kroppsligt perspektiv. In <i>Svensk forskning om läsning och läsundervisning</i> (pp. 171–182). Gleerups.	
34	Eriksson, K. (2002). Booktalk Dilemmas: teachers' organisation of pupils' reading. <i>Scandinavian Journal of Educational Research</i> , 46(4), 391-408.	The syllabus for mother tongue teaching in Sweden states that an essential goal is that pupils, in conversation with others, should be able to express feelings and thoughts evoked by literature. The present paper addresses how schools try to promote pupils' reading, examining authentic school-run booktalk conversations from a discursive approach. The data consists of video-recorded sessions with small groups of pupils in Grades 4–7. A series of booktalk dilemmas were identified. The studied so-called book clubs were aimed at promoting reading for pleasure. Yet, literary practices were, at times, transformed into (i) calculating tasks, (ii) vocabulary lessons, or, (iii) reading aloud exercises. Another complication concerned the synchronising of the pupils' reading that led to extensive negotiations on the part of teacher and pupils.
35	Fisher, D., & Frey, N. (2018). Raise reading volume through access, choice, discussion, and book talks. <i>The Reading Teacher</i> , 72(1), 89-97.	Reading volume is an important consideration for teachers wanting to improve literacy outcomes for students. The authors begin by reviewing evidence for reading volume and the ways in which reading volume can be changed. They identify four factors--access, choice, classroom discussions of texts, and book talks--that composed an intervention designed to increase reading volume. The authors identified 44 teachers in grades 1, 3, and 5 to implement the reading volume program and monitored the impact and implementation with classroom observations and teacher interviews. The impact was generally positive, with teachers

		<p>describing changes in reading volume, motivation, writing achievement, and other factors.</p>
36	<p>Fletcher, J., Grimley, M., Greenwood, J., & Parkhill, F. (2012). Motivating and improving attitudes to reading in the final years of primary schooling in five New Zealand schools. <i>Literacy</i>, 46(1), 3-16.</p>	<p>Teachers are influential in motivating and improving attitudes towards reading. This article reports on an investigation of eight teachers of 10- to 12-year-old students from five New Zealand schools and the strategies they used to improve attitudes to reading. Each school had been identified as implementing effective reading programmes by a panel of literacy experts and supported by standardised tests demonstrating overall improvements in reading achievement. A reading culture developed by using sophisticated picture books and novels for discussion and debate along with ready access to age-related, high-interest appropriate books in the classroom and school library. Teachers worked with children on a whole class, group and individually and demonstrated explicit teaching using texts that engage the reader. The research suggests that children need support by their teachers to negotiate them away from potential points of discouragement in learning to read. Also, teachers need to be aware that reading may not be considered "cool" at this time of early adolescence and initiate strategies to make reading fun. (Contains 3 tables and 5 notes.)</p>

37	<p>Fredriksson, U. (2012). Hur 15-åringars läsning förändrats mellan 2000 och 2009 : Resultat från PISA undersökningarna. In <i>Läsarnas marknad, marknadens läsare : en forskningsantologi</i> (pp. 95–110). Stockholm: Fritzes.</p>	<p>Svenska 15-åringar läser sämre år 2009 än de gjorde år 2000. Detta beror antagligen på flera olika faktorer i skola och samhälle som samverkar, så som ändrade läsvanor och förändrat läsintresse bland barn och ungdomar. I denna artikel beskrivs och diskuteras utifrån resultaten i PISA-undersökningarna hur de svenska elevernas läsning försämrats och de faktorer som kan ha bidragit till försämringen.</p>
38	<p>Froiland, J. M., & Oros, E. (2014). Intrinsic motivation, perceived competence and classroom engagement as longitudinal predictors of adolescent reading achievement. <i>Educational Psychology, 34</i>(2), 119-132.</p>	<p>This study investigated the effects of intrinsic motivation, perceived competence, classroom engagement and extrinsic motivation on reading development among youth. Using a nationally representative sample of students in the US, the researchers followed students longitudinally from fifth to eighth grade. Reading achievement was measured using composite tests of vocabulary, reading comprehension and sight-word identification. Hierarchical linear regression was used to examine the effect of students' perceived intrinsic motivation and competence, as well as teacher rated classroom engagement in the 5th grade, on reading achievement in the 8th grade. Important control variables were utilised such as gender, family SES, race/ethnicity and prior reading achievement. The results showed that intrinsic motivation to read, perceived competence and engagement in 5th grade significantly predict reading achievement in 8th grade. The importance students placed upon grades also predicted reading development. Implications for promoting intrinsic motivation and strong engagement in schools are discussed.</p>

39	<p>Gambrell, L., Palmer, B., Codling, R., & Mazzone, S. (1996). Assessing Motivation to Read. <i>The Reading Teacher</i>, 49(7), 518–533.</p>	<p>The Motivation to Read Profile (MRP) is a test to assess children's reading motivation. It analyzes readers self concepts as readers and the value of reading for them. It employs both the interview and the survey methods to gather both qualitative and quantitative information. The information provides the teacher with valuable insights about the motivation and development of the individual child. The study of survey, interview inputs, and teacher's own observation of student's classroom behavior can be integrated to formulate instructional plans to motivate the young readers.</p>
40	<p>Gehlot, L., Al-Khalaf, H. A., & Gehlot, H. (2020). Evaluation of the Reading Habits of Indian Students (Reading Aloud and Reading Silently) from Low, Middle and High Class Schools. <i>Educational Research and Reviews</i>, 15(2), 41-51.</p>	<p>Language acquisition and memory models are created more quickly in the brain in early childhood. If reading habit is cultivated in children early, it will enhance their language skills and perception. This study aims to evaluate the conventional practices of reading habits in Indian children from lower, middle, and upper socio-economic backgrounds and to suggest some new methods based on the results of a survey using semi-structured questionnaires. Generally, reading habits comprise: 'reading aloud' and 'silent reading'. Surprisingly, parents do not know the minuscule details of these two categories of reading habits like the power of reading to build confidence in children or to improve their comprehension of books and many matters in life. This study reviews recent research work in this direction and recommends that there should be strong consciousness to develop children's reading habits, and help them to know first and foremost the vocabulary of all subjects before dealing with the contents of the subjects. It also recommends 'Intensive' and 'Extensive' studies for children to develop reading habit and linguistic competency for comprehending English as Lingua Franca.</p>

41	<p>Gilbert, J., & Fister, B. (2015). The perceived impact of e-books on student reading practices: A local study. <i>College & Research Libraries</i>, 76(4), 469-489.</p>	<p>This study investigates the perceived impact of future e-book collections on student research and recreational reading habits at our institution through three questions: how students currently use library print collections, how students use e-books, and how these factors impact student perception of the effects of future library e-books on their research and recreational reading behavior. Students express a fairly high interest in e-books, although not without raising significant concerns. While students appreciate the ease of access provided by ebooks, many imagine that research would be more difficult using e-books. Results will help the library better evaluate e-book options and navigate possible issues related to implementation.</p>
42	<p>Gissel, S. T., Hansen, S. R., & Puck, M. R. (2017). Børns læsning 2017: – en kvantitativ undersøgelse af børns læse- og medievaner i fritiden.</p>	
43	<p>Greenberg, D., Gilbert, A., & Fredrick, L. (2006). Reading Interest and Behavior in Middle School Students in Inner-City and Rural Settings. <i>Reading Horizons</i>, 47(2), 159-173.</p>	<p>We examined the reading interest and behavior of students in one rural (n = 664) and one inner-city (n = 510) middle school. Responses to the questionnaire indicated that in general, middle school students are not interested in reading and spend very little time engaged in various reading activities. Further analysis of the data showed differences among school, gender, and grade in responses to the questionnaire. Therefore, although one can make broad claims about middle school students, we propose that it may be useful to look also at different groups of middle school students when trying to make decisions concerning this population.</p>

44	<p>Guthrie, J. T., & Klauda, S. L. (2014). Effects of classroom practices on reading comprehension, engagement, and motivations for adolescents. <i>Reading research quarterly</i>, 49(4), 387-416.</p>	<p>We investigated the roles of classroom supports for multiple motivations and engagement in students' informational text comprehension, motivation, and engagement. A composite of classroom contextual variables consisting of instructional support for choice, importance, collaboration, and competence, accompanied by cognitive scaffolding for informational text comprehension, was provided in four-week instructional units for 615 grade 7 students. These classroom motivational-engagement supports were implemented within integrated literacy/history instruction in the Concept-Oriented Reading Instruction (CORI) framework. CORI increased informational text comprehension compared with traditional instruction (TI) in a switching replications experimental design. Students' perceptions of the motivational-engagement supports were associated with increases in students' intrinsic motivation, value, perceived competence, and increased positive engagement (dedication) more markedly in CORI than in TI, according to multiple regression analyses. Results extended the evidence for the effectiveness of CORI to literacy/history subject matter and informational text comprehension among middle school students. The experimental effects in classroom contexts confirmed effects from task-specific, situated experimental studies in the literature.</p>
45	<p>Guthrie, J. T., Hoa, A. L. W., Wigfield, A., Tonks, S. M., Humenick, N. M., & Littles, E. (2007). Reading motivation and reading comprehension growth in the later elementary years. <i>Contemporary Educational Psychology</i>, 32(3), 282-313.</p>	<p>Reading motivation has been viewed as a multifaceted construct with multiple constituents. Our investigation of motivational multiplicity expanded on previous literature by including motivation constructs (interest, perceived control, collaboration, involvement, and efficacy), text genres, specific versus general contexts, and the self-versus other evidence sources about motivation. We expected that this multiplicity would influence the identification of reading comprehension growth predictors. We obtained pre- and post-interview data, teacher ratings, motivation self-reports, and reading comprehension scores. Interviews showed motivation constructs to be semi-independent. Students' reading motivations for narrative and information texts</p>

		<p>were not highly associated; and self-reports and other motivation reports were not highly associated, but situated and general reading motivations were correlated. Interview-based coding of motivation predicted reading comprehension growth, but reading comprehension did not predict motivation growth. Situated motivation for information books predicted general motivation growth according to multiple regression analyses. Implications for an engagement model of reading development were discussed.</p>
46	<p>Guthrie, J. T., Hoa, L. W., Wigfield, A., Tonks, S. M., & Perencevich, K. C. (2005). From spark to fire: Can situational reading interest lead to long-term reading motivation?. <i>Literacy Research and Instruction</i>, 45(2), 91-117.</p>	<p>The processes of change in children's reading motivation have not been widely studied. We investigated whether situated interest for a specific book may lead to longer-term intrinsic motivation for general reading. Two schools with 120 grade 3 students filled out reading logs identifying their reasons for reading their favorite books twice. In addition, students completed general motivation and comprehension measures as a pre-assessment and as a post-assessment. Students who increased in their level of situated interest in an information book over time increased in their general reading motivation from September to December. Also, students who decreased in their level of situated extrinsic motivation for reading a narrative book decreased in general extrinsic motivation. It appeared that children's changes in situated motivation predicted their changes in general reading motivation, within an instructional context that supports engagement and motivation in reading. (Contains 5 tables and 2 figures.)</p>
47	<p>Guthrie, J. T., McRae, A., & Klauda, S. L. (2007). Contributions of concept-oriented reading instruction to knowledge about interventions for motivations in reading. <i>Educational Psychologist</i>, 42(4), 237-250.</p>	<p>We present a theoretical and empirical explication of the intervention of Concept-Oriented Reading Instruction (CORI) that is designed to increase students' reading comprehension and motivation for reading. The framework specifies a set of five motivational constructs that represent goals for the instructional intervention. Necessary cognitive goals in reading are also presented. For this intervention, the five instructional practices of relevance, choice, success, collaboration, and thematic unit that are prominent in CORI are portrayed as components that are</p>

		<p>aligned with motivational constructs. The impact of CORI on some of the motivational processes, cognitive competencies, and reading comprehension are presented in the form of a meta-analysis of 11 CORI studies with 75 effect sizes on 20 outcome variables. The CORI motivational intervention is compared to laboratory treatments and other field studies. (Contains 2 tables. Numbers for References in Meta-analysis of Table 2 is appended.)</p>
48	<p>Guthrie, J. T., Wigfield, A., Humenick, N. M., Perencevich, K. C., Taboada, A., & Barbosa, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. <i>The Journal of Educational Research</i>, 99(4), 232-245.</p>	<p>One theoretical approach for increasing intrinsic motivation for reading consists of teachers using situational interest to encourage the development of long-term individual interest in reading. The authors investigated that possibility by using stimulating tasks, such as hands-on science observations and experiments, to increase situational interest. Concurrently, the authors provided books on the topics of the stimulating tasks and teacher guidance for reading to satisfy curiosities aroused from the tasks. Students with a high number of stimulating tasks increased their reading comprehension after controlling for initial comprehension more than did students in comparable intervention classrooms with fewer stimulating tasks. Students' motivation predicted their level of reading comprehension after controlling for initial comprehension. The number of stimulating tasks did not increase reading comprehension on a standardized test when motivation was controlled, suggesting that motivation mediated the effect of stimulating tasks on reading comprehension. Apparently, stimulating tasks in reading increased situational interest, which increased longer term intrinsic motivation and reading comprehension. (Contains 4 tables and 1 figure.)</p>

49	Hamston, J., & Love, K. (2005). Voicing resistance: adolescent boys and the cultural practice of leisure reading. <i>Discourse: studies in the cultural politics of education</i> , 26(2), 183-202.	This article describes a theoretically informed methodology for eliciting the voices of adolescent boys identified by their teachers and parents as reluctant leisure time readers. Similar methods have also been used to draw out the voices of the boys' parents to understand their efforts to guide and maintain their sons' literacy practices, within the context of one middle class Australian school community. The concept of "voice" in our research of boys as capable but differently committed leisure time readers is informed by a socio-cultural theory that foregrounds the processes of enculturation, appropriation, and agency as fundamental to identity formation. In this regard the varied ways in which the boys in the study have taken up the reading practices valued in their families is illustrative of the mutuality of individual agency and cultural processes. In describing both the theoretical and conceptual framing of a methodology designed to investigate in particular those boys who have resisted their families' reading dispositions we hope to highlight how individuals struggle to construct new values within patterns of cultural practice. (Contains 2 tables and 1 figure.)
50	Hansen, S. R., Gissel, S. T., Puck, M. R., Romme Lund, H., Kæthius, A., & Vestergaard, L. (2018). Børns læsevaner 2017: Overblik - Indblik.	To undersøgelser af børns læse- og medievaner i fritiden
51	Hedemark, Å. (2012). A study of Swedish children's attitudes to reading and public library activities. <i>New Review of Children's Literature and Librarianship</i> , 18(2), 116-127.	This article presents findings from a study of Swedish children's attitudes to reading and to literature promotion in public libraries. The study was made in collaboration with the Swedish Library Association and 100 children were interviewed. This article reports the main results from this study, concentrating on discussing the children's different approaches to reading and how they perceive public library activities. Using socio-cultural theory and qualitative methods the results show three different approaches to reading. The article concludes that it is important that public libraries gain knowledge about the media practices of children and when developing literature promotion the

		departure point must be the different cultures of reading that characterize the children's everyday world.
52	Henk, W. A., & Melnick, S. A. (1995). The Reader Self-Perception Scale (RSPS): A new tool for measuring how children feel about themselves as readers. <i>The Reading Teacher</i> , 48(6), 470-482.	This article introduces an instrument for assessing an important dimension of reading.
53	Howard, V. (2011). The importance of pleasure reading in the lives of young teens: Self-identification, self-construction and self-awareness. <i>Journal of Librarianship and Information Science</i> , 43(1), 46-55.	This paper reports on a research study investigating the role of pleasure reading in the lives of 12-15 year old residents of an eastern Canadian regional municipality. Pleasure reading was found to fulfill three broad functions: it enhanced academic performance, social engagement and personal development. In conclusion, the study confirms that teens, like adults, unconsciously use pleasure reading as a means of everyday life information seeking and the reasons for personal salience identified in the foregoing discussion have a strong developmental theme: in their pleasure reading, teens gain significant insights into mature relationships, personal values, cultural identity, physical safety and security, aesthetic preferences, and understanding of the physical world, all of which aid teen readers in the transition from childhood to adulthood. (Contains 1 note.)
54	Huang, S. (2013). Factors affecting middle school students' reading motivation in Taiwan. <i>Reading Psychology</i> , 34(2), 148-181.	This study employed a triangulated mixed method to investigate reading motivation of Chinese middle school students in Taiwan. A total of 247 seventh grade students (122 boys and 125 girls) participated voluntarily by completing the Chinese Motivation for Research Questionnaire (CMRQ). Sixteen of the 247 students were purposely selected to participate in the semistructured interviews and classroom observations over the course of the

		month. A multiple linear regress, a zero-order correlation statistical analysis, and content analyses showed high-achieving students placed greater value on grades and social recognition than low-achieving students. Motivation was enhanced by utilizing materials associated with interests. (Contains 4 tables.)
55	Hughes-Hassell, S., & Rodge, P. (2007). The leisure reading habits of urban adolescents. <i>Journal of adolescent & adult literacy, 51</i> (1), 22-33.	Research indicates that there is a strong relationship between leisure reading and school achievement, but the leisure reading habits of urban adolescents have rarely been studied. From their investigation of the leisure reading habits of 584 urban minority middle school students, the authors identify these key findings: (1) More than two-thirds of the students indicated that they read for fun and relaxation, to learn new things, or because they were bored; (2) Magazines were the preferred reading material for both males and females, followed by comics and the Internet; (3) Celebrities, "people or characters like me," sports figures, and musicians were among the most popular subjects pursued in respondents' leisure reading; and (4) Reading during summer vacation was not popular with either sex. Based on these findings, the authors provide eight recommendations for teachers and librarians to keep in mind as they strive to support the literacy development of urban adolescents. (Contains 4 tables.)
56	Jang, B. G., & Ryoo, J. H. (2019). Multiple dimensions of adolescents' reading attitudes and their relationship with reading comprehension. <i>Reading and Writing, 32</i> (7), 1769-1793.	Despite a growing research base that explores motivational constructs in reading and their relationship to achievement, nuanced questions remain. The present study examines the complex relationships among attitudes, proficiency, grade, and gender. Attitudes were differentiated by purpose (recreational vs. academic) and medium (digital vs. print), and a survey comprising those four subscales was administered to 586 Korean adolescents. Results showed that attitudes toward Recreational Print, Academic Print, and Academic Digital reading are positively associated while attitudes toward Recreational Digital reading are negatively associated with the other three attitudes. We also found that reading attitudes significantly predicted

		reading comprehension scores. We discuss these results and suggest implications for adolescent literacy instruction.
57	Kelley, M. J., & Decker, E. O. (2009). The current state of motivation to read among middle school students. <i>Reading Psychology, 30</i> (5), 466-485.	This study examined middle school students' motivation to read using an adapted version of the Motivation to Read Profile (MRP) Survey. The MRP is comprised of items assessing students' self-concepts as readers and their value of reading. In total, 1080 sixth-, seventh-, and eighth-grade students responded. Descriptive and inferential statistics were derived in order to assess overall motivation to read, self-concept, and value of reading. Findings revealed that students' motivation to read and value of reading declined as grade level increased and differed according to gender. However, self-concept remained stable and was greater than students' value of reading. (Contains 2 figures and 4 tables.)
58	Kirby, J. R., Ball, A., Geier, B. K., Parrila, R., & Wade-Woolley, L. (2011). The development of reading interest and its relation to reading ability. <i>Journal of Research in Reading, 34</i> (3), 263-280.	The development of interest in reading and its relationship to reading ability was examined longitudinally in 117 children in Grades 1-3. Interest in reading was measured by eight items from the Elementary Reading Attitude Survey. Less able readers had lower interest in reading, but their development was parallel to that of more able readers. Interest in reading in Grade 1 was weakly correlated with Grade 3 reading ability, but correlations were lower for interest measured in Grades 2 and 3. Hierarchical regression analyses indicated weak and inconsistent effects of reading interest on reading ability after controlling general cognitive ability, SES, phonological awareness and naming speed. It is concluded that interest in reading has only a weak relationship to reading ability in the early elementary years, and that much of that relationship overlaps with the effects of other more powerful predictors.

59	<p>Kirnan, J., Siminerio, S., & Wong, Z. (2016). The impact of a therapy dog program on children's reading skills and attitudes toward reading. <i>Early Childhood Education Journal</i>, 44(6), 637-651.</p>	<p>An existing school program in which therapy dogs are integrated into the reading curriculum was analyzed to determine the effect on student reading. Previous literature suggests an improvement in both reading skills and attitudes towards reading when students read in the presence of a therapy dog. Using a mixed method model, the researchers analyzed standardized reading test scores of 169 students in kindergarten through fourth grade and conducted interviews with educators and dog owners. A series of "t" tests conducted by grade indicated a significant difference, but only in kindergarten where the children in the dog reading group achieved higher end-of-year reading scores than a control cohort. A follow-up analysis of covariance controlling for mid-year reading scores confirmed that these differences were not related to preexisting reading levels. Interview results agreed with earlier studies noting improvements in reading and writing skills as well as attitude and enthusiasm for reading across all grade levels but with greatest gains for Special Education, ESL, and children who struggle with reading. Archival data from subsequent years is being collected and will seek to replicate the findings in kindergarten and to examine the cumulative effect of the reading program.</p>
60	<p>Klauda, S. L., & Wigfield, A. (2012). Relations of perceived parent and friend support for recreational reading with children's reading motivations. <i>Journal of Literacy Research</i>, 44(1), 3-44.</p>	<p>This study examined elementary school students' perceived support for recreational reading from their mothers, fathers, and friends. Participants, including 130 fourth graders and 172 fifth graders, completed the researcher-developed Reading Support Survey, which assesses how often children experience and how greatly they enjoy multiple types of reading-supportive behaviors. The survey was based on a synthesis of quantitative, qualitative, and mixed-methods research on older children's experiences of support for recreational reading. Theories emphasizing the importance of social factors in the development of reading motivation and attitudes and domain-general theories of motivation and social support also influenced the survey design and study hypotheses. Perceived reading support showed four</p>

		<p>underlying dimensions, two reflecting source of support and two reflecting type of support as the organizing element. Hierarchical multiple regression analyses demonstrated that perceived parent and friend support each contributed uniquely to the prediction of multiple dimensions of self-reported reading motivation and frequency, controlling for reading achievement, gender, and grade level. Children perceived greater reading support from their mothers than from their fathers or friends. There were few differences in perceived reading support, reading motivation, or habits by gender or grade level. The findings of this study expand the research base on the relations of children's experiences of parental support for reading with reading motivation and activity, which has largely focused on preschool and primary-grade children, to older children. (Contains 11 tables.)</p>
61	<p>Kucirkova, N., Littleton, K. & Cremin, T. (2017). Young children's reading for pleasure with digital books: six key facets of engagement, <i>Cambridge Journal of Education</i>, 47(1), 67-84.</p>	<p>This paper offers a new characterisation of young children's (2-8 years) reading for pleasure (RfP) with digital books. This characterisation is rooted in a re-contextualisation of Anna Craft's conceptualisation of twenty-first century childhoods in <i>Creativity and education futures</i> (Stoke on Trent, Trentham, 2011) and a review of the literature concerning young children's RfP with digital books. The paper develops Craft's (2011) work by considering the ways in which digital books can resource the '4Ps of digital childhood' in reading for pleasure. Six facets of reader engagement, nested within Craft's (2011) 4Ps, are presented: affective, creative, interactive, shared, sustained and personalised reading engagements. It is argued that this characterisation of young children's reading engagements can enrich our understanding of the affordances of digital books in relation to RfP in the twenty-first century. The paper thus offers an important new contribution, going beyond established work in the field, which typically explores digital books in relation to children's learning, product design or developmental outcomes.</p>

62	<p>Kush, J. C., Watkins, M. W., & Brookhart, S. M. (2005). The temporal-interactive influence of reading achievement and reading attitude. <i>Educational Research and Evaluation, 11</i>(1), 29-44.</p>	<p>Although the relationship between attitudes toward reading and reading achievement has been well documented, the causal relationship between these constructs remains unclear. Using longitudinal covariance structure modeling, this study tested the hypothesis that 3 reading-related constructs in the primary grades (2nd-3rd grade) - reading attitude, behavior, and achievement - would predict reading achievement in the 7th grade. Results showed that primary attitude was not correlated with primary achievement yet both had causal paths to 7th-grade achievement, described as a "temporal-interaction" model. The resulting model suggests that while reading attitude and achievement may appear unrelated at the early stages of reading they become more closely linked over time, developing into important causal determinants of reading achievement by early adolescence.</p>
63	<p>Law, Y. K. (2008). The relationship between extrinsic motivation, home literacy, classroom instructional practices, and reading proficiency in second-grade Chinese children. <i>Research in Education, 80</i>(1), 37-51.</p>	<p>This study investigated how students' extrinsic motivation, home literacy and classroom instructional practices were related to the students' reading proficiency of 734 Chinese second-graders (48.2 per cent girls and 51.4 per cent boys) from twenty-two classes in seven primary schools in Hong Kong. The mean student age was 7.5 years. All participants completed two reading comprehension tests and a questionnaire assessing extrinsic motivation and their perceptions of classroom instructional practices. Their parents also completed a questionnaire to report their home literacy activities, parents' support for their children's homework and their perceptions of their children's classroom instructional practices. The results of the hierarchical multiple regression analysis indicated that home literacy activities, and parents' and children's perspectives of classroom instructional practices, were associated with students' reading proficiency. However, students' extrinsic motivation and parents' support for their children's homework did not correlate with students' reading proficiency. The theoretical interpretations of this pattern of results are discussed. (Contains 3 tables.)</p>

64	<p>Leppanen, U., Aunola, K. & Nurmi, J.-E. (2005). Beginning Readers' Reading Performance and Reading Habits, <i>Journal of Research in Reading</i>, 28(4), 383-399.</p>	<p>This study investigated the prospective relationships between reading performance and reading habits among Finnish children during the first and second grades of primary school. One hundred and ninety-five children were examined twice during their first primary school year and once during the spring term of Grade 2. The results showed, first, that children's reading skills predicted their reading habits: the more competent in reading children were at the end of Grade 1, the more likely they were to engage in out-of-school reading one year later. Second, reading habits also predicted reading skills: the amount of out-of-school reading at the end of Grade 1 contributed to the development of word recognition skills.</p>
65	<p>Li, W. & Wu, Y. (2017). Adolescents' social reading: motivation, behaviour, and their relationship, <i>The Electronic Library</i>, 35(2), 246-262.</p>	<p>Purpose Using the case of social reading via WeChat in China, this paper aims to explore adolescents' social reading motivation and behaviour. It also examines how the specific dimensions of reading motivation contribute to the different aspects of social reading behaviour. Design/methodology/approach This study used survey approach, which gathered 1,039 valid responses from a cluster sampling in 14 middle and high schools in Shanghai, China. Findings The results indicated that social reading motivation was a multidimensional construct, which included the dimensions of social interaction, self-development, peer recognition, information acquisition, personal interests and time killing. The research also found that different motivational dimensions exerted different influences on adolescents' social reading activities. Specifically, the motivations of time killing and self-development are significant predictors of both the reading act and socializing act. However, information acquisition and personal interests were significant predictors only of the reading act, while social interaction and peer recognition significantly predicted the socializing act. Research limitations/implications The findings would be valuable for those who develop reading programs or administer adolescents' reading practice. This study can help them understand the complexity of</p>

		<p>adolescents' social reading motivation and distinguish between its different dimensions. Originality/value The study provides important insights into the nature of adolescents' social reading motivation and how it relates to their social reading behaviour. It not only confirmed the multidimensionality of social reading motivation as a construct but also expanded the exploration of reading motivation and behaviour to the social media arena.</p>
66	<p>Lim, H.J., Bong, M. & Woo, Y.-K. (2015). Reading Attitude as a Mediator between Contextual Factors and Reading Behavior, <i>Teachers College Record</i>, 117(1), 1-36.</p>	<p>Background: Among the factors known to influence reading development and performance, attitude toward reading is shown to be particularly critical for developing learners. Reading attitude (McKenna, 1994; McKenna et al., 1995) enhances independent reading, levels of engagement in classroom reading activities, and the amount and variety of topics in reading, which in turn influence reading skills and strategies. Reading attitude is an important element in students' active engagement and achievement in reading. Purpose: The first purpose of this study was to test whether Korean students' home literacy resources, parental support and parents' reading attitude, and teachers' use of instructional strategies in relation to reading could predict Korean students' reading attitude. The second purpose was to test a model linking family-and school-related factors, reading attitude, and reading behaviors and learning strategy use as outcomes. Specifically, we hypothesized that positive and negative attitudes toward reading would mediate the relationships between home, parent, and teacher variables and reading outcomes. Design: Using a nationally representative sample from the PISA 2009 database, we tested two structural equation models. Because there were two categories of outcomes examined in this study, we fitted the model separately for each outcome category. The first model (Reading Behavior Model) included reading activities such as reading for enjoyment, reading diversity, and online reading as outcome variables. The second model (Learning Strategy Model) shared the same model structure with the first one except that the</p>

		<p>outcome variables were use of learning strategies such as memorization, elaboration, and control. In both models, reading attitudes were hypothesized to mediate the relationship between contextual factors (i.e. gender, home resources, parental and teacher influences) and the reading/learning outcomes.</p> <p>Conclusions: Gender, books and other types of literacy resources in the home, and parents' attitudes toward reading functioned as consistent predictors of Korean students' positive and negative attitudes toward reading. Among the contextual factors, parents' reading attitude and parental support for reading directly as well as indirectly predicted students' reading behaviors via students' reading attitude. Parental support for reading and teachers' instruction and assignment strategies in reading directly predicted students' use of learning strategies as well. Positive attitudes toward reading also predicted students' use of memorization, elaboration, and control strategies. Thus, reading attitude was an important mediator between parent-and teacher-related contextual factors and reading/learning engagement of Korean adolescents.</p>
67	<p>Lindsköld, L., Hedemark, Å., & Lundh, A. (2020). Constructing the Desirable Reader in Swedish Contemporary Literature Policy. <i>Culture Unbound</i>, 1-19.</p>	<p>This study contributes to a growing number of critical studies of reading that are seeking to understand how reading is constructed socially and politically. It addresses issues concerning why certain types of reading are deemed more appropriate than others in various contexts and historical eras. The aim of the study is to explore constructions of reading, reading promotion, and readers that can be identified in Swedish literature policy 2012-2013 in order to make explicit the implicit assumptions embedded in the politics of reading. This is achieved through a discourse analysis of the Swedish Government Commission report on Literature from 2012 and the subsequent Government Bill from 2013. The analysis focuses on the construction of the ‘problem’ that reading is supposed to solve, the subject-position of the reader, and the knowledge practices that underpin the construction of the ‘problem’. The analysis reveals that the main ‘problem’ is the</p>

		<p>changing reading habits of the Swedish population and the decline in the reading ability of Swedish children and youth. This is seen as a threat to several important societal values, such as children’s learning and development, democracy, “the culture of reading”, Sweden’s economic competitiveness, and the market for literature. Responsibility for the problem is placed on the school system, parents, and the use of computers and the Internet. The remedy is seen as the promotion of the right kind of literature. Furthermore, the analysis illustrates how the subject position of the appropriate reader is formed around the notion of the harmful non-reader. Similar dividing practices are constructed around youth/adult, pupil/teacher, child/parent, and son/father where the latter is expected to make the former a reader and thereby a desirable subject. The analysis also shows how two contradictory knowledge practices are joined together in the policy texts, where seemingly rational, objective, and empirical research is paired with humanistic Bildung values.</p>
68	<p>Locher, F. M., Becker, S., & Pfof, M. (2019). The Relation Between Students’ Intrinsic Reading Motivation and Book Reading in Recreational and School Contexts. <i>AERA Open</i>, 5(2), 1-14.</p>	<p>In comparison with younger children, older students tend to be less motivated to read. A literature class that fails to motivate students is one aspect that has often been discussed in this regard. Using data from 405 German ninth graders, we examined how students’ book reading is related to intrinsic situational and intrinsic habitual reading motivation in and out of school. The books that students reported to have read were characterized by LIX readability and text type. Our results first showed that recreational reading motivation exceeded school reading motivation. Second, the reading of classic literature was a negative predictor of intrinsic situational reading motivation. Third, in the school context, students who read more difficult books were less motivated to read them. Fourth, analyses showed that individual book-reading experiences were linked to intrinsic habitual reading motivation. We discuss practical implications for book reading in and out of the literature class.</p>

<p>69</p>	<p>Locher, F., & Pfof, M. (2020). The relation between time spent reading and reading comprehension throughout the life course. <i>Journal of Research in Reading</i>, 43(1), 57-77.</p>	<p>Background: In the present paper, we investigated the association between time spent reading and reading comprehension throughout the lifespan. According to the Matthew effect (or rich-get-richer and poor-get-poorer) model, interindividual differences in reading-related skills between poor and average readers become wider as individuals grow older. Furthermore, the model states that these differences may be caused by different reading habits (i.e., the amount of time spent reading). Less competent readers tend to read less and therefore show less improvement in their reading skills. Competent readers tend to read more and therefore show greater improvement in their reading skills. Therefore, we propose that the correlation between time spent reading and reading comprehension should increase as people grow older. Method: To test this hypothesis, we analysed data from the German National Educational Panel Study (NEPS). We used data from four cohorts (N = 28,795) with an age range from preadolescence (Grade 5) to later adulthood (>55 years). Results: Our results showed a medium-sized correlation between leisure-time reading and reading comprehension for students attending secondary school ($\beta \sim 0.20$). Contrary to our expectations, the correlations decreased with age and reached a stable low level ($\beta \sim 0.07$) in adulthood. However, for adults, occupation-related reading predicted reading comprehension ($\beta = 0.13-0.23$). Conclusion: According to our results, reading should be viewed as a process that changes throughout the lifespan. Furthermore, results and implications from previous studies on the relation between time spent reading and reading skills from research conducted on school students might not be generalisable to adults. With respect to the results of the present study, we might restrict the validity of the Matthew effect in reading to school students and young adolescents.</p>
-----------	--	---

70	<p>Logan, S., & Medford, E. (2011). Gender differences in the strength of association between motivation, competency beliefs and reading skill. <i>Educational Research</i>, 53(1), 85-94.</p>	<p>Background: There is concern in the education community regarding gender differences in reading, as girls regularly outperform boys. There is also concern about the consequences of low motivation for children's engagement in reading and learning. An important question is whether boys' motivation is more closely linked to their attainment compared with girls. Purpose: The aim of the study was to examine how closely children's reading skill correlates with their intrinsic and extrinsic motivation and competency beliefs. There was a particular focus on gender. Sample: There were 492 children (240 boys) aged 7-11 in this study from four primary schools in England, UK. Design and methods: Children completed a reading comprehension assessment and a questionnaire examining intrinsic and extrinsic motivation and competency beliefs relating to reading and schoolwork. For analysis, children were split into a younger (age 7-8) and older (age 9-11) age group. Results: In both the younger and older groups, the boys' competency beliefs in reading and intrinsic motivation for reading and schoolwork were significantly more closely associated with their level of reading skill, in comparison with the girls. Conclusions: The closer reciprocal relationship between boys' intrinsic motivation, competency beliefs and reading skill could be interpreted in at least two ways. Firstly, boys' motivation and beliefs in their ability may be more dependent on their success in reading. Alternatively, boys' motivation and competency beliefs may play a more significant role in the effort they put into reading. (Contains 1 table.)</p>
----	--	--

71	<p>Loh, C. E., & Sun, B. (2019). "I'd still prefer to read the hard copy": Adolescents' print and digital reading habits. <i>Journal of Adolescent & Adult Literacy</i>, 62(6), 663-672.</p>	<p>Does print still matter in this digital age? What is the role of technology in reading? Do adolescents who enjoy reading view the reading of print and digital material differently from those who do not enjoy reading? Drawing on survey data from 6,005 students and focus group data with 96 students across six secondary schools, the authors conducted a mixed-methods study to examine adolescents' print and digital reading habits in Singapore. Findings show that adolescents prefer print but move toward more online reading as they get older. Adolescents' online reading habits are reflective of their print preferences and behavior with physical books. The authors explain how both print and technology matter to motivate adolescent reading.</p>
72	<p>Majid, S. (2018). Leisure Reading Behaviour of Young Children in Singapore, <i>Reading Horizons</i>, 57(2), 56-81</p>	<p>Leisure reading is important for personality development and mental growth of children. Reading habits developed during early childhood are likely to continue rest of the life. The main purpose of this study was to investigate leisure reading habits and preferences of young children in Singapore. A questionnaire was used for data collection and 254 children, aged between 6 to 12 years, participated in this study. It was found that reading was among the top five leisuretime activities of the surveyed children. Mostly mothers, followed by fathers, encouraged children to read books. The major reasons for leisure reading were to learn about new things, improve language skills, and to get better grades in tests and examinations. The majority of the children preferred reading print books and the most popular genres were adventure, mysteries, humour, and animal stories. This paper suggests that a multi-dimensional approach is required to promote leisure reading among young children.</p>

73	<p>Marinak, B. A., & Gambrell, L. B. (2008). Intrinsic motivation and rewards: What sustains young children's engagement with text?. <i>Literacy Research and Instruction</i>, 47(1), 9-26.</p>	<p>This study investigated the effects of reward proximity and choice of reward on the reading motivation of third-grade students as measured by indicators of task persistence. The major finding from this study was that students who were given a book as a reward and students who received no reward were more motivated to engage in subsequent reading than students who received a token reward. The results of the present study revealed that the proximity of the reward to the desired behavior is a particularly salient factor in enhancing reading motivation. In this study, books were less undermining to intrinsic motivation than token rewards. The major implication is that carefully chosen rewards can foster a culture of reading motivation. (Contains 9 tables.)</p>
74	<p>McGeown, S. P. (2015). Sex or gender identity? Understanding children's reading choices and motivation. <i>Journal of Research in Reading</i>, 38(1), 35-46.</p>	<p>The extent to which children's reading choices could be predicted by their motivation and gender identity was examined. Two hundred and twenty-three children (average age 9 years 11 months) completed questionnaires measuring book reading choices, reading motivation, gender identity (identification with masculine and feminine traits) and a standardised reading assessment. Sex differences were found in children's reading motivation and reading choices. In addition, feminine traits were more closely associated with reading motivation and engagement with neutral books compared to masculine traits. Whilst children's sex predicted their choice of reading male- or female-orientated books, the extent to which they identified with feminine traits was a better predictor in choice of neutral books. Results are discussed in relation to previous research examining sex differences in children's reading choices. In addition, implications for reading activities and choice of books available at school are discussed.</p>

75	<p>McGeown, S. P., Johnston, R. S., Walker, J., Howatson, K., Stockburn, A., & Dufton, P. (2015). The relationship between young children's enjoyment of learning to read, reading attitudes, confidence and attainment. <i>Educational Research</i>, 57(4), 389-402.</p>	<p>Background: While there is a considerable body of research exploring the relationship between older primary school children's reading attitudes, confidence and attainment, there is a noticeable lack of research with younger children. Furthermore, there is relatively little research exploring the extent to which children's reading attitudes, confidence and attainment are related to their enjoyment of learning to read. Purpose: To understand the relationship between young children's reading attitudes, reading confidence, enjoyment of learning to read and reading attainment. Sample: Two hundred and three children (103 boys) with an average age of 6 years and 9 months (0.32 years standard deviation) participated in this study. Children were from 11 primary schools in England, located within a wide range of socio-economic neighbourhoods. Design and methods: All children completed questionnaires examining their attitudes to reading, reading confidence (using Progress in International Reading Literacy Study items) and enjoyment of learning to read. Children also completed an assessment of word reading. All assessments were administered individually. Results: Children's attitudes to reading, reading confidence and enjoyment of learning to read correlated with their word reading skill; however, only reading attitudes and reading confidence predicted variance in reading success. With regard to gender differences, girls reported more positive reading attitudes than boys, even after controlling for differences in reading skill. Conclusions: Results highlight that the relationship between children's reading skills and the affective aspects of learning to read develops from a young age. Therefore, methods of reading instruction need to foster affective aspects of reading, in addition to developing cognitive skills to best support young children's reading development.</p>
----	---	--

76	<p>McGeown, S. P., Osborne, C., Warhurst, A., Norgate, R., & Duncan, L. G. (2016). Understanding children's reading activities: Reading motivation, skill and child characteristics as predictors. <i>Journal of research in reading</i>, 39(1), 109-125.</p>	<p>This study examined the extent to which a range of child characteristics (sex, age, socioeconomic status, reading skill and intrinsic and extrinsic reading motivation) predicted engagement (i.e., time spent) in different reading activities (fiction books, factual books, school textbooks, comics, magazines and digital texts). In total, 791 children (aged 8-11?years) participated. There was considerable variation in the factors predicting engagement in different reading activities. Although intrinsic reading motivation was a good predictor of recreational book reading, age was a stronger predictor of engagement with digital texts. Furthermore, specific dimensions of motivation predicted engagement in different reading activities; being motivated to read challenging texts predicted recreational book reading, whereas being motivated to achieve good grades predicted schoolbook reading. On the other hand, social reasons predicted engagement with magazines and comics. Implications for education and the relationship between child characteristics and choice of reading activities are discussed.</p>
77	<p>McKenna, M. C., & Kear, D. J. (1990). Measuring attitude toward reading: A new tool for teachers. <i>The reading teacher</i>, 43(9), 626-639.</p>	<p>McKenna is a professor of education at Georgia Southern University, Statesboro, and Kear chairs the Department of Curriculum and Instruction at Wichita State University, Wichita, Kansas. Both are interested in researching the role of attitude in children's literacy development.</p>

78	<p>McKenna, M. C., Conradi, K., Lawrence, C., Jang, B. G., & Meyer, J. P. (2012). Reading attitudes of middle school students: Results of a US survey. <i>Reading research quarterly</i>, 47(3), 283-306.</p>	<p>To examine the current state of reading attitudes among middle school students in the United States, a survey was developed and administered to 4,491 students in 23 states plus the District of Columbia. The instrument comprised four subscales measuring attitudes toward: recreational reading in print settings, recreational reading in digital settings, academic reading in print settings, and academic reading in digital settings. Factor analysis confirmed the factor structure corresponding to the four subscales, and reliability coefficients for these subscales ranged from 0.78 to 0.86. Correlations among the subscales varied considerably, due largely to the recreational digital subscale. Analyses of variance subsequently confirmed a pattern for the recreational digital subscale that differed from that of the others. For academic digital, recreational print, and academic print, the attitudes of females were more positive than those of males; however, for attitudes toward recreational reading in digital settings, the pattern was reversed. In addition, results for three of the subscales showed a gradual worsening of attitudes from 6th to 8th grade. The exception was academic print, for which attitudes did not differ by grade. No interactions were observed between grade and gender for any of the subscales. Results are discussed in the context of attitude theory and the rapid evolution of digital literacy and its social uses by adolescents. (Contains 12 tables, 3 figures, and 1 note.)</p>
----	---	--

<p>79</p>	<p>McKenna, M. C., Kear, D. J., & Ellsworth, R. A. (1995). Children's attitudes toward reading: A national survey. <i>Reading research quarterly</i>, 934-956.</p>	<p>This study investigated the reading attitudes of a stratified national sample of 18,185 U. S. children in Grades 1 through 6. Students responded to a group pictorial rating scale, comprising two subscales devoted to attitude toward reading for recreational and for academic purposes. Scores were analyzed on the basis of gender, grade level, ethnicity, reading ability, and the use of basal readers. Results supported a model of reading attitude in which social factors and expectations gradually shape attitudes over time. Findings included the following. First, recreational and academic reading attitudes, on average, were observed to become more negative gradually, but steadily, throughout the elementary school years, beginning at a relatively positive point and ending in relative indifference. Second, the trend toward more negative recreational attitudes was clearly related to ability and was steepest for least able readers. The attitudinal gap among ability levels widened with age, though for academic reading attitude the negative trend was similar regardless of ability. Third, girls as a group possessed more favorable attitudes than boys at all grade levels, toward both recreational and academic reading. In the case of recreational attitude, this gap widened with age, while in the case of academic attitude, it remained relatively constant. These gender differences appeared to be unrelated to ability. Fourth, ethnicity was observed to play little role in the negative trends in either recreational or academic reading attitude. Fifth, the extent of a teacher's reliance on basal readers did not appear to be meaningfully related to recreational or academic reading attitude. In general, these findings are supportive of the McKenna model of reading attitude acquisition. /// [Spanish] Este estudio investigó las actitudes hacia la lectura de una muestra nacional estratificada de 18,185 niños estadounidenses de 1 $\underline{\text{o}}$ a 6 $\underline{\text{o}}$ grado. Los estudiantes respondieron a una escala pictórica de rangos que comprendía dos sub-escalas referidas a actitud hacia la lectura con fines recreativos y con propósitos académicos. Los puntajes se</p>
-----------	--	--

		<p>analizaron sobre la base del género, grado, grupo étnico de pertenencia, habilidad lectora y el uso de textos básicos de lectura (basal readers). Los resultados dan sustento a un modelo de actitud lectora en el que los factores sociales y las expectativas van modelando gradualmente las actitudes a través del tiempo. Los resultados incluyen los siguientes hallazgos. En primer lugar, las actitudes recreativas y académicas hacia la lectura, en promedio, se volvieron más negativas en forma gradual, pero estable, a lo largo de la escuela primaria, comenzando en un punto relativamente positivo y finalizando en una indiferencia relativa. En segundo lugar, la tendencia hacia actitudes recreativas más negativas estuvo claramente relacionada con la habilidad y fue más pronunciada en los lectores con más problemas. La brecha actitudinal entre niveles de habilidad aumentó con los años; sin embargo en cuanto a la actitud académica la tendencia negativa fue similar, independientemente de la habilidad. En tercer lugar, las niñas como grupo tuvieron actitudes más favorables que los niños en todos los grados, tanto hacia la lectura recreativa como académica. En el caso de la actitud recreativa, esta brecha aumentó con la edad, mientras que en el caso de la actitud académica, permaneció relativamente constante. Estas diferencias de género no parecieron estar relacionadas con la habilidad. En cuarto lugar, el grupo étnico de pertenencia no desempeñó un rol importante en las tendencias negativas hacia las actitudes de lectura recreativa o académica. En quinto lugar, la dependencia del docente de los textos básicos no pareció estar relacionada significativamente con la actitud de lectura recreativa ni académica. En general, estos hallazgos dan apoyo al Modelo McKenna de adquisición de actitudes hacia la lectura. /// [German] Diese studie befaßte si h in einer landesweiten Stichprobe von 18,185 amerikanischen Schulkindern der Klassen 1 bis 6 mit den Einstellungen zum Lesen. Sie antworteten mit einer bildlichen Skalierung, die zwei Unterskalierungen enthielt bezüglich der Einstellungen zum</p>
--	--	--

		<p>Lesen zu Zwecken der Erholung und der Weiterbildung. Die Ergebnisse wurden nach Geschlecht, Klassenstufe, ethnischer Zugehörigkeit und Lesefähigkeit analysiert. Es ergab sich ein Erklärungsmodell, nach dem soziale Faktoren und Erwartungen die Einstellung zum Lesen in Stufen formt. Die Befunde zeigten folgendes: Erstens wurde die Einstellung in der Grundstufe zu Freizeit- und Bildungslektüre im Durchschnitt allmählich, aber konstant negativer, setzte dabei an einem relativ positiven Punkt ein und endete in Unentschlossenheit. Zweitens hing das Ausklammern der Lektüre aus den Freizeitbeschäftigungen deutlich mit den Lesefähigkeiten zusammen und war für die wenig befähigten Leser klar zu zeigen. Diese Einschätzungsdifferenz verstärkte sich mit dem Alter, wobei sich für die Bildungslektüre der negative Trend unabhängig von den Fähigkeiten zeigte. Drittens zeigte die Gruppe der Mädchen auf allen Altersstufen positivere Einstellungen als die der Jungen, und zwar zu Freizeit- und Bildungslektüre. In der Freizeiteinschätzung verstärkte sich die Differenz, während sie in der Bildungshaltung relativ konstant blieb. Diese Geschlechtsunterschiede scheinen nicht mit der Lesefähigkeit zusammenzuhängen. Viertens spielte die ethnische Zugehörigkeit nur eine geringe Rolle in der negativen Beurteilung sowohl von Bildungs- als auch Freizeitlektüre. Fünftens schien der Lehrerbezug auf die Leser der Grundstufe ohne Einfluß auf die Einschätzung beider Lesehaltungen zu sein. Insgesamt stützen die Befunde das Modell des Erwerbs der Leseinschätzung von McKenna. /// [French] Cette etude a porté sur les attitudes envers la lecture d'un échantillon national par quotas de 18 185 enfants allant de la 1° à la 6° année aux Etats-Unis. Les élèves ont répondu à un groupe d'échelles d'évaluation illustrées, qui comprenait deux sous-échelles consacrées aux attitudes envers la lecture à des fins récréatives ou éducatives. Les résultats obtenus ont été analysés sur la base du sexe, de la classe fréquentée, de l'ethnicité, du savoir lire, et de l'utilisation de manuels. Les</p>
--	--	--

		<p>résultats sont en faveur d'un modèle d'attitude envers la lecture dans lequel les facteurs sociaux et les attentes façonnent progressivement les attitudes au cours du temps. Indiquons quelques résultats. En premier lieu, on a observé que les attitudes envers la lecture récréative ou éducative deviennent en moyenne plus négatives, progressivement mais régulièrement, tout au long des années de scolarité élémentaire, avec un point de départ relativement positif et un point d'arrivée d'indifférence relative. En second lieu, la tendance à des attitudes plus négatives envers la lecture récréative est clairement liée au niveau de maîtrise et est marquée au maximum pour les plus mauvais lecteurs. L'écart d'attitude suivant les niveaux de maîtrise croît avec l'âge, quoique dans le cas de l'attitude envers la lecture éducative la tendance négative soit la même quel que soit le niveau de maîtrise. En troisième lieu, les filles en tant que groupe présentent des attitudes plus favorables que les garçons à tous les niveaux d'âge, qu'il s'agisse de lecture récréative ou éducative. Dans le cas de l'attitude envers la lecture récréative, cet écart s'accroît avec l'âge, tandis que dans le cas de la lecture éducative, elle reste relativement constante. Ces différences de sexe semblent indépendantes du niveau de maîtrise. En quatrième lieu, l'ethnicité semble avoir un rôle limité dans les tendances négatives, qu'il s'agisse d'attitude envers la lecture récréative ou éducative. En cinquième lieu, le degré de dépendance du maître à l'égard des manuels ne semble pas significativement lié à l'attitude envers la lecture récréative ou éducative. De manière générale, ces résultats vont dans le sens du Modèle d'acquisition de l'attitude envers la lecture de McKenna.</p>
--	--	---

80	<p>McTigue, E. M., Solheim, O. J., Walgermo, B., Frijters, J., & Foldnes, N. (2019). How can we determine students' motivation for reading before formal instruction? Results from a self-beliefs and interest scale validation. <i>Early Childhood Research Quarterly</i>, 48, 122-133.</p>	<p>•Researchers and teachers need more validated tools to measure literacy motivation. •Newly developed scale is designed for school entry – before reading instruction •Students reliably self-reported on interest and self-beliefs for literacy. •Self-Beliefs scale factored into Self-Efficacy and Self Concept subscales. •Scale is theoretically grounded, multidimensional and culturally appropriate. Literacy success is co-determined by skill and motivation, with early school success predicting long term achievement. Despite numerous assessments for early literacy skills, few validated and efficient measures are available for early literacy motivation. To assess the viability of measuring students' literacy motivation before any formal instruction, we developed and validated the Survey of Early Literacy Motivation (SELM). 1171 Norwegian first-grade students were assessed in their first month of school. Competing factor models provided support for two overall dimensions: self-beliefs and interest. ...</p>
----	--	--

81	<p>Merga, M. (2018). Silent reading and discussion of self-selected books in the contemporary classroom. <i>English in Australia</i>, 53(1), 70-82.</p>	<p>Silent reading and book discussion about books read for pleasure can increase reading frequency and support the strengthening of student engagement in the beneficial practice of recreational reading. However, little is known about children's attitudes toward and experiences of these pedagogical activities. Qualitative findings from 47 children aged eight to 11 across 24 elementary schools in Western Australia provide insight into this area of research. Silent reading is typically enjoyable, though dependent on the book, choice, access and reading environment, and it is vulnerable to inconsistent delivery. Very few children had the opportunity to discuss self-selected reading material in the classroom context, though the potential of this discussion for promoting a shared social experience and book recommendations was recognised. These mutually supportive strategies are best delivered separately, and greater consideration and value should be given to them, despite the current assessment-focused, high-stakes learning contexts of contemporary Australian schools.</p>
82	<p>Merga, M. K. (2014). Peer group and friend influences on the social acceptability of adolescent book reading. <i>Journal of adolescent & adult literacy</i>, 57(6), 472-482.</p>	<p>Increasing recreational reading is a priority in a climate of growing adolescent aliteracy. Raising the social appeal of books has been identified as one potential avenue for arresting this trend. An understanding of the current social acceptability of book reading amongst contemporary adolescents is important in informing an effective approach to raise the status of book reading, as is insight into how this status impacts upon attitudes toward, and engagement in, recreational book reading. Friend and peer group attitudes may impact upon the palatability of recreational book reading, and this impact may differ for gender. Findings from the 2012 West Australian Study in Adolescent Book Reading (WASABR) are analyzed to provide insight into these key areas, with implications for educators considered.</p>

83	<p>Merga, M. K. (2015). "She knows what I like": Student-generated best-practice statements for encouraging recreational book reading in adolescents. <i>Australian Journal of Education</i>, 59(1), 35-50.</p>	<p>The benefit of recreational book reading is well recognized, however the role of teachers in encouraging recreational reading beyond the primary school years of skill acquisition is not clearly defined. In 2012, the West Australian Study in Adolescent Book Reading was undertaken in 20 schools in Western Australia. As part of the study, students from selected classes in Year 8 and Year 10 reflected on the encouragement of recreational book reading given by their primary school and high school teachers in the past and at present. This provided a direct end-user perspective on perceived teacher attitudes and practices that supported adolescent recreational book reading. The information was analyzed to identify specific mechanisms of encouragement that students deemed effective. Findings indicated that best practice included exhibiting personal enjoyment of recreational book reading; demonstrating willingness to instigate and support student-centered discussion around books; possessing broad knowledge of both young adult texts and youth popular culture; effectively communicating expectations that students will read at school and at home; learning about the interests and aspirations of the students; and using in-class practices that encourage reading for pleasure, such as reading aloud to students and silent reading.</p>
----	---	--

84	Merga, M. K. (2017). What would make children read for pleasure more frequently?. <i>English in Education</i> , 51(2), 207-223.	Regular recreational reading offers benefits across a range of literacy outcomes, as well as supporting learning in other subject areas, offering cognitive benefits, and potentially fostering empathy. Therefore, increasing frequency of engagement in recreational reading can play an important role in addressing inequity in literacy outcomes once independent reading skill has been achieved. While previous studies address how to increase children's engagement in reading for recreation, few allow children's viewpoints to take primacy. The 2016 "Western Australian Study in Children's Book Reading" collected data from respondents across 24 schools, seeking to determine how educators and parents may best support young people to read with greater frequency. Interview participants from Years 4 and 6 were asked what would make them read more. The five recurring themes of finding engaging books, series adherence, challenge seeking, skill deficit, and time availability indicate optimal avenues for future research and educational intervention to foster increased engagement in reading.
85	Murphy, P. K., & Alexander, P. A. (2000). A motivated exploration of motivation terminology. <i>Contemporary educational psychology</i> , 25(1), 3-53.	The purpose of this review was twofold. First, we wanted to identify fundamental terms within the motivation literature associated with the study of academic achievement or academic development. Having identified these terms with the help of experts in the field of motivation, we wanted to document how motivation researchers defined and used these terms within their programs of research. To accomplish these purposes, over 120 achievement motivation articles were reviewed, and 68 met the criteria for inclusion. Various aspects of these studies, including definitions of terminology, framing variables (e.g., age/grade or domain/task), as well as patterns in language use were charted and analyzed. Based on these analyses, we derived several interpretations, extracted conceptual definitions, and overviewed specific conceptual issues relevant to emerging trends in motivation terminology. Finally, implications for future research and practice are forwarded.

86	<p>Neugebauer, S. (2016). Stable or situated understandings of adolescent reading engagement across readers and raters. <i>The Journal of Educational Research</i>, 109(4), 391-404.</p>	<p>Teachers' skill in inferring students' reading motivation influences their ability to provide responsive literacy instruction. Yet, studies show that convergence between students' and teachers' reports of students' affective experience with reading is moderate to poor. The present study, with a sample of 140 students, and 15 middle school teachers, examined the convergence across different rater reports (teachers, students, and research observers) of reading motivation and behavioral engagement in daily reading activities as well as the factors that explain teachers' perceptions of students' daily behavioral engagement with reading. Results indicate that there was no correlation between teacher or research observer reports with student ratings. However, teachers' perceptions of students' behavioral engagement in reading was explained by stable as well as situated student indicators of reading engagement. Additional measures to help teachers more easily detect shifts in motivation as a function of classroom practices are discussed.</p>
87	<p>Nippold, M., Duthie, J., & Larsen, J. (2005). Literacy as a Leisure Activity: Free-Time Preferences of Older Children and Young Adolescents. <i>Language, Speech, and Hearing Services in Schools</i>, 36(2), 93–102.</p>	<p>Purpose: Literacy plays an important role in the development of language in school-age children and adolescents. For example, by reading a variety of books, magazines, and newspapers, students gain exposure to complex vocabulary, and reading becomes a prime opportunity for learning new words. Despite the importance of reading for lexical development, little is known about the pleasure reading habits of today's youth. The first goal of this investigation was to examine the preferences of older children and young adolescents with respect to reading as a leisure-time activity and its relationship to other free-time options that are likely to compete for their attention. The second goal was to examine the amount of time that young people spend reading for pleasure each day and the types of materials they most enjoy reading. The third goal was to determine if preferences for free-time activities and reading materials would evince age- and gender-related differences during the period of development from late childhood through early adolescence (ages 11-15 years). The</p>

		<p>findings could serve as a reference point for understanding what is reasonable to expect of students during this age range. Method: The participants were 100 sixth graders (mean age=11;7 [years;months]) and 100 ninth graders (mean age=14;8) attending public schools in western Oregon. Each group contained an equal number of boys and girls, all of whom spoke English as their primary language and were considered to be typical achievers. All participants completed a survey concerning their preferred free-time activities and reading materials. They also reported the average amount of time they spent reading for pleasure each day. Results: The most popular free-time activities were listening to music/going to concerts, watching television or videos, playing sports, and playing computer or video games. Least preferred activities were cooking, running or walking, writing, and arts and crafts. Reading was moderately popular. The most popular reading materials were magazines, novels, and comics; least popular were plays, technical books, and newspapers. Interest in pleasure reading declined during this age range (11-15 years), and boys were more likely than girls to report that they spent no time reading for pleasure. Clinical Implications: Given the importance of reading to lexical development in school-age children and adolescents, reading should be promoted as a leisure activity during these years. School-based speech-language pathologists (SLPs), in their role as language consultants, can benefit from understanding the pleasure-reading patterns of today's youth. It is especially important for SLPs to monitor these patterns in students who have language disorders, as it is common for these young people to experience deficits in reading and in lexical development. Fortunately, much can be done in school settings to encourage strong literacy habits in all students if SLPs work collaboratively with teachers, principals, psychologists, librarians, parents, and students. Suggestions are offered for ways to encourage young people to spend more time reading for pleasure.</p>
--	--	--

88	Pachtman, A. B., & Wilson, K. A. (2006). What do the kids think?. <i>The Reading Teacher</i> , 59(7), 680-684.	Can students identify the practices that motivate them to read? If asked to evaluate which components of a reading program are beneficial in motivating them, can they identify a particular practice and explain why it was helpful? These were the two major questions asked of 22 fifth-grade students reflecting on their fourth-grade experience. A survey was developed to elicit students' reflections and opinions on 18 components of a fourth-grade reading program. These components fell into five categories: (1) Proximity and access to books; (2) Routines and procedures; (3) Reading strategies; (4) Individual preferences; and (5) Student accountability and record-keeping. The students rated each practice as "very important," "important," "not very important," or "not important," based on how much each influenced their reading attitudes and habits. According to the students, "proximity and access to books" was the most valued component of the reading program. Eighty-six percent of the students ranked having a lot of books in the classroom library as "most important." They appreciated being able to find books immediately. (Contains 1 table.)
89	Pak, S. S., & Weseley, A. J. (2012). The Effect of Mandatory Reading Logs on Children's Motivation to Read. <i>Journal of Research in Education</i> , 22(1), 251-265.	Reading logs have become a practice in many elementary schools. Although lack of autonomy undermines intrinsic motivation (Lepper, Greene, & Nisbett, 1973), no study has examined the effect of logs. Second and third-grade students (N = 112) were assigned either a mandatory or voluntary log and surveyed about their motivation to read at baseline and after two months. Students with mandatory logs expressed declines in both interest and attitudes towards recreational reading in comparison to peers with voluntary logs, and attitudes towards academic reading decreased significantly from pre to post test across conditions. Future research should explore alternate ways to promote reading.

90	<p>Parsons, A. W., Parsons, S. A., Malloy, J. A., Gambrell, L. B., Marinak, B. A., Reutzel, D. R., ... & Fawson, P. C. (2018). Upper elementary students' motivation to read fiction and nonfiction. <i>The Elementary School Journal</i>, 118(3), 505-523.</p>	<p>This research explores upper elementary students' motivation to read fiction and nonfiction. Using expectancy-value theory, the researchers developed separate surveys to measure motivation to read fiction and nonfiction. Researchers administered surveys to 1,104 upper elementary students (grades 3-6) in multiple locations across the United States and found the instruments to be psychometrically sound. Results corroborate previous research demonstrating students' declining motivation to read across grade levels; in particular, students' value for reading was declining. This research also corroborates previous research findings that girls are more motivated than boys to read fiction. Researchers found insignificant gender differences between girls' and boys' motivations to read nonfiction, indicating a need to further investigate students' motivation to read nonfiction. Implications for classroom application of survey results and the need to enhance students' value for reading are discussed.</p>
91	<p>Putro, N. H. P. S., & Lee, J. (2017). Reading interest in a digital age. <i>Reading Psychology</i>, 38(8), 778-807.</p>	<p>The era of "digital literacy" raises the question of whether the meaning of reading interest may have changed. This study examined psycho-behavioral dimensions of reading interest as these relate to different reading modes and different purposes of reading. Findings show that reading interest is best represented by its subcomponents of psycho-behavioral dimensions. Higher-order factor structures indicate a general factor of reading interest at the third-order level and five second-order factors representing reading in print settings, online reading, social media reading, academic reading, and recreational reading. We conclude with implications for future research on the psychological meaning of reading.</p>

92	<p>Reinholdt Hansen, S. (2014). <i>Når børn vælger litteratur : læsevaneundersøgelse perspektiveret med kognitive analyser : Ph.d.-afhandling</i>. (1. oplag.). Institut for Uddannelse og Pædagogik, Aarhus Universitet.</p>	
93	<p>Roe, A. & Taube, K. (2012). "To read or not to read - that is the question" : Reading engagement and reading habits in a gender perspective. In N. Egelund (Ed.), <i>Northern Lights on PISA 2009 - focus on reading</i>. Nordisk ministerråd</p>	<p>The PISA 2009 student questionnaire posed several questions about reading habits and reading attitudes, and many of these questions were also represented in the student questionnaire in PISA 2000. Thus, we are able to study Nordic boys' and girls' reading habits and engagement over time. Although there are some differences between the Nordic countries, the overall impression is that Nordic 15-year olds spent less time reading for enjoyment in 2009 than they did in 2000. However, they spent more time online in 2009 than they did in 2000. Gender differences favouring girls were great in 2000, both in terms of reading achievement and reading engagement, and this picture has not changed in 2009. Furthermore, the weakest readers read far less in their leisure time than the best readers. In all the Nordic countries and for both genders, reading engagement shows a higher correlation with reading scores than social background. Lastly, we relate our findings to current research and discuss the implications they may have for teachers and students.</p>

94	<p>Roe, A. (2009). Elevenes engasjement i lesing. I M, Kjærnsli & A. Roe (red.), På rett spor. Norske elevers kompetanse i lesing, matematikk og naturfag i PISA, 94-117.</p>	
95	<p>Schiefele, U., & Löweke, S. (2018). The nature, development, and effects of elementary students' reading motivation profiles. <i>Reading Research Quarterly</i>, 53(4), 405-421.</p>	<p>The present study employed a longitudinal person-centered approach to examine the profiles of reading motivation in a sample of 405 elementary school students who were tested in grades 3 and 4. Two dimensions of intrinsic reading motivation (involvement and curiosity) and two dimensions of extrinsic reading motivation (recognition and competition) were considered. Latent profile analyses revealed the same set of four profiles across third and fourth grades: high intrinsic (i.e., high on involvement and curiosity, low on recognition and competition), high involvement (i.e., high on involvement, low on the remaining dimensions), high quantity (high on all dimensions), and moderate quantity (low to moderate on all dimensions). Further results showed that 35% of the students changed their profile membership from third to fourth grade. We particularly observed an increased probability of students in the high-quantity, moderate-quantity, and high-involvement profiles to move to the high-intrinsic profile. Finally, the moderate-quantity profile proved to be significantly lower in reading amount than the other groups that did not differ significantly. Pertaining to reading comprehension, however, the two intrinsic profiles outperformed both the high- and moderate-quantity groups. The latter finding emphasizes the particular importance of intrinsic reading motivation.</p>

96	<p>Schiefele, U., Schaffner, E., Möller, J., & Wigfield, A. (2012). Dimensions of reading motivation and their relation to reading behavior and competence. <i>Reading Research Quarterly</i>, 47(4), 427-463.</p>	<p>This review of research examines the constructs of reading motivation and synthesizes research findings of the past 20 years on the relationship between reading motivation and reading behavior (amount, strategies, and preferences), and the relationship between reading motivation and reading competence (reading skills and comprehension). In addition, evidence relating to the causal role of motivational factors and to the role of reading behavior as a mediator of the effects of motivation on reading competence is examined. We identify seven genuine dimensions of reading motivation: curiosity, involvement, competition, recognition, grades, compliance, and work avoidance. Evidence for these dimensions comes from both quantitative and qualitative research. Moreover, evidence from previous studies confirms the positive contribution of intrinsic reading motivation, and the relatively small or negative contribution of extrinsic reading motivation, to reading behavior and reading competence. The positive contribution of intrinsic motivation is particularly evident in relation to amount of reading for enjoyment and reading competence and holds even when accounting for relevant control variables. However, the causal role of reading motivation and the mediating role of reading behavior remain largely unresolved issues.</p>
----	--	---

<p>97</p>	<p>Schüller, E. M., Birnbaum, L., & Kröner, S. (2017). What makes elementary school students read in their leisure time? Development of a comprehensive questionnaire. <i>Reading Research Quarterly</i>, 52(2), 161-175.</p>	<p>Why should children read in their leisure time? Reading may contribute to the acquisition of reading literacy and may foster integral human development. However, there has been a scarcity of research on determinants of leisure time reading among elementary school students, especially regarding environmental aspects. In this article, the authors report on the development of a differentiated questionnaire regarding these determinants. Based on a previous series of qualitative and quantitative pilot studies, a study with 980 elementary school students was conducted, applying scales based on behavioral beliefs (motivation in action, thematically congruent consequences, and thematically incongruent costs and benefits), normative beliefs (subjective norm), and control beliefs (self-efficacy and controllability) as predictors of leisure time reading. After excluding motivation in action from analysis because of multicollinearity problems, the variables thematically incongruent costs and benefits, self-efficacy, and controllability explained 50% of variance in the criterion reading frequency. Analyses of covariance indicated that children, especially daughters, of mothers with high educational attainment showed significantly more leisure time reading. The benefits of focusing on students' beliefs and of including environmental aspects in research on leisure time reading are discussed.</p>
-----------	---	--

98	Smith, J. K., Smith, L. F., Gilmore, A., & Jameson, M. (2012). Students' self-perception of reading ability, enjoyment of reading and reading achievement. <i>Learning and individual differences, 22(2)</i> , 202-206.	Using data from New Zealand's National Education Monitoring Project, a light sampling, low stakes performance based national school assessment program, reading self-efficacy, reading enjoyment, and reading achievement were examined in samples of 8 and 12 year old children. Sample sizes were n = 480 for each group. While reading achievement increased substantially in going from age 8 to age 12, reading enjoyment and reading self-efficacy declined. Girls outperformed boys in reading achievement and showed higher levels of reading enjoyment; differences in self-efficacy by gender were minimal. Results are discussed in terms of previous research and implications for instructional practice. (Contains 2 figures and 6 tables.)
99	Smith, N., & Day, B. (2013). Keys to Reading Among Middle School Children. <i>The Educational Forum, 77(2)</i> , 111–121.	A recent decline in reading has become a major issue, as Americans are not reading out of necessity or as a leisure activity. In addition, a connection has been found between children's leisure reading habits and their level of academic achievement, causing even more concern. (Contains 1 table.)
100	Solheim, O. J. (2014). Engasjement som faktor i leseopplæringen. I A. Skaftun, OJ Solheim & PH Uppstad (red.). <i>Leseboka: leseopplæring i alle fag på ungdomstrinnet</i> , 71-93.	
101	Stauffer, S. M. (2007). Developing children's interest in reading. <i>Library Trends, 56(2)</i> , 402-422.	Librarians have always discussed methods of developing children's interest in reading, but they have focused more on the books being read than on the act of reading. Although many touted the need to "establish the reading habit," a closer reading of the literature reveals that this referred specifically to reading "good books," those which socialized children into culturally acceptable sex roles. As early as 1876, articles warned of the dangers of sensational fiction for both girls and boys. By the 1940s, comic books had replaced sensational fiction as a potential "corrupting influence." Only in the late 1950s did public

		<p>librarians begin to address the new problem of a reluctance to read at all among children in general and among boys in particular. This paper will examine the effect of gender role expectations on librarians' efforts to promote reading to children in the twentieth century. In particular it will explore the questions of whether these strategies continue to be designed to promote reading literature that reinforces society's gender role expectations and of whether they are designed to promote reading to both boys and girls equally, or whether one group is privileged at the expense of the other. [PUBLICATION ABSTRACT]</p>
102	<p>Svanes, I. K. (2016). Stillelesing i norskfaget–fra pustepause for læreren til veiledningsøkt i lesing?. <i>Acta Didactica Norge</i>, 10(3), 1-20.</p>	<p>Denne studien undersøker hva fire lærere på barnetrinnet gjør når elevene leser stille. Stillelesing er en vanlig aktivitet i norske klasserom, men kunnskapen om hva læreren gjør i denne tiden og hvordan hun veileder faglig, er begrenset. Studien ønsker å bidra til økt viten om dette. For å belyse lærerens rolle under stillelesing, kombinerer studien forskning på stillelesing fra amerikanske klasserom med forskning på læreres tilbakemeldinger når elevene leser. De fire lærerne arbeider på 3. trinn. De er observert i en uke hver, og materialet består av videoopptak fra stillelesingsstundene i den uka lærerne er observert. Videoopptakene analyseres i lys av de fem grunnpilarene for leseopplæring (National reading panel, 2000): fonologisk bevissthet, avkodning, ordforråd, flyt og leseforståelse. Studien viser at lærerne bruker tiden under stillelesing svært forskjellig. To av lærerne bruker det aller meste av tiden på å høre på elevene lese og veilede dem faglig. De to andre lærerne bruker den største delen av tiden på organisering eller annet forefallende arbeid der de ikke kommuniserer med elever, for eksempel å rydde i klasserommet. Gjennom næranalyser av lærernes faglige veiledning finner studien at lærerne veileder i alle de relevante grunnpilarene for leseopplæring, men i ulik grad. Lærerne varierer også i hva slags type tilbakemeldinger de gir, og de bruker både 'endelige' tilbakemeldinger og 'støttende' tilbakemeldinger. Lærerne varierer veiledningen i større grad enn</p>

		<p>tidligere klasseromsstudier tilsier. Det kan imidlertid se ut som at lærere ville tjene på en bevisstgjøring rundt stillelesing som undervisningstid, og om ulike typer tilbakemeldinger.</p>
103	<p>Troyer, M. (2017). A mixed-methods study of adolescents' motivation to read. <i>Teachers College Record</i>, 119(5), 1-48.</p>	<p>Background: Research has shown that reading motivation is correlated with achievement. Studying motivation in older students is particularly important as reading motivation declines over the course of elementary and middle school. However, current research largely fails to reflect the nuance and complexity of reading motivation, or its variation within and across contexts. Purpose: This mixed-methods study investigates whether distinct reading motivation/achievement profiles exist for adolescents and what key levers foster adolescents' motivation to read. This approach was designed to produce more generalizable results than isolated case studies, while providing a more nuanced picture than survey research alone. Research Design: Seventh graders (n = 68) at two diverse public charter schools serving low-income students were surveyed regarding reading motivation and attitude. A cluster analysis of survey results and reading achievement data was conducted. One student per cluster was selected from each school for additional qualitative analysis (n = 8), and students and teachers (n = 2) were observed and interviewed. In addition, cross-case and cross-school analyses were conducted to determine key levers which may promote students' motivation to read. Conclusions: This study suggests</p>

		<p>that four distinct reading achievement/motivation profiles may exist. In addition, teachers have substantial influence on adolescents' motivation to read. Teachers could benefit from gathering more information about students' reading motivation and from promoting feelings of autonomy, competence, and relatedness.</p>
--	--	---

104	Trudel, H. (2007). Making Data-Driven Decisions: Silent Reading. <i>The Reading Teacher</i> , 61(4), 308-315.	Due in part to conflicting opinions and research results, the practice of sustained silent reading (SSR) in schools has been questioned. After a frustrating experience with SSR, the author of this article began a data-driven decision-making process to gain new insights on how to structure silent reading in a classroom, including a comparison between SSR and independent reading (IR). The students involved were 16 third and fourth graders enrolled in a small private school in the Pacific Northwest of the United States. To make an informed decision regarding the structure of silent reading in the classroom, the author collected evidence from teacher-student discussions, a reading attitude inventory, reading response documents, and teacher observations during both SSR and IR. Careful attention was paid to the students' attitudes and reading behaviors. In comparing their reading attitudes during the two silent reading structures, the author found conflicting results. However, students engaged in active reading behaviors more frequently during IR than they did during SSR. (Contains 2 figures.)
105	Unrau, N., Ragusa, G., & Bowers, E. (2015). Teachers focus on motivation for reading: "It's all about knowing the relationship". <i>Reading Psychology</i> , 36(2), 105-144.	This qualitative study focused on teacher's beliefs about students' motivation for reading and how teachers act on those beliefs in classrooms. After conducting five focus groups of teachers, researchers analyzed and interpreted transcripts to identify major themes. While instructional processes mediated the building of relationships between teacher and student, relationship building emerged as a major motivational theme. A model of teacher-student interpersonal relationships reflecting the role of bonding between teacher and students is presented. Work on student identity emerged as an important outcome for teachers. Researchers recommend revision of a widely utilized engagement model of reading development and explore the implications of teacher-student bonds for future research.

106	<p>Vieira Jr, E. T., & Grantham, S. (2011). Perceptions of control facilitate reading engagement. <i>Reading Psychology, 32</i>(4), 322-348.</p>	<p>This study examined how global locus of control influences children's reading engagement or reading involvement and interest in stories. It is based on locus of control, interest, and dual information processing theories. One hundred and seventy students from schools in the northeastern United States, ages 9 to 12, participated. They completed a preread survey measuring autonomy and general reading interest and then read one of three randomly selected stories, followed by answering postexposure reading engagement questions. Confirmatory factor analysis and structural equation modeling revealed that general perceptions of internal locus of control influenced reading involvement, which in turn predicted liking the story and interest in reading more such stories. (Contains 2 figures and 6 tables.)</p>
107	<p>Wiescholek, S., Hilkenmeier, J., Greiner, C., & Buhl, H. M. (2018). Six-year-olds' perception of home literacy environment and its influence on children's literacy enjoyment, frequency, and early literacy skills. <i>Reading Psychology, 39</i>(1), 41-68.</p>	<p>Home literacy environment (HLE) makes an important contribution to children's reading acquisition in early years. Even though some research on children's perception exists, children's reports about HLE have been neglected. The present study focuses on N = 281 six-year-old's reports about HLE and its influences on literacy enjoyment, frequency, and early literacy skills. Parents' educational background was expected to predict children-perceived HLE. A positive impact of active HLE on literacy enjoyment and frequency were found. HLE also mediates the relation between parents' background and enjoyment. The importance of children's perspective on HLE regarding family literacy programs is discussed.</p>
108	<p>Wigfield, A., & Guthrie, J. T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. <i>Journal of educational psychology, 89</i>(3), 420.</p>	<p>The authors explored different aspects of children's reading motivation and how children's motivation related to the amount and breadth of their reading. The reading motives assessed included self-efficacy, intrinsic-extrinsic motivation and goals, and social aspects. Fourth- and 5th-grade children (N = 105) completed a new reading motivation questionnaire twice during a school year. Children's reading amount and breadth were measured using diaries and questionnaires. Children's reading motivation was found to be multidimensional. Their motivation</p>

		<p>predicted children's reading amount and breadth even when previous amount and breadth were controlled. An intrinsic motivation composite predicted amount and breadth of reading more strongly than did an extrinsic motivation composite. Some aspects of girls' reading motivation were more positive than boys'.</p>
109	<p>Wigfield, A., & Guthrie, J. T. (2000). Engagement and motivation in reading. <i>Handbook of reading research</i>, 3, 403-422.</p>	
110	<p>Wigfield, A., & Guthrie, J. T. (2010). Motivations for Reading Questionnaire (MRQ). http://www.cori.umd.edu/measures/MRQ.pdf</p>	
111	<p>Williams, L. M., Hedrick, W. B., & Tuschlnski, L. (2008). Motivation: Going beyond testing to a lifetime of reading. <i>Childhood Education</i>, 84(3), 135-141.</p>	<p>Motivating children to read on their own has been less of a priority than improving reading achievement in recent years, but many teachers are still asking, "How do I get my students to want to read?" The omission of motivation as a major component of reading instruction by the National Reading Panel (2000) was interpreted by many schools as a lack of endorsement of its importance. Moreover, promoting independent reading has become secondary to activities more directly aligned with high-stakes testing performance, such as matching children's reading levels with appropriate reading material, practicing fluency, and guided reading. If intrinsically motivated to read on their own, children will sustain interest in reading and improve their reading abilities. Some research suggests if children do not read on their own, they may lose some reading abilities gained through reading instruction. This article provides readers with eight principles of intrinsic motivation, and equips administrators and teachers with tools to motivate children to read independently.</p>