UiT The Arctic University of Norway

Faculty of Humanities, Social Sciences and Education

"It is not fun to read, unless it is something interesting"

A convergent mixed methods study on the alignment of current research and pupils' perception of their reading habits

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Foreword

This thesis marks the end of our five years at the University of Tromsø. We are grateful for the friends and memories we made along the way.

We are lucky enough to have had two amazing supervisors guiding us on this journey. To Ingrid K. Jakobsen, we thank you for your invaluable support and guidance throughout the initial journey. When we were forced to change our study design, you saw possibilities when we felt lost. To Stefan Holander, thank you for smoothly taking over as our supervisor at a critical time. Your help and support have been indispensable. Your feedback and encouragement, especially as the deadline approached, was tremendously important.

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Writing a master's thesis is challenging and overwhelming. We would not have been able to do this without each other. Despite some bumps along the way, we are immensely proud of how this thesis turned out. Our complementing qualities and work ethics made the process less stressful for us both. While we never want to write another master's thesis, we will miss seeing each other every day.

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Abstract

This study examines the correlation between current reading research and pupils' perception of their own reading habits. Our thesis questions are: *To what extent do current research and mapping align with lower secondary pupils' perceptions of their reading habits? How can we use our findings to aid future reading instruction in English?*

Using a convergent mixed methods design our thesis questions were investigated through a literature review and a cross-sectional questionnaire. To identify literature for the review we utilized several databases and search terms. We deemed 17 articles important for answering our thesis questions. We recruited 53 lower secondary pupils as respondents to our questionnaire. Our respondents' parishes to one rural and one urban school in Troms and Finnmark. In the questionnaire they were asked a number of questions regarding their reading attitudes, habits and motivation. Pupils were given a mix of close- and open-ended questions.

Through our research, we found that mapping projects such as PISA and PIRLS indicate that Norwegian pupils' reading comprehension, reading motivation and joy of reading are on a declining trend. Results from our review share similar findings where pupils have low reading value and negative reading attitudes. Results from the questionnaire complements the findings from the review. While most pupils had a neutral stance on reading, they expressed low reading motivation.

To answer the final thesis question, based on results from the literature review and the questionnaire, we make some recommendations on how to promote joy of reading and spark reading engagement in the classroom.

Sammendrag

Denne studien ser på sammenhengen mellom dagsaktuell leseforskning og elevers forestilling av sine egne lesevaner. Vår problemstilling er: *I hvilken grad samsvarer dagsaktuell forskning og kartlegging med ungdomsskoleelevers forestilling av deres lesevaner? Hvordan kan vi bruke resultatene til å bidra til fremtidig undervisning?*

Ved å bruke et konvergent mixed methods design vil vår problemstilling bli undersøkt gjennom et litteratur review og en tverrsnittsundersøkelse. For å finne litteratur til reviewet brukte vi forskjellige databaser og søkeord. Vi vurderte 17 artikler som relevante for å besvare problemstillingen. Vi rekrutterte 53 ungdomsskoleelever for å svare på spørreundersøkelsen. Elevene sogner til en bygdeskole og en byskole i Troms og Finnmark. I spørreundersøkelsen fikk de spørsmål angående deres holdning til lesing, lesevaner, og lesemotivasjon. Elevene fikk en blanding mellom åpne og lukkede spørsmål.

Gjennom vår forskning fant vi at kartleggingsprosjekt som PISA og PIRLS indikerer at norske elevers leseforståelse, lesemotivasjon og leseglede er på en nedadgående trend. Resultater fra reviewet samsvarer med dette, hvor elever verdsetter lesing lavt og har negative leseholdninger. Resultater fra spørreundersøkelsen komplementerer resultatene fra reviewt. Elevene hadde i hovedsak en nøytral holdning til lesing, men uttrykte lav motivasjon for å lese.

For å svare på den siste delen av problemstillingen kommer vi med noen anbefalinger ankret i resultatene av litteratur reviewet og spørreundersøkelsen. Disse anbefalingene har som formål å promotere leseglede og vekke elevenes leseengasjement.

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1 Introduction

"Literature is a passport to the other worlds and perspectives in life. My job is to enable students to see that in all that they read." (Varuzza er al., 2014, p. 115).

This study aims to explore current research on lower secondary pupils' reading habits, reading engagement, and reading motivation. It focuses on research conducted in Scandinavian and English-speaking countries, as well as Norwegian results from larger mapping projects like *Programme for International Student Assessment* (PISA) and *Progress in International Reading Literature Study* (PIRLS). The research review is supplemented with answers from a questionnaire that we conducted at two lower secondary schools in Troms and Finnmark.

The national curriculum suggests that working with literature and reading should be an integral part of the English subject. This study explores if this is actually the case, by looking at research on reading conducted in and outside Norway, as well as by analysing the answers from the pupils. As a result of our review, we have gathered what we see as its most crucial elements, and created suggestions aimed to aid teachers in their literature instruction practices.

This thesis is divided into eight main parts: *key terms and theoretical practices*, *recent policies and initiatives towards reading*, *methodology, literature review*, *results from questionnaire*, *discussion*, *future reading instruction*, and, *concluding comments* with suggestions for further research.

1.1 Background and motivation

"Literacy is the foundation for lifelong learning; thus its importance in practice and in research" (Rowe, 1991, p. 19).

We found motivation for researching this topic as we are both interested in reading. We see a great value in reading English literature, as this helps develop vocabulary and cultural competence, to name only a few of its benefits. During our teaching practice, we have noticed that few teachers try to facilitate and promote reading in English. We have also read several news and research articles concluding that few Norwegian pupils read books. This sparked an interest in us, and we created a project where we wanted to investigate previous research as well as conducting our own questionnaire to correlate the results with a view of the current situation in Norwegian lower secondary schools.

After somewhat deciding on our project, we were made aware of a master thesis submitted in 2023, by Pedersen & Grann, whose topic was the influence that Extensive Reading (ER) could have on pupils' experience of literature in English. Focusing mainly on observation of reading motivation, habits, and attitudes, their conclusion was that facilitated ER over time could improve pupils' relationship with reading English literature (Pedersen & Grann, 2023, p. III).

Their thesis was an inspiration for our original plan, which is described in short detail in Chapter 1.1.3.

1.1.1 PISA & PIRLS

In early December 2023 the 2022 PISA results were published, gaining a lot of media attention. The major Norwegian media outlets highlighted the Ministry of Education and Research's statement that Norwegian pupils had scored an all-time low in reading, science, and mathematics (Ministry of Education and Research, 2023).

Although the main area for the PISA 2022 was mathematics, the subject of reading was still an area of focus. An important cautionary note that was made about both PISA and PIRLS is that the research was conducted after two years of pandemic restrictions (Jensen et al., 2023, p. 3; Wagner et al., 2023, p. 14). 99% of the Norwegian pupils that participated had had some form of pandemic restrictions during the entirety of their lower secondary schooling (Jensen et al., 2023, p. 28).

Studies have shown that developing early reading literacy is a major factor in later reading performance (Rowe, 1991, p. 21), which is one of the reasons we have decided to include the PIRLS results in this study. According to Wagner et al. (2023), PIRLS is the only international study focusing solely on reading (Wagner et al., 2023, p. 11). Because of this, we have decided to include its results, even though it focuses on learners younger than our target group. It has also been useful for us to compare the two studies, as their results and findings correlate with each other. Currently, our area of focus in these reports have been the Norwegian results, as well as the respective average numbers presented.

The results from PISA 2022 shows a decline in competence in reading, landing Norwegian pupils on the OECD-average in 2022. In 2018, 19% of the Norwegian pupils placed under the second level of mastery, marking them as pupils with low mastery level. In 2022, these numbers had increased to 27%. Partly, this rapid increase could be caused by the fact that pupils with the lower competence scores are now scoring lower than previous years (Jensen et al., 2023,

pp. 4, 12). This decrease in pupils' mastery has been happening steadily over the years (Jensen et al., 2019, pp. 6, 12). In reading, Norway scored 477 points, a rapid decrease from 499 points in 2018 (OECD, 2023, p. 54; Jensen et al., 2019, p. 9). PIRLS 2021 shows a similar pattern. The Norwegian pupils scored a bit over the PIRLS-average, landing on 329 points (Wagner et al., 2023, p. 24). All participating countries scored significantly lower than previous years. Whilst the average decline in the participating countries is 15.5 points, Norway saw a decrease of 20 points from 2016 (Wagner et al., 2023, p. 26). This made Norway one out of 10 countries with such an abrupt drop. Since the OECD have deemed that one school year is equivalent to 20 points, Norwegian pupils have, on average, fallen a whole school year behind (OECD, 2023, p. 156).

Although PISA 2022 and PIRLS 2021 to an extent appear to reach similar conclusions, there is nevertheless an important difference in terms of tendencies. PIRLS 2021 shows that the tendencies for reading achievement saw a continuous increase from 2006 till 2016, with a sudden rapid decline from 2016 till 2021 (Wagner et al., 2023, p. 26). The PISA, however, showed that proficiency in reading had a steady decline each year, going from far above the OECD-average, to suddenly scoring the same as the average (Jensen et al, 2023, p. 4-5). The overall tendency of reading performance in Norway has shown a continuous decline from 2012, reaching an all-time low in 2022 (OECD, 2023, p. 158). 2006 was recorded as the lowest score for Norwegian pupils regarding PISA. PISA 2022 landed the Norwegian pupils on the same average result as they did in 2006 (Jensen et al., 2023, p. 12).

In terms of the main focus for PISA 2022, there were no questions regarding pupils' reading habits. This was, however, studied in PISA 2018, which showed that 50% of Norwegian pupils did not read at all outside school, a rapid change from PISA 2009, where 40% answered the same. The Norwegian reading habits seem to mirror the overall international trend, where just above 20% of the participants stated that they read fiction (Jensen et al., 2019, p. 17). Despite these results, a recent study done by Statistics Norway showed that adult reading habits had in some ways improved these past years. This study concluded that the average Norwegian adult read for about 17 minutes a day. Tendencies showed that young adults read less, reaching an all-time low with 13% in 2021. Interestingly, this group saw a rapid increase, with 22% reading in 2022 (Schiro, 2023, p. 134). The study done by Statistics Norway opposes PISA and PIRLS. It would be interesting to see how the reading trend changes in the next decade. The trends from PISA and PIRLS would suggest that their results also predict a further decline in the future.

The numbers from PISA and PIRLS are important as they show the current reading status in Norway. Pupils spend less and less time reading outside of school and display the lowest reading performance score since 2006.

1.1.2 Curriculum

The Norwegian curriculum serves as the guideline that all teachers must follow in their teachings. The curriculum comprises basic skills, interdisciplinary topics, a core curriculum, and cultural values. In this section we focus on the English subject and reading as a basic skill.

Under the core curriculum in English, we can find the core elements of the subject (Ministry of Education and Research, 2017, pp. 1-2). One of the three points it makes is that the pupils will start their language learning when they encounter texts in English. It further explain that text in this context does not only mean written but also includes audio, drawings, pictures, and every other form where expressions are combined to enhance a message. Encountering English texts will also help the pupils develop knowledge about cultural and linguistic diversity, which is crucial for the development of intercultural competence. The ability to read is one of four basic skills that pupils should acquire during their education. Being able to read is not only the skill to understand what is written, but also to reflect on what one reads, find information, and critically reflect on the implicit and explicit information the text provides (Ministry of Education and Research, 2019, p. 4). Since there are many benefits to gain from reading, the declining trend of reading is a concern that schools everywhere should take seriously.

There is no specific mention of reading or joy of reading in the core curriculum. It states that education should "open doors to the world", and in addition give the pupils "historical and cultural insight" (Ministry of Education and Research, 2017, p. 3; Education Act, 1998). By reading literature in English, the pupils are exposed to stories about the world. In Paulo Freire's words, reading is a way to understand the world, since a written passage gives us a previous reading of the world (Freire, 1998, p. 19). Throughout their education, pupils should be met with challenges that promote a desire to learn, as well as formation (Ministry of Education and Research, 2017, p. 3). Developing a desire to learn could help pave the way for joy of reading.

The core curriculum states that education has a vital role in developing the pupil's language proficiency. By doing so, it should give pupils the confidence to think, create, communicate, and connect with people from all over the world (Ministry of Education and Research, 2017, p. 6). By reading, pupils develop their English language competence, as exposure to the language is vital for its development. Gaining cultural understanding by developing language proficiency

is therefore becoming rapidly more important, as the globalized world is coming closer together (Ministry of Education and Research, 2017, p. 6).

Reading is deemed one of the five basic skills that the education shall ensure the pupils gain knowledge in. These basic skills are continuous throughout the entirety of the education. They aim to ensure the development of social relations and identity, as well as abilities to participate in work, school, and societal functions. Even though the basic skills are incorporated into all subjects, each subject has a different role in the development of them (Ministry of Education and Research, 2017, pp. 13-14). In the English subject reading is aimed to contribute to both joy of reading and language acquisition. Towards the end of their education, pupils should be able to gather both explicit and implicit information from the various texts they are reading (Ministry of Education and Research, 2019, p. 9).

Working with texts is one of the core elements of the English subject. The curriculum states that pupils must encounter and engage with different texts in English, to learn the language. The importance of working with texts to gain both cultural and linguistic experience and knowledge is underlined in the curriculum (Ministry of Education and Research, 2019, p. 3). Therefore, we aimed to create a project where pupils were exposed to a vast variety of texts.

1.1.3 Original plan

Originally, we planned for an intervention study, with the overall goal of promoting joy of reading. We wanted teachers to allocate 5-15 minutes for sustained silent reading (SSR) every day for a period of 4-6 weeks. An offer was also made to only conduct the SSR in the English lessons. We also wished that the pupils should write some reflective notes after each session, where they were asked to briefly reflect on what they had read, as well as their motivation for the session. This project also planned to gather some quantitative data through two questionnaires, in order to map effects of the reading project. In addition, we wished to conduct a short interview with a few English teachers to get their evaluation of the project, as well as their methods of facilitation for promoting the joy of reading.

We were initially met with some scepticism regarding the availability of books, which was a 'problem' we solved by contacting the local library. We reached out to approximately 15 schools (by email and calling), resulting in either negative or no response. The common response was that they did not have the time to facilitate such a project. We found a discrepancy between these statements and results from a recent report done by NIFU, which states that allocating time for reading is something 71% of the school administrators deemed as the most

important factor for creating a healthy reading culture (Bergene et al., 2024, p. 116). According to Bergene et al. (2024), schools report that, they on average, allocate 20 minutes for SSR every day (Bergene et al., 2024, p. 118). When looking at these numbers, we found it interesting that 100% of the schools we contacted stated that they lacked the time to engage in 5-15 minutes of SSR every day.

Due to all the negative responses, we decided against this project and shifted our focus to a research-based project complemented with a pupil questionnaire.

1.1.4 Our project

After reading the PISA and PIRLS results, we felt that we were given a golden opportunity to explore topics that are very important in the Norwegian classrooms. Therefore, in order to keep exploring the same topics, we decided to shift the focus of the study to closely reviewing previously done research on the topics we wanted to explore.

17 peer-reviewed articles make up the foundation of our literature review. To supplement the findings from the review, we constructed a questionnaire with questions regarding pupils reading habits and motivation. Our original Action Research study was then changed to a *convergent mixed methods study with a cross-sectional survey*. The qualitative part of this study can be found in the literature review, while the questionnaire constitutes the quantitative part. In total we sampled 53 pupils from two different lower secondary schools in Troms and Finnmark. We found similarities and discrepancies between the review and the questionnaire, which will be further discussed in Chapter 7.

With this new project in mind, we created a thesis question and three research questions which we will account for in Chapter 1.2.

1.2 Thesis question and research questions

From the beginning, we decided that we wanted to explore topics such as *reading habits*, *reading engagement* and *joy of reading*. We also wanted to investigate whether research proposes particular strategies and methods of reading instruction and facilitation that could aid future reading instruction in English. Based on these interests, we created the following thesis questions:

To what extent do current research and mapping align with lower secondary pupils' perceptions of their reading habits? How can we use our findings to aid future reading instruction in English?

To address these questions, we formulated three research questions:

1. *What does current research say about reading engagement in and out of school among lower secondary pupils internationally and in Norway?*
2. *What do Norwegian lower secondary pupils say about their reading in general and in English?*
3. *How can current research help improve future reading instruction?*

The first question will be answered through an extensive literature review, and the second through a pupil questionnaire. The third question will be answered through the combined results from the review and questionnaire.

2 Key terms and theoretical perspectives

To answer our thesis and research question(s), we will explore key terms such as reading pleasure, reading literacy, motivation, joy of reading, and sustained silent reading. Additionally, we explore theoretical perspectives like reading for pleasure, rights of the reader, the Matthew effect. Scholars like Krashen, Bandura and Wigfield & Eccles will also be accounted for. The literature review will be presented in a separate chapter. However, we are aware that it to some extent overlaps and contributes to our theoretical discussion. Some of the literature from the literature review have also been used as contributions to our larger theoretical perspectives.

As this thesis includes a more in-depth literature review, it is important to highlight the difference between the theoretical perspectives and the results found in the articles used in the literature review. First, we present theoretical perspectives with definitions of key terms and important factors to help aid our discussion of the review and results from the questionnaire. Although the literature review presents important views on this field of research, it differs from the theoretical perspectives in that these results are considered findings. The literature used in the literature review is separated from the other literature in our bibliography.

2.1 Key terms

As there are many different definitions for the different key terms that we encountered when researching for this thesis. Therefore, this following section will account for the key terms reading, reading literacy, engagement, motivation, and sustained silent reading as we have understood them.

2.1.1 Reading and reading literacy

PIRLS defines *reading* as the ability to understand and use written language that is used by society and deemed valuable by each individual. When reading, the individual decodes and creates meaning from written words (Wagner et al., 2023, p. 11). Pupils read to learn, to participate in the community of readers at school and the general society. In addition, pupils read for the sake of enjoyment (Wagner et al., 2023, p. 12). Reading as an academic field is quite comprehensive. It draws from several different sciences, such as linguistics, literary studies, psychology, and pedagogy (Roe & Blikstad-Balas, 2022, p. 5). Some scholars, such as Nikki Gamble, state that reading can change your life in the sense that it informs, motivates, and inspires you (Gamble, 2013, p. 20). Gamble further writes that this only applies if the reading is done by choice and at the reader's own speed.

The OECD defines *reading literacy* (*lesekompetanse*) as the pupils' ability to understand, use, evaluate, reflect on, and engage in texts. Pupils should use these competencies to reach their own goals, develop knowledge and abilities, and lastly, to participate in society (Jensen et al., 2019, p. 1). Mastering reading literacy is crucial for the acquisition of knowledge in all parts of education. In addition, this knowledge is important for further participation in society and work-life (Wagner et al., 2023, p. 11). Reading literacy has gained rapidly more importance over the last decade, as technological developments and societal changes has demanded a higher and diverse competence. Because of this, reading should be an integral part throughout all education (Roe & Blikstad-Balas, 2022, p. 11).

2.1.2 Engagement and motivation

Both *engagement* and *motivation* has proven crucial for the ability and desire to read a text. Some researchers, including Roe & Blikstad-Balas (2022), claim that both aspects are an immensely important part of reading literacy. Such researchers believe that reading engagement must be motivated by a need or desire to read (Roe & Blikstad-Balas, 2022, p. 42).

Engagement

Wang et al. (2019) describe in-school engagement as a mechanism or process where learning outcomes will be met over time. They further write that engagement is a measurement of the quality of one pupil's productive involvement. Thereby, pupil engagement will affect their learning outcomes by being a mediator between contextual factors (i.e. classroom climate) and their motivational beliefs (i.e. academic self-concept) (Wang et al., 2019, p. 593).

There is no collectively agreed upon definition of *reading engagement*. However, scholars have agreed that reading engagement consists of four main dimensions: behavioural, cognitive, affective, and social (McGeown & Smith, 2024, p. 462). Behavioural engagement is closely connected to reading habits, as it refers to frequency and stamina for reading. Additionally, it focuses on the breadth of genres a child chooses. Reading in their leisure time has proven important for the development of reading skills and comprehension (McGeown & Smith, 2024, p. 463). Cognitive engagement refers to the effort pupils make when reading, i.e. the strategies they use while reading. Cognitive engagement is closely related to reading skills, as it functions as a mediator between reading motivation and pupils' reading comprehension (McGeown & Smith, 2024, p. 463). The affective engagement describes the different emotions a pupil experiences whilst reading as well as the extent to which they are interested in what they are

reading. Important factors in affective engagement include immersing in the books, relating to the action of the book and using imagination and empathizing with the characters (McGeown & Smith, 2024, p. 463). Last, social engagement connects to the extent that the pupil participates in reading activities with others. This includes book talks, reading together, and sharing books. This dimension is particularly important to create reading communities in the classroom (McGeown & Smith, 2024, p. 463). Together, these dimensions make up the frames of what we perceive as reading engagement.

Motivation

As with engagement, it is difficult to pinpoint an exact definition of motivation, as the current literature have many different definitions, with some researchers (as presented in Roe & Blikstad-Balas (2022)) even claiming that there is no publicly accepted definition. Generally speaking, however, motivation can be described as a form of positive, inner driving force that makes you want to complete a task (Roe & Blikstad-Balas, 2022, p. 42). Researchers have developed a distinction in motivation, named intrinsic motivation and extrinsic motivation. These will be accounted for in the following sections.

Intrinsic motivation is described by Skaalvik & Skaalvik (2015) as actions that an individual does because they find it interesting, and working with this activity is both pleasant and satisfying (Skaalvik & Skaalvik, 2015, p. 66). These feelings come from the activity itself, and not from any praise or other rewards they might receive from others. Ryan and Deci (2000) define intrinsic motivation as something that occurs when the individual has enjoyment, interest and inherent satisfaction when conducting an action and this type of motivation derives from internal drive (Ryan & Deci, 2000, p. 61). While intrinsic motivation comes from interest in an action, *Extrinsic* motivation is often understood as an action done to get a reward (Skaalvik & Skaalvik, 2015, p. 67). Ryan & Deci (2000) presents four subcategories for *extrinsic motivation*: *external regulation (1)* where there is a salience of extrinsic rewards or punishments and is external in nature, *introjection* (2) where the focus is on approval from others or oneself and is somewhat external, *identification* (3) where the focus is on self-endorsement of goals, a conscious valuing of activity and is somewhat internal, and lastly *integration* (4) where there is a congruence, hierarchical synthesis of goals and is an internal perceived locus.

In a school setting, helping pupils gain or utilize their already existing intrinsic motivation will result "in high-quality learning and creativity" (Ryan & Deci, 2000, p. 55) and should therefore

be worked on so that the pupils have a wish to, for example, read texts on their own accord because they find the topic interesting (Roe & Blikstad-Balas, 2022, p. 42).

Because of its vague definition, motivation has been described as something that is difficult to measure (Varuzza et al., 2014, p. 109). To make matters somewhat more comprehendible, Guthrie et al. (1996) created the *Motivation to Read Questionnaire* (MRQ) in order to assess the different aspects of motivation amongst pupils. The MRQ was created due to few existing tools to measure motivation (Guthrie et al., 1996, p. 1).

2.1.3 Sustained Silent Reading

Throughout the years, there have been made many different reading programs to heighten reading comprehension and reading motivation. Although the components of these programs differ, they share the common objective: "to develop each student's ability to read silently without interruption for a long period of time" (McCracken, 1971, p. 521). One of these programs is the *Sustained Silent Reading Program* (SSR). The program aims to allow pupils to read whatever they want, silently, for a short amount of time (traditionally 15 – 20 minutes per session) (Pilgreen, 2000, p. XVII). SSR is based on six different guidelines. These are: (1) pupils read self-selected materials silently, (2) the teacher models reading, (3) pupils select a text to read for the entire period, (4) a timer is set for an uninterrupted time period, (5) no records are kept, and (6) the whole class, department or school participates (McCracken, 1971, pp. 521-522).

After researching SSR for an extended period of time, Pilgreen developed eight factors for SSR success. Some of these factors correlate with McCracken's guidelines (Pilgreen, 2000, pp. 6-7). The factors read: (1) access, (2) appeal, (3) conducive environment, (4) encouragement, (5) staff training, (6) non-accountability, (7) follow-up activities, and (8) distributed time to read (Pilgreen, 2000, p. 6). We decided to include SSR in this thesis as it was covered in several different articles, in both a positive and negative light. SSR could also function as an alternative way to approach reading instruction in the classroom.

2.2 Theoretical perspectives

When researching the topics for this thesis we came across different theoretical perspectives we found should be explored. These include reading for pleasure and joy of reading, reading environment, the Matthew effect, self-efficacy, and expectancy-value theory.

2.2.1 Reading for pleasure and joy of reading

Research has shown that *reading for pleasure* has a direct alignment with pupils' attainment (Gamble, 2013, p. 20; Potticary, 2019, p. 1). Furthermore, children who score highly on reading tests, are often the same children that express that they find reading enjoyable. These same children often express heighten positive attitudes towards reading, mirroring the fact that they often show enhanced levels in comprehension and grammatical knowledge. In fact, some of these children seem to score higher at school in general (Gamble, 2013, p. 20).

What we have decided to label as *Joy of Reading* is practically identical to what Krashen (2004) has labelled as *Free voluntary reading* or FVR (Krashen, 2004, p. 1). He defined FVR as any type of reading where the individual decides to practice the rights of the reader. There are no book reports or any form of assessment; FVR is reading because you want to read. Krashen also presents numerous different studies in both L1 and L2 learners, where the participants who participated in FVR could report better scores in spelling, vocabulary, writing style, reading comprehension and grammatical development (Krashen, 2004, p. 17).

To find enjoyment in reading, pupils must feel an intrinsic motivation, meaning that they should feel ownership, and be able to make their own choices about their reading (Gamble, 2013, p. 23). Pupils should be able to stop reading a book if they do not wish to continue. This is part of the ten *rights of the reader*, derived from Daniel Pennac's book from 2006 with the same name (Gamble, 2013, p. 22). These ten rights are:

1) The right not to read
2) The right to skip pages
3) The right not to finish a book
4) The right to re-read
5) The right to read anything
6) The right to mistake a book for real life
7) The right to read anywhere
8) The right to browse
9) The right to read aloud
10) The right to be quiet

These rights were created as a possible way to make pupils associate reading with something enjoyable and free, responding to internal rather than external forms of motivation. One of the arguments Pennac makes is that books are made for consumption, so one should not force pupils to read for the sake of writing essays and reviews (Gamble, 2013, p. 22).

2.2.2 Reading environment

The reading environment, meaning the reading setting and the access to books have proven vital in ensuring joy of reading. It is also important that parents engage their children in reading outside school.

When there was space made for comfortable seating in the library, both Morrow (1983) and Chang and Wang (2016) have reported that children and parents used the library space more regularly compared to when it was partitioned off and quiet (Krashen, 2004, p. 63; Morrow, 1983, p. 344; Chang & Wang, 2016, p. 571). Chang and Wang recommend a space where both an adult and a child would be comfortable when reading, as this could lead to increased reading comfort and reading duration (Chang & Wang, 2016, p. 580).

Krashen (1994) highlights research that continues to show that those who live in more print-rich environments will have greater literacy development compared to those who do not (Krashen, 1994, p. 300). Axelrod et al. (2015) summarize that a print-rich environment occurs when one is surrounded by numerous kinds of print; from the more conventional books and magazines to lists, signs, charts, labels and writing samples (Axelrod et al, 2015, p. 17). In their definition, they also include that writing instruments will contribute to a more diverse print-rich environment. Krashen (2004) points out that those who report being avid readers will be better at reading and writing, in both first and second language development. He also shows that when books are readily available, at home, school or in public libraries, more reading is done (Krashen, 2004, pp. 57-60).

To ensure that pupils read at school and at home, parental influence has been highlighted as a positive influencing factor. Around 59% of Norwegian parents attest that they sometimes engaged their children in various reading activities at home, whilst 68% said that they used to read to their children (Wagner et al., 2023, p. 40). Children tend to mirror their parents. Therefore, parents who read in front of their children are more likely to view reading as an enjoyable and useful activity (Gamble, 2013, p. 33; Wagner et al., 2023, p. 45). This positive parental attitude can be further enhanced if the parents explicitly express that they find reading pleasurable. Children of such parents tend to score higher in reading at school, showing a clear link between reading at home and attainment at school (Gamble, 2013, p. 34).

2.2.3 The Matthew effect, self-efficacy, and expectancy-value theory

We first encountered the term *Matthew effect* when researching literature for the literature review. After reading into this term, we found it appearing in several articles, even though few explicitly used the term. Thus, it became apparent to us that the effect was an important part of our field of research. Additionally, perspectives presented by scholars such as Bandura and Wigfield & Eccles can be closely correlated with the Matthew effect in the sense that they present the effects that motivation has on performance.

"For unto every one that hath shall be given, and he shall have abundance: but from him that hath not shall be taken away even that which he hath" (American Standard Version Bible, 1901, Matt. 25:29). This passage from the bible has been widely used in the field of academia ever since Merton (1968) presented it as the Matthew effect. The idea of the Matthew effect is that individuals reach greater achievements due to their pre-existing skills and prior achievements (Merton, 1968, p. 58; Stanovich, 1986, p. 381). This effect has been 'translated' to a notion of "rich-get-richer" and "poor-get-poorer" (Merton, 1968, p. 59). We perceive this as either a positive or negative circle, depending on the situation of the individual. Stanovich (1986) explored the existence of the Matthew effect in reading and found it present as reading proved a major mechanism in vocabulary growth, enabling efficient readers and facilitating reading comprehension (Stanovich, 1986, p. 380). As readers have more developed vocabularies, they should find reading as an easy and enjoyable activity. Thus, their reading expertise gives them a larger knowledge base, which again will allow the pupil to acquire an even greater expertise in reading (Stanovich, 1986, p. 381). This is, of course, true for all elements of education, and not just reading.

There are several perspectives on motivation, for instance, Bandura's theory on *Self-Efficacy* and Wigfield and Eccles' *Expectancy-Value Theory*. Bandura (1997) defines perceived self-efficacy as referring to confidence in one's capabilities to organize and execute the courses of action required to produce given attainments (Bandura, 1997, p. 3). In activities where outcomes are closely connected to the quality of performance, outcomes depend on how well pupils believe they will be able to perform in a situation (Bandura, 1997, p. 23). This means that the outcomes pupils expect will influence their performance. For instance, if pupils expect a low grade on a test, they are likely not to perform their best, as this would be pointless (Bandura, 1997, p. 21). The theorists and researchers who argue for Expectancy-Value Theory, are of the opinion that how an individual value an activity and how well they will do in said activity will reflect in their performance, persistence, and choices (Wigfield & Eccles, 2000, p.

68). If pupils associate reading as something that is difficult or boring, they are more likely to not engage in the activity. This can result in a negative spiral, enhancing the negative side of the Matthew effect.

Key terms and theoretical perspectives – concluding comments
The aim of this chapter was to get a collective understanding of how we have determined important key terms by looking at former definitions. The decision was made to include these particular key terms as they were deemed highly appropriate with the terms encountered in the literature review.

These perspectives will be explored more in the review and the discussion, but in order to understand these perspectives, it was vital to define and discuss them here. As with the key terms, they were included due to their important role in the literature review. Additionally, some of these perspectives also made an appearance in the pupils' answers to our questionnaire.

3 Recent policies and initiatives towards reading

Implementing successful reading instruction and strategies is not just a responsibility that falls on an individual teacher or school. Political Norway has the main responsibility for ensuring that educational standards are met, as well as making sure that schools evolve according to societal needs and demands. It is, ultimately, the politicians who are in charge of the content of the Education Act and the curriculum. When trends reveal that pupils do not perform at the expected level, politicians have the obligation to develop policies and strategies to change the tides of such trends. In the following, we present some of the governmental work towards reading from recent years.

3.1 Ungdomstrinn i Utvikling

In 2011, the Norwegian government, through the Norwegian Ministry of Education and Research, launched a strategy focusing on the country's lower secondary education (Meld. St. 22 (2010-2011), p. 6). The strategy, named *Ungdomstrinn i Utvikling* (UiU), aimed to contribute to motivating pupils, bettering classroom practices and working on educating school administrators and school owners on how they can help their teachers develop more successful classrooms. The strategy also highlighted the importance of society working together to turn the already negative trend, by including universities and the appropriate political branches. The strategy applied for five years, starting in 2012/2013 and ending in 2016/2017 (Ministry of Education and Research, 2015, p. 4). The final report from this strategy was published in 2018.

This report highlighted what effect UiU had had on the teachers, principals, and pupils (Lødding et al., 2018, p. 9). When reading this report, we mainly focused on results from questions regarding motivation, as these results were deemed most important for this thesis. Lødding et al. (2018) found discrepancies between what the pupils reported and what the teachers reported (Lødding et al., 2018, p. 195). Pupils reported that they wanted a more varied instruction, as they believed this could be a motivating factor and lead to more personal engagement (Lødding et al., 2018, p. 192). They highlighted that it did not matter how the teachers varied their instruction, but it was the fact of variation itself that heightened their engagement (Lødding et al., 2018, p. 185). Teachers, however, reported a larger degree of variation and testing of different instructional practices (Lødding et al., 2018, p. 64). The answers from the principals showed a close correlation with the answers from the teachers (Lødding et al., 2018, p. 112). Teachers seemed somewhat apprehensive about reporting pupil motivation as a result of the strategy. Only 1% of the teachers reported that pupils seemed motivated 'to a very large extent'.

Most teachers (47%) answered that motivation presented 'to some degree'. 19% of the teachers chose the option of 'don't know' (Lødding et al., 2018, p. 66). These answers mirrored those of the principals (Lødding et al., 2018, p. 112). This apprehension could suggest that teachers struggled to map the results of UiU, making them unclear.

On the question of using reading as a tool in different subjects, 40% of the teachers chose the option of 'to a large extent' and 'to a very large extent' (Lødding et al., 2018, p. 66). The use of reading in all subjects was also something the pupils reported, even though they reported not knowing that reading was an prioritized area for schools. Pupils detailed lessons where reading strategies were the most common focus. According to the pupils, this focus did not foster much learning, as they reported forgetting these strategies quickly, and that learning about reading strategies gave them little gain (Lødding et al., 2018, pp. 188-189). Suggesting that even though teachers utilized reading in their classroom practices, pupils seemed to not respond very well.

When asked about what motivates and engages them, pupils report factors such as their teachers, instruction methods, personal interests, and their peers as the most important. The role of the teacher seems to be a particularly important factor, as pupils report that their attitudes are mirrored based on the attitudes of their teachers. If the teachers seem engaged and have a 'spark' for teaching, the pupils will likely become more engaged. If pupils experience teachers that seem unengaged and moody, they too will mirror these feelings (Lødding et al., 2018, p. 184). This is in line with what we will be exploring regarding the influence that teachers have on motivation and engagement.

Overall, the strategy did not seem to have the wanted effect. Researchers struggled to find traces of the impacts of UiU at pupil levels, after looking at mapping results from 'Elevundersøkelsen' among other things (Lødding et al., 2018, p. 196). The results from 'Elevundersøkelsen' could somewhat explain why teachers seemed so uncertain and apprehensive about reporting positive motivational effects, as it seems UiU in itself did not affect motivation all too much (Lødding et al., 2018, p. 195). Therefore, the government decided to launch a new strategy.

3.2 Språkløyper

In 2016 the Norwegian government launched a language-, reading- and writing strategy, *Språkløyper,* which aimed to strengthen pupils' skills in reading. The strategy had a broad scope, as it focused on kindergarten, primary-, lower- and upper secondary school (Regjeringen, 2016; Toft, 2021). When reading the report and writing this summary, we focused

on the results regarding reading. Some results were presented as aggregated, whilst some were specific to reading in the final report. The work with the strategy ended in 2019, but the resources published on the strategy's website remain available to the public. It aimed to improve pupil reading by creating free packages focusing on competence building and skills development. These packages consist of four to ten lessons of 40-60 minutes aimed to be used within a four-week gap. These lessons are aimed at the school staff and consists of elements they can use in their classrooms. In the four-week gap, teachers are supposed to test what they have learned, and report this to their colleagues (Toft, 2021).

Bergene et al., (2020) report that the use of Språkløyper has changed the way teachers approach reading instruction. These changes have led to reading being a higher priority in their classrooms (Bergene et al., 2020, p. 159). Språkløyper was evaluated to have success in creating synergies from previous strategies, and to root these in the individual needs of a school or municipality. Overall, there seems to be success connected to having set plans for future work with competence building and skill development. A final successor is to have someone on school grounds who functions as a person of resource. This person should have the ability to make the tools of Språkløyper available for the teachers (Bergene et al., 2020, p. 166). As mentioned, the resources from Språkløyper remain available, even after the work with the strategy ended. Its website remains updated with new information that is deemed appropriate (Toft, 2021). Therefore, it appears that this strategy is still being used by many teachers and schools. The government is currently working on a new reading strategy.

3.3 Strategy for Joy of reading

In a chronicle written in Dagens Næringsliv, current prime minister Jonas Gahr Støre questions how performance in reading amongst Norwegian pupils can decline, at the same time as there lays a great commitment to strengthening the reading performance (Støre, 2023). Although this chronicle presents a political rather than scholarly discourse, it gives an idea of government views on reading and its base in current pedagogical discourses and research.

Støre points to the recent PIRLS results, covered in Chapter 1.1.1. He wonders if the low reading enjoyment can have affected the overall reading performance, and points to aspects we perceive as the Matthew effect. Støre describes reading as a muscle that needs training, and that without practice, we will get 'out of shape'. He states that the performance could decline, as the pupils find reading as less enjoyable (Støre, 2023). This is in line with what researchers have found in recent studies, some of which will be covered in the review. Støre expresses his

worry about both low reading enjoyment and low reading competence, as reading skills have been found to influence competence and skills in other subjects. He also stresses the importance of reading to gain competence in reading extensively, developing the ability to concentrate and the ability to understand connections (Støre, 2023).

In the government budget for 2024, Støres government earmarked 25 million Norwegian kroner to focus on reading in school. A majority of this money (17.5 million) shall be focused on competence building amongst the teachers, mainly to give them the correct competences regarding how to meet challenges regarding changed reading habits. The government sees the value of stimulating reading at school and aims to give 5 million kroner to increase the support for school libraries, strengthening this support to 30 million kroner (Regjeringen, 2023). The role of school libraries was a recurring theme in the articles for the literature reviews. This will be further discussed in Chapter 7.2. Schools should be able to facilitate for joy of reading by doing projects such as having author visits and reading competitions. For the 2024 government budget, 2.5 million kroner are earmarked for increasing the support the government can provide for such projects (Regjeringen, 2023).

In 2023, the government stated that they were focusing on reading, by creating a strategy for heightening joy of reading. This decision was made due to the declining trend in reading skills and attitudes shown in PISA. The government states the importance of reading, and that the society must do something to change the trend. The strategy, named *Leselyststrategien*, aims to awaken the joy of reading and building a reading culture. To find the appropriate methods, the government sought insight from actors connected to reading, such as participants from the school-sector, the libraries, reading organizations, reading researchers and representatives from the book industry. The strategy was reported to be launched around the new year (Regjeringen, 2023).

Naturally, we saw this strategy as highly relevant for our concerns. Therefore, we contacted the Ministry of Culture and Equality, to ask if they knew a more accurate timeframe of the launching. Here, we were told that we could expect the launch to be during the spring of 2024, and that they had not decided on an accurate launch date (S. K. Dobbe, personal communication, 29. November 2023). As of early May 2024, the strategy is yet to be released.

Recent policies and initiatives towards reading – concluding comments

Former and current governments in Norway have made several attempts to enhance reading comprehension, motivation, and engagement. The PISA and PIRLS trends, as well as the final reports from these strategies suggest that they may not have had the desired effect. However, Språkløyper seemed to be more successful than UiU, as this strategy continues to be utilized in Norwegian classrooms. We look forward to seeing how Leselyststrategien can contribute to promoting joy of reading for current and future pupils in Norway.

4 Methodology

In our study, we use a mix of quantitative and qualitative methods. The qualitative data was gathered through the literature review, while the quantitative results were gathered through a questionnaire. Combining these two phases makes our research a mixed-method study. Combining the questionnaire with the method used to gather the data, our research design can thus be defined as a convergent mixed methods design with a cross-sectional survey.

When utilizing a convergent mixed methods design the researcher is to collect both quantitative and qualitative data simultaneously, merge the data, compare the results, and then explain any discrepancies that they find in the results (Creswell & Guetterman, 2021, p. 601). If the results diverge, the researcher will either have to provide an explanation for this divergence, reanalyse the data, inspect the quality of the data or simply gather more data (Creswell & Guetterman, 2021, pp. 601-602). This method assumes that quantitative data and qualitative data will provide different results and can be used together to form a more complete understanding of a research problem. The strength of this design is that it uses the advantages of each method and combines them; the generalizability that the quantitative data provides with the more precise information about a context or a setting that the qualitative data offers (Creswell & Guetterman, 2021, p. 601; Creswell & Guetterman, 2021, p. 603).

Our convergent design is combined with a cross-sectional survey design (Creswell & Guetterman, 2021, p. 430). We created and conducted one questionnaire, allowing us to collect our data at one point in time, measuring the current status of reading habits and reading engagement in schools in Troms and Finnmark. We struggled to recruit our respondents due to the fact that we did not receive any responses from the schools we contacted. Low response rates have been identified as a common negative side of questionnaires that are sent out to possible respondents via e-mail (Creswell & Guetterman, 2021, p. 436). This issue was something we encountered from the beginning and was also a factor in why we changed the research design and project.

We used an online questionnaire to gather our data, as this allowed us to collect the data quickly (Creswell & Guetterman, 2021, p. 436). To sample our respondents, we contacted schools that we had had our practice in, consisting of pupils that fit our criteria. This made our sampling a purposeful sample. In the process of creating the questions, we used a mix of questions that we

created, and questions found in other questionnaires and surveys. Further details on the sampling process and the creation of the questionnaire are covered in Chapter 4.2.

4.1 Methodology for reviewing the literature

An important aspect of our thesis is the literature review, as this makes the foundation of our study. The literature review is aimed to describe the current and past state of information gathered, by looking at previous research on the topic of our study. The purpose of a literary review is vast, as it can be used as a mean to convince a graduate committee of your knowledge, or as a way to prove that your particular study is needed in the educational field (Creswell & Guetterman, 2021, p. 105). Creswell & Guetterman (2021) have conducted a six-step process one can use when conducting a literature review. These steps consist of *identifying key terms*, *locating literature*, *critically evaluating and selecting the literature*, *organizing the literature*, *synthesizing the literature*, and *writing the literature review* (Creswell & Guetterman, 2021, p. 106). In the following, each step will be elaborated closely.

4.1.1 Identifying key terms

Prior to starting our search, we narrowed our topic by identifying some key terms that we wanted to focus on. Identifying and using keywords and terms found in your thesis question is a good way to start of the literature search, and as you start finding more articles, you will find other words and terms that are useful in the search (Gleiss & Sæther, 2021, p. 63; Creswell & Guetterman, 2021, p. 107). The terms and keywords helped locating the literature in the different databases (Creswell & Guetterman, 2021, p. 107).

To make matters easier for ourselves, we created a table with different criteria for the literature we searched for. These criteria play an important role in limiting, as well as narrowing the search. Without this type of model, we could have easily found ourselves overwhelmed by the vast amount of data and results (Krumsvik & Røkenes, 2019, p. 112). When you are presented with a sea of different voices and opinions on a topic, it is pertinent to use some time to get an overview of what has been discussed (Gleiss & Sæther, 2021, p. 67). We found that our table was particularly helpful in the instances where we were met with large numbers of results. To create our table, we used the layout from the example provided in Krumsvik & Røkenes (2019) page 112, and we included the terms *databases*, *context*, *population*, *type of research*, *study design*, *geographical area*, and *publication type*.

We aimed to limit our literature searches to only studies done quite recently (after 2015). However, we quickly found that this would limit our results too much, and we decided to disregard this limitation. Despite this, we aimed to focus on research done within the last 10-15 years, although we did also include articles beyond this scope. For research done prior to 2010, we read them closely and critically, whilst also looking for newer articles addressing the same topics. The articles prior to the 2010s that were chosen were deemed too important and relevant to exclude from the review. While searching, we would limit the number of articles by narrowing down the year it was published if the initial search provided a lot of results. This was explicitly mentioned in the table where we recorded our search terms and results. The table can be found in figure 6, found in Chapter 4.4.

To identify the terms that would forge appropriate articles, we noted terms, keywords, and expressions that we found captured and summarized the key notions of our study (Creswell & Guetterman, 2021, p. 107). This was done with the help of the table and our thesis/research question(s). In addition, we used key terms that were recurrent in our university lessons. After the initial search, we noted terms and words frequently used by different scholars. These words became the basis for further literature searches (Creswell & Guetterman, 2021, p. 107). We used the key terms to search in several databases, sometimes using the same string of words.

4.1.2 Locating the literature

The literature for our review was exclusively found in digital databases. Databases are deemed the most likely place to find research articles, and they are an easy way to access important research on a topic. In our literature search, we used both general and discipline-specific databases (Creswell & Guetterman, 2021, p. 112). We used the databases Oria, Google Scholar, ERIC, and ProQuest. The detailed version of our literature search(es) is elaborated in Chapters 4.4 and 4.4.1.

When searching for articles in databases, you are sometimes presented with thousands of articles who will fit your theme in one way or another. An important step for us as researchers was to determine the credibility of these articles, something that may not have been done (especially if the articles are found through secondary sources). Creswell & Guetterman (2021) presents four ways to help determine the credibility of such articles. The first step is to investigate if the article has been peer-reviewed to look at its quality (Creswell & Guetterman, 2021, p. 116). In most databases, ensuring this step is easily done by marking that you only want peer-reviewed articles presented. Peer-reviewed articles are deemed as strong sources

(Creswell & Guetterman, 2021, p. 108), and we limited our searches to only be presented by such articles. We attempted to mostly locate primary sources, as we found it useful to get accurate insight from the researcher. Such primary studies presented the original viewpoint and findings, as they are reported by the scholar(s) who conducted the research. Secondary sources are summaries of several primary sources and can in some cases be interesting to find a primary source. Looking at summaries can be a good way to start the literature search, as it will present an overview of a certain topic and can present valuable key terms (Creswell & Guetterman, 2021, p. 108). Personally, we decided to not start our literature search with reading such summaries, as we were confident in our pre-existing knowledge about our research topics. Due to our limiting the searches to "peer-reviewed articles only", we were mostly presented with primary sources.

The second step to determine credibility is to look at the authors and see if you recognize them from previous research you have read (Creswell & Guetterman, 2021, p. 116). During our searches, we would also take notes on authors whose research was frequently mentioned or cited. Here, we decided to choose some articles not found through searching the databases. Such articles will be referenced as hand-picked articles. We classified articles that were frequently cited by other authors as key sources. Such articles can be useful to read, as they often present important aspects on the topic (Gleiss & Sæther, 2021, p. 66). Five of the 22 original articles were hand-picked.

All the databases we used were recommended to us from our university, and we have frequently used them during our studies. Therefore, we were confident in their standards on accepting the studies they were presented with. Investigating such standards are presented as the third step in determining articles' credibility (Creswell & Guetterman, 2021, p. 116). Whilst writing this thesis, we have had close collaboration with our initial supervisor. She would help us with our literature searches by suggesting terms, and by recommending certain authors. In addition, we worked together to decide which articles to include in the review part of this thesis. This correlates with the fourth step presented in Creswell & Guetterman (2021), which concludes that asking faculty members at the university is a good way to determine credibility of articles (Creswell & Guetterman, 2021, p. 116). After determining the credibility of the articles found in the searches, we would read and summarize them before evaluating and selecting the appropriate articles.

4.1.3 Evaluating and selecting the literature

During, and after reading the different articles, we started the process of evaluating, excluding and selecting the articles we found appropriate for our literature review. After the initial search we were left with 22 articles that we read and summarized. Despite using our inclusion and exclusion table, and closely determining the credibility of the articles, some of them proved non-relevant. To evaluate the relevance of each article, we used the four criteria presented by Creswell & Guetterman (2021, p. 117). The answer should be yes to all four criteria, in order for the articles to be relevant. We made some exceptions to the second criteria, which will be further elaborated later in this chapter. Both prior to, and during the reading, we aimed to locate whether the articles we were reading focused on the same topic as we wanted to research, aligning with the first criteria (Creswell & Guetterman, 2021, p. 117). Some of the articles had topics that were somewhat irrelevant for our study, but they were still read in full and summarized. Later, we discussed each article and decided if their focus was too off topic for our study, and some articles were excluded from the literature review. Even though the articles were sometimes excluded from the literature review, they would still be included in the supplementary literature, as they often presented interesting points.

The second criterion is to determine if the literature examines the same population as we have aimed for in our inclusion/exclusion table (Creswell & Guetterman, 2021, p. 117). To limit the scope of the present study, we wished to solely focus on lower secondary classrooms. Thus, we wished to limit the literature to only focus on this. As we started our literature search, we found that little research has been done on our preferred topics and age-group. This made us suspect that little research had been done on these topics. This was also something that Choi (2019) found in his review-study. He concluded that most studies focused on linguistic and cognitive aspects of L2 reading development, with very few focusing on topics such as engagement (Choi, 2019, p. 439). Therefore, some articles were included despite having slightly different topics than we wanted to investigate. In addition, we included articles focusing on younger pupils. We prioritized relevant studies done in Norway.

Third, we evaluated if the literature focused on similar research questions to those we had (Creswell & Guetterman, 2021, p. 117). We aimed to include both quantitative and qualitative studies that focused on terms such as reading habits, engagement, and joy of reading. In the present study, the aim was not to look at reading comprehension and reading skills. Studies who were found to exclusively focus on such topics were excluded from the review. In some

cases, the literature would focus on comprehension and skills in addition to the terms we were looking for. These articles were closely evaluated to see if they would be fitting for our review.

The last criterion in the evaluation of articles was their accessibility (Creswell & Guetterman, 2021, p. 117). As previously mentioned, all articles were found in different databases that we have access to through our university. We found that most of the articles were easily obtained from these databases, as most of them were presented in PDFs that we could download. Some of the articles were not downloadable from the original database in which they were found. In these cases, we were quickly redirected to a different database. After closely evaluating each article with the help of the mentioned criteria, we were left with 17 articles that we included in our literature review.

4.1.4 Organizing the literature

The process of organizing the literature was done somewhat concurrent with the second step. A big part of organizing the literature is to abstract the different studies, so that inserting them to the literature review will be easier (Creswell & Guetterman, 2021, p. 118). Each article was organized in two different ways; in a digital journal in Excel and by being abstracted. The digital journal presented the authors of the studies, their measures and findings, the population, study design, the search words we used to find it, in what databases they were found, and an initial response to their usefulness. A link to each study was also presented.

After reading each of the articles from the initial search, we wrote a summary of their major aspects. When abstracting the studies, we aimed to include what they were researching, how they collected their data, as well as their findings or results (Creswell & Guetterman, 2021, pp. 118-119). These summaries proved important when we were evaluating their relevance to the review, as they gave an overview of the criteria needed in the evaluation process. When the articles had been evaluated and deemed relevant, they were re-read, and the abstracts were supplemented with further information if this was found necessary. We then started synthesizing the literature by coding the material.

4.1.5 Synthesizing the literature

This step consists of organizing the literature after their key concepts (Creswell & Guetterman, 2021, p. 120; Gleiss & Sæther, 2021, p. 173). When reading and summarizing each article, we discovered that several of the articles came to similar conclusions. We started this process by creating a code manual. Parts of the manual was created prior to this step, and we added new

codes that we found pertinent during the process. Many of the concepts included in this code manual was the same concepts that were used when synthesizing the results from our questionnaire. Creating a code structure whilst also adding concepts found in the material meant that we used a semi-structured approach. The structured approach is characterized by fewer codes that have been established beforehand (Gleiss & Sæther, 2021, p. 177). Sometimes, researchers find it pertinent to code every single detail, meaning having codes that are only used one or two times. This is a characteristic of an unstructured approach (Gleiss & Sæther, 2021, p. 176). Using an unstructured approach was not an option for us, as we had already established codes from the key terms identified prior to locating the literature.

The benefit of coding the data material is to get an overview of the main topics and themes in the different articles that we have read. This process showed us that not all parts or all articles were relevant to our research problem and research questions (Gleiss & Sæther, 2021, p. 174). To acquire this overview we created a literature map, in order to have a display of the minor and major topics. This also gave us an opportunity to further assess how our study adds to the field on similar research (Creswell & Guetterman, 2021, p. 121). The literature map can be found in Appendix 6.

4.1.6 Writing the literature review

The last step of reviewing the literature consists of writing the actual review. As the literature review is an essential part of our data material, our review will be larger and more detailed than those that are part of projects based on action research. Because of this, we opted to write a thematic literature review. A thematic review consists of citing the relevant literature connected to major and common topics found in the different articles, without discussing each article in detail (Creswell & Guetterman, 2021, p. 127). The themes in the review were gathered from the codes found in the fifth step. For each theme, we attempted to include both negative and positive views, to get a more nuanced picture of what future literature have presented. We decided against the approach of reviewing the literature study by study. This approach forges a detailed abstract of each study, whilst also grouping them under broader themes (Creswell & Guetterman, 2021, p. 127).

Due to the large number of articles included in our literature review, we found that presenting details from each article would be somewhat confusing to read. However, the decision was made to include an overview of each article, which can be found in Chapter 4.4.1. The literature review was written with the help of the literature map created in the previous step, as this

provided us with ample examples of how to organize the articles according to the major themes. In addition, we used the various abstracts from step three to give us an overall view of their conclusions. Details derived from the abstracts were cross-checked with the primary source to ensure that we were providing correct and unbiased examples.

4.2 Methodology for the questionnaire

To get a current view of the status of reading habits and engagement in schools in Troms and Finnmark, we conducted a questionnaire. We believed that using a questionnaire would give us an opportunity to gather quantitative material so that we can cover a larger range of knowledge, which in turn can help us generalize our findings (Gleiss & Sæther, 2021, p. 143). However, due to the low number of respondents in our questionnaire, we were unable to generalize our findings.

Gleiss & Sæther further state that adapting questions from other questionnaires will save time and help strengthen the quality of the questionnaire (Gleiss & Sæther, 2021, p. 155). Our questionnaire is inspired by two different articles which presented their own questionnaire, one with focus on reading habits and one that focused on reading motivation in a L2. The answers retrieved from the questionnaire were analysed and then discussed to see if there was a correlation between the review and the questionnaire. To ensure that the pupils understand the questions, we conducted the questionnaire in Norwegian. Additionally, we used short and understandable questions to ensure clarity and promote honesty in the answers. This could also have lowered the risk of pupils just picking an answer and moving on with the questionnaire.

4.2.1 Recruitment of respondents

The target population for this questionnaire was lower secondary pupils (13-16 years old) who attend schools in Troms and Finnmark. We used purposeful sampling when recruiting participants for our questionnaire. Creswell and Gutterman (2021) describes purposeful sampling as the researcher selecting sites and individuals intentionally, specifically because they are a part of a central phenomenon (Creswell & Guetterman, 2021, p. 240). We contacted several schools, some of whom we have had contact with before through our practicums. In the final sample, we ended up with one rural and one urban school. Combined, 53 pupils answered the questionnaire with a majority (40) of them being 10th graders.

When recruiting participants to a study, it is important to protect their confidentiality and privacy (Creswell & Gutterman, 2021, p. 175). When we were contacting schools with the

proposal of joining our study, we included an information letter, which was based on the design SIKT has provided on their website[1]. This document (see Appendix 1) contained information about the project, the purpose of the study, sponsorship, and completion time. In the original project, this document also included a portion where the guardians of the pupil would get information about what participating in the study would mean for their child and how information would be stored. This portion was removed as the study shifted focus.

4.2.2 Creating the questions

According to Gleiss & Sæther (2021), the best course of action is to find certain terms that one wants to investigate in the research, and then operationalize them in the questions asked in the questionnaire (Gleiss & Sæther, 2021, p. 145). Because we wanted to see if students in Troms and Finnmarks answers are equivalent to those found in research about reading habits and reading motivation, we decided to include questions that explored these terms. These terms were also used when we analysed the articles found for the review. This was done so we could see if there were any relation between the answers found in research and the answers given by the pupils.

When creating the questionnaire, we took inspiration from two different models, which were the models from Mori (2002) and Conradi et al. (2013).

When Mori (2002) was investigating motivation in *English as a foreign language* (EFL) reading, she found that there were only studies in L1 that were focused on primary school pupils. Mori designed her questionnaire with items that other researchers have presented. Her questions explored the learner's wish to learn a language (Mori, 2002, p. 96). We chose to use Mori's model as it has been referenced in numerous studies and articles since its publication. The high number of citations strengthens the validity of the article, and by using Mori's model we also strengthen the validity of our questionnaire.

We also used Conradi et. al (2013) as inspiration for some of the questions. They wanted to measure reading attitude in adolescents and had made questions that would make it possible to measure attitudes in their participants (Conradi et al., 2013, p. 566). Since we also are interested in pupils' attitude towards reading, we let ourselves be inspired by their questions and adapted

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[1] SIKT: Information for participants in research projects; consent as legal basis- template for standard information letter (translated from Norwegian).
https://sikt.no/tjenester/personverntjenester-forskning/fylle-ut-meldeskjema-personopplysninger/informasjon-til-deltakarane-i-forskingsprosjekt

some of them to our questionnaire (see figure 1 and 2). Figure 1 includes questions more inspired by Mori, and figure 2 was more inspired by Conradi et al.

Generelle påstander

	Helt enig	Litt enig	Hverken enig eller uenig	Litt uenig	Helt uenig
Jeg er flink til å lese på engelsk *	O	O	O	O	O
Jeg synes det er kjedelig å lese på engelsk *	O	O	O	O	O
Ved å lese engelske bøker lærer jeg språket bedre *	O	O	O	O	O
Jeg synes å bruke tid på å lese en-gelske tekster er bortkastet *	O	O	O	O	O

Figure 1 – General information

The questions are: (1) I am good at reading in English, (2) I find it boring to read in English, (3) Reading books in English will help me learn the language better, (4) Spending time on reading English texts is a waste of time. With the options: (a) Completely agree, (b) agree, (c) I don't agree or disagree, (d) disagree, (e) completely disagree.

Lesing på skolen og fritiden

Figure 2 – Reading at school and at home

The questions are: (1) I wish that we would spend more time reading in English lessons, (2) I wish that the school facilitated more time for reading in all subjects, (3) I will not read in English on my own accord, not unless it is for school, (4) I feel more motivated to read books during my spare time, (5) I spend my spare time reading books, (6) I experience that I have interesting books available, so that I can read the books that interest me. With the options: (a) Completely agree, (b) agree, (c) I don't agree or disagree, (d) disagree, (e) completely disagree.

Our questionnaire consists of both closed and open-ended questions, giving the pupils opportunities to sometimes describe their thoughts. Open questions gave our respondents opportunities to formulate their own words and thoughts (Gleiss & Sæther, 2021, p. 150; Creswell & Guetterman, 2021, p. 440). The open-ended questions are more time-consuming to answer and to analyse, as they cannot be compared in the same way as the close-ended questions (Gleiss & Sæther, 2021, p. 151). Closed questions made it easier for us to compare their answers, as they had set response options, making them more practical for the researcher (Gleiss & Sæther, 2021, p. 150; Creswell & Guetterman, 2021, p. 439).

Some of the close-ended questions opened up and asked the pupils to elaborate on the statement above, allowing them to explain their choice (Gleiss & Sæther, 2021, p. 151) (Figure 3). At the end of the questionnaire, we included some close-ended questions in the form of multiple-

choice questions, figure 1 and 2, where the pupils had to reflect on the statements and choose to what degree they agree or disagree.

Hva er ditt forhold til lesing? *

- ○ Liker det godt
- ○ Liker det litt
- ○ Vet ikke
- ○ Misliker det litt
- ○ Misliker det sterkt

Kan du beskrive nærmere hvordan du synes det er å lese bøker? *

Gjerne beskriv hva som gjør at du føler det du føler.
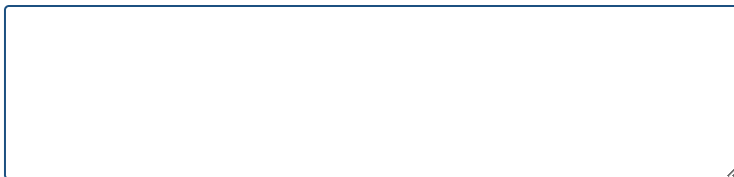
Figure 3 – Example of a close-ended question that opens up to an open-ended question

The questions are: (1) What it your attitude towards reading? (2) Can you explain further how you feel about reading? Feel happy to describe what makes you feel what you feel. With the options in question 1 being: (a) like it very much, (b) like it, (c) don't know, (d) dislike it, (e) dislike it very much.

We used *Nettskjema* to conduct our survey. It is considered a safe tool, as it is approved and recommended by the university. Nettskjema also helped us in the analysis of the data collected, as it placed the close-ended questions in tables and diagrams making us save some time as we did not have to spend the time placing the data into diagrams ourselves.

For the answers in our close-ended questions, we used the Likert scale (Gleiss & Sæther, 2021, p. 154; Creswell & Guetterman, 2021, p. 195) The answers consist of two positive values, one neutral value and two negative values. The reasoning behind this is to give the pupils ample options, and a feeling that they are more likely to find an option that suits them. The questions with the Likert-scale answers would sometimes consist of an additional option of 'I don't know', for those pupils who did not identify with the other options. In some questions, the option of 'I don't know' worked as the neutral component. Examples of the Likert scale is presented below (Figure 4):

Opplever du glede av å lese bøker? *	Hva er ditt forhold til lesing? *
○ Alltid	○ Liker det godt
○ Ofte	○ Liker det litt
○ Noen ganger	○ Vet ikke
○ Sjelden	○ Misliker det litt
○ Aldri	○ Misliker det sterkt
○ Vet ikke	

Figure 4 – Examples of the Likert scale

The two questions are: (1) Do you experience happiness when reading books? With the alternatives; (a) always, (b) often, (c) sometimes, (d) rarely, (e) never, (f) I don't know. (2) What is your attitude towards reading? With the options; (a) like it very much, (b) like it, (c), don't know, (d) dislike it, (e) dislike it very much

In the first figure we used "I don't know" as an addition for those unsure about their attitudes about reading, in the second figure, "I don't know" was used as a neutral option.

4.2.3   Creating the questionnaire

Since we were not there ourselves to present our questionnaire, it was important to make a cover letter that properly presented the purpose of the study (Creswell & Guetterman, 2021, p. 446). Creswell and Gutterman present five important elements that should be included in a cover letter when the questionnaire is mailed to the participants. When we applied these elements, we decided not to use them in the same order as Cresswell and Gutterman presented them.

The first element they present is (1) *Importance of participant* - where one is to encourage the participant to complete the survey. We decided to include this element at the end of the questionnaire, where we thanked the pupils for their participation and time. This was done because the pupils were instructed to participate in the questionnaire by their teachers and was given time during their lessons. The second and third element were combined in the cover letter at the start of the questionnaire; (2) *Purpose of the study* - a statement where the intent and purpose of the study are included, this also informs the participant of the nature of the study and fulfils the "informed consent" provision, and (3) *Assurance of confidentiality* - where one assures the participant that their answers will be anonymous and cannot be traced back to them. The last two elements were stated in the inquiry to the schools; (4) *Sponsorship* - the cover letter should include the institution that sponsors the questionnaire along with the advisor, and (5) *Completion time and returns* – an estimate for the completion time of the survey and if necessary, how to return any instruments to the author (Creswell & Guetterman, 2021, p. 446).

4.2.4 Pilot testing and framework

After creating the questions, we sent the questionnaire out for a pilot testing. Creswell & Guetterman (2021) writes that sending the questionnaire, or even just some of the questions, out for a pilot testing will help determine if the individuals in the sample will be able to complete the questionnaire and understand the questions (Creswell & Guetterman, 2021, p. 443). The pilot testing was sent out to our peers, where we asked them to specifically look for ambiguity and vagueness in the questions, along with spelling errors. They were also asked to have the target age group in mind when completing the questionnaire. The pilot was sent out to our peers and not pupils as we had a hard enough time finding schools that could participate in the actual questionnaire. At the same time, our peers might give us feedback that would be more likely to be grounded in theory and less on feelings.

Gleiss and Sæther (2021) adds that the information gained by pilot testing can also help the researchers adjust the order in which the questions are presented (Gleiss & Sæther, 2021, p. 156). Based on the feedback we got, we made some changes to one of the questions where the instruction was a bit ambiguous. The question in mind was unclear in its instruction and was rewritten before the questionnaire was sent out to the pupils.

Time and place for the questionnaires is also an important variable that can impact the answers given. Gleiss and Sæther (2021) state that a questionnaire that is conducted early in the week will likely present differently than a questionnaire that is conducted on a Friday afternoon (Gleiss & Sæther, 2021, p. 157). Ideally, pupils should answer the questionnaire at school, as they are more likely to take the time to read and answer the questions fully instead of powering through them. As we were not there when the questionnaire was conducted, this aspect was something that we did not have control over. Based on the answers, we believe that the pupils took ample time to properly answer the questions. This confidence is rooted in the average time they took to complete the questionnaire.

The basic research ethics in the surveys were addressed through the information given in the cover letter. Gleiss and Sæther (2021) states that one of the perks of using a questionnaire is that the participants can answer the questions anonymously, thereby strengthening the reliability of the answers (Gleiss & Sæther, 2021, p.158). Based on the answers we got, we are quite certain that the pupils have been honest about their feelings around reading and about books. Gleiss and Sæther (2021) further write that one of the downsides to using questionnaires is that more often than not, the researcher and the participants will not meet which can result in

participants not fully knowing what they are agreeing to. To cover this aspect, we informed the teacher of the purpose of the study and included a description in the cover letter for the pupils.

4.2.5 SIKT

In the original project, both the name of the school and a code for each participant would have been necessary to compare data across a four-week period. Additionally, a pre- and post-questionnaire with the individual code was designed and approved by SIKT. As we moved away from this project, the questionnaire became totally anonymous and did not require a renewed approval.

4.3 Analysis

For our analysis, we used an abductive approach, meaning that we combined the inductive approach of gathering categories from the material, and the deductive approach of establishing the categories prior to analysing the data (Gleiss & Sæther, 2021, p. 171). The process of analysing the data started prior to collecting the data. This coincides with what Gleiss & Sæther describes as the research design deciding how to analyse the data, even before collecting it (Gleiss & Sæther, 2021, p. 171). We created a codebook with codes we expected to find in both the literature and the results from the questionnaire. These codes were also operationalized and used when creating the questionnaire. The process of analysing and coding the different data and its details are presented in the following.

4.3.1 Analysis of literature review

The literature review consists of the qualitative part of this thesis, forging a qualitative analysis approach. To analyse the articles, we used a content analysis approach. For this approach, the researchers combine and adapt different analysis strategies to what is deemed the best approach for the themes and purposes of the analysis (Gleiss & Sæther, 2021, p. 136). We decided to use this analysis approach as we found that the content of each article was pertinent to answering the questions we raised prior to starting our data collection. When analysing the qualitative data collected, the purpose of a qualitative analysis is to answer the research questions, which again shall answer the research problem (Creswell & Guetterman, 2021, p. 272).

Researchers have identified six steps in analysing and interpreting the qualitative data; (1) *preparing and organizing the data*, (2) *initial exploration through coding*, (3) *using the codes to get a general understanding of the data*, (4) *representing the findings through narratives and visuals*, (5) *interpreting the meaning of the results*, and, (6) *conducting strategies to validate*

the accuracy of the material findings (Creswell & Guetterman, 2021, p. 273). In our case, these steps have not been followed sequentially, and some steps have been done simultaneously. For our analysis, the process of coding was deemed most important. Therefore, this step was given more attention than the other steps.

The initial process of analysing the articles started in the process of evaluating, organizing, and synthesizing the literature. At this stage, we found new key terms that we found required new literature searches. This made our literature analysis iterative, as we cycled back and forth between the stages of analysing and collecting data (Creswell & Guetterman, 2021, p. 274). The process of coding the material will be discussed later in this chapter.

Literature map

When discussing how we should analyse the articles for the literature review, we knew that we needed to somehow get an overview of each article and their respective codes. We found that creating a literature map would be the best course of action, as this would give us a visual representation on all codes and articles. The purpose of a literature map is to have a figure of all the articles for review, in order to get a sense of major topics and themes that have emerged from reading the articles. A literature map also allowed us to assess the suitability of each article, as we evaluated how they could strengthen our thesis and its value (Creswell & Guetterman, 2021, p. 121).

Having this visual representation made it easier to organize the literature for the review, as well as highlighting their importance for the review (Creswell & Guetterman, 2021, p. 120). We decided to use the website *mindomo.com* to create our literature map. We found that having the map digitally would allow us to easily access it, regardless of our location. In addition, editing the map is much easier when done digitally. We were also able to share the map with each other, to edit it. Due to the map being digitized, we were also able to move each topic and article around, easing the ability to locate what topics a particular article was connected to. This was especially helpful when all articles were presented in the map, as it was sometimes hard to locate topics due to visual clutter.

The literature map also helped organize how we wanted to write the literature review. The articles included in the literature map were colour-coded according to our evaluation of their importance. Each colour represented the level of importance, ranging from *most important*, *important*, and *less important*. Six articles were deemed 'most important', eleven articles

deemed 'important', and one article deemed 'less important'. Whilst creating the literature map, we found that most articles contributed to one or more of the expected, pre-determined codes, such as *engagement* or *attitudes*. In addition, a few articles presented unexpected codes that we had not predicted. Examples of such codes were *Matthew effect* and *library*.

The topics that emerged from the reading of the articles were also colour-coded by their importance to the literature review and were coded as 'most important' and 'less important'. This evaluation was done by what codes we expected to also find in the results from the questionnaire, and what codes were deemed 'unique' to the articles. Initially, we aimed to only include the topics coded as 'most important' as main topics for the literature review. The topics deemed 'less important' would still be included where they were relevant, but they were assessed not to be 'important enough' to get their own section. However, the codes Matthew effect and library proved to emerge to an extent that made us assess that these should beget their own section after all.

4.3.2   Analysis of the questionnaire

When preparing quantitative data for analysis one must score the data, create a scorebook, establish which scores to use, find and select a program to analyse and clean the data (Cresswell & Gutterman, 2021, p. 205). We used the program IBM, Statistical Package for Social Sciences (SPSS, edition 29.0.2.0).

Pallant (2020) states that correlation analysis as a tool that can describe the direction and strength of the linear relationship between two variables (Pallant, 2020, p. 135). IBM SPSS offers various statistical measures, among which is the Pearson product-moment correlation coefficient (r). This form of bivariate analysis is suitable for interval-level (continuous) variables and can also be applied when analysing one continuous variable (such as scores on a self-esteem measure) alongside one dichotomous variable (like sex: male/female). The Pearson correlation coefficients (r) are constrained to a range between -1 and +1 (Pallant, 2020, p. 135). A correlation of 0 signifies no relationship, while a correlation of 1 indicates a perfect positive correlation, and -1 denotes a perfect negative correlation. Cohen (1988, pp. 79-81) offers the following interpretations: small correlation (r = .10 to .29), medium correlation (r = .30 to .49), and large correlation (r = .50 to 1.00). This guideline can be used whether or not there is a negative or positive r value (Pallant, 2020, pp.140-141).

To assess the statistical significance of the disparity in mean scores between genders in our data sample we employed an independent-sample t-test. Independent-sample t-tests are utilized when analysing two distinct (independent) groups of individuals and examining the comparison of their scores (Pallant, 2020, p. 110).

To assess the magnitude of the difference observed in the mean scores, eta squared was calculated. Partial eta squared effect size statistics reveal the proportion of variance in the dependent variable that is accounted for by the independent variable (Pallant, 2020, p. 218). These values range from 0 to 1.

Scoring

Collecting data using digitally where the participants use a checklist, will need a way to be analysed. One way to do this is to use scoring, a technique where the researcher will assign a value or a numeric score for each response category and for each question (Cresswell & Gutterman, 2021, p. 205). As we are using the Likert-scale, where each question has two positive, one neutral and two negative values, we assigned the responses as: 5= *strongly agree*, 4= *agree*, 3= *neither agree nor disagree*, 2= *disagree*, and 1= *strongly disagree*. We also decided to 'strongly agree' as 5 as it is often the more positive response and 'strongly disagree' as 1, as it the more negative one (Cresswell & Gutterman, 2021, p. 206). Some answers were also scored 0. This was either because those who would pick that answer would not give us any information about their opinion, i.e. for the question "Do you find it hard to read English books" the answers 'I don't know' and 'I haven't read any books in English' were scored 0. While the answers themselves are interesting, they would not be further looked into as they were not relevant for this study.

In our questionnaire, we have included statements with positive and negative attitudes towards reading. These questions were scored differently as to be consistent with either the positive or negative response and enable us to compare answers across the questionnaire. In these instances, we decided that the positive options, favouring reading, were the one to be assigned the higher scoring while the more negative options received lower scores. In Figure 5, where there is one positive and one negative statement, the first question was scored in the sequence (5-4-3-2-1) while the second question was scored (1-2-3-4-5).

Figure 5 – One question favouring reading, and one question that does not

The questions are: (1) I am good at reading in English, (2) I find it boring to read in English. With the options: (a) Completely agree, (b) agree, (c) I don't agree or disagree, (d) disagree, (e) completely disagree.

4.3.3 Codebook

We used a semi-structured approach when analysing our material. A decision was made to create a codebook, consisting of some pre-determined codes that we expected to appear in the data material. The codebook created an overview of all the codes we used, whilst at the same time forcing us to limit the number of codes (Gleiss & Sæther, 2021, p. 176). Cresswell and Gutterman (2021) state that a codebook is a list of questions or variables that show how the researcher is going to score or code the responses from checklists or instruments. The codebook serves as a reference throughout the research and helps the researcher to be consistent with scoring of the data (Cresswell & Gutterman, 2021, p. 206).

The codebook was an important tool in our analysis of the different data material. With the help of the codebook, we were able to assess what data should be used, and what data should be disregarded. Some findings in both the literature and from the questionnaire were deemed interesting, but they were disregarded due to not providing ample evidence for the themes explored in this thesis (Creswell & Guetterman, 2021, p. 280).

The codebook was the same for both the literature review and the questionnaire, as they both aimed to answer the same questions. We were open to unexpected codes that appeared in either the articles or the results from the questionnaire. The unexpected codes differed a bit from the two data materials. This was somewhat expected, as one had a more theoretical stance, whilst the other was derived directly from lower secondary pupils.

We used a combination of text segment codes, and in vivo codes in our analysis. For the analysis of the articles, we created a literature map. For this, we mostly used text segment codes,

meaning that we assigned appropriate codes to certain text segments of the articles, as a way to label these segments (Creswell & Guetterman, 2021, p. 280). As seen in the literature map (Appendix 6), we have drawn lines between each article and their codes. Prior to creating this map, we highlighted sentences in the article and labelled them with codes from the codebook. As per the codebook, the text segment codes were considered main objectives, such as the terms *attitudes*, *motivation* and *reading habits*. All segments that could be enrolled in these terms were therefore coded as such, even if they did not explicitly mention the words. We figured that if we were to only look at the explicit mention of the terms, we would miss important details, giving us a misconception of previous research. We also used text segment codes when coding the open-ended questions from the questionnaire.

From both the articles and questionnaire, we used in vivo codes. These codes were the direct/actual words found in the material (Creswell & Guetterman, 2021, p. 280). These codes were both derived from the codebook or appeared as unexpected codes. Some of the in vivo codes appeared to a degree that they came to be considered main objectives. This was particularly true for codes found in the open-ended questionnaire questions, as these results provided more unexpected codes. For example, the code *boring* (*kjedelig*) appeared a lot in the question of describing the pupil's relationship with reading, that this was quickly deemed a main objective. Out of 53 respondents, 18 explicitly used the word 'boring' as part of their explanation, with some choosing only this word as their answer. In addition to the codes, we also used lean codes in the analysis of the articles, meaning that we reduced the number of codes to a broader theme, to limit the number of codes you work with (Creswell & Guetterman, 2021, p. 280).

As we combined our codebook with new terms found in the literature, our coding was semi-structured. An unstructured approach is often inductive and empiricist, where you could end up with a hundred codes, some of them appearing once or twice. For the structured approach, the codes are limited by a structure, such as a code manual (Gleiss & Sæther, 2021, p. 176). Although we may lean more on the structured side of coding, we still consider our coding to be semi-structured as it derives from an unstructured approach as well.

4.3.4 Coding the data material

To make sense of the material, dividing into smaller units or codes have proved pertinent (Gleiss & Sæther, 2021, p. 173; Creswell & Guetterman, 2021, p. 279). When reading the articles, we looked for codes already established in the codebook. In addition, we noted other

terms that could be important to answer the research questions. Due to our analysis being qualitative, unexpected codes were not a problem for this process, as this analysis approach is more flexible. When coding the articles, we would start of by marking each code that we found fitting. Thereafter, we created a literature map where codes were either disregarded or combined, giving us a smaller number of codes. This combining was done as many of the codes addressed the same topics.

Creswell & Guetterman (2021) suggests that although coding the data material is no definite process, there are certain steps that one should follow. The first step is to analyse the material by reading them carefully and jotting down thoughts and ideas as you go. After this step, they recommend choosing one article to start reading this one closely and continue jotting down new ideas that come to mind. After choosing an article, the third step is to start the coding process. For this, we used a mix of text segment codes, in vivo codes and lean coding (Creswell & Guetterman, 2021, p. 280). After reading each article and summarizing them, we read these summaries and began writing out suggestions for appropriate codes. This process was done individually before we discussed our notes and decided on the final codes for each article. Together, we then started to closely code every article with the help of a literature map and the codebook. Steps four, five and six all relate to reducing the number of codes by grouping them and looking for codes that could be deemed redundant. Then, the codes should be reduced even further to broader themes that best answer the topic for research (Creswell & Guetterman, 2021, p. 280). We felt that these steps should be done consecutively to the third step. Due to using pre-determined codes from the codebook, and placing the articles in the literature map, we found that we had already reduced and grouped different codes. Therefore, we felt that the number of codes at hand was appropriate and manageable.

We used an abductive approach in our coding. This means that we combined the empiricist approach of being open to what was found in the material, with the thematic approach of basing the codes on what has already been established in literature (Gleiss & Sæther, 2021, p. 174). As previously explained, prior to collecting the data and prior to analysing it, we had established a codebook consisting of terms and themes that we found would help us answer the research questions and problem. However, we were also agreed that we would not let these codes limit us, meaning that we would also pay attention to other terms that appeared in the articles. These new codes would also influence new terms that we could use in future literature searches.

4.4 Ethical perspectives

As researchers, it is important that we are ethical in our decisions. To ensure that our respondents are taken care of, we must be aware of some ethical principles. These include informed consent (with the possibility of withdrawing at any time), confidentiality, anonymity, as well as ensuring that there will be no negative consequences for the participators (Gleiss & Sæther, 2021, p. 43).

Dalland (2014) states that informed, voluntary consent occurs when someone knowingly and willingly decides to join a project of their own free will (Dalland, 2014, p. 105). To do this, the participant needs to know enough about the project to decide whether to participate or not. The purpose of informed consent is to strengthen the individual's autonomy and encourage responsible and independent decisions (Dalland, 2014, p. 105). To ensure this, we sent out an information letter to the teachers who made their classrooms available for the conduction of the questionnaire. We also made sure that the cover letter of the questionnaire provided the pupils the purpose of the study as well as underlining their anonymity as respondents. We also included our definition of books, as it might differ from their perception.

Treating the information gained through the research with confidentiality is important, as participants are entrusting personal information to us (Dalland, 2014, p. 104). For some, the possibility of being anonymous is the sole factor for their participation in a project (Dalland, 2014, p. 102). In our questionnaire, the pupils were not asked to write either their name or what school they attend, ensuring that we could not trace any information back to them and making the project anonymous.

4.4.1 Reliability and validity

We need to reflect on our role as researchers and the quality of our research both before, during and after conducting it (Gleiss & Sæther, 2021, p. 201). The number of participants is highly relevant to the validity of the project, as it affects the ability to generalize the findings (Gleiss & Sæther, 2021, p. 201). We were unable to generalize our findings due to the small number of respondents.

Reliability refers to the quality of the research process, and to what extent one can trust the results (Gleiss & Sæther, 2021, p. 202; Dalland, 2014, p. 52). To assess the reliability of a research project, one should aim to answer the following questions: 1) How did the gathering of data affect the data material, and 2) Can the research be replicated by other researchers? The aim of the first question is to remain as objective as possible, and to avoid bias. When

researching with the help of a questionnaire, respondents can be influenced from the way the questions are formulated (Gleiss & Sæther, 2021, pp. 202-203).

When creating the questionnaire, we aimed to not write leading questions where the respondents perceived one answer as more correct than the other. We experienced that the pupils utilized (almost) all alternatives when answering the questionnaire, suggesting that we were successful when formulating our questions. From the start, we have had a very positive view on reading, and clear thoughts that teachers should read more in the classroom. Therefore, we were aware that we could be somewhat biased when researching literature for the review. To avoid this, we attempted to also include literature that was not utterly positive about reading, even though we sometimes strongly disagreed with these articles. Several of the articles appeared in two or more databases, strengthening their credibility and reliability. As we will explain in Chapter 4.5, we aimed to be as transparent as possible when it comes to how we gathered our data material. This transparency was due to us wanting to ensure that others can replicate our research in the future.

Validity refers to the quality, relevancy, and plausibility of the results from the project (Dalland, 2014, p. 52; Gleiss & Sæther, 2021, p. 204). The aim of looking at validity is to assess if the assignment reflects the world in its correct context, and that the conclusions of this thesis remain objective (Gleiss & Sæther, 2021, p. 204). Additionally, assessing validity is synonym to assessing that the thesis focuses and researches what was aimed (Gleiss & Sæther, 2021, p. 205). For our thesis, *construct validity* (begrepsvaliditet) was especially important. The aim of construct validity is to evaluate the function of the terms we operationalized in the questionnaire in terms of how they overlap with the phenomenon we researched. In an educational context, these phenomena can be difficult to measure (Gleiss & Sæther, 2021, p. 205).

As mentioned in Chapter 4.2, using questions from other questionnaires will both strengthen the quality of the questionnaire and save time (Gleiss & Sæther, 2021, p. 155). When creating our questionnaire, we took inspiration from two different studies that researched aspects we were interested in. This helped strengthen our construct validity, as these examples helped us operationalize the terms we wanted to investigate. They also inspired us on how we could formulate the questions to best explore the phenomena we wanted to research.

When researching literature for the review it became apparent that little research was done on the field of reading habits, reading enjoyment, and reading engagement. There was also a very small number of research conducted in a EFL setting. Therefore, to be able to get a valid number of articles for our review a decision was made to look at research which focused on these

phenomena outside a EFL context. In the questionnaire, pupils were also asked to consider their reading habits in general, if they had no prior experience with reading in English.

4.5 Literature search

In the following section, we will account for how we conducted our literature search, as well as present the results of the search. We do this by looking at the different databases we used, how we aimed to limit our searches, what terms we used and the selection criteria we used to handle the many search results we got.

As mentioned in Chapter 4.1.2, we used a variety of different databases to locate relevant literature. We mainly used Oria and ProQuest, but also found articles from Google Scholar and ERIC. Most of the articles were found in more than one of the databases. Oria was our most used database, and we found that it often sent us in the direction of ERIC or ProQuest. Google Scholar was our least favourite database to use. We found it difficult to limit our searches the same way as we managed in Oria and ProQuest. We preferred to use Oria, as this was the database that we were most familiar with from previous years of studying.

Searches were limited to peer-reviewed articles only, as these articles have high validity due to being accepted by experts on the field. Additionally, certain countries and time periods were excluded or limited to lessen the number of results. Excluded countries and time-periods are elaborated in figure 6. For some of the searches, we got an excessive number of results. In these cases, we would look through the first 200 results only, which could potentially mean that we missed some articles. The searches were always conducted in English, as we believed this would give us more results. Some of the databases had ways for us to see how many times a certain article was cited. We decided to investigate frequently cited articles, as we had a notion that they could or would provide useful insights for our review. Some of the newer articles were, for obvious reasons, not cited as much. However, the number of citations were not crucial for the selection of an article. Articles that we considered were read closely, regardless of how frequently they were cited. After closely reading each article, some were chosen for the review, whilst others were included in other parts of the thesis.

We present our search process in detail to ensure that our process is transparent, and that our study can be replicated. Replication ensures the possibility of generalizing the results and providing more evidence to support the original findings (Creswell & Guetterman, 2021, p. 364). This will be additionally elaborated in Chapter 9; reliability and validity of the study. To keep it as brief as possible, we have made a table to sum up what terms we used, how many

results the terms yielded, how many articles were deemed relevant and how many articles we chose.

Terms	Database	Results	Relevant	Chosen	Notes
reading, class*, attitude NOT comprehension, secondary	Oria	201	1	1	
reading, class*, engagement, secondary	Oria	4	1	1	
reading, literacy, secondary, EFL	Oria	49	1	1	
secondary efl learners reading attitudes class* norwegian	Google Scholar	17 500 *(Looked through the first 200)	1	1	
reading, class*, engagement, secondary	ProQuest	3130 *(Looked through the first 200)	12	7	Excluded non-English speaking countries (with exception to Scandinavia). Some themes/topics are excluded
sustained silent reading	Oria	105	2	1	Limited, 2010-2024

Figure 6 – Overview of terms and results

After deciding what articles should be included in the review, we scored them and placed them on a literature map. The scoring system was based on the value or perceived relevance of the articles. For the articles deemed most important, we would often go through the list of articles that had cited them, in addition to checking out frequently mentioned researchers or articles. These were either included or excluded in the review.

When combining the hand-picked articles with the articles picked from the searches, we ended up with 17 articles to include in our review. These articles use a variety of different research approaches. Initially, we had no preference regarding research approaches. We viewed different approaches as a positive thing, as this possibly gave us a wider number of articles to choose from. Had we been limited to a certain approach; we would have missed out on several of the articles. The articles will be presented in Chapter 4.4.1. The literature review can be found in Chapter 5.

4.5.1   Presentation of articles

As mentioned in 4.4, the articles we have chosen for the review utilize different research methods. These methods include interviews, observations, questionnaires, implementation methods, or a mix between all of them.

The studies done by Hedemark (2021) and Merga (2020) are interviewed based and have only used interview techniques to retrieve their results. Others such as Becnel & Moeller (2015), Brooks & Frankel (2018) and Worthy (1996) have used interviews alongside other methods such as observations and questionnaires. McGeown et al. (2014), Rowe (1991) and Varuzza et al. (2014) all use questionnaires as their method, while Mathers & Stern (2012), Tveit & Mangen (2014) and Velluto & Barbousas (2013) used other methods alongside the questionnaire. Dickerson (2015), Lacy (2019), Lee (2011), and Potticary (2019) implemented measures in their classrooms. Gabrielsen et al. (2019) used observations to gather their data. Lastly, Sparks et al. (2014) conducted a longitudinal study over the course of 10 years, and therefore used an array of different methods.

In the following, we will present the background for each of the studies before presenting our findings in Chapter 5.

Hedemark (2021) conducted focus-group interviews in Sweden with 92 young adults aged 16 to 18 (Hedemark, 2021, p. 79). The interviewees were recruited through local sports clubs or their local libraries, and they were asked questions about their experiences and perceptions about public libraries and reading in general (Hedemark, 2021, p. 79).

In her Australian study, Merga (2020) interviewed 30 teacher-librarians who worked at both primary, secondary, and whole schools all across the country (Merga, 2020, p. 24). In Australia, dual-qualified library information specialists and educators are known as teacher librarians (Merga, 2020, p. 23). Part of their job is to support and encourage pupils to engage with literary texts that strengthen their pleasure and imaginative engagement (Merga, 2020, pp. 23-24). Merga wanted to investigate how the teacher-librarians stimulate book discussions in relation to reading pleasure (Merga, 2020, p. 22).

Worthy (1996) was initially present at an American school with another colleague as part of a different research project on 11 reluctant readers (Worthy, 1996, pp. 483-484). During this time, she came across a pupil that was part of the study but presented himself as a motivated reader in the library. This prompted Worthy to publish a separate article, an interview with the pupil and her observations. In addition, she also interviewed 9 middle school librarians who work in different school sectors across the U.S. (Worthy, 1996, p. 487).

The American researchers Becnel and Moeller (2015) saw that there were a lot of research done on teens and young adults in U.S. urban areas that was connected to reading preferences, habits,

and identity (Becnel & Moeller, 2015, p. 299). They wanted to investigate what, why, and how rural teens read, with a specific interest on their reading patterns and preferences. They started with a reading inventory questionnaire sent out to 100 tenth-grade pupils. They further recruited volunteers to focus group interviews from different schools, totalling 28 pupils (Becnel & Moeller, 2015, p. 302).

Brooks & Frankel (2018) independently collected the data for their study as a part of two larger studies focusing on literacy teaching and literacy learning in American ninth-grade classrooms (Brooks & Frankel, 2018, p. 330). Brooks collected data from the first classroom, consisting of 16 pupils, whilst Frankel collected data from the 11 pupils in the second classroom. The data was collected through field notes and audio recordings from biweekly observations, classroom artifacts and interviews with the teachers (Brooks & Frankel, 2018, p. 331).

Over the course of one school year, Varuzza et al. (2014) conducted a post-Reading Behaviour Survey and the Motivation to Read Questionnaire (hereafter MRQ), as well as a Class Strategies Checklist at the beginning and end of the year with 196 American sixth graders and 218 seventh graders. Additionally, 17 teachers completed the Class Strategies Checklist and a questionnaire (Varuzza et al., 2014, p. 108). Results from the MRQ were the most interesting for our review and are therefore the main source of data from this article.

In their study, McGeown et al. (2014) sampled 312 pupils from across the UK. The researchers wanted to investigate to what extent reading motivation and habits could predict different components of reading (McGeown et al., 2014, p. 545). They describe these components as comprehension, summarisation, word reading and text reading speed. Pupils completed a reading assessment individually with an assessor, before doing a questionnaire (McGeown et al., 2014, p. 555).

Mathers and Stern (2012) involved 160 third, seventh and eleventh graders in USA to map their differences in reading attitudes between the age groups (Mathers & Stern, 2012, p. 260). They also wanted the pupils to give some examples regarding their thoughts on reading. In addition, they used a café model to see if a different reading setting could influence and improve reading motivation and reading pleasure (Mathers & Stern, 2012, p. 260).

In this Norwegian study, Tveit & Mangen (2014) focused on differences in attitudes and preferences regarding different reading devices (print or e-reader), by looking at 143 tenth graders. The data was collected through a pre- and post-questionnaire, as well as observations

the researchers did when the pupils tested out the e-reader or the printed book (Tveit & Mangen, 2014, p. 179).

Over the course of two years, Dickerson (2015) wanted to incorporate more choice and independent reading into her American classroom (Dickerson, 2015, p. 1). Making use of the pupils attending her class, she had about 58 pupils across two classes for both years that participated in the study (Dickerson, 2015, p. 2). The pupils were tasked to track their progress with a reading tracker, and she gave the pupils who viewed themselves as engaged readers a Reader's Notebooks. At the end of each semester, the pupils would answer a survey about the reading quarters (Dickerson, 2015, p. 2).

To facilitate joy of reading, Lee (2011) created a single-case study in her American classroom to examine the effects of implementing SSR sessions, by observing, taking notes and conversations with pupils. The case-study took place over the course of one school year (Lee, 2011, p. 211).

Lacy (2019) conducted a longitudinal action research project in her American classroom where the aim was to improve pupils' perception of reading and reading instruction (Lacy, 2019, p. 17. Over the course of six years, Lacy implemented changes where the pupils would meet authentic texts and topics that were relatable to their education and lives (Lacy, 2019, pp. 17-19).

As part of her master's degree, Potticary (2019) conducted an action research project in her U.S. classroom where she aimed to determine the best method of facilitating reading for pleasure, as well as to ascertain whether her reading sessions impacted how much pleasure reading pupils did in and outside school. Potticary facilitatied daily reading with starting each English lesson with a reading session, as well as longer sessions every two weeks. These sessions differed in length from 5 – 30 minutes. Potticary observed the sessions, sometimes circulating the room and taking field notes, and sometimes from recording the sessions (Potticary, 2019, p. 1).

In his Australian 1991 study, Rowe aimed to examine to what extent pupils' reading achievements are influenced by home background factors, attitudes and attentiveness in the classroom (Rowe, 1991, p. 22). Rowe sampled 5600 pupils from the first, third, fifth, seventh and ninth grades. He used forms to record information about home background factors such as parental education. Additionally, pupils were asked to answer questions regarding their

attitudes towards reading. The youngest pupils (meaning those in the first grade) did not receive this questionnaire; their data was collected by interviews conducted by their teachers. To measure pupils' attentiveness in the classroom, teachers were asked to assess the typical behaviours of a pupil, by using a pre-constructed form (Rowe, 1991, p. 23).

In their study, Velluto & Barbousas (2013) sampled 27 Australian seventh grade pupils with the aim of examining the effects of the SSR programs that were being implemented at their school. This study was conducted by the researchers observing pupils' actions and interactions during the SSR sessions. Additionally, anecdotal records were kept from two of the sessions. In addition to the observations, the participants also completed a "Reading for Reality" pre-questionnaire, where the aim was to ascertain the attitudes of the male pupils (Velluto & Barbousas, 2013, p. 4). The main focus for Velluto & Barbousas' study is whether programs such as SSR is prohibiting boys from attaining literacy skills at school (Velluto & Barbousas, 2013, p. 1), thus the questionnaire results' rigid focus on boys.

In their observational study, Gabrielsen et al. (2019) investigated the use of literary texts in 47 Norwegian lower secondary classrooms by looking at 178 video recorded lessons, as a part of the larger scale video design *Linking Instruction and Student Achievement (LISA)* (Gabrielsen et al., 2019, p. 8).

Sparks et al. (2014) investigated the relationship between print exposure and individual differences on reading achievement and general knowledge, using different methods to measure literacy and language skills. This investigation took place in USA, and happened over a course of 10 years, following a group of pupils from 1st to 10th grade (Sparks et al., 2014, p. 189).

Methodology – concluding comments

In the methodology chapter we have accounted for the various methods we utilized to gather the data for this present thesis. For the review we used Creswell & Guetterman's (2021) six-step process to locate, assess and make sense of the articles we chose for the literature review. Additionally, we utilized a literature map to get a visual representation of themes and articles. We also took inspiration from Krumsvik & Røkenes (2019) in the process of creating selection criteria to help us limit our searches. To complement the findings from the review, we decided to conduct a questionnaire.

Our questionnaire consisted of mix between close- and open-ended questions. We sent the questionnaire to our peers for a pilot testing and used the feedback to alter and enhance unclear questions. We used a purposeful sampling technique to recruit our respondents.

We used an abductive approach to analyse both the questionnaire and the review. The process of analysing the review and the questionnaire was somewhat different as one of them are qualitative and one of them being quantitative. To create a contextual relationship, we created a codebook which aimed to cover both the review and the questionnaire.

We took several actions to ensure that we were ethical throughout the research process, by i.e. ensuring that our respondents were aware of the aims and contents of the project.

While using different databases to search for the literature, Oria was the one we preferred. While reading, we investigated frequently mentioned scholars and articles, as these could potentially present new and important data. The searches gave us 17 articles that were deemed relevant for the review.

Findings

Due to the content of this thesis, we were left with a large data material. Therefore, we found it pertinent to present our findings in two different chapters. Chapter 5 consists of the findings from the literature review and is divided into six smaller thematical units. Chapter 6 is dedicated to the results from the questionnaire. This chapter is sectioned into four sections. These sections aim to loosely follow the themes from the review, although this was sometimes not possible.

After presenting our findings, we will discuss them. The discussion is distributed over two chapters, Chapter 7 and Chapter 8. The decision was made to split the discussion as the seventh chapter aims to discuss the results from the literature review and the questionnaire up against each other. The eighth chapter aims to answer the final research question.

5 Literature review

In this chapter, we will account for the most common and relevant topics found in the articles chosen for the review. These topics are: *Reading engagement, Motivation and attitudes, Reading interest and how pupils acquire books, Parents and teachers as models, Reading in the classroom, Comprehension and the Matthew Effect.*

Whilst most of our studies for the review were conducted in the 2010s, a few of them are from the 1990s or 2000s. We were unable to find studies newer than 2021, confirming our early suspicions that little research had been done recently in this field of research.

5.1 Reading engagement

It is widely acknowledged by several scholars in this review that while pupils are aware of the benefits of reading, most of them choose not to read. This could be explained by a lack of engagement and books available for them to read. This section will present different takes on reading engagement in our review literature. Additionally, questions of book availability and library functions will be accounted for.

Engaging pupils in reading has proven to have an important impact on pupils' attainment. However, forging joy of reading amongst unengaged pupils is 'easier said than done' (Potticary, 2019, p. 1). From the data they collected, Mathers and Stern (2012) saw that the pupils in their study (third, seventh and eleventh graders) almost unanimously agreed that reading was important (Mathers & Stern, 2012, p. 269). Pupils were aware of several different benefits they would get from reading, and they therefore did their reading assignments in school. While the pupils agreed that reading is important, they did not find it enjoyable; the pupils in the elementary level reported that they liked reading (75.4%, n=53), while fewer of the seventh and eleventh graders reported that they enjoyed reading (57.6%, n=59 and 58.3%, n=48). There was also less reading at home that occurred as they got older (grade 3: 92.4%, grade 7: 62.7%, grade 11: 54.1%) (Mathers & Stern, 2012, pp. 265, 269). This coincides with the findings from Varuzza et al.'s study.

According to Varuzza et al., reading is not valued highly amongst the informants as they are more likely to engage in social interactions and networking (Varuzza et al., 2014, p. 114). As a result, 'text messages' were placed at the number one reading activities enjoyed most outside school. This was particularly true for the seventh graders, as the sixth graders seemed to enjoy 'adventure' slightly more (Varuzza et al., 2014, p. 115). For at-school-activities, pupils

favoured teacher read-alouds, with silent reading placed at the fourth most enjoyable activity. Reading novels were placed as the least enjoyable activity (Varuzza et al., 2014, p. 114).

To engage the pupils in their reading, in addition to time, suitable reading environment is an important factor to succeed. Through her research on young adults' opinions of books and libraries, Hedemark (2021) found that the setting for the reading can affect the reader a lot (Hedemark, 2021, p. 80). She elaborates this by saying that "much of the young adult's dispositions and views toward different reading practices is dependent on the setting, the purpose, and motivation for reading and on the medium used for reading" (Hedemark, 2021, p. 83). This was a view Hedemark shared with Lee (2011) who facilitated this by allowing her pupils to seat themselves comfortably when reading. She attempted to create comfortable options for the pupils by bringing soothing lights and a sofa. She attested that the sofa had a positive impact as pupils reported it as a comfortable spot to read. Some pupils, however, lost the privilege of reading on the sofa as they were found sleeping instead of reading (Lee, 2011, p. 112). In addition to having a set time and a comfortable environment, Lee attempted to limit interruptions (i.e. staff entering the classroom during the reading), by placing signs outside the classroom door when the sessions were in motion (Lee, 2011, p. 112). This could suggest that a comfortable reading environment can help pupils associate reading as something pleasurable.

Some scholars have noted that they found great value in having their pupils listen to music during reading sessions. One of the participants in Hedemark's study stated that they liked to listen to music while reading. Songs were used as a way to enhance the reading practice since "[…] the song is high tempo and the narrative is high tempo I can escape easier into the narrative of the book" (Hedemark, 2021, p. 82). Lee also played instrumental music during the sessions, as some pupils had reported an issue with reading in total silence. She noted that the music served as a signal that reading should take place (Lee, 2011, p. 112).

According to much of the research we reviewed, teachers seem to have an impact on pupils' reading engagement, by their actions in the classroom. Studies, as presented in Varuzza et al., have shown that continuous encouragement, coaching, and engagement done by the teacher forge a larger likelihood of becoming cognitively motivated and engaged pupils (Varuzza et al., 2014, p. 110). In their study, Brooks & Frankel (2018) made observations that could confirm the statement from Varuzza et al. They found that the pupils in one of the classrooms were more engaged in reading than the other, possibly due to teacher involvement.

The teacher in the engaged classroom that Brooks & Frankel observed would engage the pupils by asking guided questions or giving them activities on the board. He would sometimes invite the pupils to respond to brief writing prompts. This teacher attempted to engage the pupils in meaning-making as he read aloud by encouraging the pupils to consider the personal implications of a story (Brooks & Frankel, 2018, p. 335). He justified the choice of whole-group oral reading as a way to provide pupils with opportunities to build reading skills, reading strategies, and to increase reading engagement. In addition, he found it to be a way of exposing them to a variety of topics and genres, making them read texts they might not choose to read on their own. His pupils were given the opportunity to read aloud for authentic purposes (Brooks & Frankel, 2018, p. 336). These findings coincide with the final report from UiU, in emphasising the teacher's role in fostering engagement and interest by their actions in the classroom.

According to Velluto & Barbousas (2013), many pupils seemed to have a difficult time selecting the texts suitable for SSR. These pupils would spend a lot of time seeking approval from their teachers regarding the suitability of the text they had chosen. Many pupils expressed uncertainty about their own abilities to read a text. Because of their constant reach for approval, most pupils ended up not choosing a book they could be interested in (Velluto & Barbousas, 2013, p. 5). This suggests that pupils needed ample mentoring in how to choose a text, in order to make independent book choices.

The teacher-librarians interviewed in Merga (2020) would talk to their pupils about the benefits of books and how reading can help to foster empathy and develop different literacy skills. They also report that pupils could sometimes identify and see the benefits of reading, with one pupil in particular who was able to understand the questions asked on tests now that he had started to read more (Merga, 2020, p. 29). This shows the positive impact reading can have on pupils.

Using the method of sustained silent reading in the classroom has been a popular way of facilitating reading, although scholars disagree on the impact of the program. In her action research, Lee (2011) wished to create a sustained silent reading program in order to encourage her pupils to read for pleasure (Lee, 2011, p. 209). As we shall explain more in detail later, Velluto & Barbousas (2013) are critical towards SSR, as they express that the practice poses a risk to the disengaged readers (which they believe are mostly the boys), because SSR does not represent the dynamic ways of how literacy skills are developed and used in society (Velluto & Barbousas, 2013, p. 5).

Potticary (2019) noted that some pupils would do anything but reading during the reading sessions. She expressed that her project was insufficient when it came to combating disengagement in reluctant readers. The project did not seem to work for her reluctant readers, despite it having a positive impact on most pupils (Potticary, 2019, p. 2). As a result of facilitating reading at school, pupils were more likely to be found reading at home (Potticary, 2019, p. 2). To ensure that pupils read, either at school or at home, they must have books that they want to read available. Here, public- and school libraries also play a crucial part.

5.1.1 Book availability and libraries

According to several of the articles in this review, book choice has proven quite significant in both engagement and motivation amongst pupils. In the following section, we will account for what our studies relay about book availability. Additionally, studies focused on libraries will be presented here.

Having interesting books at their disposal has proven important, especially for those pupils that would otherwise be deemed reluctant readers. Researchers, as presented in Lee (2011), have discovered a correlation between intrinsic motivation and choice in reading, as choice serves as a motivating factor due to giving pupils control (Lee, 2011, p. 210). According to previous research that Lee refers to, giving pupils opportunities to choose what they want to read will increase their reading engagement (Lee, 2011, p. 209). Through answers from the participants in her study, Hedemark (2021) found specific examples where one of the participants expressed that they were not a reluctant reader in their leisure time, but would become one at school (Hedemark, 2021, p. 81). She suggests that this might occur because schools encourage a reading practice that does not align with what young readers do in their spare time. The different reading strategies, critical view on texts and analytical approach that schools promote can – however well intended – be partly to blame for why pupils have a negative view of reading in school (Hedemark, 2021, p. 81). As will be discussed later, many schools in Norway do not have books available for their pupils.

One of the pupils in Worthy's (1996) study presented himself as a motivated reader in the school library but was found to be a reluctant one in other settings (Worthy, 1996, p. 484). With careful questioning, Worthy found out that this pupil did not read in his free time because he did not have access to the books that interested him (Worthy, 1996, p. 485). According to Potticary, numerous factors play a part in engaging pupils, accessibility of appropriate reading material working as a main factor (Potticary, 2019, p. 1).

Book choice proved to be crucial for the pupils' personal engagement. Potticary (2019) believed that a positive attitude might not have been achieved had the book not been right for the pupil (Potticary, 2019, p. 2). Therefore, Potticary wondered if daily reading and teacher modelling could have a positive influence on getting pupils to feel joy of reading, by creating a love for books (Potticary, 2019, p. 1). Worthy (1996) found that having access to books of interest is important for free voluntary reading and reading in school (Worthy, 1996, pp. 485-486). In her study, Worthy found that there were few pupils who had access to the books they wanted to read or could buy books they were interested in (Worthy, 1996, pp. 486-487). Some of the pupils had lots of books at home that their parents had bought for them, but as these books did not suit the child's interests they were left unread. These pupils would only read if they could find material of interest, either by borrowing from friends or the library (Worthy, 1996, pp. 486-487).

According to Velluto & Barbousas, pupils wanted support in choosing their books. At the same time, they reported that reading could be deemed an enjoyable activity if the book they were reading was 'good'. This meant that a good book seems to be a determinator for valuing the activity of reading (Velluto & Barbousas, 2013, p. 6). In a similar way, Merga argues that one of the greatest tools in a teacher librarian's arsenal is being able to match a reader to a book since research shows that teens and young adults often struggle with making an effective book choice (Merga, 2020, p. 27). Having time and place for communication between the teacher librarian and the pupil is important in order to find a book that fits the pupils' abilities and their interests. The teacher librarian does not only guide the pupil to find a good match, but they can also help build the child's capacity for independent book choice in the future (Merga, 2020, p.27). In one example, a teacher-librarian would walk with a pupil and help them pick a few books. Afterwards, they would display the fewer number of books, and the pupil could take their time choosing one of them.

As mentioned in Lee (2011), Pilgreen (2000) notes that pupils should have a selection of texts that they find interesting (Pilgreen, 2000, p. 9). To facilitate such a book resource, Lee created a classroom library consisting of books from her own collection and books she found at library book sales or garage sales. She noted that most of the books were fiction, and that the library reflected her reading interests (Lee, 2011, pp. 212-213). In addition to her own classroom library, she frequently allowed her pupils to attend the school library, which, according to Lee, had an array of different reading materials (Lee, 2011, p. 213). Equally as important as having interesting texts at their disposal, is importance of variety of text types (Lee, 2011, p. 213;

Pilgreen, 2000, p. 9). This meant having books, magazines, comics, newspapers, and so on, available for the pupils. In addition, pupils were encouraged to bring materials from home. Lee noted that some of her pupils did not have access to texts outside school, and her classroom library was therefore vital in their reading success (Lee, 2011, p. 213).

Public libraries seem to have more of an important role as a social meeting place rather than for reading and studying (Hedemark, 2021, p.84). Younger adults had an interest in developing more space, without the disruption of kids, where they could meet up. The participants in the study disclosed that while they were at the library, they sometimes ended up reading and borrowing books, but that was not the main reason why they went to the library in the first place (Hedemark, 2021, p.83). When asked to give some examples of activities the library can offer, mentioned poetry reading, author visits, book clubs, and writing workshops (Hedemark, 2021, p.84). Hedemark found this interesting as most libraries already offer these activities.

According to Merga (2020), having a varied and rich library is important for pupils' reading proficiency and thereby for strengthening pupils' professional and successful academic careers (Merga, 2020, p. 28). With pupils participating in the book-acquiring process, this quality can be somewhat enhanced. Pupils can recommend and discuss books with the teacher librarian, ensuring that they can access pupils with books that are reflective of the pupils' evolving and diverse reading interests. Such talks can also be used to direct pupils towards books that are already in the library's collection (Merga, 2020, p. 28). The librarians interviewed by Worthy (1996) would find and order new books through similar sources but also included book reviews, library journals, and awards lists (Worthy, 1996, p. 488). Some librarians, however, were not able to order books that pupils showed interest in because of parental pressure (Worthy, 1996, pp. 488-489). Through the study with reluctant readers, Worthy found that they liked comic books, cartoons, and magazines (Worthy, 1996, p. 489). The library did not have much of this medium, however, mainly because of how fragile it is. Most of the librarians believed that "the way to hook students on reading was to let them read things that interest them" (Worthy, 1996, p. 488). Because interesting books function as a vessel for reading engagement, it is important to supply pupils with such books.

It does not matter however, whether schools do their best to ensure that their pupils have interesting books available if pupils are not motivated or have negative attitudes towards reading.

5.2 Motivation and attitudes

To ensure that pupils read, they must feel some sort of motivation to do so. Their motivation is closely linked to their attitudes towards reading, whether it be at school or at home. This chapter will account for what some research state regarding reading motivation and reading attitudes.

Pupils' motivation to do something interlinks with their expectance of how well they will succeed in that task. Merga refers to Eccles' (1983) expectancy-value theory which states that the motivation to perform a task is determined by the individuals value in accomplishing the task and their perception that they can be successful in performing the task (Merga, 2020, p.29). She further connects this theory to her own study from 2019, where she found that teens and young adults display an association between their engagement for reading and understanding that reading is something important. She also explained that the participants displayed a simplified understanding of the life-long benefits of reading, and this along with the other results can affect the time they spend reading for pleasure (Merga, 2019; Merga 2020, p.29).

Studies like Rowe (1991) suggest that attitudes towards reading are directly related to success in school and will possibly enhance the pupils' self-esteem in general. This could increase confidence and motivation to read, enhancing both reading and writing skills. Furthermore, the encouragement to read also contributed to positive attitudes towards reading. According to Rowe, such encouragement should ideally come from both the home and the school (Rowe, 1991, p. 21). Any reading activities at home proved to have a significant positive influence on reading achievement, reading attitudes and attentiveness for pupils in the classroom (Rowe, 1991, p. 30). Varuzza et al. argues that motivation, together with behaviour and performance, exist in a type of reciprocal relationship. Here, motivation often acts as an influential force. The authors highlight the fact that motivation comes in two forms: intrinsic or extrinsic. Both forms will influence the pupils' goals, self-efficacy, and external social influences (Varuzza et al., 2014, p. 109). Self-efficacy and expectancy-value theory are important regarding the pupils self-preservation of their own reading abilities.

Previous studies, as presented in Varuzza et al., have indicated that reading motivation changes over time, and pupils' motivation to read will decrease as they advance through grades. Although scholars remain uncertain as to why motivation continues to decrease, this change could be explained by the fact that as their age increases, they get more involved in recreational activities and social media. This could result in pupils believing that they do not need or do not have the time to read books (Varuzza et al., 2014, p. 110). This is confirmed by Pilgreen (2000),

who stated that pupils have other demands like organized sports, homework, and social commitments as they get older. Additionally, entertainment through PCs, televisions and gaming decreased the amount of time pupils have to pursue personal reading (Pilgreen, 2000, p. 5). The possible explanations as to why motivation decreases are somewhat confirmed by the results from the Varuzza et al.'s study. They concluded that, amongst the participants in the study, social interaction and networking was a higher priority than reading (Varuzza et al., 2014, p. 114). The findings from their study add to previous research findings that suggest that as the pupils get older, their levels of reading motivation decline, and this study found it to be true for the dimensions of MRQ (Varuzza et al., 2014, p. 115). These results align with the findings in Mathers & Stern's (2012) study (presented in Chapter 4.1). As the pupils' age increases, so do the curricular demands. Thus, pupils will spend more time reading, increasing the likelihood that they will increasingly view reading as something pleasurable (Rowe, 1991, p. 30).

Results from studies such as Varuzza et al. (2014), Brooks & Frankel (2018) and Velluto & Barbousas (2013) indicate that pupils want to find a purpose with their reading and seem to favour oral reading activities. In their study, Varuzza et al. found that activities with oral aspects were favoured (Varuzza et al., 2014, p. 116). Results from the MRQ revealed that pupils preferred when teachers read aloud. Silent reading was placed as the fourth most enjoyable reading activity, whilst reading novels was the least enjoyable one (Varuzza et al., 2014, p. 115). In the disengaged classroom in Brooks & Frankel's study, the teacher often used whole group read-alouds as means to ensure that the pupils were on task. This was an attempt to create joy of reading, and to supplement the instruction that reflected the teacher's beliefs about what should be entailed in literacy instruction. According to the teacher, whole-group oral reading served to engage pupils in meaningful literacy learning, whilst at the same time modelling good reading. To ensure that pupils were reading, practising oral reading skills and developing listening comprehension skills, the teachers would sometimes have the pupils read aloud (Brooks & Frankel, 2018, p. 334). These studies could suggest that teachers perhaps do not trust that the pupils read when reading silently, and that they use oral reading as a way to ensure that reading takes place.

The pupils in Velluto & Barbousas' study seemed to be more engaged if they found a purpose in reading, i.e. having to make an oral report on what they read during the sessions. Velluto & Barbousas concluded that silent reading is not enough to collectively transform pupils' literary abilities, as it is not an expression of the inner dialogues through social interaction (Velluto &

Barbousas, 2013, p. 6). In contrast, Rowe (1991) pointed out that reading aloud to primary pupils (at home or school) could make the pupils associate reading as a pleasurable activity when they grow older (Rowe, 1991, p. 21). Although pupils favour oral reading, scholars have stated that not all types of oral reading are beneficial for the pupils. This seems to be particularly true for unrehearsed reading, even though this continues to be a persistent trend. Furthermore, scholars as presented in Brooks & Frankel suggest that if the teacher continues to have a sole focus on whole-group oral reading sessions, the responsibility for meaning-making will fall on the teacher, and not on the pupils (Brooks & Frankel, 2018, p. 329). Although Velluto & Barbousas are critical towards silent reading, scholars such as Rowe and Brooks & Frankel state that one must not forget that oral reading does not only consist of positive sides.

When researching literature for the review, we found two opposing takes on SSR, with scholars like Velluto & Barbousas (2013) being negative, and scholars like Lee (2011) favouring it. In the beginning of their study, the pupils in Velluto & Barbousas' study were expected to read in total silence. However, prior to one of the SSR sessions in their research, pupils were told that they were expected to share what they were reading with the rest of the class. As many boys expressed that they believed learning outcomes were not met during SSR sessions, they therefore did not approve of the change (Velluto & Barbousas, 2013, p. 5). However, the scholars noted that such presentations were excellent for finding out the genres that seemed to be enjoyable amongst the boys. Despite some apprehension from the pupils, Velluto & Barbousas (2013) noted that, overall, the process of sharing what the individual pupil was reading seemed to be successful, as it helped in creating a collective class identity (Velluto & Barbousas, 2013, p. 5). Student involvement increased to the extent that the SSR became more structured with pupils expected to share more of what they were reading. When they felt the reading had a function, they felt a purpose in their reading (Velluto & Barbousas, 2013, p. 6). This suggests when pupils felt a purpose in their reading, their reading motivation increased.

Researchers, such as Lee (2011), has found that daily SSR should create an increase in student motivation to read, as the pupils are allowed to read anything they want. Lee noted that pupils seemed to have developed intrinsic motivation and established reading habits. In addition, her pupils had successfully learned how to choose texts they found interesting (Lee, 2011, p. 216). In their study, however, Velluto & Barbousas found that boys did not feel this positive effect, and that they needed to have a purpose with their reading. Velluto & Barbousas presents statements from previous works suggesting that the purpose of the SSR is to remain introspective and passive, which they deem to be "qualities commonly attributed to those of the

female" (Velluto & Barbousas, 2013, p. 3). Velluto & Barbousas, argue that SSR influences teachers to label boys as incompetent readers, they say that one should instead be more critical of the gendered practices embedded within this type of literacy learners (Velluto & Barbousas, 2013, p. 4). We wish to emphasise that we do not agree with Velluto & Barbousas' gender perspective. However, the decision was made to include this study as it presents a different SSR perspective.

Although Lee saw a positive effect of SSR sessions, a possible limitation of her study was not being able to monitor the implication of intrinsic motivation and reading habits outside the SSR period, and Lee suspected that some of her pupils would need more than a school year see differences in habits and motivation (Lee, 2011, pp. 216-217). This would suggest that teachers need to be patient when implementing SSR in your classroom, as changes do not happen overnight.

Pupils should, through reading, acquire robust ideas about the world and formulate literacy skills that support the construction of meaning making (Velluto & Barbousas, 2013, p. 4). Velluto & Barbousas (2013) conclude that 'silent' literacy learning rejects the social critical perspective of literacy. Being able to decide effectively what skills to combine and refine in order to engage in current and future discourses is something that is essential for the 21st century learners, and according to Velluto & Barbousas, SSR does not contribute to this (Velluto & Barbousas, 2013, p. 6). Based on what we have read about SSR, through i.e. Pilgreen, Lee and Dickerson, we however do not agree with the conclusions Velluto & Barbousas draw.

The role the teacher plays in motivation has caused some debate. Results from the teacher questionnaire in Varuzza et al.'s study indicates that teachers believed that they played an important role in motivating their pupils to read. They highlighted factors such as expressing their own love for reading, as well as expressing the importance of reading. Several teachers also expressed that to maintain reading motivation, one must use the pupils' interests (Varuzza et al., 2014, p. 115). When pupils were found to avoid reading, Lee took the opportunity to talk with them to figure out why they did not read. This investigation often resulted in pupils expressing a lack of interest, a lack of understanding the texts or pupils being unsure of where they could find new texts (Lee, 2011, p. 214). The results from both Varuzza et al. and Lee indicate that the role of the teacher is highly important when it comes to motivating and encouraging pupils to read.

Scholars such as Brooks & Frankel (2018) and Lacy (2019) have found negative aspects in using commercial reading programs in classrooms. In the unengaged classroom in Brooks & Frankel's study, they utilized the READ 180 program, with pupils expressing negative attitudes towards this program. The negative attitudes towards this could be explained by the pupils being unmotivated by the READ 180 program which made the foundation of the books they had available. The program was an integrated part of the school, and the teacher believed that pupils found it repetitive, making them disengaged (Brooks & Frankel, 2018, p. 334). In her own school, Lacy (2019) observed the same phenomenon that Brooks & Frankel observed; the commercial reading programs left the pupils patronized and bored (Lacy, 2019, p. 17). This suggests that reading programs should perhaps be approached with a measure of scepticism, as they do not seem to have the wanted effect.

One of the ways Lacy changed the perception of the intensive reading class, was to rename it (Lacy, 2019, p. 19). Seeing the title *Intensive Reading* on their schedules discouraged the pupils. It did not help that most of the pupils had a perception that *intensive* was a euphemism for slow. She renamed the class *Critical Thinking and Reading for College Readiness*, and she recommends all teachers create original names for their classes (Lacy, 2019, p. 19). Lacy also raised the quality of her lessons by turning away from the reading programs the school used and instead implementing her own methods (Lacy, 2019, p. 17). She wanted to use authentic reading sources that cater to older audiences like news, blogs, social media, magazines, and literature for her lessons. Lacy's reasoning for this was that she wanted her pupils to practice their reading skills using culturally relevant materials that were also based on their interests (Lacy, 2019, p. 17). These findings from Lacy confirmed the perceptions she and Brooks & Frankel had regarding the functions of commercial reading programs.

5.3 Reading interest and how pupils acquire books

Research literature reviewed in the previous section tells us that reading motivation and attitudes are complex and influence each other.

Pupils have different ways of acquiring books, either through their peers or from suggestions they find online. Additionally, teachers have different ways of approaching literature instruction. A debate on different reading devices has forged research on the impact on reading. This will be accounted for in the following chapter.

Teens and young adults acquire books in different ways. Becnel & Moeller (2015) describe how rural teens access books, through friends, neighbours, or by buying them from retail stores (Becnel & Moeller, 2015, p. 302). They did not borrow from the public- or school library because "they don't have the books that I would want to read anyway" (Becnel & Moeller, 2015, p. 302). Pupils get their reading recommendations from reviews, friends, noticing what others are reading, social media, movies, teachers, authors they like, and bookstore staff. The pupils participating in the study agree, with a few exceptions, that that teens typically do not talk to one another about reading or books, even when borrowing from each other. All the participants seemed to have one particular teacher or librarian who was well-read in teen literature (Becnel & Moeller, 2015, p. 303). While they did not share their reading material with most teachers, these individuals were the exceptions.

Teacher librarians promoted and encouraged peer recommendations as they were seen to positively affect disengaged readers and give them motivation (Merga, 2020, p. 25). There were several different ways that the teacher librarians could promote reading, one way was with them as the conduit. They would for example say that they were currently reading a book that was "(…) recommended by a year 8, and it's enjoyable, I'm finding it really fantastic'. And then often that will lead to someone else reading it" (Merga, 20202, p. 26). The interviewee found that this approach was particularly effective with pupils who were shyer of nature and did not have the confidence to share their ideas out loud, as the teacher librarians could share their recommendations but still preserve the pupils' anonymity (Merga, 2020, p. 26). In the long run, this could result in pupils becoming more confident in sharing what they have read with their peers.

Current classroom practices are in need of change. In both the classrooms that Brooks & Frankel observed, pupils were given little opportunity to engage in independent reading (Brooks & Frankel, 2018, p. 336). In one of the classrooms, pupils did have the opportunity to follow the teacher read-aloud in their own text. This was not the case in the other classroom, as the READ 180 program did not provide the opportunity for each pupil to have individual copies of the text (Brooks & Frankel, 2018, p. 337). This could explain why this set of pupils proved unmotivated and had negative attitudes. Thus, the pupils in Brooks & Frankel's observations had different points of departure, as one classroom provided authentic literature, while the other only used texts with low lexical scores (Brooks & Frankel, 2018, p. 337). These findings highlight the impact that interesting and authentic literature have.

5.3.1 Digital vs. print reading

Research has attempted to find out whether an e-reader could be a way of changing classroom practices. E-readers have gained popularity in recent years. Thus, it has started to enter classrooms all over the world. The following section will account for what research has found regarding the impact that such devices could have in the classroom.

As presented in Tveit & Mangen (2014), previous studies have concluded that, despite a more digital society, most pupils prefer reading on print over reading on digital devices (Tveit & Mangen, 2014, p. 180). The medium used for reading has an impact on how they perceive the reading, as the different media formats evoke different attitudes (Hedemark, 2021, p. 82). While most of the informants for the study were engaged in digital reading daily, they all expressed that they preferred to read fictional texts through printed books (Hedemark, 2021, p. 81). The participants explained this by saying that they liked the feeling of holding a book, turning its pages and that "real books bring a sense of coziness" (Hedemark, 2021, p. 82). According to Tveit & Mangen, the preference of printed books could be explained by previous studies' findings that readers report a larger likelihood of getting 'lost in the story' when reading a physical, printed book over a digital text. Results from Tveit & Mangen's post-questionnaire revealed that 29% of the pupils reported that the book made it easier to immerse in the story. Most pupils (38%) reported that they found no difference, whilst the remaining 33% favoured the e-book (Tveit & Mangen, 2014, p. 183). As will be further discussed, the e-reader was new to the pupils in Tveit & Mangen's study, and this can have altered how they perceived reading.

Studies like Tveit & Mangen (2014) and Becnel & Moeller (2015) oppose each other regarding the question of e-readers. Tveit & Mangen's (2014) study indicated that reading on the e-reader was favourable amongst those pupils who claimed reading was a less enjoyable activity. This could prove e-readers may be an alternative way of approaching reading in the classroom, especially for unengaged readers (Tveit & Mangen, 2014, p. 183). Furthermore, the e-reader could serve as a way of promoting reading to reluctant or non-readers.

This disagrees with the results Becnel & Moeller (2015) found in their study, which revealed that all participants in the study had a general distaste for e-reading. This was because of the artificial light and a preference for freely chosen material (although everyone did read digitally, they all had a strong preference for print). Furthermore, the pupils disclosed that they felt easily distracted when reading digitally when online options were available (Becnel & Moeller, 2015, p. 302). These findings opposed Tveit & Mangen, in which 54% of the pupils reported the e-

reader as most comfortable for their eyes (Tveit & Mangen, 2014, p. 183). Results from the pupil questionnaire that Tveit & Mangen conducted indicated that the paper book was the most natural device to read on, whilst at the same time being the most boring device. The results also revealed that 53% of the pupils felt that the e-book made the reading more fun, in contrast to 10% choosing the paper book for the same question. 76% of the pupils claimed the e-reader as the device that was easiest to read from, only 13% preferred the book (Tveit & Mangen, 2014, p. 183). We found these discrepancies between the two studies particularly interesting as both studies focused on 10th graders.

At the age of 15, adolescents are expected to have developed a personal taste in reading in their free time, as well as a personal reading habit (Tveit & Mangen, 2014, p. 180). According to Tveit & Mangen, habits and general preferences seemed to have an influence on their preferences and attitudes towards reading device (print or e-reader). Devoted readers, meaning those with habits of reading, made up the majority of the participating pupils that preferred the print version of the book. 13% of the pupils noted that the device they read on made 'no difference', however, the pre-questionnaire showed that 65% of the boys answered that they expected to prefer the e-reader vs. the physical book (Tveit & Mangen, 2015, p. 182). When asked to state their agreement to the statement '*I love to read in my spare time*', 51% of the pupils disagreed, thus marking them as reluctant readers. This number strongly correlated to the number of pupils noting that they did not read books at all. Out of the 143 participants, only 5% were deemed devoted readers, claiming that they read more than three books per month. Most of these readers were girls, with only one boy marked a devoted reader (Tveit & Mangen, 2014, p. 181).

In Tveit & Mangen's (2014) study, there was a clear gender difference. For the pupils claiming that they read for pleasure three or more days a week, 20% were girls, and 11% were boys (Tveit & Mangen, 2014, p. 181). The percentage of pupils who answered this claim was not enclosed, making it unclear of the total percentage of pupils who read for that amount of time. These numbers suggest a (unsurprising) gender difference regarding reading habits (Tveit & Mangen, 2014, p. 181). Gender differences also became apparent on Tveit & Mangen's pre- and post-questionnaires, when pupils were asked what device they preferred reading on. Here 71% of the boys answered that they were in favour of the e-reader. These numbers were slightly elevated to the 65% of boys who expected to prefer the e-reader. In the pre-questionnaire, the girls were distributed equally regarding their expectancy of preference for reading device, with 31% answering that they predicted favouring the e-reader. In the post-questionnaire, 65% of

the girls answered that they preferred the e-reader. Despite these changes, the girls had a slightly higher favouring of printed books when compared to the boys. 28% of the girls favoured the book, in contrast to the 16% of boys answering the same (Tveit & Mangen, 2014, p. 182). These gender differences will be discussed later, complemented with numbers from our questionnaire.

There is no clear answer as to the impact an e-reader will have on reading in the classroom, and researchers seem to disagree if it is positive or negative. What researchers have agreed on, is the importance of modelling reading for younger pupils, as this could potentially create a more positive view on reading.

5.4 Parents and teachers as models

Parental and teacher influence is highlighted as a vital engaging factor. This following section focuses on how parents and teachers can influence pupils' reading engagement, habits, and attitudes by modelling reading.

Parental modelling of reading is important for early reading interest. Modelling seems to be a very important aspect in Sparks et al.'s (2014) study, as it continues to speak fondly about the parental impact (regarding facilitating for print exposure in early stages at home) (Sparks et al., 2014, p. 206). An early start in reading seems to be crucial for establishing a successful path that encourages a 'lifetime habit of reading' (Sparks et al., 2014, p. 210). Studies, as presented in Velluto & Barbousas, have shown that 26% of boys do not read at home. These numbers correlated with the numbers of adolescent males who reported a lack of reading models at home, although pupils in the study reported having reading models at home (Velluto & Barbousas, 2013, p. 6). According to previous studies presented in Rowe (1991), pupils' home background factors account for more than 50% of the measure variances of the literacy performance. Home background factors are understood in terms of the number of books in the home, social class, and the socioeconomic status of the family. Such factors are usually proxied by for instance a self-report from the pupil (Rowe, 1991, p. 20). These findings highlight the importance of children starting reading at a young age, and that parents make this an opportunity.

According to Rowe (1991), parents play a vital role in developing their child's reading skills. The literacy skills of the parents have a direct correlation with the development of such skills within their pupils. Therefore, according to Rowe, one should design programs that can assist parents in this role, in order to support the works of the school (Rowe, 1991, p. 31). Pupils whose parents have introduced them to different reading activities seemingly have a distinct

advantage when they begin their formal reading instruction at school, since this exposure has a positive impact on their acquisition and reading-related skills (Sparks et al., 2014, p. 190). With the early exposure forging a successful entry to reading instruction, a greater ability and desire to read have been found (Sparks et al., 2014, p. 209). Scholars such as Rowe (1991) have pointed out that parental influence and involvement also plays a crucial role in developing reading literacy (Rowe, 1991, p. 30). He argues that pupils' achievement outcomes are maximised whenever the parents are actively involved in the education, and that schools must recognise the importance of the home and its influence (Rowe, 1991, p. 21). Rowe and Sparks et al. underline the importance of parents functioning as reading models.

In addition to parents modelling reading, teachers have proven as crucial models for forging joy of reading. Scholars such as Potticary (2019) express the importance that the teacher also should act as a role model (Potticary, 2019, p. 1). According to Varuzza et al., research has found that pupils appreciate some sort of modelling and encouragement from the teacher. Many teachers have found that expressing their own love for reading served as a technique to motivate the pupils to read. These teachers also made sure to express the importance of reading in everyday life. Pupils have expressed the importance of teachers expressing personal enthusiasm, as well as encouraging them to read. This encouragement was a big contributor for pupils reading behaviour, motivation, and attitudes (Varuzza et al., 2014, p. 110). This suggests that pupils mirror their teacher's excitement for books if this is expressed.

In some of her sessions, Potticary's modelling consisted of her reading alongside her pupil as this seemed to be a successful way to encourage pupil participation (Potticary, 2019, p. 1). This was also something that Lee (2011) noted during her SSR sessions. She found it useful to read alongside her pupils, to mentor them, read aloud or talk books with the pupils. By doing so, Lee "(…) modelled for [her] students what engaged readers do" (Lee, 2011, p. 212). During her study, Lee found that teacher mentoring played a vital role in SSR-success. This mentoring happened through recommendations, talking about reading and encouraging pupils to read. Additionally, teachers should facilitate encouragement by investigating the reason as to why some pupils were reluctant readers (Lee, 2011, p. 213). Lee found that some of her reluctant readers needed someone, like a teacher, to encourage them, investigate their resistance and someone who would not give up on them (Lee, 2011, p. 214). One of the teacher librarians in Merga's (2020) study, explain that one of the best ways to be an active reading model is through everyday interactions with pupils. In her experience, talking about books with the pupils showed them that she likes to read, telling them about the books she's currently reading and

what she enjoyed about them (Merga, 2020, pp. 29-30). This underlines the importance of teachers working as effective reading models.

Merga (2020) highlights that teachers should be models for the pupils, but also that not all teachers are effective reading models (Merga, 2020, p. 29). Applegate et al. (2014) refer to earlier studies amongst college-age students and their attitudes towards reading. They further connected this to a study by Applegate & Applegate from 2004, which showed that less than half of the elementary education majors would classify themselves as enthusiastic readers. The newer study show that college students have not improved their stance on reading. If future teachers are not engaged readers, they may have a hard time encouraging their pupils to become engaged readers (Applegate et al., 2014, p. 190). They further state that this will put the future teacher into an unfortunate position that can be described by the Peter Effect (presented in Applegate & Applegate, 2004). The term stems from the New Testament, and they describe it through the story when St. Peter was approached by a beggar who asked for money, and Peter said that he could not give what he did not have (Applegate et al., 2014, p. 190). This suggests that if we want our pupils to function as engaged readers, we as teachers must also present as engaged readers.

Some teachers work to bridge the gap between home and school reading practices. Through the interviews she conducted across Australia, some of the teacher librarians recruited the parents of their pupils to act as models (Merga, 2020, p. 30). One of the participants would arrange for a 'fathers' night', where the fathers read to their children. The goal was to show the children that their fathers took an interest in books and for the fathers to get more involved in their children's reading engagement. Methods like these can have been implemented to combat the stereotype that fathers might have a more passive role when it comes to reading for their children. In his study, Rowe (1991) mentions that it was the mother's role to support the children's reading habits, while the father's role was to provide the household income (Rowe, 1991, p. 27). As Rowe's study took place in 1991, his perspective is historic and a bit outdated, since it is not self-evidently the father who provides the main source of income.

5.5 Reading in the classroom

There are different teaching methods that can facilitate joy of reading, either through free choice reading or giving the reading a purpose. Although teachers are aware of this, it can still be difficult for them to find time in a crowded curriculum. This chapter will account for this.

How teachers conduct literature instruction can have an impact on pupils as lifelong readers. According to Lee (2011), teachers play a vital role in the success of SSR. She noted that teachers attempt to avoid creating barriers, for instance by being too strict in their definitions of what should 'count' as reading. Lee believed that if the aim was to mentor and encourage pupils in their reading, teachers must honour and trust the interests of their pupils (Lee, 2011, p. 213). Lee noted that, although unintentional, teachers often discourage the creation of lifelong readers through their classroom practices (Lee, 2011, p. 212). Such discouragement can be to say that certain texts does not count as reading.

Sustained Silent Reading, or SSR, may have affected pupils' outlook on reading negatively (Dickerson, 2015, p. 1). Dickerson wanted to change this and made time for Reading Zone in her English elective, ten to fifteen minutes of reading at the start of each English class. She implemented five rules: (1) *A book is a book:* she does not judge what they are reading and does not censor it, although she had reserved the right to contact the parents about what their child is reading. (2) *I read, too*: she will read while the pupils are reading, (3) *We talk about our books*: sometimes her pupils had a three-minute think-pair-share sessions after Reading Zone. She would also sometimes transition from the Reading Zone into class by taking an example from what she just read, giving pupils recommendations on what to read next. (4) *We write about our books*: they keep a reader's notebook where, she included, write about the books they are reading. Occasionally, they would use specific prompts, but usually picked from a variety of thinking stems to use for their entries. Most of them were Reader Response theory-based, which allowed the pupils to reflect, verbalize ideas and opinions. This also made it possible to connect their independent text to the subject curriculum. (5) *We are free to ditch our books*: since Reading Zone is about choice reading, pupils had the opportunity to abandon their books if they were no longer interested (Dickerson, 2015, p. 7). Whilst not explicitly mentioning the terms 'rights of the reader', her implementation of SSR and Reading Zone suggests that she follows them.

Dickerson had her pupils give regular feedback on the reading sessions (Dickerson, 2015, p. 3). After the second year with the reading sessions, most pupils answered that they either were positive or neutral to the reading (47.9% and 50%). 77% said that they had read more in Dickerson's class than any other English class (Dickerson, 2015, p. 4). 41.6% stated that they enjoyed reading more now than before they started her English course, while 54% reported that they enjoyed reading just as much as before. The pupils that completed the survey also attributed a number of new or strengthened skills to their increased reading: a better vocabulary

(76%), the ability to focus (59%), the idea that their problems were not as great as they thought they were (50%), increased responsibility (61%), and the ability to better understand others (65%) (Dickerson, 2015, p. 5). Dickerson's study suggests that receiving feedback can be used to enhance the quality of the instruction.

Our selection of research on reading shows that there are many different ways of facilitating for reading in the classroom. Lee implemented SSR by creating reading sessions once a week, during a set time. These sessions lasted for 20 minutes. At the end of the semester, these sessions had moved to twice a week due to pupil requests (Lee, 2011, p. 212). To ensure that pupils were exposed to a topic of interest at least once during the school year, Lacy (2019) would, at the beginning of the school year, have her pupils answer a set of questions regarding their interests (Lacy, 2019, p. 18). These questions were also a method for Lacy to get to know her pupils. At the start of the year she would present the books for the year with the class, show their response and interests, and how they conflict with one another before reminding her pupils that: "You won't always be interested in what we read, but by the end of the year, each of your interest will be represented in our readings" (Lacy, 2019, p. 18). By doing this, Lacy ensured there was relevant literature for all pupils in her class, a rotation in the reading list from year to year, and that pupils had a voice in her classroom.

The pupils in Velluto & Barbousas' (2013) study were given 40 minutes to read texts of their choosing (Velluto & Barbousas, 2013, p. 3). During this period, Velluto & Barbousas found that the first minutes of these sessions were spent deciding where to sit, seemingly aiming to seat themselves away from the teacher. During the SSR sessions, pupils were expected to practice absolute silence. It was noted that after halftime, the majority of the pupils were immersed in their texts (Velluto & Barbousas, 2013, p. 5). In these observations, Velluto & Barbousas oppose themselves, as they earlier presented SSR as something that will not work for the boys. This finding, however, suggests that SSR did in fact work for a majority of the pupils. Potticary (2019) gave her pupils 5 minutes of SSR at the start of each English lesson (Potticary, 2019, p. 1). During the project, pupils expressed that these five minutes were enough to remind them of reading as an enjoyable activity (Potticary, 2019, p. 2). To supplement these 5 minutes per lesson, they had sessions of 30 minutes reading every two weeks. In these sessions, pupils were also given the opportunity to select new books and discuss their previous books with their peers and teachers (Potticary, 2019, p. 1).

After a while, pupils expressed that five minutes of reading was not enough and it was deemed that the short reading sessions almost seemed tokenistic, which was not the message Potticary wanted to send. She then altered the project by starting biweekly lessons with 15 minutes of SSR, with pupils reporting an increase in engagement as the sessions felt more worthwhile (Potticary, 2019, p. 2). In their study, Gabrielsen et al. observed that the only time pupils were given the opportunity to read whole literary texts, and not just excerpts, was when they had allotted time for silent reading (Gabrielsen et al., 2019, p. 17). Although this seemed a common practice in several schools, there was rarely any stated purpose for this reading (Gabrielsen et al., 2019, p. 16). Interestingly, the silent reading was usually unrelated to the content of the rest of the lesson, as its content was never discussed in class. Additionally, students seemed to have few or no guidelines on *how* they should be reading the book, e.g. what they should pay attention to (Gabrielsen et al., 2019, p. 17). While Potticary aimed to refrain from tokenistic reading practices, the observations Gabrielsen et al. made indicate that classroom reading practices bore an element of tokenistic behaviour.

According to Gabrielsen et al. (2019) there are different ways to use literary texts in the classroom. A common finding in each classroom was how the teachers used literary texts as a starting point for students written work. The study suggests that in some of the lessons, it seemed as the aim for the reading was to write (lese for å skrive), as working with literary texts was justified by pupils' writing (Gabrielsen et al., 2019, p. 15). After reading a whole novel, some pupils were asked to write book reports, presenting elements such as describing the main characters and summarizing the plot (Gabrielsen et al., 2019, p. 18). In some cases, however, the silent reading led to a book presentation, which seemed to focus more on the oral aspects, rather than the content of the presentation. Even so, the book reports seemed to be the only opportunity that the pupils had to discuss larger texts, and not just excerpts (Gabrielsen et al., 2019, p. 25). Some teachers created literary discussions with their pupils. Most of these discussions were teacher-led and had an IRE-approach (initiate-respond-evaluate), with the teachers conducting a question-and-answer session about the text. In these discussions there was no focus on 'right or wrong', and the pupils' own interpretations of the texts were welcome (Gabrielsen et al., 2019, p. 21). These findings suggest that reading is placed secondary in regard to developing other skills, such as writing and oral. This will be further explored.

As Merga shows, one way to connect books and curricular content can be done through book talks (Merga, 2020, p. 27). Unlike shared or peer discussion, a book talk where either a pupil or teacher leads is usually characterised by a single presenter, resembles a book presentation,

and typically has a specific purpose. For one of the teacher librarians, the book talks were a way to highlight specific parts of a book that pupils might find engaging. While the book talk in Merga's study were primarily used by teacher librarians to promote the joy of reading, some of them also used it to discuss aspects of the books that they also recently covered in English lessons through i.e. narratives and genres (Merga, 2020, p. 27). Another teacher librarian would encourage her pupils to become a reading community. Here, they would talk and discuss books, read with each other, and hold a presentation about a book they liked. They did not only talk about the literal, but also the figurative meaning of the text. The goal for these events were to make everyone listening to become interested in the book and make them want to borrow it, through i.e., connecting it to the participants' everyday life (Merga, 2020, pp. 27-28). The results from Merga's study show that there are many ways to engage pupils in book talks. Both for facilitating joy of reading, but also connect it to curricular content.

Gabrielsen et al. (2019) as well as Brooks & Frankel (2018) observed classroom practices and found the focus on literature to be secondary compared to other instructional elements. The 178 video-recorded lessons they observed, Gabrielsen et al. found practices that suggests a limited focus on literature (Gabrielsen et al., 2019, p. 24). According to Gabrielsen et al., this aligns with concerns raised by scholars regarding the position of literature in language instruction. Literary texts were seemingly used as tools to teach other topics, suggesting a narrow use of literature (Gabrielsen et al., 2019, p. 27). Another main finding in Gabrielsen et al.'s observations were that the main focus in Norwegian language classrooms seemed to be on genre. Literature was mainly presented by literary excerpts, and not whole texts (Gabrielsen et al., 2019, p. 14). A concern raised by the authors is that a rigid focus on genre discourse could lead to the exclusion of contemporary and older texts, as they challenge the conventional rules. However, contemporary, and classical texts are explicitly mentioned in the curriculum (Gabrielsen et al., 2019, pp. 22-23). Therefore, we find it concerning that so many classrooms seemed to actively exclude such texts from their lessons.

In their observations, Brooks & Frankel found that pupils' opportunities to engage in independent meaning making were either absent or secondary to other purposes or goals. The access to books were different in the two classrooms they observed. In the first classroom the books were limited to those found in the READ 180 library, often with only the teacher having a copy. In the second classroom, only texts that could capture pupils' attention or shared powerful and relevant messages, were chosen. In this classroom, a wide variety of genres were important. Both teachers in Brooks & Frankel's study grounded their pedagogical choices in

their own philosophies regarding literacy teaching and both teachers seemed to rely on whole-group oral reading to address difficulties that they believed their pupils faced as readers (Brooks & Frankel, 2018, p. 338).

There are different ways to approach instructional practices that facilitate free choice reading. Mathers and Stern (2015) believe that a reading café (that can be set up either in the school library or in a classroom) can function as a more age-appropriate version of the reading corner pupils might be familiar with from primary school (Mathers & Stern, 2012, p. 272). The goal of the café is to give the pupils an 'out of school' environment, and a relaxing and comfortable reading setting where free reading is promoted. The point of the café model is to promote free choice reading and encourage autonomy in the pupils (Mathers & Stern, 2012, p. 273). Lee agrees with Mathers & Stern regarding free choice reading. She gave her pupils the opportunity to discard their books if they did not enjoy them or find them interesting (Lee, 2011, p. 214). By allowing this, she practiced the Rights of the Reader (described in Chapter 2.2.1). Lee justified this allowance by wanting her pupils to learn what readers do, which is read books they find interesting. Her pupils expressed surprise by the fact that they were allowed to stop reading (Lee, 2011, p. 214). The findings from Mathers & Stern and Lee suggest that free choice reading serves as a motivating factor for pupils.

Facilitating reading sessions in the classroom can be difficult, as such sessions demand that the teacher change their instructional habits. Potticary (2019) noted that allocating time for joy of reading can impact the lesson, as it steals time from pre-teaching activities or checking pupils' understanding of certain themes. Lee (2011) agreed with Potticary and she acknowledged that finding time for SSR can be difficult, due to a crowded timetable. However, Lee found that by finding time to conduct her SSR lessons, she was forced to be more efficient in her instruction (Lee, 2011, p. 212). An important factor gain success in the SSR-program is nonaccountability (Lee, 2011, p. 214; Pilgreen, 2000, p. 15). This means not holding the pupils accountable for their reading by for instance giving them tasks connected to their reading. Such tasks could traditionally include book reports or reading a set number of pages during a session (Lee, 2011, p. 214; Pilgreen, 2000, p. 15). Lee noted her apprehension to not having any means to keep her pupils accountable, as she worried this would 'encourage' her pupils to not read. However, Lee's pupils noted that they found it refreshing that they could just read without having to do something about it (Lee, 2011, p. 214). The results from Lee's study contradicts the findings from Velluto & Barbousas (2013). In their study, pupils reported that having tasks that held

them accountable worked as a motivating factor, as reading just for the sake of reading felt pointless (Velluto & Barbousas, 2013, p. 6).

5.6 Comprehension and the Matthew Effect

Comprehension and the Matthew effect was not something that we aimed to include in our review. However, it quickly became apparent that they played such a role that they needed to be included. These terms will therefore be accounted in the following chapter.

Comprehension

Sparks et al. (2014) found that print exposure was a significant predictor on reading comprehension, language ability, and declarative knowledge in the 10th grade. Early reading success was in direct relation to these abilities 10 years later (Sparks et al., 2014, p. 197). Sparks et al. (2014) boldly stated that "reading can make you smarter" (Sparks et al., 2014, p. 190), as they point to several studies that conclude that exposure to print, as well as the amount that a pupil read is an important contributor to a vast of academic skills. Scholars have found that pupils who are exposed to print from an early age have advantages of advanced vocabularies and stronger comprehension skills (Sparks et al., 2014, p. 190). These findings suggest that as exposure to books are important when developing reading skills. This is in line with what researchers such as Pennac and Pilgreen have found.

The results from McGeown et al.'s (2014) research show that adolescents' reading skills (comprehension, summarisation, word reading and text reading speed) had a significant correlation with their reading motivation (McGeown et al., 2014, p. 555). All reading skills measured were significantly more closely related to reading expectancy than value. Reading value, on the other hand, was more closely related to the time spent engaging with texts, but these comparisons were not significant. The strongest predictor of comprehension and summarisation skills was value (McGeown et al., 2014, p. 555). After accounting for text reading and word reading speed, reading value was able to explain the variance in these two skills. Fiction book reading was the strongest predictor of significant variance in all reading skills and competencies (McGeown et al., 2014, p. 561). There were no significant gender differences in the reading skill measure (McGeown et al., 2014, p. 561). The girls who participated in this study reported that they had a higher value of reading and reading motivation for expectancy, and they spent more time reading fiction books than the boys (McGeown et al., 2014, p. 561). There were no differences between younger and older pupils in the strength of association between motivation, reading skills, and habits (McGeown et al., 2014, p. 563).

While schoolbook reading had a small correlation to reading motivation, fiction books could be strongly linked to it (McGeown et al., 2014, p. 564). McGeown et al. theorise that this stems from the fact that pupils have more autonomy when reading in their spare time compared to in-school reading. Adolescents' reading habits and motivation were found to predict extra variance in summarization skills, reading comprehension and reading speed when word reading skills were taken into consideration (McGeown et al., 2014, p. 566). This was especially true for adolescents who were reading fiction books. McGeown et al. conclude by saying that it is worthwhile to find and identify ways to boost adolescents' reading engagement and reading motivation through fiction reading (McGeown et al., 2014, p. 566). Thereby, making room for discussions around fiction books and giving fiction reading a space in the classroom will benefit the pupils in developing several different reading skills and to foster joy of reading.

The Matthew Effect

Both ability and desire are important for the ease of reading, enabling pupils to develop comprehension skills and vocabulary at a faster pace. This will create an achievement gap between the high- and low-performing pupils, enabling the Matthew effect, where the 'rich get richer', and the 'poor poorer'. These gaps can either help or hinder the child's education, as there appears to be a clear relationship between reading skills and exposure to print. Print exposure increases reading skills and the skilled reader have more ability and interest in reading, becoming engaged readers (Sparks et al., 2014, p. 190). Again, this highlights the importance of book exposure.

According to Sparks et al., skilled readers are more likely to engage more frequently in reading-related activities, furthering the development of their abilities. Thus, an even bigger achievement gap will be created. Scholars have also found that as pupils get older, the role of the print exposure becomes stronger (Sparks et al., 2014, p. 190). According to Merga, reading effort and frequency can be impacted and shaped by young pupil's attitudes and values. Wigfield and Eccles' expectancy-value theory (as mentioned in Chapter 2.2.3) relate this to reading as they suggest that values and expectations related to an activity, i.e. reading, can influence a persons' persistence, effort, and performance. Merga further highlights Gambrell (1996) who states that young readers must have both the will and skill to read regularly to become strong readers (Merga, 2020, p. 22). The theories from Wifgield & Eccles and Gambrell are closely correlated to the implications of the Matthew Effect.

Merga found that those who are more motivated to read will experience that they are more socially active while reading. They will show more knowledge in their construction of meaning that derives from texts while also displaying more strategic approaches when it comes to comprehending what they are reading (Merga, 2020, p. 23). During their study, Varuzza et al. (2014) found that the pupil's motivational level to succeed or achieve something will influence the behaviour regarding attaining the level of success or achievement (Varuzza et al., 2014, p. 109). Both Merga and Varuzza et al.'s results correlate with Bandura's self-efficacy theory (as described in Chapter 2.2.3).

As discussed previously, motivation has been found to be an important aspect in the field of literacy, as it seems to be a significant predictor of text comprehension, strategy use and engagement. Scholars such as Varuzza et al. have found that reading motivation could be at the core of many problems in learning to read. The feelings that pupils have towards reading will affect their level of motivation, which again will influence their choice to read or not to read (Varuzza et al., 2014, p. 110). According to Rowe (1991), early reading achievement has proved a major determinant of later reading performance. Successful reading achievement in later years could be indicated by early phonological skills that are influenced by parental (or adult) input. Previous studies concluded that positive attitudes towards reading are directly related to success in school (not just reading), which again will contribute to developing a positive self-esteem (Rowe, 1991, p. 21). According to Rowe, pupils that are deemed as 'disturbed' or 'disruptive' face great risks of failing at school, as research found a strong correlation in reading difficulties and poor attention. This poor attention has also proved a strong relation to low reading achievement (Rowe, 1991, p. 22). Developing comprehension skills are crucial for facilitating the Matthew effect, as understanding the texts will forge motivation, engagement, and reading interest.

 Literature review – concluding comments
The aim of this literature review was to give a thematic overview of common themes that appeared in the articles. Our review was divided into six parts discussing the different themes, although some themes are more closely related i.e. engagement and motivation. A decision was made to separate these two due to the number of articles found for each theme, and in order to shorten the length of each section.

Research shows that pupils understand the importance of reading, but they nevertheless do not wish to read during their free time. Age is seen as a big factor in this, where older pupils have

more activities, responsibilities and work outside of school that takes precedence over spending time reading. This coupled with the fact that many pupils do not have books of interest available will reduce the number of pupils reading outside of school. Several studies in this review indicated that having books of interest available was an influencing factor for reading engagement.

Motivation to read is closely related to reading attitudes. As Wigfield and Eccles' expectancy-value theory expresses, what attitudes pupils have regarding to the outcome of an activity will affect their motivation for said activity. To forge motivation and strengthen attitudes, implementing different reading methods, like oral reading has been presented as an option. Scholars in our review underlined the importance of using relevant literature in reading classes. Some schools utilize different reading programs. While reading programs are a great way for schools to focus more on reading in the classroom, it is important that it does not become stagnant with the available books and how the program is used in the classroom.

A common theme in the articles was the importance of access to books. Studies suggest that pupils have different ways of acquiring books, through i.e. recommendations or buying them from bookstores. Although recommendations were highlighted as an important way of acquiring books, pupils were found to be apprehensive in sharing books with each other. Here, teacher librarians functioned as a gateway, as pupils would often share thoughts with their teacher librarians, who could then recommend them to others.

As a mean to combat reluctance towards reading, e-readers have been presented as a possible way to enhance reading motivation and reading engagement. Few studies, however, have been done on this in the classroom. The studies we included disagreed in their conclusion. Despite this, both studies indicated that established and devoted readers preferred printed books.

To get an early interest in reading, parental modelling is vital. Parents can facilitate book interest in different ways i.e. by modelling reading or by ensuring the access to books of interest in the home. Scholars like Lee and Dickerson saw great value in modelling reading in their classrooms, as pupils were encouraged to read when their teachers read. Teacher librarians from Merga's study reported that the best way to model reading was through everyday interactions with the pupils.

The studies in this review report several different methods of approaching reading and reading instruction in the classroom. Many, like the classrooms in Dickerson, Lee and Velluto &

Barbousas' studies utilized the sustained silent reading method. Although they somewhat disagreed on the functions of this method, it seemed to be a successful way of ensuring reading motivation and engagement. Others, like Gabrielsen et al. and Brooks & Frankel found literature to be secondary in the classroom, perhaps devaluing the perception pupils have on reading. Several scholars expressed that making time for reading could be difficult due to a busy timetable, forcing teachers to be more effective in utilizing their non-reading time.

In order to be able to read, one must have ample reading comprehension. If the reader does not read extensively, they will not develop the necessary skills to further develop their comprehension. In their study, McGeown et al. found that the reading of fiction books ensured the development of all reading related skills. McGeown et al. could also strongly relate fiction book reading and reading motivation. Readers who read often will become more engaged, as reading ensures higher levels of reading skills, making them become better at reading.

6 Results from the questionnaire

The answers to our questionnaire show that the pupils' attitude towards reading were somewhat split. Some pupils had more negative views on reading books, both at school and at home. In the open-ended questions, some expressed that they found reading to be boring and that they barely wanted to read what they were given through school assignments. Others had a more positive view of reading, as they found reading to be an escape and a way to relax and wind down. Some of these pupils admitted that they wanted to read more but because of other forms of entertainments.

With the exception of one pupil who answered in English, all pupil answers were translated into English. In the translated answers the language was sometimes slightly modified for understandability and clarity, while making sure that the content of each answer essentially remained the same.

6.1 Information about the respondents

As previously mentioned, the respondents for the questionnaire were sampled from one rural and one urban school. For the rural school, all lower secondary pupils answered the questionnaire. For the urban school, only pupils from the tenth grade participated. Therefore, the respondents were unequally distributed amongst the lower secondary grades. 75.5% (40) of our respondents were pupils in the tenth grade. In comparison, 11.3% (6) were from the ninth grade, and 13.2% (7) were from the eighth grade. We experienced a slight surplus of female participation, with 56.6% (30) of the respondents being girls. 21 (39.6%) of the respondents were boys, and two pupils (3.8%) checking the option of *other*.

Prior to sending out the questionnaire, we had calculated that it would take approximately 10 minutes for the respondents to answer. The time used ranged from two to 18 minutes.

During the coding process, we noted that pupils seemed to answer honestly on both the close- and open-ended questions. Anonymity was expressed and mentioned in both the information letter and the cover-letter of the questionnaire. We suspect that the pupil's anonymity made them feel safer and open to answer honestly, as their answers could not be traced back to them.

Most of the pupils gave descriptive answers in the open-ended questions. All 53 of the respondents answered the first three open-ended questions with varying length and depth. 10 pupils elected not to answer the final question 'give reason for your answer to the motivation

question'. The answers ranged from 'no' to a single letter or question marks. For natural reasons, these answers were not coded.

6.2 Reading engagement and reading history

After the general questions, the pupils were asked to say what they feel about reading. A slight majority (32.1%) stated that they liked to read, while 26.4% (14) stated that they disliked reading. After this question, the pupils were asked to elaborate on their answer. Here, we could discern a pattern among the answers. Many felt that reading was boring if they read books that did not interest them, expressing things like; "I like it if it is interesting but I hate it too if it is not interesting (...)", "I like reading to a certain degree, some books I get totally hooked on while others are just boring, but I like to read books if it is about an interesting topic" and "I don't like reading books, in that case it has to be about something that really interests me. I do read books when we have it as homework, but it is not something that I enjoy".

One in vivo code that emerged when analysing the answers was *concentration*. While this code was more prominent when we asked the pupils to elaborate about their reading motivation, some answered that a reason for their lack of motivation to reading was because of low concentration; "I don't like reading books, for me it is not interesting. I often can't concentrate at the words and often think not about the book topic [Sic! Original answer was in English]" or despite having interesting books available, it would not be enough to keep them reading: "it's often fun, exciting and interesting, but I lose interest when reading books because it takes so much time to read it through". We could also see this in another response where the pupil stated that "I think its exciting to read, but I don't always have the motivation to read through a whole book".

Another in vivo code we created was *boring*. Some pupils just answered with variants of "pretty boring", others explained a bit more about their more negative feelings towards books; "I think its fucking boring to read books because I can't emerge myself into the story like I can with movies. It is hard to imagine pictures in my head when I have to reread the same sentence so I can properly understand what it says". Others claim that they wished that they read more but find it hard to make themselves do so: "I think it can be boring [to read] and it's hard to make myself do it. But when I find a book that its interesting it can be quite fun to read and I would like to read more". Similar statements could be found when asked about their motivation.

We also asked the pupils to give some titles of books they have read. There were several different answers here, but pocketbooks (like *Donald Duck*), *Harry Potter*, the *Diary of a Wimpy Kid*, the *Amulet* were titles that many mentioned.

Lastly, we asked them about the languages they can read. Norwegian and English was not surprisingly the most answered, but Spanish and German were also common answers. More uncommon languages mentioned were Ukrainian, Russian, Greek, Sami, Thai and Arabic languages. Based on these answers, we can see that the pupils display a varied language background and that most of them have read something in English.

While a vast majority (52.8%) of the respondents felt that they became better in English by reading in the language, 56.6% (30) stated that they did not find it difficult to read in English. These results indicate that even though pupils see the importance of reading, they actively choose not to do it. One could have imagined that more pupils would make more of an effort to promote their vocabulary and general language knowledge.

In the open-ended questions, some pupils expressed that they found reading difficult, stating things such as: "I think it is difficult" and "I think it is difficult, boring, and I rarely have time [to read]". These open-ended correlates with the number of pupils agreeing with the question "Do you experience reading books in English as difficult".

6.3 Pupil motivation and attitudes

Opplever du glede av å lese bøker? ∧

Antall svar: **53**

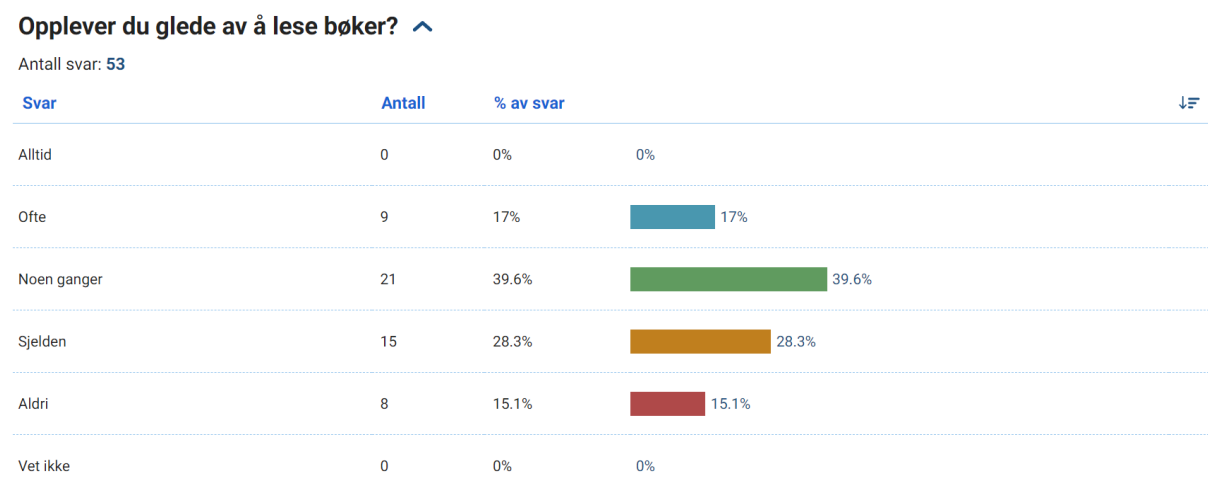| Svar	Antall	% av svar	
Alltid	0	0%	0%
Ofte	9	17%	17%
Noen ganger	21	39.6%	39.6%
Sjelden	15	28.3%	28.3%
Aldri	8	15.1%	15.1%
Vet ikke	0	0%	0%

Figure 7 – Do you experience joy from reading books?

With the options (a) Always, (b) Often, (c) Sometimes, (d) Rarely, (e) Never & (f) Don't know.

Looking at the result about the joy of reading, it is sad to see that so many pupils (15.1%) never find any joy when reading or that 28.3% rarely find any joy in reading. The majority (39.6%) only find it sometimes. This could perhaps indicate that these pupils, together with those who picked the option of 'rarely', only found joy in reading if they read books they found interesting.

These answers can also be a reason why so few feel motivated to read. The results from our questionnaire revealed that 7.5% (4) pupils often felt like they were motivated to read, the majority only felt it sometimes (34%) or rarely (34%). Sadly, 24.5% (13) never have any motivation to read.

In both the question of joy of reading (figure 7) and the question of reading motivation (figure 8), no pupils picked the option of 'always'.
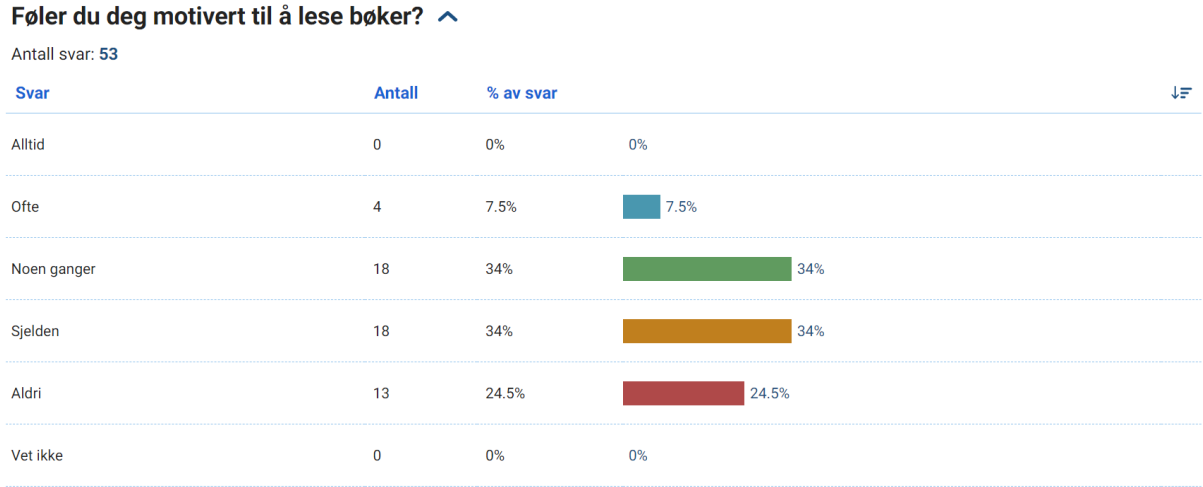
Føler du deg motivert til å lese bøker? ∧

Antall svar: **53**

Svar	Antall	% av svar	
Alltid	0	0%	0%
Ofte	4	7.5%	7.5%
Noen ganger	18	34%	34%
Sjelden	18	34%	34%
Aldri	13	24.5%	24.5%
Vet ikke	0	0%	0%

Figure 8 – Do you feel motivated to read books?

With the options (a) Always, (b) Often, (c) Sometimes, (d) Rarely, (e) Never & (f) Don't know

We also wanted to investigate the pupils' presence or lack of motivation for reading. Many of the answers the pupils gave here are similar to the first open question, where they mentioned that concentration was a big factor as to why they do not read; "Sometimes it is hard to sit down and read, to get the motivation to concentrate", "Well sometimes I have too much energy and too little concentration to read books, but when I do read I feel more creative compared to when

I use my phone" or "Because I like to read books, but not too much at once or else it gets boring".

Some also admit that it is hard to pick up a book when there are things that are other things they can do instead; "I think it's hard to put my phone away to read, I feel more entertained when watching a screen", "I really think reading is pleasurable. But I often end up doing other things that i find more fun or easier to do" or "(...) motivation is something that I rarely get when it comes to books. It often feels easier to watch a YouTube video than to read a book. It boils down to which activity gives me more pleasure, and sadly books is quite low on that list.".

While one pupil answered that "I feel motivated to read because it is something that I like. I get pleasure from reading and I think it's fun", most fell in line with previous examples showed so far, they like reading but other things take priority. Others stated that they find it boring and therefore does not want to read in their spare time. One pupil stated that "I'm not motivated at all to read, like seriously. I try to motivate myself, but I would rather clean my room or empty the dishwasher or something".

Answers such as these show us that even if the pupils might sit down to read, they would rather spend the time doing other things, often involving a screen of some sort. If something is to be done with reading for pleasure, especially when it comes to reading outside of school settings, working on concentration is something that needs to take priority.

Table 1

Comparing the general matrix questions.

Variable	N	Min	Max	M	SD	Variance
matrise_GenPas.flink	53	1	5	4.02	1.152	1.327
matrise_GenPas.kjedelig_reverse	53	1	5	3.15	1.231	1.515
matrise_GenPas.laering	53	1	5	4.06	1.064	1.131
matrise_GenPas.tid_reverse	53	1	5	3.40	1.459	2.128

Lastly, we asked the pupils to answer some statements about themselves and reading. Interestingly, most of the pupils agreed that they became better at English by reading English (23 totally agree, 16 somewhat agree) and most stated that they were good at reading in English (25 totally agree, 12 somewhat agree). The majority were neutral when asked if they find reading in English boring (18) and an almost even split between finding it a bit boring (11 somewhat agree) or totally disagree (10). These findings are interesting, as most of the pupils found reading English books as helpful with language learning and worthwhile to read, yet they had a hard time prioritizing reading in general as previously stated in this chapter.

Table 2

Comparing the answers given about reading at school and home.

Variable	N	Min	Max	M	SD	Variance
matrise_LesSkoFri.tid_engelsk	53	1	4	2.60	1.182	1.398
matrise_LesSkoFri.tid_skole	53	1	5	2.49	1.120	1.255
matrise_LesSkoFri.frivillig_reverse	53	1	5	3.11	1.204	1.448
matrise_LesSkoFri.motivert_fritid	53	1	5	2.40	1.321	1.744
matrise_LesSkoFri.tid_fritid	53	1	5	2.19	1.302	1.694
matrise_LesSkoFri.tilgjengelighet	53	1	5	3.11	1.502	2.256

The pupils were almost evenly split about including more reading into the English subject, with 16 answering somewhat agree and 14 totally disagree. When asked if they wanted more reading in all subjects the majority gave a neutral stance (19 with neither agree nor disagree) or a negative answer (10 somewhat disagree and 14 totally disagree). Most of the pupils were either neutral (16 with neither agree nor disagree) or slightly positive (14 somewhat disagree) for reading in English during their free time. Most answered that they do not have the motivation to read during their spare time (17 somewhat disagree and 16 totally disagree). This is backed up by the next question when asked if they used time on reading outside of school, with the majority answering totally disagree (23) and only 3 picked totally agree. When asked about the availability of interesting books, most pupils answered that they totally agreed (11) or somewhat agreed (16) and 13 stated that they strongly disagreed. The topic of book availability will be further discussed in Chapters 7.1 and 7.2.

6.4 Analytical results

Table 3

Comparing the closed questions between genders.

Group	Gender	N	M	SD	Std. Error Mean
forhold_lesing	Boy	21	3.10	1.221	0.266
	Girl	30	3.27	1.363	0.249
opplevelse_lesing	Boy	21	2.10	0.944	0.206
	Girl	30	2.40	0.855	0.156
vanskelig_lesing	Boy	21	2.67	0.577	0.126
	Girl	30	2.33	0.922	0.168
glede_lesing	Boy	21	2.62	0.740	0.161
	Girl	30	2.63	1.066	0.195
motivert_lesing	Boy	21	2.29	0.845	0.184
	Girl	30	2.23	0.971	0.177

When conducting a t-test between the genders and the questions asked in the questionnaire, we could only detect a statistically significant variation between the genders in one question; the first matrix question. The results are presented in table 4.

Table 4

T-test results comparing boys and girls with their feelings on being good at reading.

		n	M	SD	MD	df	t	p (two-tailed)
Good at reading in English	Boys	21	4.52	.94				
					.924	48.1	-3.15	.003*
	Girls	30	3.60	1.16				

Note: *p < .05

The *t*-test showed a statistically significant difference in the scores from "good at reading in English", with boys scoring higher (*M* = 4.52) than girls (*M* = 3.60; *t*(48.1) = -3.15, *p* = .003, two-sided). The difference in scores (*MD* = .92, 95% CI [.334, 1.514]) was large (eta squared = .168).

We also investigated if there was any correlation between attitudes and motivation, regardless of gender. This relation was investigated using Pearson product-moment correlation coefficient (*r*). There was a strong positive correlation (*r* = .699, *p* < .001) among the variables.

Results from the questionnaire – concluding comments

Due to sampling pupils from one urban and one rural school, most of our respondents were 10th grade pupils. Although our gender distribution was more equal, we experienced a slight surplus of female respondents. When comparing gender results, two pupils were excluded as they had chosen 'other' as a gender alternative. Due to the low number of respondents, we were unable to generalize our findings.

The pupil answers indicate that pupils found reading boring, especially if they read books that did not interest them. When asked about their reading history, we found that our respondents had read a variety of books in a variety of genres, and in many different languages. Pupils reported reading novels, comic books, pocketbooks, and graphic novels.

A majority of pupils did only sometimes experience joy of reading. 'Sometimes' or 'rarely' was also the most popular option regarding the question of motivation to read. For both questions, no one chose the option of 'always'. The open-ended questions revealed that most pupils reported low concentration as an influencing factor for low reading motivation, suggesting that concentration must be a focus if one wants to enhance reading motivation. Even though most pupils reported that they did have access to books of interest, this did not make them read more.

When analysing the answers we found small, insignificant gender differences, with the exception of one question which was statistically significant. Boys were statistically more likely to say that they were good at reading in English, compared to the girls. Our results indicated a strong positive correlation between reading attitude and reading motivation.

The results and answers from the questionnaire can be found in Appendix 3.

7 Discussion

In this chapter we will discuss the results from the literature review presented in Chapter 5 and the results from the pupil questionnaire presented in Chapter 6 to investigate if there are any correlating results.

Prior to sending out our questionnaire, we did not know all the themes that would occur in the literature review. As previously mentioned, we had some pre-determined codes consisting of themes we expected to appear in the literature for the review. Therefore, we attempted to mirror our questions to these expected themes. However, when researching we quickly became aware of several new themes that were interesting for our thesis. As the questionnaire was already sent out, we were unable to change or add questions. This caused the articles in the review to have slightly different themes than the questionnaire, although some themes still correlated. Since the results from the questionnaire did not correlate directly with certain themes, we were not able to include the results from the questionnaire in all sections.

As for the themes that appeared in both the review and the questionnaire, we found a correlation in themes such as motivation, reading attitudes, and reading habits. A recurring theme in some of the articles for the review was gender differences. Early on, we decided that this was not something we wanted to focus on. However, we decided to have our participants state their gender in case we found significant gender differences. As Chapter 6.4 indicates, we found virtually no gender differences.

The discussion is divided into nine main parts where we attempt to correlate the results from the review with the results from the questionnaire. Additionally, theoretical perspectives from Chapter 2.2 will be discussed, as well as what we can do with the results from mapping projects like PISA and PIRLS. The final section of our discussion is dedicated to possible alterations we wish we had made.

7.1 Book availability and book choice

Having interesting texts at their disposal is a finding from both the review and the questionnaire, that connects to engagement, attitudes, and motivation. If pupils do not have texts that they deem interesting, chances are that they will not read. What makes a text interesting will, of course, be individual for each pupil, but studies from the review suggests that schools should cater to these interests. In our questionnaire, pupils were given a statement which read "I find

that I have interesting books at my disposal", were the results, as mentioned in Chapter 6.3, were quite split.

From the questionnaire, we found that most pupils have interesting books available and yet they also report that that they do not spend their free time reading. Books of interest are therefore not enough to get them reading. The questionnaire also revealed that the pupils would like to read more, but they have problems with concentrating over longer periods of time. They would simply like to do something more stimulating even when they do like reading.

As interesting books can greatly influence motivation and engagement, the access to them is vital. Here, school libraries could play an important role.

7.2 School libraries

When attempting to recruit participants for the original project, we got feedback from one of the schools that they had closed the school library. §9-2 in the Education Act, explicitly states that pupils must have access to a school library (Education Act, 1998, §9-2). However, exceptions can be made if the school collaborates with a public library. If so, pupils should have access to this library during the school time to actively use it in their education (Regulation concerning the Education Act, 2006, §21-1). We find some practical challenges with this, as the distance between the school and the library will affect the frequency of library visits. As we interpret the regulation, pupils should have the opportunity to access the library whenever they see fit (also during the school day). This will be practically impossible if the school is located a 30-minute bus ride away. Thus, schools must closely plan for library visits, making them a 'once-in-a-blue-moon' type of happening.

When schools decide to close the school library, they have in many ways failed their pupils. We draw this somewhat harsh conclusion as we do not see how schools can foster and facilitate reading motivation, reading engagement and joy of reading when pupils do not have books available. As we have seen in studies such as Lee (2011), Hedemark (2021) and Worthy (1996), book availability has proven crucial, and that the school library plays a vital role in ensuring access to books. Of course, one can hope that the pupils will have books available at home, or that they will be avid users of the local library. Realistically speaking, this is not the case. One pupil from the questionnaire stated that taking time to visit the local library to borrow and return books is quite cumbersome. They also added that "it is a bit expensive to buy books, especially when there is a good probability that I won't read it". Even if the pupils have books available

at home, they must read them. Results from both the questionnaire and the review suggest that this is not the case. Even when pupils know the beneficiaries from reading, they still choose not to. So, if they do not read at school due to a busy timetable and no books available, and they do not read at home because they have better things to do – when should they read? We do know that to foster reading engagement and reading motivation, we must read. Here, we would like to quote Potticary: "Why should we not practice what we preach" (Potticary, 2019, p. 2). If we want our pupils to read, we should not keep limiting their access to books by closing down school libraries when we know that they are likely to not frequent their local library.

On the background of our research review we find it both interesting and concerning that some schools do decide to close their libraries. Especially when the Norwegian government have a support fund of 30 million kroner aimed at increasing support for school libraries. Just this past year, this fund was strengthened with 5 million kroner (Regjeringen, 2023). Recent numbers from *Grunnskolenes Informasjonssystem* (GSI) revealed that 539 Norwegian schools do not have a school library available at the school. If we isolate these numbers to the region of Troms and Finnmark, 51 schools report not having a school library. On a national basis, 40 schools report to not having any form of library offer for their pupils. 10% of these schools are located in Troms and Finnmark (Ministry of Education and Research, 2022). Although these numbers indicate that most schools do have some sort of library offer (be it a school library or the local library), there are no numbers on how much the schools utilize the libraries. It would have been interesting to see mapping on such numbers, as we do wonder how much time schools do spend on library visits. This is particularly true for those schools who do not have a school library, and therefore are dependent on local library visits.

40 schools may not seem like much, but when you consider that it can make up to several thousand pupils, 40 becomes a lot. We question to what extent these pupils are exposed to books and reading. Studies such as Gabrielsen et al. (2019) expressed scepticism towards only using excerpts from textbooks. One can imagine that without library books at their disposal, teachers are limited to using such excerpts.

In our questionnaire, pupils were asked to answer a number of statements regarding reading. One of these statements read: "I feel that I have interesting books at my disposal, so that I can read what I want". We know that the respondents that parishes to the rural school do have access to a school library, but we are unsure if the urban school have a school library. Therefore, it is difficult to say if the answers we got on this statement reflects their access to a library, as this

was not a question we explicitly asked. However, 11 pupils stated that they 'strongly agreed' with this statement. In comparison, 13 pupils 'strongly disagreed'. Interestingly, 16 pupils chose the option of 'somewhat agree', making it the most popular answer for this statement. 27 pupils answering that they either strongly or somewhat agreed on the statement suggests that a slight majority of the pupils do have access to interesting books, although it remains uncertain as to where they gain this access.

For his doctorate, Boltz (2010) wanted to investigate if male rural teens did read. There were too few participants in the study to generalize the findings, but he did find that the boys were established readers. At the beginning of the study, almost every one of them stated that they did not read. This changed, however, when they were presented with a definition of reading which included more than just novels and textbooks. The boys reported that they were reading a wide variety of different materials; everything from pizza boxes to recipes, from medicine labels to t-shirts, and text messages to textbooks (Boltz, 2010, p. 190). In our questionnaire, there was a pupil who stated that they did not read books but that they "(…) read a lot when gaming". Another pupil wrote that they do not enjoy reading if the books are not interesting, but that they "(…) listen to audio books while gaming". This indicates that while pupils do not necessarily read books, they are reading.

7.3 E-readers for the uninterested – practically possible?

As a possible way to encourage pupils to read more, scholars have suggested a change in medium. Here, e-readers have been presented as a possible option. If we look at the results from Tveit & Mangen (2014), it becomes apparent that e-readers could serve as a way of motivating reluctant readers to read more. When interpreting these results, they suggest that classrooms should have e-readers available, as these will serve as a way of motivating unmotivated pupils. Practically speaking, however, this can be difficult to achieve. E-readers can be quite expensive, so one can assume that schools do not have the economy to supply the classrooms with e-readers for each pupil. Additionally, several studies, such as Becnel & Moeller (2015) have found that pupils prefer printed texts over digital texts. Here, pupils have expressed that the e-readers have challenged them physically, for example that the light that the device gave was unpleasant but also that they easily became distracted when reading, as it was easy to answer messages from friends, click on adds or a quick side-quest became hours long (Becnel & Moeller, 2015, p. 302). This was also true for some pupils in Tveit & Mangen's study, where they revealed that the e-reader gave them eye-problems (Tveit & Mangen, 2014, p. 182).

The results from Tveit & Mangen do not correlate with other studies, as their results are utterly positive towards e-readers. We found these discrepancies interesting. We believe that one possible explanation of why Tveit & Mangen stand out could be the short period of time the pupils were exposed to the e-reader. We gathered that the pupils were not used to reading on such a device, and therefore they probably saw it as a fun and interesting device. This could possibly have influenced how they perceived the results. It would have been interesting to look at results from a similar study over the course of one school year, as we suspect that the pupils would not be as positive as they were in Tveit & Mangen's study. The reasoning behind our suspicion is that after the excitement of using a new and different device, we believe that pupils will start to experience the negative side effects that have already been recorded in other studies like Becnel & Moeller.

7.4 The rights of the reader and sustained silent reading

Rights of the reader

In Chapter 2.2.1, we mentioned Pennac's 10 rights of the reader. These rights were created as a way of possibly maintain reading enjoyment, as books were written for the purpose of being read, not to serve as a writing prompt (Gamble, 2013, p. 22). If we were to listen to Pennac, teachers should facilitate joy of reading by ensuring that the pupils know the rights of the reader. However, if a teacher wants to facilitate the rights of the reader in their classroom, this demands not holding the pupils accountable in their reading. This means that reading should have no other purpose than reading. This is because, if the purpose of the reading is to hold a book presentation or write an essay, pupils do not have the opportunity to practice their rights as readers. The demands of such tasks force them to read the text closely.

Because we did not ask any questions regarding the rights of the reader, we have no way of knowing if pupils were aware of its existence. Several pupils stated that reading was boring. We wonder if pupils deem reading boring because they have not read books of interest. If pupils read in an environment where Pennac's rights are practiced, they would perhaps perceive reading as less boring if they were able to discard books they did not like. However, one pupil reported that "(…) [interest] depends on what books I read, if it is a boring book and I don't it find interesting I will discard it. However, if I like the book, I'll finish it". Although we do not know if this pupil knows of their rights as a reader, it is clear that the pupil understands that they can change books if they do not like what they are reading.

Sustained silent reading

When conducting her SSR project, Lee (2011) made a point to practice the rights of the reader. She highlighted the third right (the right not to finish a book) and said that her pupils were surprised when they were allowed to change books in the middle of a session (Lee, 2011, p. 214). This was also something that Dickerson (2015) implemented in her classroom, where the pupils were allowed to "ditch" their books if they lost interest in the story (Dickerson, 2015, p. 7). She continued this with stating that she mandates text from the pupils in every other part of the English class, but the time spent in "Reading Zone" was specifically for them.

We encountered the term *sustained silent reading* when researching possible literature for our review. Upon further inspection, we found that SSR is widely used to promote reading. As we were not aware of SSR prior to looking up literature for the review, no questions regarding silent reading were asked. However, the answers from the open-ended questions indicated a favouring of silent reading: "[I] like to read by myself, but not aloud" and "(…) I like to read English books. It's the read-alouds I don't like". We believe that programs such as SSR would have a positive impact on these pupils. Although some scholars disagree on the functions of SSR, most have found that reading for the sole purpose of reading has helped forge reading motivation and reading enjoyment.

Both the rights of the reader and SSR can influence reading motivation and reading attitudes, as they can help alter how a pupil perceive the action of reading.

7.5 Self-efficacy, motivation, and attitudes

As previously mentioned in Chapter 2.2.3, pupils' self-efficacy can be understood as their beliefs in their capabilities to successfully complete a task (Bandura, 1997, p. 23). Additionally, how much value a pupil place on an activity will affect their performance in completing said activity (Wigfield & Eccles, 2000, p. 68). In a reading context, these theoretical perspectives can be interpreted as that if the pupil perceive their own reading capabilities as low, they will most likely have bad attitudes towards reading. In turn, this bad attitude will cause low engagement and low motivation. If pupils have low engagement and low motivation, chances are that they choose to do something other than reading, thus not developing comprehension skills, reading engagement or motivation. This creates the negative spiral that we can see in the Matthew effect.

In our questionnaire, we found a strong correlation between attitude and motivation. Those pupils who reported to have negative attitudes toward reading also reported to have low reading motivation. This was also the case for those pupils who reported a positive reading attitude. These pupils also possessed high reading motivation. The Matthew effect became apparent in one of the open-ended answers as well. Originally the pupils were asked to state thoughts about their reading motivation, after claiming reading as something uninteresting one pupil continued by explaining "(…) I think it comes down to low concentration, or that I for example can't watch an entire movie without looking at my phone (…)". This statement proves the Matthew effect. Pupils do not possess the abilities to concentrate long enough to finish a book. However, the way to increase their concentration span, is i.e. through reading.

7.6 Gender differences and identity

Gender differences

We did not look for studies that had researched gender differences and reading, however, some of the articles that were included had looked at this aspect. As mentioned, we did not aim to look at gender differences in our questionnaire. However, as we encountered a statistically significant gender difference, we decided to include this as part of our discussion.

In their study, McGeown et al.'s (2014) found that while there were no significant gender differences in reading skill measure, the females who participated had a higher reading value and compared to the males, would spend more time reading fiction books (McGeown et al., 2014, p. 561). The females in McGeown et al.'s study also showed a higher reading motivation than the males, but again, these results were not statistically significant. In their study, Tveit and Mangen (2014) found that the majority of the ones who stated that they read for pleasure three or more times a week were females (20%) (Tveit & Mangen, 2014, p. 181). The number of males who read for pleasure three or more times a week were much lower (11%).

In our questionnaire we found some gender differences. While the results comparing genders with attitudes towards reading were not statistically significant, girls displayed a slightly higher mean score (M = 3.27) than boys (M = 3.10). Girls stated that they become better in English by reading (M= 2.40) while the boys in less degrees stated the same (M= 2.10). This result correlates with the answers in the next question, where boys stated that reading in English was difficult (M= 2.67) while girls in a slightly lesser degree stated the same (M= 2.40). The results from experiencing joy of reading (boys M= 2.62, girls M= 2.63) and reading motivation (boys M= 2.29, girls M= 2.23) were virtually the same. The question where we found a statistically

significant gender difference was when pupils were asked to score how well they read in English; the boys would score themselves as better readers than the girls.

This score correlates with other studies done specifically on gender differences, where male participants would report higher self-estimated intelligence (SEI) scores compared to females (Reilly et al., 2022, p. 11). This also aligns with a study done by Vonkova et al. (2023) where they looked at 14- and 15-year-olds' perception of their own EFL assessment up against test scores, and found that even when a male and a female had the same test score, the female was more likely to give herself a lower self-assessment value compared to the male (Vonkova et al., 2023, p. 10). If self-evaluation is to be used in the classroom, one should factor in studies like these and not blindly trust the pupils to correctly assess themselves. Instead, one can use it as an element to make the pupils reflect about their own learning.

Social and cultural identity

We did not ask any questions regarding the connection between reading and identity. However, when we encountered the studies from Becnel & Moeller, Nylund and Bronski we found this topic too important to ignore.

Becnel & Moeller (2015) present research that suggests that teens and young adults use literature to explore and identify themselves in multiple ways (Becnel & Moeller, 2015, p. 300). One of these ways is that literature allows teens to connect to characters and stories, which in turn can help them navigate and understand their own thoughts and experiences. Another way literature can help teens and young adults is that it allows them to explore issues that can be related to their environment, their relationships with those around them, and their evolving identities. Becnel & Moeller further refer to the study Nylund (2007) conducted that showed that teens can find hidden messages in the books they read, e.g. in the Harry Potter series. Nylund explored how Harry is different from the others in his family and that this can be interpreted by those who feel different in their everyday lives (Nylund, 2007, p. 19).

Nylund refers to an article written by Bronski (2003) who supports the queer reading of the novel. Bronski writes that while "(...) Rowling has never stated or even implied that the Potter books are gay allegory, (...) her language and story details effortlessly lend themselves to such a reading" (Bronski, 2003). These details can be found in the description of colour, "In the first book, Mr. Dursley keeps noting that wizards and witches dress in purple, violet, and green clothing -- all colors associated with homosexuality (...)", but also in how the Dursley's describe

Harry's mother and her husband as they repeatedly refer to them as " (...) "her crowd" and to "their kind," mirrors that often used to invoke homosexuality. And once Harry discovers the nature of his difference, the Dursleys demand complete silence and total concealment" (Bronski, 2003). Nylund writes that the person who joined his study got help from the books to accept their sexuality and helped them to "come out of the closet" to their friends (Nylund, 2007, pp. 20-21).

Based on both Becnel & Moeller and Nylund's research, adolescents should read so they can understand and develop their understanding of the world and the situations they are in. Reading about someone going through the same or similar situation as themselves, seeing how they resolve it and how they go about it has through these researched topics proven to be immensely helpful for the reader.

7.7 Lifelong readers

As mentioned in Chapter 5.1, the pupils in Mathers and Stern's (2012) study knew the importance of reading and the benefits that they gained by doing so (Mathers & Stern, 2012, p. 265). Despite knowing the benefits, the older the pupils got, their reading enjoyment declined. In their research, Varuzza et al. (2014) found similar results, where the older pupils had less reading enjoyment than the younger participants (Varuzza et al., 2014, p. 115). The questionnaire we conducted complement these findings, where the pupils expressed being aware of the benefits they gained through reading but did not read unless they were told to do so. The pupils also agreed that they could develop their English competence by reading in English. These findings suggest that knowing the benefits of reading is not enough to make pupils read, indicating that some sort of intrinsic motivation is needed.

In the questionnaire, most pupils answered that they wanted to read, but other hobbies and activities were more important or enticing than picking up a book. Even if they managed to start reading, their minds would wander, or they quickly became bored. The findings from our questionnaire can be complemented by studies such as Varuzza et al. (2014) who found that the pupils in their study were more likely to hang out with friends or family rather than read in their spare time (Varuzza et al., 2014, p. 114). If schools are to help create and support lifelong readers, they need to help pupils gain better concentration skill.

One way to promote reading for pupils is, as mentioned in Chapter 5.1, to model reading. If pupils experience that teachers and parents model reading from a young age, pupils are more

likely to participate in the reading. This will, in turn, also promote good reading habits which can foster empathy and pupils' understanding of the world.

As mentioned in Chapter 1.1.2, Paulo Freire (1998) stated that reading is an important vessel for understanding the society and world. He explained that written texts can be seen as a former explanation of the world (Freire, 1998, p. 19). Freire's line of thought could be important to have in mind when promoting reading in the classroom, as it links to the purpose of the Norwegian education, which is to open doors to the future and the world (Ministry of Education and Research, p. 3). Books are an important vessel in opening these doors.

None of the questions in our questionnaire explored the phenomenon of lifelong readers. However, one thing we derived from the answers was the lack of motivation and interest. Pupils commonly expressed that they found reading boring and a waste of time, suggesting that interventions are needed if we aim to make these pupils lifelong readers. Results such as these can also be found in PISA and PIRLS.

7.8 PISA & PIRLS – what should we do with the results?

Reports such as PISA and PIRLS suggest that pupils' joy of reading is declining. According to Gamble (2013), scholars have asked themselves why this is happening. Although having a vast array of different entertainment vessels at their disposal, scholars doubt that this is the only reason for the rapid decline. They bring up the question of whether the curricular requirements make it so that teachers feel they do not have the time to facilitate for independent reading (Gamble, 2013, p. 21).

As mentioned in Chapter 1.1.1, a cautionary note that scholars made about both PISA and PIRLS was that these studies were conducted after the participating pupils had experienced pandemic restrictions (Jensen et al., 2023, p. 3; Wagner et al., 2023, p. 14). One should have this in mind when interpreting both the PISA and PIRLS, as the results can have been affected by such restrictions. However, when looking at the trends from the last PISA studies, we found a rapid decline in reading competence, suggesting that the pandemic did not have that big of an impact on the results (Jensen et al., 2023, p. 4). When looking at the PIRLS 2021 results, the pandemic seems to have had a greater impact as all 57 participating countries saw a significant decrease after years of steady increase (Wagner et al., 2023, p. 26). There is no way of knowing exactly how the pandemic affected the PISA and PIRLS results, although we have interpreted that the younger pupils in PIRLS were slightly more affected than the older PISA participants.

Pandemic or not, the results from PISA and PIRLS are cause for concern as both studies suggest that Norwegian pupils score significantly lower than the average pupil. So, what should we do with these results? We should certainly look at our current classroom practices and use the mapping results as motivation to alter these practices. One of the reasons that Norwegian pupils score lower could be the fact that they simply do not read enough. This has become evident in studies conducted by scholars such as Mathers & Stern and Lee, as well as results from our questionnaire. Therefore, an idea is to make sure that pupils get ample opportunities to read texts while practicing their rights as readers. This will promote reading motivation, reading engagement and joy of reading, which will in turn affect reading comprehension.

7.9   Questions we wished we asked

Ideally, the literature review should have been finished prior to sending out the questionnaire. This would have ensured a greater correlation between the themes in the review and questionnaire. However, due to us changing the course of this project and being time-constricted, we were unable to finish the review before conducting the questionnaire.

We find that we should have asked pupils additional questions on their access to school libraries. Here, natural questions would be if they had access to a library at school, and for how many hours a week they were able to access the school library. The reason why we believe these would have been interesting questions is due to the amount of research articles who focused on library aspects. However, when creating the questionnaire, we were not aware of all the in vivo codes we would be getting and could not have predicted the amount of space we would dedicate to the topic of libraries.

If we were to conduct this questionnaire again, we would have asked additional questions that could indicate the Matthew effect, questions regarding silent reading, what themes pupils are interested in reading and how they acquire books.

Discussion – concluding comments

To foster joy of reading, book availability has proven quite important. Results from the review and the questionnaire prove that most pupils have books at home, although not necessarily books of interest. Providing books of interest can be difficult when schools decide to close down the school libraries. Schools without school libraries should provide pupils with access to the local library during school hours, according to the regulation concerning the Education Act (2006). However, we see the practical issues with this, especially when schools are located

far away from the library. The pupils in our questionnaire also expressed that taking the time to visit the library was not prioritized.

As a possible way to combat reading reluctance, e-readers have been presented as an alternative. While the research is still split on the concept of using e-readers in the classroom, it can be a way of sparking reading interest. Some scholars, however, have been critical due to the physical issues some pupils experienced with long-term use of e-readers.

Pupils were positively surprised when given the opportunity to practice their rights as readers in the classroom. Through the questionnaire we got the impression that some pupils practice their rights in some ways, in that they are effectively putting down books that do not interest them or buy choosing texts that are of interest. However, as many pupils expressed reading as something boring, we suspect that they are not aware of the rights of the reader. Through the questionnaire it also became apparent that some pupils favour silent reading. Through the review we found that programs such as SSR had a positive impact on joy of reading.

Self-efficacy, motivation, and attitudes are closely related. If pupils do not read, they are not able to foster reading comprehension or reading motivation, enforcing bad reading attitudes. This creates a continuous bad circle, enforcing the negative sides of the Matthew effect.

While there were some gender differences in our questionnaire, these were too small to be significant. The only exception being when pupils were asked to state how well they read in English. Here, boys were statistically more likely to assess themselves as better readers compared to the girls. In the review, literature expressed that boys valued reading less compared to the girls. Several articles expressed that girls spent more time reading fiction. Through the literature review we also found studies that expressed how adolescents used literature to explore their identity.

If we are to help pupils to become lifelong readers, aspects concerning concentration must be explored. This is because pupils in our questionnaire expressed that low reading enjoyment related to low concentration. Literature can also function as a vessel in opening doors to the future and understanding the functions of society.

The declining PISA and PIRLS results indicate that classroom practices are in need of change. As a possible explanation of these negative trends can be that pupils are not avid readers.

Therefore, we believe that facilitating reading by ensuring that pupils get ample opportunities to interact with authentic literature is a possible solution to start changing these trends.

8 Future reading instruction

When researching the topic for this thesis, we encountered a vast variety of different ways to enact reading in the classroom. In this chapter we want to present methods and recommendations that can help foster joy of reading, reading engagement and reading motivation. Additionally, we present some perspectives that support these methods.

The recommendations we make are based on what we have derived from the literature review, our questionnaire, and observations we have made in the classroom during our teacher practice. Teachers can become rigid in their teaching, especially if their usual practice have worked for them before. We hope that teachers reading this thesis would perhaps take their time reading some of our recommendations, as this could gain their pupils. We are aware that most teachers work with a busy timetable, and it can be challenging to make time for reading. Therefore, we attempt to present recommendations that can easily be implemented in the classroom.

From developing reading skills to understanding how the world works, from developing reading comprehension to figuring out your identity, reading is important. Therefore, we urge teachers to ensure that pupils have the possibility to read books.

8.1 Access to books

Free book choice is an important factor when it comes to facilitating joy of reading. When implementing reading sessions in the classroom, an important motivating factor is to allowing pupils to take ownership by choosing their own books. Pupils should therefore have a variety of books at their disposal.

Teachers should encourage pupils to use school libraries, the local library, or books they have at home as a starting point for choosing books for reading at school. As we discussed earlier, the access to school libraries differs in Norwegian schools. Libraries are vital for facilitating free book choice, as these could present a more varied selection of books. If pupils do not have immediate access to books through a library, either because they do not have a school library or the local library is located far away, teachers should aim to create a collection of books in the classroom. There are possibilities of renting 'book-packages' from local libraries, consisting of a vast variety of genres, difficulties, and topics. Pupils could also be encouraged to bring books from home, however not all pupils will have books available, so the teacher must not depend on their pupils' bringing books to class.

Some schools have classroom-sets of certain books. Although this can ensure that all pupils have a book at their disposal, this will (probably) not maintain reading enjoyment amongst all pupils. This is because we find it unrealistic that all pupils will find the same book interesting. Additionally, practicing the rights of the reader will be virtually impossible.

Why? I haven't read these types of books since junior high. I want to read what my students like to read.

Where can I get suggestions? Ask students and librarians; consult young adult book lists online.

Other types of goals:
I want to read more books by my favorite author.
I want to read from a genre I enjoy or a genre I would like to explore (e.g., science fiction).
I want to read biographies about famous people.
I want to read to answer a question I have always pondered (e.g., Did people during the Holocaust try to resist the Nazis?).
I want to read to solve a problem (e.g., find a better fitness plan, refinish my classic car, improve relationships).

Fill in the following:
Goal–By the end of the semester, I want to read:

_____
_____
_____
_____

I want to read this/these because:

_____
_____
_____
_____

Materials I find worth pursuing to read (magazines, books, etc.):
Title:_____ I found it _____
Date started: _____ Date completed: _____ Date abandoned: _____
Comments:

_____
_____
_____
_____

Figure 9 - Silent Reading Goals Sheet (Lee, 2011, p. 215)

A way to learn more about pupils' reading interests, teachers can utilize a reading goal sheet such as the one presented in Figure 9. Additionally, such goal sheets can also be a way of holding pupils accountable to themselves. It is not always necessary to have pupils do something with what they have read. We believe that the best way of facilitating reading enjoyment, engagement, and motivation is to allow pupils to read for the sole purpose of reading.

We are fond believers, along with many of the researchers we reviewed, that if pupils read books that are right for them, this will foster reading enjoyment. When implementing reading in the classroom, we must ask ourselves why we have our pupils read. We recommend letting pupils read for enjoyment, and by that reading what they have chosen themselves.

8.2 Implementing reading in the classroom

When implementing reading in the classroom there are different approaches one can choose from, i.e. oral reading activities and silent reading activities.

There are several different ways to deploy oral reading in the classroom. During our teaching practice we found that pupils preferred to have some time rehearsing what they were going to read aloud. This was especially true when we encouraged reading in English. Pupils responded well to oral reading activities if they were given ample opportunities to rehearse prior to a 'performance'. If the pupils were given the opportunity to be creative, if for instance reading plays, they expressed enjoyment and engagement in the activity.

Many pupils in different studies have nevertheless expressed a love for silent reading. If done correctly, silent reading can help enhance reading motivation and reading engagement, as it creates an opportunity for pupils to immerse themselves in different worlds. If one wants to implement a successful SSR-like program in the classroom, it is important to consider principles like Pilgreen (2000). Such principles were created with the means of fostering joy of reading, and studies like Lee (2011) and Dickerson (2015) are proof of the great impact a successful reading program can have.

Silent reading does not suit everyone, and oral reading does not suit everyone. Avid readers will perhaps prefer silent reading, as we suspect that it is easier to immerse in the text when reading silently and in your own tempo. However, oral reading activities can serve as a way of encouraging reluctant readers to read more. Sometimes, these readers are reluctant to silent reading because they feel that they do not have the capacity for concentration required to read books silently.

Therefore, if teachers want to implement reading activities that help foster joy of reading, we recommend giving pupils a mix of ways to encounter literature and reading. Oral reading activities like reading and acting out plays can be immensely rewarding for those pupils who

find silent reading difficult. Likewise, silent reading is an effective way of helping pupils develop reading engagement and reading motivation by immersing in a story.

8.3 Creating natural context for reading

Discussing reading and the contents of books might for some pupils feel unnatural and forced. Creating an environment where they feel comfortable will help boost book talk and book discussions.

Mathers & Stern (2012) presents a café model as a solution to create a natural context for reading (Mathers & Stern, 2012, p. 272). They explain that the atmosphere in the café should resemble that of 'Starbucks' rather than the school library; with warm colours, soft music playing in the background, comfortable chairs and sofas, and cold or warm drinks for the pupils to enjoy while reading (Mathers & Stern, 2012, pp. 270-271). The café can also provide and promote a degree of authenticity, which can help pupils get an out-of-school feel, which again can influence their reading motivation (Mathers & Stern, 2012, p. 272).

Scholars, as presented in Mathers and Stern (2012), state that choice and personal preference, along with social interactions, will influence and increase motivation and engagement (Mathers & Stern, 2012, p. 272). Mathers and Stern state the importance of giving pupils the opportunity to choose between a wide variety of books, including materials that are linked to films or tv series, sports magazines or books by their favourite authors (Mathers & Stern, 2012, pp. 272-273). Hedemark (2021) found through her interviews that "Watching a movie based on a book inspires reading. Listening to music while reading enhances the reading experience" (Hedemark, 2021, p. 85). The young adults participating in the study stated that they would use movies and series as a gateway to start reading, as they said they had felt the urge to read the book a movie was based on after watching it (Hedemark, 2021, p. 82). If the teacher knows that a pupil is a fan of a certain movie, they can recommend books that relates to said movie.

Letting pupils listen to music while reading might enable them to further delve into the story in a way that cannot be reached without music. The teacher can utilize videos and movies to spark a reading interest in the pupils. Teachers should not be afraid to let pupils read about their interests, whether it is a biography of a famous football player, a fashion magazine, or a classic novel. As Krashen mentioned, the most impactful way to encourage pupils to read "(...) is to expose them to light reading, a kind of reading that schools pretend does not exist, and a kind of reading that many children, for economic or ideological reasons, are deprived of" (Krashen,

2004, p. 92). When the goal is to encourage joy of reading, why not let the pupils read what gives them joy?

Avid readers most likely associate reading with something relaxing and peaceful. These aspects are important parts of personal reading enjoyment. As teachers, we should aim to promote these aspects in our classrooms by creating a natural reading context.

8.4 Modelling as a way to promote reading

As teachers, we cannot influence what happens after school hours, but we can promote positive reading actions in and out of the classroom. Showing pupils that we genuinely enjoy books and care for their opinions on reading material is something that has been proven to spark their reading interest.

Dickerson (2015) suggests some strategies to have in mind when one wants to implement reading into the classroom. One strategy is to make space for independent reading and treat the time as something sacred (Dickerson, 2015, p. 8). If the teacher takes away from the reading time to round up a previous lesson, the pupils will not treat the time as something important either. When the pupils are reading, the teacher should read too (Dickerson, 2015, p. 8). Seeing the teacher reading will give pupils a reading model which they might lack at home. Spending time and discussing what is being read, either through classroom discussions or small groups, is something to strive for. Lastly, Dickerson encourages teachers to talk to their pupils to figure out their reading preferences and what they like and dislike about reading (Dickerson, 2015, p. 8). By learning what the pupils like to read and how they like to read, the teacher can better facilitate a better reading environment and help them make good book choices by recommending books the pupils might find interesting.

Showing pupils from an early age that reading is something worthwhile is perhaps the best way to promote joy of reading. If we want to have our pupils read in the classroom, we as teachers should utilize this time to be engaged in reading too. This could be through modelling by reading books ourselves and by talking about books with our pupils. If we show them that we prioritize and value time spent reading, pupils are more likely to prioritize and value this time.

Future reading instruction – concluding comments

All classrooms are different, and all pupils are unique. In this chapter we have presented some strategies that can be implemented in classrooms to promote joy of reading, reading motivation, and reading engagement.

We highlight four aspects that we found particularly important. These include allowing pupils to interact with literature, implementing a mixture of oral and silent reading activities, attempting to create a natural reading context and to model reading in the classroom.

Ultimately, the teacher knows their classroom best. However, to avoid rigidness in the classroom we urge teachers to consider our suggestions in their future instructions.

9   Concluding comments

The aim of this study was to get an overview of what current research says about methods dedicated to promoting reading at school, and to see if there was any correlation with our respondents' reading habits. To investigate this, we first took an extensive look at research on reading habits, reading engagement, and reading motivation. Our review mainly looked at recent research, but also found older articles of interest, with the oldest dating back to 1991. To complement this, we conducted a cross-sectional questionnaire in two lower secondary schools.

This research responded to trends from the recent PISA and PIRLS studies show a declining trend in reading. The Norwegian pupils that participated in PIRLS 2021 reported the lowest joy of reading of all participating countries. In PISA 2022, Norway placed on the OECD average, although they saw a drop of 20 points (equivalent to one schoolyear) from the last PISA mapping.

One important finding, that was evident in much of the research we reviewed, was that a crucial factor for facilitating reading engagement is book availability and book choice. To combat reluctance in reading, pupils must have books they find interesting at their disposal. Here, libraries play a vital role, as they are sometimes the only opportunities pupils have to find books they deem interesting. Adolescents often struggle to make book choices, resulting in the discarding the action of reading. Having teachers or librarians help discuss and guide pupils to books that fit their interests and reading levels can help spark a reading interest.

When analysing the data from both the review and the questionnaire it became apparent to us that interesting books is the most important factor when it comes to fostering joy of reading, reading motivation, reading engagement, reading comprehension and positive reading attitudes and habits. We draw this conclusion based on our finding that interesting books appear to influence all these factors. When pupils enjoy what they read, their enjoyment grows – paving the way for a positive Matthew effect.

In our own questionnaire, pupils in general reported an intermediate interest in reading, but that they usually did not read outside of school. They reported that their English imporved through reading in English, but few took the time to read. Notably, our questionnaire suggests that those pupils who reported high levels of joy of reading were the most avid readers. A majority of the pupils expressed that they only sometimes or rarely found joy in reading books. Pupils also expressed that they rarely or never were motivated to read. Research from our literature review

suggests that pupils' reading engagement and reading motivation decline as they get older. Some of this might stem from increased responsibilities or other out-of-school activities. In the questionnaire it became apparent that concentration was a big reason for why they were not motivated.

Our research sample indicates that another important factor for enhancing reading engagement and joy of reading is to have adult reading models. When pupils see their teachers or parents reading, they might take an interest in reading themselves. If the teacher expects their pupils to read silently for any amount of time in the classroom, they should also themselves utilize this time to read. To make the pupils value reading, the allocated reading time should be sacred. Therefore, it is important to not use the reading time for something else. Implementing reading routines will take time, but after a while pupils will likely find reading sessions rewarding.

Research from our literature review also indicate a higher likelihood of girls valuing reading more compared to boys. In our questionnaire we only found one statistically significant gender difference: a higher likelihood of girls assessing their ability to read in English lower compared to the boys. Regarding the questions on motivation and attitudes we found no significant gender differences.

We agree with many of the scholars presented in this thesis that to improve reading engagement, pupils should not be held accountable for their reading. Sometimes, reading for the sake of reading is enough. As teachers, we must ask ourselves why we want our pupils to read; to foster joy of reading? Or to have them write an essay? Many scholars have reported that silent reading might not suit all pupils. Therefore, oral reading has been presented as an alternative. When pupils are given the chance to be more creative in their reading, this may help foster reading engagement and joy of reading. In our questionnaire some pupils seemed to favour silent reading activities, although there were no specific questions that explored such themes.

9.1 Limitations

When locating literature, we quickly experienced that little research had been done on the target age group and topics. There was also little research done in EFL classrooms in our preferred countries, forcing us to include studies whose focus differed from EFL. Therefore, we were unable to draw concrete conclusions regarding reading in Norwegian EFL classrooms.

We were forced to alter our aim of study due to not being able to acquire any schools for the original project. Even with the new design, we struggled to recruit respondents. While the

number of participants gave us a good indication on current classroom attitudes towards reading, a greater number of respondents would have been preferable.

As we altered our project, we were unable to implement actions in the classroom. Instead, this research approach gave us an opportunity to get an extensive overview of this field of research. Through conducting the questionnaire, we acquired a complimentary sense of how pupils in classrooms in Troms and Finnmark perceive their reading habits and reading attitudes. We suspect, however, that if we had been present in the classroom we might have seen a more complete and nuanced picture.

9.2 Relevance to the field and suggestions for further research

This thesis is our contribution to a current and important debates in the field of reading. It summarizes many current research articles and compare them to each other. This creates an overview of what research has found regarding reading engagement, joy of reading and reading habits in lower secondary pupils. Complementing the literature findings with our own questionnaire gave us the opportunity to see the current status in classrooms in Troms and Finnmark.

It would be interesting to see studies with Action Research takes, in a similar vein to our original project. As we already know that pupils rarely read, it would have been fascinating to see the effects a long-term reading period have on reading engagement and habits.

Our thesis focuses on a very small pupil sample in Troms and Finmark. It would therefore be interesting to see a study that has a larger sample of pupils from different parts of the country, as this would make it possible to generalize findings.

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Appendix

Appendix 1: Information letter

Ønsker du å delta i forskningsprosjektet «Lesevaner i engelsk»?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å kartlegge lesevaner og holdninger til lesing. Det følgende skrivet vil gi deg informasjon om målene for prosjektet og hva en eventuell deltakelse vil innebære for deg.

Formål

Vi er to studenter som går femteåret på Grunnskolelærerutdanninga 5.-10. og dette forskningsprosjektet vil være grunnlaget for vår masteroppgave. Opplysninger som innhentes i prosjektet vil kun bli brukt til dette formålet.

Målet med prosjektet er å kartlegge lesevaner og holdninger til lesing. Denne kartleggingen skal skje gjennom litteraturgjennomgang og spørreundersøkelse.

Problemstillingen som skal analyseres i prosjektet er: «I hvilken grad samsvarer ungdomsskoleelevers oppfatning av egne lesevaner med tidligere forsknings kartlegging?» (oversatt fra engelsk).

Hvem er ansvarlig for prosjektet?

UiT Norges Arktiske Universitet er ansvarlig for prosjektet.

Hva innebærer det for eleven å delta?

Eleven blir bedt om å svare på en spørreundersøkelse. Denne tar rundt 10 minutter å svare på. Spørsmålene vil handle om deres vaner og holdninger i forhold til lesing. Spørreskjemaet vil bestå av spørsmål som krever enten tekstsvar eller avkryssing. I tillegg vil elevene få noen påstander de skal ta stilling til. Spørreundersøkelsene vil være anonyme. Svarene blir registrert elektronisk, og vil være beskyttet av nettsiden skjemaet er lagret i.

Det vil ikke bli registrert noe informasjon som kan spores tilbake til eleven (slik som navn på eleven eller på skolen eleven går på). Foresatte kan få tilgang til spørreskjema på forhånd om ønskelig, ved å ta kontakt med oss.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Det vil ikke ha noen negative konsekvenser for eleven hvis hen ikke vil delta. Hvis foresatte ikke ønsker at eleven skal delta, må det gis beskjed til kontaktlærer/skolen før undersøkelsen starter.

Personvern – hvordan vi oppbevarer og bruker elevens opplysninger

Vi vil kun bruke opplysningene til formålene som er beskrevet i dette skrivet. Opplysningene vil bli behandlet konfidensielt og i samsvar med personvernregelverket.

Det er kun vi og vår veileder som vil ha tilgang til behandlingen av informasjon som dukker opp i forbindelse med dette prosjektet.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om eleven basert på hens samtykke.

På oppdrag fra UiT Norges Arktiske Universitet har Sikt – Kunnskapssektorens tjenesteleverandør vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hva skjer med dataene når forskningsprosjektet avsluttes?

Prosjektet vil avsluttes når masteroppgaven vår blir godkjent, som etter planen er juni/juli 2024. Prosjektslutt vil være når masteroppgaven leveres inn, 15. mai 2024. Etter prosjektslutt vil datamaterialet slettes.

Hvis du/dere har spørsmål til studien, ta kontakt med:

- UiT Norges Arktiske Universitet v/ veileder Ingrid Jakobsen, eller studenter Signe Merethe Næss Våg & Nora Mikkelsen Amble

Ingrid Jakobsen

ingrid.jakobsen@uit.no

Signe Merethe Næss Våg

sva057@uit.no

Nora Mikkelsen Amble

nam006@uit.no

Annikken Steinbakk (Personvernombud UiT)

personvernombud@uit.no

Med vennlig hilsen

Ingrid Jakobsen   *Signe Merethe Næss Våg & Nora Mikkelsen Amble*

(Veileder)   (Studenter)

Hvis du har spørsmål knyttet til vurderingen som er gjort av personverntjenestene fra Sikt, kan du ta kontakt via:

- Epost: personverntjenester@sikt.no eller telefon: 73 98 40 40.

Appendix 2: Questionnaire

Målet for denne spørreundersøkelsen er å kartlegge lesevaner og holdninger til lesing, i forbindelse med masterprosjekt. Spørreundersøkelsen er anonym.

Denne masteren skrives i engelskfaget. Dere vil derfor oppleve at noen spørsmål spør direkte om engelske leseopplevelser. Andre spørsmål virker mer generelle. Dette kan være spørsmål slik som: "Føler du deg motivert til å lese bøker?". På disse spørsmålene ønsker vi at dere også skal tenke på lesing i engelsk. Dersom dere ikke har lest noe særlig engelsk tidligere, kan dere tenke på lesing av bøker generelt.

Når vi nevner begrepet "bøker" så sikter vi til all mulig tekst. Altså kan det være tegneserier, aviser/magasiner, fysiske bøker, manga, e-bøker, lydbøker osv.

Generell informasjon

Hvilken klasse går du i? *

- ○ 8. klasse
- ○ 9. klasse
- ○ 10. klasse

Hvilket kjønn identifiserer du deg som? *

- ○ Gutt
- ○ Jente
- ○ Annet
- ○ Ønsker ikke å oppgi

Dine lesevaner

Hva er ditt forhold til lesing? *

- ○ Liker det godt
- ○ Liker det litt
- ○ Vet ikke
- ○ Misliker det litt
- ○ Misliker det sterkt

Kan du beskrive nærmere hvordan du synes det er å lese bøker? *

Gjerne beskriv hva som gjør at du føler det du føler.

Gi eksempler på noen bøker du har lest tidligere. Gi minimum to eksempler. *

Gjelder e-bøker, lydbøker, fysiske bøker, magasiner, tegneserier, manga osv.

Hvilke språk har du lest på tidligere? *

Lesing i engelsk

Opplever du selv at du blir bedre i engelsk av å lese på engelsk? *

- ○ Ja
- ○ Litt
- ○ Nei
- ○ Vet ikke

Opplever du at det er vanskelig å lese bøker på engelsk? *

- ○ Ja
- ○ Litt
- ○ Nei
- ○ Vet ikke
- ○ Har ikke lest bøker på engelsk

Motivasjon og holdninger

Opplever du glede av å lese bøker? *

- ○ Alltid
- ○ Ofte
- ○ Noen ganger
- ○ Sjelden
- ○ Aldri
- ○ Vet ikke

Føler du deg motivert til å lese bøker? *

- ○ Alltid
- ○ Ofte
- ○ Noen ganger
- ○ Sjelden
- ○ Aldri
- ○ Vet ikke

Begrunn ditt svar på motivasjonsspørsmålet. *

Under kommer det noen påstander. Kryss av det alternativet som passer best for deg.

Generelle påstander

	Helt enig	Litt enig	Hverken enig eller uenig	Litt uenig	Helt uenig
Jeg er flink til å lese på engelsk *	○	○	○	○	○
Jeg synes det er kjedelig å lese på engelsk *	○	○	○	○	○
Ved å lese engelske bøker lærer jeg språket bedre *	○	○	○	○	○
Jeg synes å bruke tid på å lese engelske tekster er bortkastet *	○	○	○	○	○

Lesing på skolen og fritiden

	Helt enig	Litt enig	Hverken enig eller uenig	Litt uenig	Helt uenig
Jeg skulle ønske vi brukte mer tid på lesing i engelsktimene *	○	○	○	○	○
Jeg skulle ønske skolen ga mer tid til lesing i alle fag *	○	○	○	○	○
Jeg vil ikke lese frivillig på engelsk, med mindre det er for skolearbeid *	○	○	○	○	○
Jeg føler meg mer motivert til å lese bøker på fritiden *	○	○	○	○	○
Jeg bruker tid på fritiden til å lese bøker *	○	○	○	○	○
Jeg opplever at jeg har interessante bøker tilgjengelig, slik at jeg får lest det jeg vil *	○	○	○	○	○

Appendix 3: Questionnaire – results

Generell informasjon

Hvilken klasse går du i?

Antall svar: 53

Svar	Antall	% av svar	
8. klasse	7	13.2 %	13.2 %
9. klasse	6	11.3 %	11.3 %
10. klasse	40	75.5 %	75.5 %

Hvilket kjønn identifiserer du deg som?

Antall svar: 53

Svar	Antall	% av svar	
Gutt	21	39.6 %	39.6 %
Jente	30	56.6 %	56.6 %
Annet	2	3.8 %	3.8 %
Ønsker ikke å oppgi	0	0%	0%

Dine lesevaner

Hva er ditt forhold til lesing?

Antall svar: 53

Svar	Antall	% av svar

Liker det godt	9	17 %	17 %
Liker det litt	17	32.1 %	32.1 %
Vet ikke	7	13.2 %	13.2 %
Misliker det litt	14	26.4 %	26.4 %
Misliker det sterkt	6	11.3 %	11.3 %

Kan du beskrive nærmere hvordan du synes det er å lese bøker?

Antall svar: 53

- Jeg synes det er artig og lærerikt. Kommer helt ant på hva man leser. Hvis det er noe som tar opp mye av energien min da kan det bli ganske så kjedelig. Men ellers så er det fint å lese.

- Liker å lese for meg selv men ikke høyt.

- ganske kjedelig

- bra

- jeg har kjøpt en engelsk bok som jeg har startet å lese, jeg liker å lese engelske bøker godt. det er bare høytlesinga jeg ikke liker.

- Det kommer veldig ann på boka. De gode bøkene jeg har lest glemmer jeg nesten at jeg leser dem jeg føler at jeg ser det som en film istedenfor nesten.

- det er ok ikke det beste

- Jeg liker å lese mer en jeg missliker det

- jeg leser ikke bøker men æ leser mye i spill, mye

- jeg liker det hvis den er noe som er intresangkt men jeg hater også det hvis det ikke er intresnagt. men jeg liker best og høre på lydbok mens jeg spiller får et eksempel

- Jeg synes det kan være gøy, hvis jeg liker boken og synes den er interessant.

- spennende av og til, men kjedelig mesteparten av tiden.

- Er ikke en person som liker og lese bøker. Jeg finner bøker kjedelig å lese.

- Jeg synes det er spennende og lese bøker, men har ikke alltid motivasjon til å lese meg igjennom en hel bok.

- jeg liker lesing til en viss grad, men noen bøker blir jeg helt besatt av og noen bare blir veldig kjedelige men jeg liker og lese bøker hvis det er et spenende tema.

- Jeg synes det er kjempe gøy å lese bøker. Når jeg leser så får jeg bilder opp i hodet nesten som en film. Og da legger jeg så vidt merke til at jeg leser fordi det føles ut som film.

- I don't like reading books, for me it is not interesting. I often can't concetrate at the words and often think not about the book topic.
  Jeg er ikke noe glad i å lese bøker, i så fall må det være noe jeg virkelig interesserer meg for. Men jeg leser bøker og sånt når vi har det i lekse, men det er ikke noe jeg liker veldig godt.

- jeg liker ikke å fordi jeg har lese å skrivevansker, å noen gander bytter bokstavene plasser,

- Jeg liker å lese, og føler meg veldig engasjert i det jeg les i (vis det er intersant). Vis historien har noe symbolisering, så liker jeg det også veldig godt.

- Jeg syntes det er flott å lese bøker fordi jeg lærer mye og det er mye artig lesestoff som finnes.

- synes det er altfor slitsomt, det er s+ slitsomt at jeg så vidt gidder å lese på skolen.

- Jeg har veldig dårlig tålmodighet og sliter med å leve meg inn i bøker

- Enkelt og greit

- Jeg leste masse bøker opp til jeg ble cirka 14 år. jeg ble lei av å lese. nå leser jeg for det meste Donald tegneserier.

- jeg synes det er helt ok

- nei

- jeg liker ikke å lese det er kjedelig

- det er kjedeligt, synes ikke jeg burde bruke tid på det.

- det er roligende, men litt kjedelig.

- jeg synes det er kjedelig og stirre på et ark

- Det er kjedelig med mindre man soler seg i syden.

- det varierer fra hvilke bok jeg leser, er det en kjedelig bok som jeg ikke finner interessant kommer jeg til å legge den fra meg. Liker jeg boken derimot kommer jeg til å lese den ferdig.

- veldig kjedelig

- det er greit

- kjedelig

- jeg liker å lese bøker, men det er ikke noe jeg bruker fritiden min til.

- helt jævelig

- kjedelig

- Jeg synes å lese bøker er helt for jævlig, det er så kjedlig

- blir fort trøtt av og lese

- det er litt kjedelig med lengere bøker men liker tegneserier

- Kan være greit men har bedre ting å gjøre

- Hvis bøkene er bra, så vil jeg lese dem og vil knapt legge boka ned når jeg først har begynt. det er svært sjeldent.

- det e chill noen gang men ikke min greie å lese.

bøker er en ny verden, hvor du kan glemme om alle problemene i real life

det er ofte gøy, spennende og innteresant, men blir fort lei av å lese bøker fordi det tar tid å bli ferdig med dem.

jeg synes det er drit kjedelig og sitte å lese bøker fordi jeg klare ikke å leve inn i det som jeg klarer å leve i en film, og det er vanskelig og forestille bilder i hodet når jeg leser og jeg må lese en setning om og om igjen fordi jeg klarer ikke å få det ordentlig med meg.

Jeg syntes at det er greit å lese bøker, men klarer ikke å få meg selv til å gjøre det så ofte som ønsket.

jeg synes det er vanskelig

Jeg synes det kan være kjedelig og det er vanskelig å få meg selv til å gjøre det. Men når man finner en bok som er spennende kan det være veldig gøy å lese. Og jeg kunne tenkt meg å lese mer.

Jeg liker å kunne sette meg ned å kunne lese meg inn i en annen verden, og i forhold til TV er det ofte bedre beskrivelser og skildringer av folk, natur og miljø.

Jeg elsker å lese bøker, hovedsakelig fiksjon. Det er mange forskjellige opplevelser man får fra å lese bøker, men jeg strever oftest med motivasjon til å plukke opp en bok og begynne å lese, selv hvis jeg er stor fan av den typen media.

Gi eksempler på noen bøker du har lest tidligere. Gi minimum to eksempler.

Antall svar: 53

- Jeg har lest heksene, charlie og sjokolade fabrikken jeg liker og lese bøker som handler om kroppen og andre synspunkter og krim.

- Rauber hotzenplotz, donald pocket

- harry potter donald pocket

- fotball bøker

- girl in pieces og it ends with us

- Achilles, win lose kill die, heartstopper

- eg har lest donaldpocket og en fotball bok

- Kodeord overlord

- Sabotør(krigs bok) Tirpitz(krigs bok)

- jeg har lest ni liv og jeg har lest hvordan barna oplevde krigen i nord

- Husker ikke

- Manga e kanskje den eneste boka æ les frivillig. Magasiner sånn Donald Pocket er ganske bra også

  - Huske ikke

  - SVK, Kurt blir grusom

  - hjertestopper bok 4 og 5

  - Jeg har lest manga, lydbøker, tegneserier og fysiske bøker.

  - I don't remember.

- Snitch, harry potter og gamer tror jeg den heter.

- amuletten1, 2, 3, 4, 5

- Animal Farm, Jujutsu Kaisen.

- Harry Potter og Game of thrones

- the part time of indian, å barnebøker osv.

- En pingles dagbok, En bokserie jeg ikke husker hva heter

- Donald Duck, Harry Potter, Game of thrones og amuletten 1 2 3 4 5 6 7 8

- Jeg har lest Harry Potter serien, Percy Jackson serien 1-14, kane chronicles, Magnus Chase Hobbiten.

- the girls i been, girl in pices

- hsuke eikke

- jeg vet ikke hvilke bøker jeg har lest, har bare lest fysisk bok

- amuleten1,2,3,4,5
  vitse bok
  finn wily 1,2,3

- Jeg husker ikke.

- lars er lol, Til ungdommen

- Husker ikke hva den heter, men det var en jente som ble kidnappet og torturert. Hun klarte seg til slutt da.

- boktyven, drep ikke en sangfugl, sett ut en vaktpost, 1000 strålende soler

- nåkka bøker æ så på tiktok

- hitchhikers guide to the galaxy
  the traveling cat chronicles

- huske ikke

- Donald Duck, en pingles dagbok.

- gutten i stripete p sjamas og tokyo ghoul hele serien

- e bøker og vanlig bok

- ingen bøker

- DaVinci koden, harry potter bøkene

- donald blar

- William Wenton serien

- Brådypt og litt av vi var en gang.

- skolebøker

- iron flame, hamlet, powerless, babel (recommend a lot!),

- it ends with us, gossip girl.

- nordlys tegneserien.

- Before we were strangers, love theortically, hunger games: opp i flammer.

- jeg har lest i skole bøkker

- It ends with us og til ungdommen.

- Jeg leser ikke mange engelske bøker.
  Men jeg leser en del norske bøker, som Anne fra Bjørkely og brødrene løvehjerte.

- Jeg har i det siste lest mye av fysiske bøker, tegneserier, og manhua (kinesisk tegneserier oversatt til engelsk). Nå for tiden får jeg ikke frivillig i meg noe annet en engelsk media. Noen eksempler på bøker jeg har lest/leser i det siste er; Percy Jackson and the Olympians: Sea of Monsters, Heaven Official's Blessing (både roman og manhua), og tre Ever After High bøker.

Hvilke språk har du lest på tidligere?

Antall svar: 53

- Jeg har lest på norsk, engelsk, svensk og et slags norrønt språk

---

- Tysk, Spansk, Engelsk, Norsk

- norsk, engelsk og tysk

- parhto

- norsk og engelsk

- Engelsk, Norsk, Tysk

- engelsk å norsk

- Norsk og engelsk

- Norsk, engelsk og spank

- engelsk og norsk

- Norsk og engelsk

- Engelsk, Spansk og Norsk

- enegelsk

- I read in ukrainian, russian.

- Norsk og Engelsk.

- engelsk å norsk

- Jeg har lest engelsk, norsk og spansk.

- Engelsk og Norsk

- norsk, engeslek og samisk

- Engelsk, Norsk

- Engelsk, Norsk og svensk

- Norsk og Engelsk

- engelsk og norsk

- nrosk

- norsk, engelsk, tysk

- Engelsk og Norsk

- Norsk,Engelsk,Gresk og spansk.

- norsk så klart og litt engelsk

- Norsk.

- norsk

- engelsk og norsk

- engelsk og norsk

- engelsk, koreansk, spansk, norsk.

- engelsk, Norsk

- engelsk, nynorsk, spansk og norsk

- engelsk og norsk

- norsk

- engelsk, norsk og svensk

- norsk og engelsk

- Bare Norsk

- norsk og litt engelsk

- norsk, engelsk, svensk, dansk og thai

- leser oftest på engelsk, siden de nye bøkene blir oftest skrevet på engelsk og å lese på det originale språket er best. men ellers har jeg lest på norsk, russisk, fransk og spansk

- norsk delvis engelsk

- norsk og engelsk

- Pleier å høre lydbøker på norsk, men fysiske bøker leser jeg som regel på engelsk.

- norsk

- Jeg har lest på norsk, engelsk og samisk

- Norsk, litt engelsk

- Engelsk for det meste, alle bøker og tekster jeg har frivillig lest, har vært på engelsk. Oftest fordi de norske oversettelsene ikke lever opp til originalproduktet.

Lesing i engelsk

Opplever du selv at du blir bedre i engelsk av å lese på engelsk?

Antall svar: **53**

Svar	Antall	% av svar	
Ja	28	52.8%	52.8%
Litt	16	30.2%	30.2%
Nei	6	11.3%	11.3%
Vet ikke	3	5.7%	5.7%

Opplever du at det er vanskelig å lese bøker på engelsk?

Antall svar: **53**

Svar	Antall	% av svar	
Ja	3	5.7%	5.7%
Litt	16	30.2%	30.2%
Nei	30	56.6%	56.6%
Vet ikke	3	5.7%	5.7%
Har ikke lest bøker på engelsk	1	1.9%	1.9%

Motivasjon og holdninger

Opplever du glede av å lese bøker?

Antall svar: **53**

Svar	Antall	% av svar	
Alltid	0	0%	0%
Ofte	9	17%	17%
Noen ganger	21	39.6%	39.6%
Sjelden	15	28.3%	28.3%
Aldri	8	15.1%	15.1%
Vet ikke	0	0%	0%

Føler du deg motivert til å lese bøker?

Antall svar: **53**

Svar	Antall	% av svar	
Alltid	0	0%	0%
Ofte	4	7.5%	7.5%
Noen ganger	18	34%	34%
Sjelden	18	34%	34%
Aldri	13	24.5%	24.5%
Vet ikke	0	0%	0%

Begrunn ditt svar på motivasjonsspørsmålet.

Antall svar: **53**

- Noen ganger er det vanskelig og sette seg ned å lese. Og få motivasjonen til å ville konsentrere seg.

- Føle ikke så stor glede av å lese.

- jeg er bare ikke motivert når jeg leser.

- bra

- vell det er noen ganger jeg har for mye energi eller for lite konsentrasjonsevner til å orke å lese bøker. men når jeg gjør det så føler jeg meg mer kreativ, enn å bare bruke tlf så mye

- Jeg var motivert en stund og så var jeg veldig opptatt en periode så jeg hadde ikke tid og nå slitter jeg med å få tilbake vaner.

- har ikke motivasjion

- Fordi jeg liker å lese bøker, men ikke så mye om gangen fordi da blir det for kjedelig

- vis æ må så får æ motivasjon vis ikke så må det være om noe æ bryr mæ om

- for de det ikke er gøy og lese med mindere det er intresant

- Jeg føler ikke at jeg blir motivert av og tenke på at jeg skal lese en bok.

- Jeg liker bare ikke generelt ikke å lese bøker

- liker ikke å lese

- Er ikke alltid så veldig motiverende å lese igjennom en hel bok.

- jeg liker veldig og lese men føler meg ikke alltids så motivert til det.

- Jeg føler meg motivert til å lese bøker fordi det er noe jeg liker. Jeg får glede av å lese og det er gøy.

- This is really dificult to me to concetrate at books reading. I feel tired after reading.

- Jeg er ikke glad i bøker, men hvis det handler om noe jeg er interesser i, så kan jeg ha glede av å lese det.

- jeg sliter med å lese, så leser jeg feil hele tiden,

- Motivasjoner mitt kommer mest fra reviews, eller annet virkemidlinger.

- Noen ganger kan det være litt kjedelig å lese hvis jeg vet at jeg har kommet til ett kjedelig kapittel i boka, men det går som regel greit.

- ikke motivert i det heletatt, sånn helt serriøst. jeg prøve å motivere meg selv, men da vil jeg heller rydde rommet eller ta oppvasken eller noe.

- Som sagt er jeg veldig dårlig i å holde konsentrasjon med bøker.

- føler ikke for det

- jeg syntes det er vanskelig å legge bort telefonen for å lese. det føles som jeg får mer underholdning av skjerm.

- nei

- vet ikke

- jeg bar interesserer meg ikke for det

- likker ikke alle sjangere er ikke interisert vis boken ikke er bra

- Jeg vet ikke

- Jeg synes bøker er kjedelige

- Det er kjedelig som sagt.

- jeg trenger en bok som interesserer meg, hvis ikke klarer jeg ikke lese da mister jeg motivasjon.

- nei

- ??

- nei

- jeg liker å lese bøker men det er ikke noe jeg tenker på så ofte.

- aldri

- synses det er kjederlig og lite intresangt

- det er så kjedlig og null motiverende

- det kommer an på om jeg har noe annet og gjøre

- fordi jeg synes det er kjedelig

- leser ikke bøker

- Ofte bøker som ikke er etter min smak, eller at det er tungvint å skulle dra til byen å låne, også måtte komme tilbake med boka etter en frist. Det er litt dyrt å skulle kjøpe en bok også, det er ikke helt vits når man mest sannsynlig ikke blir å lese den.

- a

- det er lett å komme inn i en readingslump, altså noen måneder leser jeg 6 bøker, mens andre måneder kommer jeg meg så vidt halvveis i en bok. dette kan være ganske irriterende. det handle oftest om hvor mye ledig tid jeg har, og det er ikke allttid du finner en bok som passer mooden din. så motivasjon varierer hver dag.

- av og til hvis boken er interessant, men det tar lang tid og en del av tiden er boken kjedelig.

- .

- Jeg syntes egentlig det er fint å lese bøker. Ender bare ofte opp med å gjøre noe annet jeg tenker er gøyere eller lettere.

- jeg synes det er vanskelig og jeg synes det er kjedelig og jeg har sjelden tid

- Det virker veldig uinteressant i forhold til det å se på en serie eller scrolle på mobilen. Også tar det litt tid når man leser en bok til at det skal starte å bli spennende, så ofte kan jeg avslutte en bok før hele spenningen starter. Jeg tror det handler mesteparten om at vi har fått så kort konsentrasjons evne eller da at jeg for eksempel klarer ikke å se en hel film uten å måtte ta opp mobilen. Så hvis jeg ikke klarer å se en hel film uten å bli distrahert virker det hvert fall kjedelig å lese en bok, i forhold til alt det andre man har tilgang på.

- Hvis jeg holder på med en spennende bok jeg er motivert, eller hvis jeg har en bok jeg vil lese. Men det kan være lite motiverende å lese om jeg ikke har gjort det på en stund.
  Det er ofte mindre motiverende å lese en engelsk bok, fordi jeg lettere forstår norsk.

- Nevnte det i et tidligere svar, men motivasjonen kommer veldig sjelden for meg, når det kommer til å lese bøker. Ofte kan det føles at det er lettere å se på en YouTube-video enn å sette seg ned å lese en bok. Det ender opp med at jeg vurderer hvilken aktivitet som gir meg mest glede, og dessverre faller lesing lenger ned på lista enn jeg vil.

Under kommer det noen påstander. Kryss av det alternativet som passer best for deg.

Generelle påstander

Svar	Helt enig	Litt enig	Hverken enig eller uenig	Litt uenig	Helt uenig	Diagram
Jeg er flink til å lese på engelsk	25	12	10	4	2	
Jeg synes det er kjedelig å lese på engelsk	5	11	18	9	10	
Ved å lese engelske bøker lærer jeg språket bedre	23	16	10	2	2	
Jeg synes å bruke tid på å lese engelske tekster er bortkastet	10	4	9	15	15	

0% 10 20 30 40 50 60 70 80 90 100%

■ Helt enig   ■ Litt enig
■ Hverken enig eller uenig   ■ Litt uenig
■ Helt uenig

Lesing på skolen og fritiden

Svar	Helt enig	Litt enig	Hverken enig eller uenig	Litt uenig	Helt uenig	Diagram
Jeg skulle ønske vi brukte mer tid på lesing i engelsktimene	0	16	14	9	14	
Jeg skulle ønske skolen ga mer tid til lesing i alle fag	1	9	19	10	14	
Jeg vil ikke lese frivillig på engelsk, med mindre det er for skolearbeid	6	10	16	14	7	
Jeg føler meg mer motivert til å lese bøker på fritiden	6	5	9	17	16	
Jeg bruker tid på fritiden til å lese bøker	3	8	8	11	23	
Jeg opplever at jeg har interessante bøker tilgjengelig, slik at jeg får lest det jeg vil	11	16	7	6	13	

0% 10 20 30 40 50 60 70 80 90 100%

■ Helt enig   ■ Litt enig
■ Hverken enig eller uenig   ■ Litt uenig
■ Helt uenig

Appendix 4: Quantitative results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
forhold_lesing	Equal variances assumed	2,802	,101	-,461	49	,323	,647	-,171	,372	-,919	,576
	Equal variances not assumed			-,470	45,982	,320	,640	-,171	,365	-,905	,562
opplevelse_lesing	Equal variances assumed	,441	,510	-1,200	49	,118	,236	-,305	,254	-,815	,205
	Equal variances not assumed			-1,179	40,392	,123	,245	-,305	,258	-,827	,217
vanskelig_lesing	Equal variances assumed	3,834	,056	1,465	49	,075	,149	,333	,228	-,124	,791
	Equal variances not assumed			1,585	48,513	,060	,119	,333	,210	-,089	,756
glede_lesing	Equal variances assumed	5,871	,019	-,053	49	,479	,958	-,014	,269	-,556	,527
	Equal variances not assumed			-,056	49,000	,478	,955	-,014	,253	-,523	,494
motivert_lesing	Equal variances assumed	,600	,442	,200	49	,421	,843	,052	,262	-,475	,580
	Equal variances not assumed			,205	46,607	,419	,839	,052	,256	-,462	,567

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
matrise_GenPas.flink	boy	21	4,52	,928	,203
	girl	30	3,60	1,163	,212

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
matrise_GenPas.flink	Equal variances assumed	4,489	,039	3,025	49	,002	,004	,924	,305	,310	1,537
	Equal variances not assumed			3,148	48,066	,001	,003	,924	,293	,334	1,514

Correlations

		forhold_lesing	motivert_lesing
forhold_lesing	Pearson Correlation	1	,699**
	Sig. (2-tailed)		<,001
	N	53	53
motivert_lesing	Pearson Correlation	,699**	1
	Sig. (2-tailed)	<,001	
	N	53	53

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix 5: Selection criteria

	Included	Excluded
Database	ERIC, Oria, Google Scholar, ProQuest	Other databases
Context	reading at school and at home	Reading outside a school or home setting
Population	lower secondary school	primary school, upper secondary school, higher education
Type of research	joy of reading, attitudes, motivation	reading speed, aptitude
Studydesign	quantitative, qualitative	document analysis, reviews
Geographical area	Scandinavia, English-speaking countries	non English-speaking countries outside Scandinavia
Publication type	peer-reviewed articles. (doctorates are approved)	Non peer-reviewed articles, master's thesis

Appendix 6: Literature Map
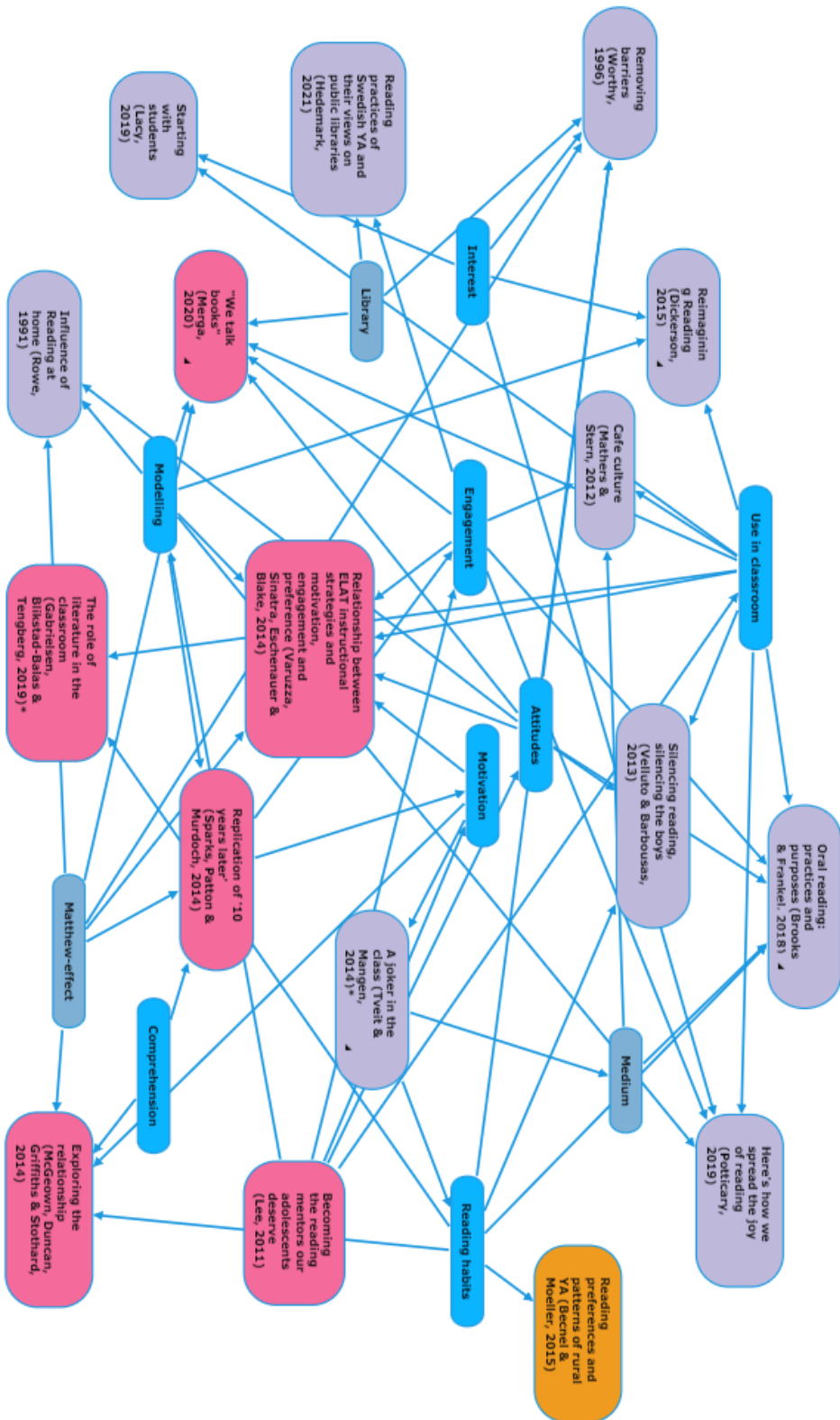
Appendix 7: Codebook Questionnaire

Generell informasjon

klasse	Hvilken klasse går du i?
1	8. klasse
2	9. klasse
3	10. klasse

gender	Hvilket kjønn identifiserer du deg som?
1	Gutt
2	Jente
3	Annet
0	Ønsker ikke å oppgi

Dine lesevaner

forhold_lesing	Hva er ditt forhold til lesing?
5	Liker det godt
4	Liker det litt
3	Vet ikke
2	Misliker det litt
1	Misliker det sterkt

books_beskrivelse	Kan du beskrive nærmere hvordan du synes det er å lese bøker?

books_lest	Gi eksempler på noen bøker du har lest tidligere. Gi minimum to eksempler.

language	Hvilke språk har du lest på tidligere?

Lesing i engelsk

opplevelse_lesing	Opplever du selv at du blir bedre i engelsk av å lese på engelsk?
3	Ja
2	Litt
1	Nei
0	Vet ikke

vanskelig_lesing	Opplever du at det er vanskelig å lese bøker på engelsk?
1	Ja
2	Litt
3	Nei
0	Vet ikke
4	Har ikke lest bøker på engelsk

Motivasjon og holdninger

glede_lesing	Opplever du glede av å lese bøker?
5	Alltid
4	Ofte
3	Noen ganger
2	Sjelden
1	Aldri
0	Vet ikke

motivert_lesing	Føler du deg motivert til å lese bøker?
5	Alltid
4	Ofte
3	Noen ganger
2	Sjelden
1	Aldri
0	Vet ikke

begrunn_motivasjon	Begrunn ditt svar på motivasjonsspørsmålet.

Under kommer det noen påstander. Kryss av det alternativet som passer best for deg.

matrise_GenPas	Generelle påstander	
Rader		
flink	Jeg er flink til å lese på engelsk	
kjedelig_reverse	Jeg synes det er kjedelig å lese på engelsk	
laering	Ved å lese engelske bøker lærer jeg språket bedre	
tid_reverse	Jeg synes å bruke tid på å lese engelske tekster er bortkastet	
Kolonner		
5	Helt enig	
4	Litt enig	
3	Hverken enig eller uenig	
2	Litt uenig	
1	Helt uenig	

Matrise_LesSkoFri	Lesing på skolen og fritiden	
Rader		
tid_engelsk	Jeg skulle ønske at vi brukte mer tid på lesing i engelsktimene	
tid_skole	Jeg skulle ønske skolen ga mer tid til lesing i alle fag	
frivillig_reverse	Jeg vil ikke lese frivillig på engelsk, med mindre det er for skolearbeid	
motivert_fritid	Jeg føler meg mer motivert til å lese bøker på fritiden	
tid_fritid	Jeg bruker tid på fritiden til å lese bøker	
tilgjengelighet	Jeg opplver at jeg har interessante bøker tilgjengelig, slik at jeg får lest det jeg vil	
Kolonner		
5	Helt enig	

4	Litt enig
3	Hverken enig eller uenig
2	Litt uenig
1	Helt uenig