ADOLESCENT READING HABITS AND PERCEPTIONS

by

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ADOLESCENT READING

ADOLESCENT READING HABITS AND PERCEPTIONS

ABSTRACT

It is said that adolescents do not read, but this is not true. Teachers and educators of adolescents need to become aware of adolescent reading habits. They are reading, it is the materials that are being read and adolescents’ perceptions of those materials that has led to the widely held opinion that adolescents do not read. The goal of this research was to examine what adolescents perceive reading to be, what types of materials they read, and to understand if students are not reading anything at all, what they are doing in their leisure time. The major questions driving this research are what are adolescents’ perceptions and attitudes of reading and what are their reading habits? The research for this study was conducted with six high school student participants (grades 9-12) who were recruited from a local library’s homework help program. The participants completed two surveys, one on paper and one online. The data collected through the surveys was analyzed quantitatively through a survey generating program (Freeonlinesurveys.com, 2018) and qualitatively using descriptive coding and pattern coding (Saldaña, 2016). The main findings from the data were that the participants were either avid readers or non avid readers. Also, there were many differences between avid readers and non avid readers including: enjoyment levels, when reading occurs, the types of reading done, and motivations to read.
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Table 1. List of Research Terms with Definitions
Chapter One: Introduction

Statement of the Problem

Many people believe that adolescents simply do not read as much as they used to. However, a closer look into adolescent reading habits and attitudes may reveal that students are reading just as much as they ever have, but the materials they are reading have changed. In an article for *Time Magazine*, Steyer, CEO of Common Sense Media, stated “In 1984, 8% of 13-year-olds and 9% of 17-year-olds said they ‘never’ or ‘hardly ever’ read for pleasure. In 2014, that number had almost tripled, to 22% and 27%” (Steyer, 2014, p. 1). This shows a lack of adolescents reading for pleasure at an increasing rate. Thirty years ago, less than ten percent of adolescents rarely read for pleasure, which indicates that most adolescents back then read for pleasure at least occasionally. However, more recently, there has been an increase in the number of adolescents who do not or rarely read for pleasure, over twenty percent. This shows that more and more adolescents are not reading during their leisure time. The goal of this research was to examine what adolescents perceive reading to be, and what types of materials they read, and to understand if they are not reading anything at all, what they are doing in their leisure time. The major questions driving this research are what are adolescents’ perceptions and attitudes of reading and what are their reading habits?

Background

According to an article in the *New Yorker* “Teenagers, attached to screens of one sort or another, read more words than they ever have in the past. But they often read scraps, excerpts, articles, parts of articles, messages.” (Denby, 2016) This quote demonstrates that adolescents
do, in fact, read; it is the materials and content that they are reading that has changed. I am interested in learning more about what teenagers perceive as reading, what they enjoy reading and what materials they read most frequently.

**Definition of Terms**

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<tr>
<td><strong>Adolescent</strong></td>
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<td><strong>Avid Reader</strong></td>
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<td><strong>ICT - Information communication technology</strong></td>
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<tr>
<td><strong>Leisure reading</strong></td>
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<tr>
<td><strong>Leisure time</strong></td>
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<tr>
<td><strong>Literacy</strong></td>
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<td><strong>New literacy</strong></td>
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Adolescents in this study who were non avid readers generally did not enjoy reading and found other activities to be more entertaining and preferred to reading.

<table>
<thead>
<tr>
<th>Perceptions</th>
<th>A way of regarding, understanding, or interpreting something; a mental impression. (Best Masters in Psychology, 2017)</th>
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<tr>
<td>Preferences</td>
<td>A greater liking for one alternative over another or others. (Wong, 2013)</td>
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<tr>
<td>Reading</td>
<td>Making meaning from print. (Leipzig, 2001)</td>
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<tr>
<td>School reading</td>
<td>Reading that is assigned for school work.</td>
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**Research Questions**

1. What are adolescents’ perceptions and attitudes about reading?
2. What are adolescents’ reading habits?
3. What are adolescents’ reading preferences?

**Rationale for the Research Study**

This problem is worth studying because, though some do not believe so, adolescents do read: it is the materials they are reading that have changed and perceptions by adults that have not changed. “Reading a book is a weak, petulant claimant on [adolescents’] time. Reading frustrates their smartphone sense of being everywhere at once.” (Denby, 2016). Denby (2016) summed up the perceptions of many adults toward adolescents as readers: that they would prefer to spend their time with a smartphone or other device than with a traditional printed book. It is valuable to understand what adolescent students are reading and what they think they
are reading - or not reading, if that is the case. Many teachers and students hold the perception that reading consists of reading a novel or other books; however, reading is the comprehension of written language to receive information. The information can come from a book, but it could also come from social media, text messages, or magazines (Nadelson, Villagomez, Konkol, Haskell, McCulley and Campbell, 2013). Adolescent students may very well be spending the majority of their leisure time reading and simply not be aware of it. This non-traditional sort of reading is not recognized by some adults, including potentially teachers and school administrators. As such, it would appear to them that adolescents are doing no reading at all when, in fact, they are. That is why this problem is worth studying.

**Significance and Implications**

It is said that adolescents do not read, but this is not true. Teachers and educators of adolescents need to become aware of adolescent reading habits. They are reading, it is the materials that are being read and adolescents’ perceptions of those materials that has led to the widely held opinion that adolescents do not read. It is important for educators to understand adolescent reading preferences in order to be able to connect them with meaningful literature; also, teachers need to know how adolescents prefer to read so that, if they are able to make adjustments within the classroom to help their students learn better with different reading materials, they can do so.

The data collected in this study can allow teachers to learn more about adolescent reading habits. When teachers learn more about adolescent reading habits, they can use that information to adjust their reading expectations of their students. For example, if adolescent
leisure reading habits include reading for less than a half hour per night, perhaps teachers should not expect an hour or more of reading from their students, because they are not willing to read for that length of time for fun. When considering adolescent perceptions and attitudes about reading, educators of adolescents should be aware of this because many adolescents do not consider themselves readers, even though they are reading for leisure purposes everyday. According to the research, adolescents do not perceive reading materials other than traditional print books to be reading in the same way they perceive reading traditional print books as reading. This ties together with adolescent perceptions of themselves as readers, and teachers need to know about adolescent perceptions of reading and of themselves as readers in order to encourage students, to validate their reading choices, and to improve their self-perceptions.
Chapter Two: Review of Literature

Many factors influence adolescent reading habits and their perceptions about reading. From the reading materials they have access to, to the reason they choose to read and the importance of their choice in what they read, there are many important factors that affect adolescent perceptions of reading and reading habits. Some of the key factors found in this review of the literature include gender, socioeconomic status, choice of reading materials, reasons for reading, social reading habits, and reading materials and access. The major studies into factors affecting adolescents reading will be highlighted below.

Gender as a Factor

To start, gender is an influential factor in adolescent reading habits. Girls are more likely to be readers than boys. To begin, Chen (2008) found that girls in Taiwan were more likely than boys to be avid readers. Girls read more for pleasure than boys do (Hale and Crowe, 2001). This is very similar to what Hopper (2005) found, that girls read more than boys at all age levels. Mergab (2014) offers that girls read more than boys, and that when looking at groups of students who do not read very frequently, more boys than girls are not frequent readers. Johnsson-Smaragdi and Jönsson (2006) learned that, among Swedish adolescents, boys read less than girls for many reasons. Some of those reasons included that reading books was considered more feminine than other activities, or that girls had better concentration ability than boys. Merga (2014) adds to this by stating that boys report reading less than girls. McGeown, Duncan, Griffiths and Stothard (2014) also concluded that reading motivation varies between gender, and that boys are generally less motivated to read than girls. Reading is viewed more
positively by girls than by boys; however, most boys view reading as a socially acceptable activity, as seen in Merga and Moon’s research study (2016).

**Socioeconomic Status as a Factor**

Socioeconomic status is another factor influencing adolescent reading habits. Teenagers who live in families with low socioeconomic status are less likely to have access to reading materials or be exposed to frequent reading in their home, which has been shown in research to affect their reading. For example, Merga and Moon (2016) found when students did not have access to reading materials, they were much less likely to read. Students who come from families that have low SES have less access to books and will read less than students with families who have high SES and access to many books, as revealed by Johnsson-Smaragdi and Jönsson (2006) in their study of Swedish adolescent reading habits. Additional findings by Rothbauer (2009) also suggest that students whose families have low socioeconomic status spend considerable time in libraries, but not necessarily to read. Manuel and Carter (2015) studied the influence of socioeconomic status on a student’s school success and concluded that the student’s enjoyment of reading has greater influence.

**Interfering Activities as a Factor**

Adolescents who read more for academic purposes read less for pleasure, and when they have extra activities they have even less time to read. For instance, Arua and Arua (2011) noted that secondary students in Botswana read in their leisure time but only to study for exams; beyond studying, those adolescents do not read for pleasure. The same was found in other studies. Garces-Bascal and Yeo (2017) stated that in Singapore, less than half of the population reads one book per year. In adolescents, this is generally due to extra classes or
tutoring, or enrichment activities. Mokhtari, Reichard and Gardner (2009) also found similar results: adolescents who have reading assignments for school will read for those assignments during their leisure time, but, that academic reading time replaces time for recreational reading. Several studies (Kwame, Kavi, Tackie & Bugyei, n.d.; Merga & Moon, 2016; Mokhtari, Reichard & Gardner, 2009) suggest that when adolescents have access to technologies, such as television, computers, and the internet, they are more likely to spend their leisure time everyday using those devices than reading books. Duncan, McGeown, Griffiths, Stothard and Dobai (2016) discovered that increased time playing video games decreased leisure reading time which also resulted in less developed reading skills. As demonstrated in Johnsson-Smaragdi and Jönsson’s (2006) study, contrary to popular opinion, adolescents’ use of technologies such as cell phones, computers and others do not influence time spent reading, positively or negatively.

**Teen Reading Habits**

Adolescents are readers. They have several purposes for reading such as for pleasure, for new information, or for assignments at school. Adolescents read from a large variety of reading materials from traditional printed materials such as books and newspapers to newer digital reading materials such as blogs, wikis and digital texts. Their reading habits are different from person to person but there are consistencies surrounding gender. Lastly, adolescents enjoy socializing, in any context. This includes reading. Teens share their recreational reading with their peers, family, and others; they enjoy hearing about what others are reading and seek out reading advice from close connections rather than searching on their
own for new reading materials. The research into adolescent reading habits will now be reviewed.

**Reasons for reading**

Adolescents may choose to read in their leisure time either for pleasure or for school. Mokhtari, Reichard and Gardner (2009) studied adolescent reading motivation. They found that adolescents who are motivated to read by intrinsic motivators read in their leisure time because they enjoy the act of reading. Arua and Arua (2011) also concluded that adolescents often read during their leisure time because it is an activity that they enjoy very much. When adolescents choose to read for pleasure, they experience from the book a kind of play that comes from being immersed in the world of the story they read, as revealed by Wilhelm (2016). Knoester and Plikuhn (2016) found that reading for pleasure in their leisure time can help adolescents to build a bridge between their school lives and their home lives. They are engaged in an academic activity which promotes school related learning; however, the reading they are engaged in is something the teens have interest in and most likely relates to their out-of-school lives. In a separate study of adolescent reading habits, Strommen and Mates (2004) found that even when adolescents have the skills required for proficient reading, many choose not to read in their leisure time. According to Hopper (2005), when adolescents read for school purposes, such as studying for exams, there is a dramatic drop in leisure time reading activities. Kwame, Kavi, Tackie and Bugyei (n.d.) also suggested that this is true, as did Arua and Arua (2011). This would indicate that adolescents spend more leisure time reading for school purposes than recreational, as they only read in their leisure time in order to study for exams. Additionally,
Hughes-Hassell and Rodge (2007) explained that the majority of adolescent pleasure reading material came from the school’s list of required reading for classes.

**Habits of girls and boys**

Research suggests that girls tend to read more than boys and that boys are more likely to be non-readers than girls. This shows that adolescent boys have different reading habits than adolescent girls. Manuel and Carter (2015) found in their study that adolescent boys read in their leisure time for school success. While girls, on the other hand, read in their leisure time for pleasure and entertainment. In Johnsson-Smaragdi and Jönsson’s (2006) study on adolescent reading in Sweden, they noted that adolescents perceived books to have a feminine association as opposed to newspapers and comic books which had a more male association. Hopper (2005) found that some authors are read only by one gender of adolescents or the other. For example, Hopper states: “Jaqueline Wilson’s books have an exclusively female readership, as do the books of Danielle Steele and Roald Dahl. R.L.Stine, Douglas Adams and Louis Sachar are only read by boys.” (Hopper, 2005, p. 117) As found in Hale and Crowe’s (2001) study, when looking at the diverse genres of books that adolescents read, boys had a wider spread of genres from which they chose, however adventure stories and books about sports were always the most popular books. Girls did not select books from as wide a variety of genres as boys did, and their top choice of books generally came from the genre of love stories and romance books. McGeown, Osborne, Warhurst, Norgate and Duncan (2015) add on to this by stating that girls more often than boys reported engaging in reading activities such as reading books magazines or comics. Additional findings by Kendall (2008) also suggest that
among adolescents, boys were less likely to read magazines than girls. Mellon’s (1990) study revealed that girls enjoyed reading “imaginative” stories and boys preferred reading “factual” books. In concordance with previous research, McGeown, Osborne, Warhurst, Norgate, and Duncan (2015) found that boys enjoyed reading nonfiction while girls enjoyed reading fiction books.

Nippold, Duthie and Larsen (2005) studied teen leisure activities and found that boys were most likely to spend their leisure time using the computer or playing video games and girls were most likely to spend their leisure time using the phone, emailing, shopping, writing, or cooking. Borgonovi (2016) offered that boys tend to spend more time using computers than girls do, however, when considering the activities they do on the computers, such as checking email or using social networking websites, boys and girls engage in these activities more or less to the same degree. However, Grimley, Allan and Solomon (2010) found that when using computers or other technologies, boys tended to be interested in more intricate activities online than girls did. Boys spent their leisure time reading graphic novels or comic books and also playing computer games. Girls, on the other hand spent their leisure time reading song lyrics, fiction books or poetry and also using social networking websites, and messaging friends or texting as seen in Duncan, McGeown, Griffiths, Stothard and Dobai’s (2016) research study.

**Reading Materials**

Adolescents’ reading choices vary greatly from magazines, to newspapers, to blogs and etexts to traditional printed books. As found in McGeown, Duncan, Griffiths and Stothard’s (2014) study, adolescents are assigned readings in school that come from traditional text based materials most of the time. Mellon (1990) discussed adolescent reading materials and
ADOLESCENT READING

concluded that adolescents enjoy reading magazines and newspapers in addition to traditional print books. However, in their study Hughes-Hassell and Rodge (2007) point out that adolescents read online as much as they read from traditional texts if not more so. They read materials such as digital books, websites, chat rooms, discussion boards and instant messaging. Larson (2009) also stated that adolescents enjoy reading from digital materials such as e-books. According to Considine, Horton and Moorman (2009), adolescents enjoy time spent using technologies such as instant messaging, wikis, blogs and chat rooms more than they enjoy their school work. They state that instructing students using these reading materials is becoming increasingly important as society becomes increasingly multiliterate. For instance, Creel (2007) theorized that adolescents may be unaware of the reading they are doing with materials such as email, social networking websites, and blogs. Duncan, McGeown, Griffiths, Stothard and Dobai (2016) stated: “With increases in digital communication such as text messaging, e-mailing, and social networking websites, adolescents’ daily literacy experiences cannot be measured solely by exposure to books.” (p. 213) Knoester and Plikuhn (2016) confirm this by stating that when exploring reading frequency, adolescents consider book reading, and not reading from other reading materials. Along the same lines, Creel (2007) asked why, when considering their reading activities, do adolescents operate under the assumption that reading must come only from books? Hopper (2005) mentioned that teens enjoy reading from materials that are not books, this included newspapers, magazines, and online resources. Kendall (2008) confirmed that adolescents read from print materials that are not books. According to the study done by Smith and Scuilli (2011), teens participate in literacy activities all the time; however, because those activities occur in the digital world, on
email, instant messaging, discussion boards and blogs, they are not considered by adolescents or their teachers to be “real reading or writing” (p. 31) in the academic world. This demonstrates that both adolescents and adults operate under the assumption that “real reading” comes from books and other more traditional sources.

**Social Reading Habits**

Finally, adolescents are generally social and their reading habits are as well. These habits can range from taking and accepting book suggestions to sharing and discussing their reading materials with others. For example, Kleeman (2016) stated that in his study, as many teens that reported suggesting mobile apps to their friends also reported recommending books.

Adolescents usually select their reading materials based on recommendations from others. Arua and Arua (2011) and Hopper (2005) concluded that family is one of the biggest driving forces for adolescents when looking for reading suggestions. Friends also had a strong influence on teens’ reading selections as revealed by Hopper (2005). Hughes-Hassell and Rodge (2007) conducted a study on adolescent reading habits. Their research showed that, for a majority of teens, family was the most influential in the list of people who encourage them to read, followed by teachers.

Teens also enjoy sharing their leisure reading with others, including friends, family, or teachers. According to Knoester and Plikuhn (2016), adolescents often share their reading experiences with a large group of individuals from family, friends and teachers, to librarians, neighbors and church groups. Strommen and Mates (2004) explained that when adolescents engage in reading discussions with friends or other people, they not only get to share their thoughts and opinions about the reading materials but they also get to hear those of others. The
discussions can help adolescents to view the act of reading and the activities that surround it as a part of their daily lives and social habits.

**Reasons for Reading**

When students read in their leisure time they do so for many reasons: for information, for pleasure, and for escape or relaxation, among others. For example, Arua and Arua (2011) found that students who read for pleasure in their leisure time did so to improve their English vocabulary, to prepare for the future, and to relax. Students who did not read frequently, when they did read, did so to improve vocabulary. Students who did read frequently did so for stress relief or for escape from the everyday as seen in Garces-Bascal and Yeo’s (2017) research study. Adolescents read in order to “experiment with role and identity,” (Hopper, 2005, p. 116) which provides an escape from their everyday lives. Multiple studies address the topic of adolescent motivations for reading. According to Howard (2011), Kendall (2008), Hughes-Hassell and Rodge (2007), Manuel and Carter (2015), Mellon (1990), and Strommen and Mates (2004), adolescents read for many reasons, including: to escape, to relax, to be entertained, to exercise their imagination, for self discovery, for self empowerment, for personal reassurance, to pass time, to ease boredom, to improve reading skills, to learn new information, and to prepare for the future. As found in Johnsson-Smaragdi and Jönsson’s (2006) study, adolescents read in order to form new ideas and broaden their world-view. In Kwame, Kavi, Tackie, and Bugyei’s study, (n.d.) they stated that teens read to “enhance their personalities, strengthen their willingness to achieve goals,” (p. 4) and for the therapeutic values of reading. Merga (2014) mentions that adolescents read to build personality and connect with others. Wilhelm (2016) discussed adolescent motivations for reading and
concluded that adolescents read for many forms of pleasure when they read in their leisure time.

The Importance of Choice and Growth in Literacy

Studies have shown that adolescents read in their leisure time. They sometimes have assigned readings for school or they can also select their own reading materials. When adolescents have the opportunity to select their own reading materials, research suggests that they are more likely to be engaged in reading, improve their reading skills, and complete the reading whether it be a book, a unit, or an assignment. For example, Hopper (2005) shows that teens are motivated to select and read books that relate to their lives and their own concerns. Wilhelm (2016) theorized that adolescents make meaning from the materials they read and that the meanings they create from the reading materials that they choose will be “relevant to their current lived experience and life challenges” (p. 37). Rothbauer (2009) conducted a study on reading in a rural Canadian community and her findings showed that adolescents in the study most frequently read whatever materials were on hand. Some were motivated to get reading materials from the library but found it to be lacking books of interest to them. Most used the library as a place of socialization or a place to get internet and computer access. Howard (2010) stated that recreational reading involves a measure of choice: choice of reading material, choice of genre, etc., and that choice motivates adolescents to become readers. Barry, Huebsch, and Burhop (2008), also concluded that when adolescent students are encouraged to read materials of their choosing, they are much more motivated to read. Manuel and Carter (2015) explained that adolescent engagement in reading is promoted through choice of reading material, and not only does it promote reading engagement, but choice of reading material can empower
adolescents and provide self-confidence and improve self-esteem. Considine, Horton and Moorman (2009) found that student engagement is elevated when adolescents have a choice in what they read and that engagement results in skill growth. Another aspect of the importance of adolescent choice of reading materials is suggested by Kendall (2008): because adolescent choice of reading material is so important, it would be equally important for teachers, parents or other influential adults in the lives of adolescents, to assist them in exploring reading materials and genres. In that way, adolescents would have choice but their choices would not be limited by only their own literary experiences. McGeown, Duncan, Griffiths, and Stothard (2014) explored how students are motivated to read. They concluded that the materials that adolescent students read affect their motivation. The researchers found that fiction books were the most motivating, non-fiction books were less motivating than fiction, and school-assigned readings were the least motivating. This indicates that when students have choice over their reading materials, they are more motivated to read.

**Adolescents and In School Reading**

Beyond the research into the factors that affect adolescent readers and their reading habits, there is a range of research that examines the reading that adolescents do in school. In school, reading is generally assigned by the teacher or is a part of the curriculum. There is rarely student input and teachers and students all struggle with the difficulties that come from working with required texts like these. When teachers allow for student choice, students feel acknowledged and listened to, and they have an easier time developing their skills as readers and writers.
In the existing research, teachers have used student selected materials and input from the students to design curriculum based on student needs. Some of the results in Manuel and Carter’s (2015) study addressed the fact that when teachers of adolescents are forced to structure their curriculum around test scores, student engagement and motivation for reading drops, as do their perceptions of reading “as a meaningful, enjoyable, ‘normalised’, socially productive and personally rewarding endeavour” (p. 116). Redmond (2015) stressed the importance of using the curriculum in adolescent classrooms to reach out and connect to the out-of-school worlds of the adolescent students. This must occur before any real learning can begin. Smith and Scuilli (2011) also found that when given the opportunities to direct their reading activities and learning surrounding reading, the adolescents in their study were both willing and able to create and fulfill goals related to their learning and skills. Barry, Huebsch, and Burhop (2008) also stressed the importance of moving away from teacher centered instruction of adolescents. When the curriculum is centered around them and their needs, teens were much more willing to engage in the lessons. Additional findings by Barry, Huebsch, and Burhop (2008) show that when adolescents were given reading time, and were allowed to read materials of their choosing as long as they were reading, the teens were amazed and surprised that their choices were valid in the school context.

Research has found that when the students felt heard and their choices were utilized in the classroom the students were encouraged to read and work (Barry, Huebsch & Burhop, 2008). When teen literacy experiences are selected by the students, from silent reading materials, to class activities, students are more engaged and they tend to enjoy learning more. Manuel and Carter (2015) found this to be true in their study of Australian teenagers’ reading
habits and preferences. Manuel and Carter (2015) also noted that involving adolescents in creation of a class reading program, and giving them choices in the curriculum, promoted engagement in learning and empowered students within the classroom. Smith and Scuilli (2011) discussed how involving students in instructional changes gave adolescents a voice in their learning that created a change in the instructional environment from teacher centered to student centered. The authors concluded that this increased student learning and engagement. Wilhelm (2016) argued that adolescent choices need to be given more respect by teachers and schools.

Research into student choice in academic reading showed that these things prompted growth in literacy abilities and also helped the students to gain a greater appreciation of reading. Smith and Scuilli (2011) explored how adolescents allowed to set learning goals for themselves and accomplish them met those goals much more so than if they were teacher set; and along with engagement in learning, those students also practiced modern literacy skills they might otherwise not have. Teacher knowledge of both student needs and instructional elements, are invaluable for creating opportunities for student growth (Barry, Huebsch, and Burhop, 2008). In their study of urban adolescents and reading, Skerrett and Bomer (2011) concluded that teachers helped adolescent students to make connections between their in school learning and their prior knowledge that they would not otherwise connect with skills they used in school. These connections and the awareness of skills helped students to develop a metacognitive process about their learning which in turn, created substantial growth in reading.
Theoretical Foundation: New and Multiple Literacies

Considine, Horton and Moorman (2009) point out that within the definition of literacy, there are many other varieties of literacy that involve materials other than printed books such as computer or digital literacy, media literacy, visual literacy and informational literacy. They also found that no one form of literacy stands by itself, they all cross into multiple other literacies and overlap. The New London Group (1996) defined multiliteracy as “the multiplicity of communications channels and media, and the increasing saliency of cultural and linguistic diversity” (p. 63). This means that there is so much information that is being created and published through multiple forms of media and various communications channels such as the internet, newspapers, magazines and television that there is a large spike in both cultural and linguistic diversity all over the world. In the same article, The New London Group (1996) offered that teaching literacy used to mean teaching students to read and write from books. Now, that must change in order to accommodate all of the new information and technologies that accompany the internet and other new media. However, Considine, Horton and Moorman (2009) point out that media literacy involves more than simply teaching in the traditional sense while using media or technology:

New literacy studies encourage a notion of plurality of “literacies” contesting the notion of a single traditional form of literacy. They challenge educators to draw on the experiences of students' literacy engagement in technology, such as computer games and social networking, encouraging educators to “appreciate that literacy exists outside of school” (Merga, 2014, p. 27).
This is very similar to what Skerrett and Bomer (2011) found, that beyond traditional reading materials such as books, newspapers, or magazines, adolescents considered many other materials and some activities to also be forms of literacy such as: “tagging, music, sports, shopping, gang signs, cellphones, Virgin de Guadalupe necklaces, slogans on T-Shirts, clothes, hand signals, date books, tattoos, video games, dice, MySpace pages.” (p. 1271)

Studies have shown that adolescents are eager users of technology in all aspects of their lives. Several studies discussed how teens engage with technology and use the internet. Children spend the most of their reading time using printed texts, as opposed to digital ones. However, adolescents spend most of their reading time engaged with digital texts rather than traditional printed text (McGeown, Osborne, Warhurst, Norgate, & Duncan, 2015). Hughes-Hassell and Rodge (2007) explored how the definition of what comprises reading materials needs to change and be expanded to acknowledge reading that adolescents do on the internet. Teens read e-books, and websites, they participate in chat rooms and discussion boards and teens frequently use instant messaging, all of which involves reading.

They use ICTs, “information communications technology: an umbrella term that includes any communication device or application encompassing radio, television, mobile phones or cellular phones, computer and network hardware and software, used for processing information” (Oyewusi, & Ayanlola, 2014) for communicating, for information gathering and also for reading. As found by Rothbauer, (2009) adolescents use computers and get on the internet everyday. They read the materials they find online, but none of the teens in the study acknowledged reading on the internet as a reading activity. Merga (2014) mentioned that teens frequently use computers and other technology in their leisure time. Merga also found that
those same teens did not use the computers and other technologies to read in their leisure time. Some of the results in Creel’s (2007) study suggested that adolescents generally do not consider reading they do online or through technology such as on social media, in video games, or on blogs, as actual reading.

Researchers suggest that adolescents may be adept at using the technology but they may be unprepared to interpret the barrage of information they receive through interacting with it. Wilhelm’s (2016) study suggests that the internet requires adolescents to blend together traditional literacy skills with new, multimodal reading skills to be able to comprehend the varieties of text that is on the internet. Teens frequently and adeptly engage in using technology for many purposes. However, teens may not have the skills to be able to assess all of the information they continuously receive while using the technology. Also teens are not able to produce similar items in response (Redmond, 2015). In the same study Redmond (2015) noted that media literacy is different from traditional literacy and the main difference is that media literacy requires critical thinking skills as well as the ability to solve problems in new and different ways in order to be able to make their own texts in more than the traditional printed format. Additionally, The New London Group (1996) concluded that technology is changing language and the ways in which we use it. It is adapting so quickly that it would be impossible to have one literacy curriculum as the be all end all for students and expect it to be enough.

Social Influences on Reading

Research indicates that reading is a social activity, especially for adolescents. They may be influenced by friends, family, school, or the media. Teens who socialize about reading are
more likely to engage in reading activities. Also, adolescents tend to be motivated to read by others.

Before selecting a book to read, many adolescents seek out recommendations from peers or family. Mellon (1990) found that recommendations from friends were the most common way adolescents heard about new reading materials. Hopper (2005) suggested that when selecting new reading materials, adolescents are largely influenced by recommendations from family. According to the same study, adolescents in the same class will often share reading materials, especially those recommended by friends. As explained in Manuel and Carter’s (2015) research study, the majority of teens’ favorite books came from recommendations from friends, family or the media, such as television and movies. This demonstrates that recommendations of reading materials are valuable to adolescents and comprise the main way teens look for books. Additionally, Howard (2005) points out that when adolescents need new reading materials they may have their mothers choose something for them, however, not all teens enjoyed their mothers’ selections.

Adolescents generally enjoy discussing the books or other materials they read with friends or siblings. Knoester (2009) found that there was a clear “connection between social relationships and reading interest” (p. 678). Kleeman (2016) adds on to this by stating that well over half of the teens in his study enjoy sharing their favorite books with friends. Even though most teens feel reading is an activity they perform on their own, there were many who reported reading activities they did with friends and family such as sharing books or discussing what they’ve read, as revealed by Knoester and Pliukhn (2016). For instance, Merga and Moon
(2016) theorized that social networking websites have the potential to allow adolescents to share and support each others’ reading.

Depending on their social circle, adolescents may be more likely to be avid readers or not. Strommen and Mates (2004) found that when teens interact with their friends and members of their social circle with books, they are able to share their reading experiences with others and share in the other’s reading experiences as well. Additional findings by Merga and Moon (2016) also suggest that adolescents’ reading habits are more likely to be affected by their close friends than by their peers alone. In Knoester’s (2009) study on adolescent reading, he found that teens sometimes seek out reading materials they know they can share with friends or family. Some examples of this are “Yu-Gi-Oh! Or Magic cards … a highly social form of reading” (p. 680). Merga and Moon (2016) discussed adolescent perceptions of reading and concluded that, when asking adolescents what they think their friends’ attitudes about reading might be, they found the results to be different for boys and girls. Boys were most likely to think their friends’ attitudes towards reading were good and very important. Girls, on the other hand generally felt that their friends’ attitudes towards reading were also positive but considerably lower. This means that while both groups shared a positive outlook on reading, girls are much more likely to be influenced by their friends than boys about reading.

Influence of others can be very important when it comes to adolescent readership. Adolescents’ views of reading are strongly influenced by their parents’ views as seen in Arua and Arua’s (2011) research study. Howard (2010) noted that teens who are avid readers all described strong adult influence and encouragement, usually from parents, to read frequently.
Knoester (2009) noted that seventy percent of the students in his study indicated they enjoyed being read to especially by family members such as parents or grandparents. Finally, parents, grandparents, siblings, neighbors, teachers, and librarians are all influential in encouraging adolescents to read in their leisure time. Students with fathers who were avid readers, or read for at least eight hours each week, were extremely likely to become avid readers as noted in Chen’s (2008) research study. Knoester and Plikuhn (2016) point out that while parents and other family members have strong influence on a child’s reading development, siblings, are another very strong and often overlooked influence on teen reading habits. Strommen and Mates (2004) explained that students who identified as not being avid readers, did not see their families reading in leisure time or placing value on reading as a leisure activity.

**Causes of Avid Reading/Readers**

Studies have shown that adolescents read in their leisure time but some adolescents choose to read more than others. Knoester (2009) explored a link between adolescent self-concept, peer and friend groups and reading habits that can influence whether an adolescent is an avid reader or not. Duncan, McGeown, Griffiths, Stothard, and Dobai (2016) studied adolescent reading habits and found that while adolescents are reading more frequently on digital resources than traditional print resources, they do not acknowledge this as actual reading. Knoester and Plikuhn (2016) suggested this is true, stating that when determining if they perceived themselves to be avid readers or not, adolescents only took into consideration their reading habits from books and not other reading materials. Adolescent children of mothers who visited book stores frequently were more often found to be avid readers (Chen, 2008).
Johnsson-Smaragdi and Jönsson (2006) found that adolescents from families with a high socioeconomic level tend to have more access to books and will generally spend more time reading than adolescents from families with a lower socioeconomic level.

Adolescents who read most frequently in their leisure time are called “avid readers.” The factors that cause students to become avid readers are most commonly found in the students’ homes. Some examples are: access to reading materials, encouragement from family and teachers, examples of reading from parents, and enjoyment of reading. According to Garces-Bascal’s and Yeo’s (2017) study, when young children were learning to read, if they were given rewards such as stickers, treats, or good grades, they were more likely to become avid readers as adolescents. In the same study, Garces-Bascal and Yeo (2017) found that when adolescents who are avid readers were children, their parents modelled good reading habits during leisure times and also went to the library frequently. McGeown, Osborne, Warhurst, Norgate, and Duncan (2015) noted that adolescent avid readers were most likely to be motivated intrinsically by things such as curiosity or the desire to build reading skills. Knoester (2009) found that when working with adolescents that either struggle with reading or simply do not like to read, it is important to consider the singular and also plural identities the students relate with, when inspiring teens to read more. Media can create avid readers from adolescents who may have been reluctant before. Hopper (2005) terms this “the ‘Harry Potter’ effect… reluctant readers will not only read the Harry Potter books but also clamour for more, and even struggle with unwieldy hard book copies of the novels in preference to waiting for the paperback to appear.” (p. 117)
Also, gender is an important factor in adolescent avid readership. Girls are far more likely than boys to be avid readers. Howard (2010) found that adolescent boys who are avid readers experienced several affirming reading experiences as children and were encouraged to read by the adults around them. Girls are more likely than boys to be avid readers. (Chen, 2008) In a study by Merga and Moon (2016) on adolescent reading preferences, almost half of the boys in the study did not read in their leisure time whereas less than a third of the girls in the study did not read in their leisure time. Meanwhile, over forty percent of girls in the study were avid readers and only thirty percent of boys were avid readers. This shows that girls are more likely to be avid readers than boys. Merga (2014) mentioned in a separate study that boys were much more likely to not read in their leisure time than girls.

**Synthesis of Findings**

Contrary to popular belief, adolescents *do* read in their leisure time. They may read to prepare for exams, or for school assignments; they might also read for pleasure, relaxation, or for escape. Teens read everyday, just not always from hardcover fiction books that most people consider to be reading. They are reading from magazines, newspapers, and social media websites. It has been found that adolescent girls read more and more frequently than adolescent boys. Boys, however, spend more time on computers than girls. In that way the exposure evens out. When considering how an adolescent came to enjoy reading or not, the most common influences come from the home. Adolescents who grew up in a home that encouraged reading and modelled good reading habits frequently were more likely to become avid readers than teens who grew up in a home where reading was not highly valued or was not a frequent leisure activity.
The literature reviewed above covered topics from adolescent reasons for reading, adolescent reading preferences, to adolescent reading habits. The literature also looked at perceptions of reading and adolescent reading attitudes; however, there were no studies in the reviewed literature that took into consideration all of the aspects listed above. This study will survey adolescents to find out their reading habits, attitudes, preferences and perceptions. In the sections below, I will describe the methods used in this research, the data and the analytic process of coding the data and eventually the findings of this research and how they will contribute to this reviewed body of literature.
Chapter Three: Methodology

Introduction

In order to discover the reading attitudes, perceptions and habits of adolescent students, a qualitative study was conducted. The data were collected through two surveys administered to adolescent participants. The surveys took approximately thirty minutes and inquired about their perceptions and attitudes towards reading as well as their reading habits for school and for pleasure. Analysis of the qualitative data from the surveys consisted of coding the data to determine patterns and themes that then lead to findings for this study. These findings will contribute to an understanding of adolescents’ perceptions about reading and what and when they enjoy reading.

Research Design and Rationale

This study utilized qualitative methodology (Ary et al, 2019): surveys with multiple choice answers and open-ended responses to find out more about adolescent reading habits and adolescents’ perceptions of reading. These surveys were chosen because they would provide information about reading in an informal way that would be different from an interview. According to Ary et al “The survey is a widely used research method for gathering data ranging from physical counts and frequencies to attitudes and opinions.” (p. 348, 2019). A survey is less formal than a one on one interview with scripted questions and would be less intimidating to an adolescent. More than one survey was used in order to provide more data and to gain some reliability in participant responses.

The overall goal of this research study was to learn about high school (9-12) students’ perceptions about leisure reading, reading in school, and their reading habits. Adolescent
participants were recruited through a nearby rural library because the library had an active, ongoing homework program for adolescents and entry into local school districts proved to be difficult within the given timeframe of this project. The participants did not need to have positive or negative views on reading, just to be willing to share their perceptions about reading, their reading habits, and their reading preferences. Data collection included two surveys, one on the computer and one on paper, administered to 6 high school students in order to understand their perceptions, thoughts, and ideas about what reading is, their reading habits in school and away from school, and to explore the similarities and differences among participants’ perceptions.

**Participants**

In order to protect the anonymity of the participants, a numbered system was used in place of names or pseudonyms.

When gaining participants for this study, convenience sampling was used. After speaking with the librarian who runs the homework help program for adolescents, permission was given to go in and speak with the students in the program about this research. The students were provided with permission forms for them and their parents to sign. The first six students to bring back their signed permission forms were accepted. These six students became the participants. The participants consisted of 6 high school age adolescents. Four participants were female and two were male. Five participants were White, and one participant was African American.
Instrumentation

The surveys were adapted from the works of Duncan, McGeown, Griffiths, Stothard, & Dobai (2016, p. 216), Garces-Bascal and Yeo (2017, p. 260-261), Hale, & Crowe (2001), Hopper (2005, p. 119), Knoester, and Plikuhn (2016, p. 474), Mellon (1990, p. 228), Nippold, Duthie, & Larsen (2005, p. 102), Strommen, & Mates (2004, p. 192), and Wilhelm (2016, p. 39). These works were a part of the review of the literature used to contextualize the study. The researchers included their instruments within published articles and I compiled all of the surveys and surveys into one long list. The list of questions numbered well over one hundred and so I went through and removed questions that were duplicates, questions that were directed at audiences other than adolescents, and questions that were irrelevant to this study. The remaining list of questions was rearranged and reformatted to form the survey included in this study, which can be found in its entirety in Appendix A. It was broken into two parts because expecting participants to complete 45 questions in one sitting was unrealistic. Both parts were formatted in the same way, presented as several short answer and multiple choice questions about reading habits, perceptions and preferences. Questions covered topics such as:

- Leisure time activities
- Perceptions about reading, both as an activity and as readers themselves
- Reading habits, including frequency, purpose, motivation,
- Influence of others on their reading habits, preferences and perceptions about reading
- Reading preferences, both in school and recreationally

This wide range of topics was included in order to gain as much information as possible about participants’ reading habits, perceptions and preferences. Both surveys included multiple
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similar questions in order to increase reliability of the instrument. Questions were based on the following research question(s):

1. What are adolescents’ perceptions and attitudes about reading?
2. What are their reading habits?
3. What are adolescents’ reading preferences?

Data Collection

The first step taken in collecting data for this research project, was gaining entry into a place in which research could be conducted. Several local schools and programs for adolescents were contacted and connection with a homework program supervisor for adolescents in a local library was established. Next, a visit to the library was necessary to speak with the students that were participating in the homework program with an explanation about the research that would be conducted along with the permission forms that needed to be returned in order to participate in the research. Several students were eager and took home permission slips. A visit back to the library the following week took place where permission slips of six students were collected. They became the participants. Each of the six participants were given the paper survey to complete. They completed the survey and it was collected from them. When all six participants had completed the survey an explanation was given to the group there was one more survey they needed to complete and that they would return the following week to take part in it. The following week, there was a return visit to the library and the participants were assisted in finding the survey on the computers as this survey was online, in contrast to the first survey which was on paper. The participants did not struggle with completing either survey.
Upon completion of the second survey the participants were informed that the research was over and they were thanked for their participation.

**Data Analysis**

Data analysis includes both qualitative and quantitative techniques, as the surveys included both written responses and multiple choice selection responses. After the completion of the first survey, the handwritten data was collected, transcribed into digital text, and was entered into a survey program used to create the online surveys called Freeonlinesurveys.com. This program processed the data quantitatively for frequencies and percentages of selected responses and presented the data from all participants according to question. The same program was used to quantitatively analyze data from both surveys. The survey responses were then entered into a Google document by question according to frequency of response. From there, after reading each response to the open-ended survey questions again, and for each written response it was given a one or two word code that represented the data piece.

Next, qualitative analysis began for the participants’ written responses to the surveys. For the first cycle of coding, simple descriptive coding (Saldaña, 2016) was used to describe the data collected among the participants’ responses. Some samples of codes creating during this first pass through the data included like to read, other activities, school, materials, or social reading. Each unit of analysis (each written response) from the surveys was coded accordingly and a list of the many descriptive codes was catalogued in a separate document, which can be found in Appendix B. When all of the first cycle of descriptive coding was complete, a second cycle of pattern coding occurred (Saldaña, 2016). To pattern code, the descriptive codes were used to organize a new document with the units of analysis for each descriptive code grouped and
sorted according to the code they received. Then, each group of descriptively coded data was coding according to larger themes among these groups in order to find similar themes throughout the data. After both cycles of coding were completed, major themes that emerged were determined. These themes became the findings of this research and will be described in chapter four.

Conclusion

In order to discover the reading attitudes, perceptions and habits of adolescent students, a qualitative study was completed with six participants using two surveys. In order to protect the anonymity of the participants, a numbered system was used in place of names or pseudonyms. Data analysis included both qualitative and quantitative techniques. The program freeonlinesurveys.com processed the data from both surveys quantitatively for frequencies and percentages of selected responses and presented the data from all participants according to question. Qualitative analysis took place through two rounds of coding, simple descriptive coding (Saldaña, 2016) to describe the data collected among the participants’ responses and pattern coding (Saldaña, 2016). To pattern code, the descriptive codes organized the units of analysis for each descriptive code, which were then grouped and sorted according to the code they received. From the coded data, the findings emerged.
Chapter Four: Results

For this thesis project, I have researched the habits, preferences and attitudes of adolescents towards reading. I began by conducting a thorough review of the literature and developing tools with which to conduct research. I used the tools featured in the literature to create two surveys, the first survey was printed on paper and the second survey was on the computer. In order to analyze the data, I collected all of the responses and entered them into freeonlinesurveys.com, which processed the data quantitatively for frequencies and percentages of selected responses and presented the data from all participants according to question. Next, qualitative analysis began for the participants’ written responses to the surveys. For the first cycle of coding, I used simple descriptive coding (Saldaña, 2016) to describe the data collected among the participants’ responses. When all of the first cycle of descriptive coding was complete, a second cycle of pattern coding occurred; (Saldaña, 2016) following that, each group of descriptively coded data was coded according to larger themes among these groups in order to find similar themes throughout the data. Those themes became the findings below.

Upon analyzing the coded data, I was able to draw out the following three findings. First, there are key differences between avid readers and non avid readers. Second, adolescents are reading. Finally, reading is a social event for adolescents. Each of these findings, supported by the data collected from the surveys, also presented subfindings. I will outline each of these in more detail below.
Finding One: Differences Between Avid and Non Avid Readers

There were key differences between avid readers and non avid readers in this study. Some of the differences include: enjoyment levels, when reading occurs, the types of reading done, and motivations to read. Avid readers tended to enjoy reading and read more than non avid readers. In survey one, the participants were asked to select one of four options to indicate how they felt about reading in their free time. Their choices were: I really enjoy reading in my free time, I kind of like to read in my free time, I don’t usually like to read in my free time, and I never read in my free time. Two participants selected I really enjoy reading in my free time. These were the same two participants who selected reading as a preferred free time activity in question one and that indicated they were very good readers in question three. They are considered to be avid readers. One participant selected I don’t usually like to read in my free time. The remaining three participants selected I never read in my free time. They are considered to be non avid readers. The majority of participants in this study do not enjoy reading, or do not read at all in their free time.

Non avid readers in this study generally seemed to be disinterested in reading or to outrightly dislike reading and books. In survey one, on question six, participants were asked if they like to read and why or why not. All participants responded either yes or no that they like to read, or not, and one participant did not explain their reasoning. Four participants, who are non avid readers, responded that they do not like to read. Of those four, one participant did not give a reason, one stated that reading is boring, one participant wrote that they prefer doing other activities and one participant stated they enjoy being outside more than reading. Two participants, who are considered to be avid readers, responded that they do enjoy reading. One
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participant stated that they enjoy reading because some books catch their interest and they find it hard to put down. The other participant indicated that they enjoy reading because it relieves stress.

Avid readers in this study were motivated to read because they enjoy the story and because they find escape in books. In survey two, on question eighteen, participants were asked if there were times in their lives when they read a lot, and why they read a lot in those times. Five participants indicated that there were times in their lives when they read a lot. According to Howard (2011), Kendall (2008), Hughes-Hassell and Rodge (2007), Manuel and Carter (2015), Mellon (1990), and Strommen and Mates (2004), adolescents read for many reasons, including: to escape, to relax, to be entertained, to exercise their imagination, for self discovery, for self empowerment, for personal reassurance, to pass time, to ease boredom, to improve reading skills, to learn new information, and to prepare for the future. One participant indicated that there were not times in their life when they read a lot because they do not like to read. Of the rest of the participants who responded there have been times they read a lot, their motivations for reading a lot were varied. One non avid reader stated “Because I read the bible” and another wrote “middle school because they made me”. One of the participants typed “Whenever I’m very upset I read because it helps me not have to think about my problems.” Another participant, an avid reader, wrote “I get caught up in reading and don’t want to stop.” The final participant, who is also considered to be an avid reader, stated “mostly when I had a really rough day and just want to calm myself down. I’ll either read a book or watch a new movie/ TV show.” In general, the adolescents in this study who are avid readers enjoy reading and read frequently, while the adolescents in this study who are not avid readers do not.
Another sub-theme of the finding related to the differences between avid and non avid readers was that non avid readers in this study were motivated to read for school and for information. When asked what the purpose of reading in school is, one participant, an avid reader, stated they use reading as a way to pass the time in school. Another participant indicated that reading in school helps them to become a better reader, and similarly, the next participant stated that reading in school helps them to read faster and to understand more. One non avid reader participant wrote down that they read in school because the teacher wants them to become a better reader. Another participant indicated that the purpose of reading in school is to increase their education. One other response was that the participant reads in school because they are forced to. In general the adolescents in this study who are not avid readers are more motivated to read when the reading is assigned for school.

A final sub-theme in this first finding is that the non avid readers tended to prefer other activities to reading when given the choice. When asked about their favorite ways to spend their free time, watching TV or videos was the most popular response in survey one. All six participants selected that they enjoy watching TV or videos during their free time. Several studies (Kwame, Kavi, Tackie & Bugyei, n.d.; Merga & Moon, 2016; Mokhtari, Reichard & Gardner, 2009) suggest that when adolescents have access to technologies, such as television, computers, and the internet, they are more likely to spend their leisure time everyday using those devices than reading books. The next most popular ways to spend free time were listening to music or going to concerts and shopping or going to the mall. Each of those responses were selected by five of the participants. Following those, playing cards or board games such as Monopoly, chess or checkers was the next most popular response for how the
participants enjoy spending their free time with four participants selecting this response. There were five free time activities that were selected as a favorite way to spend time by three participants. Those free time activities were: running or walking, riding a bicycle or scooter, talking on the phone with friends or relatives, cooking, and arts and crafts. There were also five free time activities that only two participants selected as a favorite way to spend free time. Those were: playing computer or video games, playing sports such as basketball, baseball, football, soccer or others, swimming, using email with friends or relatives and reading from books, magazines, newspapers or other materials. In general, it was found that the adolescents in this study prefer watching television and videos to reading. Overall, the first finding of this research was that there are key differences between avid and non avid readers and that these differences lie mainly in what, how, when, and why they are reading.

Finding Two: Adolescents Are Readers

The second finding to emerge after data analysis is that the adolescents in this study are reading. These adolescents, be they avid readers or non avid readers, find reading materials at school. In survey two, participants were asked where they found their reading materials now. All participants responded, and three participants indicated that they found reading materials in school. Those same three participants also stated in question fourteen they found reading materials in school. Two participants indicated they read from stores. Another participant wrote that they find their reading materials online. One of the participants who stated they found reading materials in school also wrote they get reading materials in their home. This participant responded in the same way for question fourteen. In general, the participants in this study find reading materials at school.
Next, the avid readers in this study seemed to prefer traditional print texts, while non-avid readers seemed to prefer online texts, newspapers and magazines. Question twenty-three of survey two asked participants to list three books they would take to spend a year in space. The participants that are considered to be avid readers provided titles of books they would bring: *50 Shades of Grey* (James, 2011), *Harry Potter* (Rowling, 1999), *Fallen Series* (Kate, 2010), *The Revenge of the Shadow King* (Benz & Lewis, 2006), *Fate of Flames* (Raughley, 2017), *IT* (King, 2017) *and Do you Like Green Eggs and Ham* (Seuss, 1960). In survey one, participants were asked if they read magazines or newspapers. If they responded yes, they were also asked to list which they read and describe what they like about them. Three participants, all of whom are considered non-avid readers, responded that yes they do read magazines or newspapers. Two of the three specified they read them online. Of those three, one participant was also reading a book at home. The two participants that read magazines or newspapers online listed the local newspaper as one of the materials they read frequently. The participant who reads the local newspaper online stated they read it to keep up on information in the community. Overall, the participants in this study are readers, whether they consider themselves to be or not. The materials the adolescents in this study read vary according to whether they are avid readers or non-avid readers.

The final sub-theme for the finding that adolescents are reading is that the avid readers in this study read fiction books. In survey two, participants were asked to list titles or examples of their favorite from each type of text they like to read. Two participants, avid readers, selected series books their preferred types of texts and provided the examples of *The Immoral* [sic] *(Immortal) Nicholas Flamel* (Scott, 2008), and *Harry Potter* (Rowling, 1999). One
participant selected romance or love stories and stated *50 Shades of Grey* (James, 2011) as their example title. One participant selected Horror as their preferred type of text to read and provided the following three examples: *IT* (King, 2017), *Beach House* (Patterson, 2014), and *The 8th Confession* (Patterson & Paetro, 2010). Two participants selected fantasy as a kind of text they enjoy reading and their examples were *The Hunger Games* (Collins, 2010) and *A Series of Unfortunate Events* (Snicket, 2003). The same two participants selected historical fiction as their favorite types of texts and gave Percy Jackson and the History Channel as their examples. Overall, the participants in this study that are avid readers, read mostly fiction books. The second finding of this study was that, although it may have looked different for each one of them, the adolescent participants were all reading.

**Finding Three: Reading as a Social Event**

The final finding of this research into adolescents’ reading practices was that reading is a social event for these adolescents. Once again, the data in this finding suggest that there are key differences between avid and non avid readers as concerns their social interactions around reading. For example, avid readers tend to engage with friends in reading, and they have friends who also enjoy reading. On question six, all participants responded to the question do your friends (or a best friend) enjoy reading? Why do you think that they do or not? Three participants responded no, one of those three stated they do not have any friends. Two participants, who are considered to be avid readers, indicated yes, their friends enjoy reading because they are interested in reading. One participant wrote “Yes, they find books just as fascinating as I do.” The remaining participant stated that most of the people they know do not like reading because they find it boring. Strommen and Mates (2004) found that when teens
interact with their friends and members of their social circle with books, they are able to share
their reading experiences with others and share in the other’s reading experiences as well. The
participants in this study that are avid readers stated they share their reading experiences with
friends and members of their social circle.

A second sub-finding in the finding about reading as a social event for adolescents is that the
participants in this study shared their reading with family. Again, examining the difference
between avid and non avid readers in regard to reading with family, avid readers generally
share books and discuss what they’ve read with family members; non avid readers seem to
discuss their preferred reading materials with family such as the newspaper and current events
or the bible. In survey one, participants were asked if family members talk about the things
they read and if they do, what things they talk about. Three participants, who are considered to
be non avid readers, responded no, family members do not discuss the things they read. Three
participants, who are considered to be avid readers, indicated their family members do discuss
reading materials. One participant responded that they do not talk about their reading
materials with family or friends, but indicated that family members talk to them about their
reading materials. The participant stated that their family talks about the bible with them.
Another participant shared that their sister often discusses the things she reads but their parents
do not. The final participant to respond to this question stated their family does discuss the
things they read, that their dad talks about his favorite parts of a book, and this participant also
indicated they discuss their reading materials with their dad. In general the adolescents who
were avid readers in this study shared their reading experiences with family members and the
family members of avid readers and non avid readers shared reading experiences with the adolescents in this study.

A final sub-theme in the finding that reading is a social event for the adolescents in this study is that non avid readers reported being encouraged to read at school. In survey one, question seventeen asked participants to discuss their most and least favorite school assignments. Two participants described a type of project without indicating if it was a most or least favorite project. However, based on previous responses that indicate these participants are non avid readers, it can be assumed these responses are least favorite projects. One participant wrote “Things that have to do with reading” and the other participant stated “Outside reading for English”. In contrast to those vague responses, two participants described specific assignments that they liked and disliked. One participant provided this response “My favorite writing assignment was when we had to write a paper on our opinion on society. My least favorite writing assignment was on Animal Farm.” The other participant wrote “My most favorite assignment was reading the Hunger Games book. My least favorite was reading the same lines over in a story so much that it got boring and I lost interest.” The remaining two participants indicated the types of projects that they like and dislike but did not reference specific assignments. One participant wrote “I like group projects in science, but not writing or reading for English.” Another participant stated “I like writing in English and Social Studies. I don’t like Chemistry projects.” Overall, the adolescents in this study described many ways in which reading is performed socially, both in and out of school.
Summary

In this study, I found that the adolescent participants were either avid readers or non avid readers. There were many differences between avid readers and non avid readers including: enjoyment levels, when reading occurs, the types of reading done, and motivations to read. Avid readers tended to enjoy reading and read more than non avid readers. Non avid readers in this study generally seemed to be disinterested in reading or outrightly disliked reading and books. Avid readers in this study were motivated to read because they enjoyed the story and because they found escape in books. Non avid readers in this study were motivated to read for school and for information. A final sub-theme in this first finding is that the non avid readers tended to prefer other activities to reading when given the choice. The most popular activity was watching television and videos. The second finding to emerge after data analysis is that the adolescents in this study are reading. These adolescents, be they avid readers or non avid readers, find reading materials at school. Next, the avid readers in this study seemed to prefer traditional print texts, while non avid readers seemed to prefer online texts, newspapers and magazines. The final sub-theme for the finding that adolescents are reading is that the avid readers in this study read fiction books. The final finding of this research into adolescents’ reading practices was that reading is a social event for adolescents. Once again, the data in this finding suggest that there are key differences between avid and non avid readers as concerns their social interactions around reading. The participants in this study shared their reading with family. Again, examining the difference between avid and non avid readers in regard to reading with family, avid readers generally share books and discuss what they’ve read with family members and friends; non avid readers seem to discuss their preferred reading materials with
family such as the newspaper and current events or the bible. A final sub-theme in the finding that reading is a social event for the adolescents in this study is that non avid readers reported being encouraged to read at school. Adolescents in this study are readers; some are avid readers and some are non avid readers. This affects their reading enjoyment and reading habits. They all discuss their reading materials with friends and family. Many of the participants in this study found reading materials at school.
Chapter Five: Discussion

Introduction

This study was conducted in order to learn about adolescent reading habits, attitudes and perceptions about reading. In order to find this information, a review of the literature was conducted, and then two surveys were developed from the review of the literature. Six high school participants, four female and two male, were recruited to complete the surveys. The participants were recruited from a Homework Help club at a local library, a place where adolescents can go to complete their homework voluntarily. The data from the surveys were analyzed both quantitatively and qualitatively and findings emerged.

Reflection

The main findings were: the adolescents in this study were either avid or non avid readers. There was no middle, neutral ground, they all were readers in some aspect, and reading was a social event for the adolescents in this study. Adolescents in this study that were avid readers enjoyed reading and read frequently as a leisure activity, often preferring it to school work or other activities. Adolescents in this study that were non avid readers generally did not enjoy reading and found other activities to be more entertaining and preferred to reading in leisure time. Whether the adolescents in this study were avid readers or not, they all engaged in reading activities at some point. Avid readers in this study generally engaged in reading traditional print books, also, the avid readers in this study indicated their preferred genre of reading material was fiction books. Non avid readers in this study also engaged in reading activities, however, their preferred reading materials were magazines and newspapers, generally found online, according to indicated preferences on the surveys.
Significance

Adolescents are readers. The participants in this study demonstrated this. It is important for secondary educators to know that adolescents do read because, in order to effectively prepare lessons and educate these students, teachers should know how and what their students read. It is equally important for secondary educators to become aware of adolescent reading habits: what adolescents read, how they read, and why they choose the reading materials that they do. Being aware of student preferences and using those preferences to shape instruction will help the students learn and to be more engaged and invested in the curriculum. Some of the adolescent readers in this study were avid readers; some were non-avid readers. Educators of adolescents should be aware of student reading preferences in order to make appropriate accommodations within the classroom.

Dissemination

Following the completion of this study the results were disseminated. Dissemination occurred in two ways, a regional, hands-on, poster presentation at the university where the researcher is a student and soon-to-be alumna, and through permanent archiving of this study. The poster presentation displayed the background to the study, some information about the participants, the methods and tools, the preliminary findings and some conclusions. Additionally, upon completion, this study will be archived in the State University of New York at Fredonia’s Reed Library where it will be available to future researchers and searchable through the library’s database website.
Limitations

Some limitations of this study were: the sample size, time constraints, and location. If this study were to be repeated in the future, it should be with a much larger sample population. The results from this study cannot be generalized to the adolescent population as a whole because the sample size was so small. Also, it would be interesting to see if the data changed if the study were replicated with younger adolescents or a different age level entirely. Another limitation was time constraint. Due to the amount of time available to complete this study, there was only time to allow one week between surveys. There may have been different results if the participants had a longer stretch between surveys. Another limitation due to time constraints was there was not enough time to interview participants about their reading habits, attitudes and perceptions. In the original design of this study participants were to complete the first survey, then one week later be interviewed and then the following week, complete the second survey. In this way, data would have been collected over almost one month; however, due to a lack of time, the interview portion of this study was eliminated. A final limitation of this study was the location. This study was completed in a rural area, if it were completed again it would be beneficial to learn more about adolescent reading habits, attitudes and perceptions from adolescents in an urban area.

Implications

The data collected in this study suggests that educators of adolescents should become more aware of their students’ literacy needs, habits and preferences. The participants in this study demonstrated a wide range of reading preferences, from reading lengthy traditional print books daily, to occasionally reading online news articles. Students are more likely to achieve
better outcomes when they are engaged and interested in the content they are learning. Teachers of adolescents can use the data collected in this study to begin learning about the adolescents they work with in order to better serve them.

Conclusions

In summary, this study examined the reading habits, preferences and attitudes of six rural high school adolescents. It was found that the results varied widely, even with a small sample size. There were some avid readers and some non avid readers, their reading attitudes and preferences varied as well. Avid readers in this study enjoyed reading traditional print books, especially fiction, whereas non avid readers in this study preferred online newspapers and magazines. This data could be used to help educators of adolescents become aware of how to learn about their students’ reading preferences and attitudes in order to better prepare instruction for them. This study and the data collected from it are archived in the State University of New York at Fredonia’s Reed Library.
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Appendix A: Surveys

Survey 1
1. How do you like to spend your free time? Circle all that apply:
   a. Watching TV or videos
   b. Playing computer or video games
   c. Playing sports (e.g. basketball, baseball, football, soccer etc.)
   d. Running or walking
   e. Swimming
   f. Skating (skateboard or rollerblades)
   g. Riding a bicycle or scooter
   h. Playing cards or board games (e.g. Monopoly, chess, checkers etc)
   i. Talking on the phone with friends or relatives
   j. Using email with friends or relatives
   k. Listening to music/ going to concerts
   l. Shopping/ going to the mall
   m. Reading (e.g. books, magazines, newspapers, etc)
   n. Writing (e.g. diary, poetry, notes to friends etc.)
   o. Cooking
   p. Arts and crafts
   q. Other, write in _____________________________________________________

2. Do you like to read?
   ________________________________________________________________
   a. If you said YES to #2, why do you like to read?
   ________________________________________________________________
   b. If you said NO to #2, why don’t you enjoy reading?
   ________________________________________________________________

3. What do you think of yourself as a reader
   a. I am a very good reader
   b. I think I’m an okay reader
   c. Reading is kind of hard for me
   d. I think I’m a bad reader

4. Do you like to read in your free time?
   a. I really enjoy reading in my free time
   b. I kind of like to read in my free time
   c. I don’t usually like to read in my free time
   d. I never read in my free time
5. Do you read for pleasure? _________________________________________________
   a. Why or why not?
   _________________________________________________
   b. If so, what types of books?
   _________________________________________________

6. Do you like to read? Why or why not?
   _________________________________________________

7. Please estimate how much time you spend each day on average, reading for pleasure outside of the school day. This includes reading that you choose to do. Circle the one best answer.
   a. None
   b. 1-5 minutes
   c. 6-10 minutes
   d. 11-20 minutes
   e. 21-30 minutes
   f. 31-60 minutes
   g. 1-2 hours
   h. More than 2 hours

8. What do you see as the purposes of reading:
   a. In life?
   _________________________________________________
   b. In school?
   _________________________________________________

9. If you could choose anything to read, what would you choose?
   _________________________________________________

10. How can you tell if you have done a good job of reading something?
    _________________________________________________

11. What would you do if you felt you had not done a good job reading?
    _________________________________________________

12. What are topics that interest you and that you would be more willing to pursue in your reading or studying at school?
    _________________________________________________
13. How often do you read at home as part of your school work?
   a. Every day
   b. 5-6 days per week
   c. 2-4 days per week
   d. One day per week
   e. Never

14. How often do you read at home for fun?
   a. Every day
   b. 5-6 days per week
   c. 2-4 days a week
   d. One day per week
   e. Never

15. Are you reading a book at home in your own time at the moment?
    ______________________
   a. If yes, what is the title of the book and who wrote it?
   ______________________
   b. Is it a book you had to read for homework? ______________________
   c. What made you choose this particular book?
   ______________________

16. Do you read magazines or newspapers?
    ______________________
   a. If yes, what magazines or newspapers do you read?
   ______________________
   b. What do you like about them?
   ______________________

17. Is there anything that your parents/teachers/anyone did that contributed to your enjoyment or dislike of reading? If so, what was it?
    ______________________
    ______________________

18. Who are models of reading for you?
    ______________________
    ______________________
19. Did anyone in your family discourage reading or give you negative messages about reading or your reading habits in particular? If so, who? What did they say or do?

________________________________________________________________________

________________________________________________________________________

20. Where do you find out about the books you read?
   a. From friends
   b. Parents
   c. Library media specialists
   d. Teachers
   e. Other __________________________________________________________

21. Do you ever talk about the things you read with family or friends? If so, who? What do you talk about?

________________________________________________________________________

________________________________________________________________________

21. Do other family members talk about things they read? What do they talk about?

________________________________________________________________________

________________________________________________________________________

Survey 2

1. If your friends told you about a great story that was available on film and book, would you rather see the movie or read the book? Why?

________________________________________________________________________

________________________________________________________________________

2. If your friends told you about a great book would you give it a try? Why or why not?

________________________________________________________________________

________________________________________________________________________

3. Is there anything that you parents did that contributed to your enjoyment of reading?

________________________________________________________________________

________________________________________________________________________

4. Is there any experience that you remember that may have contributed to your like or dislike of reading? ________________________________________________________________

________________________________________________________________________

5. Do you think your parents like to read? What makes you think they do or they don’t?

________________________________________________________________________
6. Do your friends (or a best friend) enjoy reading? ________________________________
   a. Why do you think that they do or do not? ___________________________________
   ________________________________

7. Are there particular authors who you like? ________________________________
   a. Who? ___________________________________________________________________
   b. Why? ___________________________________________________________________
   ________________________________

8. Are there any characters who you particularly relate to? If so, who?____________
   a. Why? ___________________________________________________________________
   ________________________________
   b. How do you relate to these characters? ____________________________________
   ________________________________
   c. How are these characters like or unlike you? ________________________________
   ________________________________

9. In the list below, please circle all of the kinds of texts you like to read. Next to the ones you circle, please write the title of your favorite of that kind of text.
   a. Electronic texts __________________________________________________________
   b. Movies/ videos __________________________________________________________
   c. Video games ____________________________________________________________
   d. Favorite internet sites ____________________________________________________
   e. Television shows or series ________________________________________________
   f. Visual texts _____________________________________________________________
   g. Graphic novels __________________________________________________________
   h. Manga _________________________________________________________________
   i. Comic books _____________________________________________________________
   j. Cartoons ________________________________________________________________
   k. Magazines ______________________________________________________________
   l. Collectibles (e.g. Yu-Gi-Oh / Dragonball Z / Pokemon Cards)________________
   m. Literary genres __________________________________________________________
   n. Series books (e.g. A Series of Unfortunate events, Harry Potter)______________
   o. Romances _______________________________________________________________
   p. Science fiction __________________________________________________________
   q. Horror _________________________________________________________________
   r. Fantasy _________________________________________________________________
   s. Historical Fiction ________________________________________________________
10. When given the opportunity to read any kind of book you choose, what kind of books would you read? Circle all that you would read in the list below.
   a. Science fiction
   b. Fantasy
   c. Adventure
   d. Western
   e. romance/ love stories
   f. biography/ autobiography
   g. Sports
   h. Mystery
   i. True life
   j. Historical
   k. Humor
   l. I wouldn’t choose to read at all
   m. Other (please explain) ____________________________________________

11. What kinds of materials do you like to read for pleasure?
   a. Poems
   b. Short stories
   c. Plays
   d. Novels
   e. Comics
   f. Technical books (e.g. auto repair, science, history, computers etc)
   g. Newspapers
   h. Magazines
   i. None of the above
   j. Other (please write in) ____________________________________________

12. When did you first become interested in reading?
    ____________________________________________________________________
    ____________________________________________________________________

13. Where did you find reading materials when you were young?
    ____________________________________________________________________
    ____________________________________________________________________

14. Where do you find reading materials now?
    ____________________________________________________________________
    ____________________________________________________________________

15. Do you remember any of the first books read to you? Which were your favorites?
    ____________________________________________________________________
    ____________________________________________________________________
16. Tell me about your most and least favorite assignments in school, for example, your favorite writing assignments, reading assignments, project?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

17. Have there been times in your life when you read a lot?

________________________________________________________________________
________________________________________________________________________

Why?
________________________________________________________________________

18. Have there been times in your life when you read a little?

________________________________________________________________________
________________________________________________________________________

Why?
________________________________________________________________________

19. Have there been times in your life when you found reading very satisfying? Why?

________________________________________________________________________

20. Have there been times in your life when you found reading very unsatisfying? Why?

________________________________________________________________________

21. What were your most memorable and enjoyable reading experiences as a child?

________________________________________________________________________

Pre-teen?
________________________________________________________________________

Teenager?
________________________________________________________________________

22. If you were an astronaut about to spend a year in space, what three books would you take?

a. ______________________________________________________________________

b. ______________________________________________________________________

c. ______________________________________________________________________

23. What else would you like to share about reading? ____________________________

________________________________________________________________________
Appendix B: Coded Data

Like to Read

- I like fictional stories because they are very entertaining (p.4, Q.2)
- Yes, because it relieves stress for me (p.4 q.6)
- I enjoy reading more than I enjoy watching TV (p.4, q.5)
- My dad loves to read, we often have reading competitions to see who gets done fastest (p.4, q.17)
- Because I don’t enjoy it (p.32, q.5)
- I don’t find books interesting (p.5, q.2)
- I like reading about crime reports and history (p.5, q.12)
- I like to read because it reels me in and i get away from people (p.16, q.2)
- I just don’t like to (p.27, q.2)
- No I like to do other things (p.27, q.6)
- I don’t like to read (p.27, q.13)
- I don’t like to read (p.27, q.18)
- I am not interested in reading (p.27, q.21)
- I don’t read so not really (p.32, q.7)
- Yes because I find it boring (p.32, q.21)
- Yes, they find reading interesting and enjoyable (p.5, q.6)
- I like to read about mysteries and crimes (p.5, q.7)
- Pre-Teen and Teenager: when I actually enjoy the story line or can read to my siblings (p.5, q.22)
- IT because I like to book and movie (p.5, q.23)
- Most people I know dislike reading. They think it’s very boring and makes them fall asleep (p.4, q.6)
- Yes they find books just as fascinating as I do (p.16, q.6)
- My most favorite assignment was reading the Hunger Games book. My least favorite was reading the same lines over in a story so much that it got boring and I lost interest (p.16, q.17)
- I love all the books i read and check them out before I buy them (p. 16, q. 20)

Other Activities

- I would rather spend my time doing something else (p.5,q.5)
- No, I like to be outside more (p.5, q.6)
- I would rather do other things (p.27, q.5)
- No, I like to do other things (p.27 q.6)
- NO, I would rather do other things (p.27, q.3)
• No I prefer other activities (p.27, q.20)

• Yes, when I have a lot of homework (frequently) when I have no time to relax (p.5, q.19)

School

• Forced to for school (p.98, q.15)

• Because the teachers wanna make you a better reader (p32, q.8)

• Yes some of the books in middle school caught my attention so i started going to the school library (p.16, q.17)

• To increase your education (p.27, q.8)

• I would like to pursue studying business at school (p27, q.12)

• My English and social studies teacher (p.27, q.18)

• In school (p.27, q.14, 15)

• I like group projects in science but not writing or reading for English (p.27, q.17)

• When I was in kindergarten (p.32, q.14)

• Outside reading for English (p.98, q.17)

• Middle school because they made me (p98, q.18)

• My house or at school (p.5, q.15)

• I like English and Social studies. I don’t like chemistry projects (p.5, q.17)

• Kindergarten (p.4, q.13)

• My school library (p.4, q.14)

• Going to the school library and reading the goosebumps books, then finding more that interested me (p.16, q.5)

• 7th grade in middle school (p.16, q. 13)

• The middle school library (p.16, q.14)

Reading Materials

• I like fictional stories because they are very entertaining (p.4, q.2)

• Romance, fiction, action (p.4, q. 5)

• Harry potter, the fallen series (p4 q.9)

• Love, magic, science (p.4, q12)

• online/ road signs (p.98, q. 8)

• Captain underpants & Diary of a wimpy kid (p.98, q.9)

• Jack/ Monster (p.98, Q. 15)

• Yes (online): observer/ mad magazine/ mental floss

• Cooking (p.32, q. 9)

• Yes: hunting/ cooking (p.32, q.16)
● Yes, and they talk about the bible (p. 32, q. 22)
● An online article (p.5, q.9)
● I like reading about crime reports and history (p.5, q.12)
● Yes but mostly online: the observer (p.5, q. 16)
● Books with magic and fighting (p.16, q.5)
● Fate of flames, it was a good book with magic and mystery (p. 16, q. 9)
● “The Soreress”, I’m not sure who wrote it
● Probably about rifles, hunting, cooking, etc. (p.32, q.10)
● At the stores I read hunting magazines (p. 32, q. 15)
● Yes, because I read the bible (p.32, q.18)
● Hunting, cooking, the Bible (p.32, q. 23)
● Snapchat, netflix, legend of zelda, mentalfloss.com, supernatural, dirary of a wimpy kid, fruits basket, marvel, nick, pokmon cards, dr. who, history channel (p.98, q.10)

● Harry potter
● Waste of space in my bag I would bring my Nintendo switch instead (p.98, q.23)
● I like Stephen King and James Patterson, I like to read about mysteries and crimes (P.5, q. 7)
● IT, the 8th confession, Beach House, Cabin Fever (p. 5, Q. 10)
● My mom would read me Dr. Seuss books, “Do you like green eggs and ham”, “The cat in the Hat” (p.5, q.16)
● “Do you like green eggs and ham” to remind me of my mom, IT because I like the book and movie (p.5, q. 23)
● Harry Potter and his friends (p.4, q. 8)
● Harry Potter, 50 Shades of Grey, Avengers, Hunger Games, Percy Jackson (p.4, q.10)
● Junie B. Jones (p.4, q. 16)
● My favorite writing assignment was when we had to write a paper on our opinion on society. My least favorite writing assignment was on Animal Farm. (p.4, q.17)
● 50 Shades of Grey, Harry Potter, Fallen Series (p.4, q.23)
● They created the book “The revenge of the Shadow King”, one of my favorites (p.16 q.7)
● Wattpad, The immoral Nicholas Flamel, Series of Unfortunate Events (p.16, q.10)
● My most favorite assignment was reading the Hunger Games book. (p.16. q.17)
● The revenge of the shadow king, fate of flames, siege of the shadows

Reasons for Reading
● I get caught up in reading and don’t want to stop (p. 16 q.18)
● It allows an escape from the real world sometimes and lets you get caught up in a magical world (p.16, q.24)
• I’ve just always loved reading and being in my own fantasy world while I read. (p.4, q.5)
• Whenever I’m very upset i read because it helps me not have to think about my problems (p.4, q.18)
• Yes, mostly when I had a really rough day and just want to calm myself down. I’ll either read a book or watch a new movie/ TV show (p.5, q.18)
• Middle school because they made me (p.98, q.18)
• To inform yourself on things: to increase your education (p.27, q.8)
• I just don’t like to (p.27, q.2)
• Yes, some of the books in middle school caught my attention so I started going to the school library (p.16, q.17)
• I was told it’s a great book with magicians and the store clerk recommended the book (p.16, q.15)
• Enjoying time alone in the quiet and getting attached to the book: using the book to pass time (p.16, q.8)
• Yes, some books catch my interest and I find it hard to put it down (p.16, q.6)
• I like how they keep me guessing and how unreal things happen (p.16, q.5)
• I like to read because it reels me in and I get away from people (p.16, q.2)
• Keeps me up with information regarding my community (p.5, q.16)
• Helps you become a better reader: will help you with your’ fortune (p.5, q.8)
• I don’t find books interesting (p.5, q.2)
• When your beyond bored: because the teachers wanna make you a better reader (p.32, q.8)
• Because it’s boring (p.32, q.2)
• No they want me to read (o.98, q.19)
• Forced to (p.98, q.15)
• online/ road signs : forced to (p.98, q.8)
• Its boring (p.98, q’s 2,5,6)
• Yes, because it relieves stress for me (p.4, q.6)
• I think it helps it thinking situations and expands your understandment of words: it helps you read faster and understand more (p.4, q.8)

Social Reading
• My English and Social studies teacher (p.27, q.18)
• Yes, what the book is about (p.27, q.21)
• I was told its a great book with magicians and the store clerk recommended the book (p.16, q.15)
• Yes, my mom. We talk about news and things happening in our community. (p.5, q.21)
Because the teachers wanna make you a better reader (p.32, q.8)
Hunters (p.32, q.18)
Yes, and they talk about the Bible (p.32, q.22)
My sister (p.98, q.18)
No, they want me to read (p.98, q.19)
Sister does but my mom and dad don’t read (p.98, q.22)
My dad loves to read, we often have reading competitions to see who gets done fastest (p.4, q.17)
My dad (p.4, q.18)
My mom always tells me reading makes her fall asleep (p.4, q.19)
I talk to my dad about how he likes the book (p.4, q.21)
My dad talks about his favorite parts of a book (p.4, q.22)
Yes, if they say it is great I would check it out first before starting to actually read it (p.16, q.3)
Yes, they find books just as fascinating as I do (p.16,q.6)
Yes, because I’m always looking for new books to read (p.4, q.3)
My dad and i have reading contests to see who can finish the book first (p.4, q.4)
Many people I know dislike reading. They think it’s very boring and makes them fall asleep (p.4, q.6)
My school library, family suggestions (p.4, q.15)
It depends on if it’s on a topic that I will actually enjoy reading about (p.5, q.3)
Yes, they find reading interesting and enjoyable (p.5, q.6)
My mom would read me Dr. Seuss books (p.5, q.16)
When my mom would read me a goodnight story (p.5, q.22)
Pre-Teen and Teenager: when I actually enjoy the story line or can read to my siblings (p.5, q.22)
No, I don’t have friends (p.98, q.6)
Middle school because they made me (p.98, q.18)

MAIN FINDINGS
Avid readers tend to enjoy reading and read more than non avid readers.
Non avid readers generally seem to be disinterested in reading or to outrightly dislike reading and books.
Avid readers are motivated to read because they enjoy the story and because they find escape in books.
Non avid readers are motivated to read for school and for information.
Non avid readers tend to prefer other activities to reading when given the choice.
Non avid readers are more likely to read when it is assigned for school work.
Adolescents, be they avid readers or non-avid readers, find reading materials at school. Avid readers seem to prefer traditional print texts, non-avid readers seem to prefer online texts, newspapers, and magazines. Avid readers generally read fiction books.

Adolescents share their reading with family. Avid readers generally share books and discuss what they’ve read with family members; non-avid readers seem to discuss their reading materials with family such as the newspaper and current events or the bible. Avid readers tend to engage with friends in reading, they have friends that also enjoy reading. Non-avid readers reported being encouraged to read at school.