An Investigation into the Reasons Students Read for Pleasure

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There is no shortage of research available on the impact of reading for pleasure on academic success. However, there are gaps in the Australian research with regard to understanding why students read. Therefore, this research project sought to examine the question, "Why do students choose to read for pleasure?" Findings indicated that having access to teacher librarians that are passionate about books and having assistance in finding the right book played an important role in students choosing to read. There are limitations to generalising these findings, however, they do provide insightful and interesting results that may lead to further investigation.

Introduction

In 2018, I attended the inaugural Edmund Rice Education Australia (EREA) School Libraries Conference. At this conference, I met a number of talented teacher librarians from around Australia. Throughout the conference, conversation often returned to two questions: How do you promote your library and advocate for your position and how do you engage your students in reading for pleasure (RFP)? Since the conference, these two questions have remained with me.

The first question has recently gained a lot of traction through the "Students Need School Libraries" campaign. This campaign was a direct result of the findings from the Australian House of Representatives (2011) investigation into school libraries. Currently, the Students Need School Libraries campaign is a year old. As part of the anniversary, the campaign is working towards raising further awareness of the impact of school libraries to advocate for the protection and reinstatement of teacher librarians and school libraries. The campaign has a particular focus on getting school libraries and teacher librarians back into schools that have eliminated these positions (Students Need School Libraries, 2019).

The second question, however, was one that I had often considered. Understanding why students choose to RFP has been a question that I have pondered since I became a teacher librarian. After four years working as a teacher librarian, it has become clear to me that students can either be categorised as a reader or a reluctant reader. However, during my time as a teacher librarian, I have not been able to identify what it is that determines the difference between these two categories, nor could I draw firm conclusions about the development of the reading habits of my students. Many of my colleagues at the 2018 EREA School Libraries Conference also felt this way.

Shortly after the conference, it occurred to me that I could conduct research to answer the second question. I knew from my own experience that teacher librarians play a vital role in encouraging their students to participate in RFP, and I wanted to be able to confirm this with research that I could then share with my colleagues. The House of Representatives (2011) report paid significant attention to the need for school libraries and teacher librarians to engage in evidence-

based practice to advocate the value of their positions. Therefore, I planned to share my review of the literature, the processes, and findings with my colleagues, in the hope that they too could undertake similar projects to assist them in advocating for their positions. After conducting some initial research and beginning to form my literature review, it became clear to me that I needed to take a step back from "How do you engage your students in reading for pleasure?" I realised that I would first need to understand what motivates students to read, and why they read.

Problem Statement and Research Question

School libraries play a vital role in ensuring that students have access to appropriate resources and are engaged in the act of reading for pleasure (RFP) (Chan, 2008; Merga, 2017b). School libraries and teacher librarians are passionate about promoting RFP because they understand the impact it has on student academic achievement (Lonsdale, 2003). However, teacher librarians and school libraries are often ill equipped in terms of equitable access and staffing (Hughes et al., 2013), and are often not armed with the necessary tools to prove the impact of library programs that promote RFP (House of Representatives, 2011).

There are clear gaps in the Australian research with regard to understanding teacher librarian and school library impact on student engagement in RFP. Additionally, continued research into student motivation to RFP and the many factors that affect student choice to RFP is needed. . Therefore, the question of "why do students choose to read?" has been examined to understand what motivates students to read.

The Importance of Reading for Pleasure in Achieving Academic Success

For the purpose of this literature review, RFP is defined as reading self-selected books that are of interest to a student, are not part of the curriculum, and are of an achievable reading level for that student (Clark & Rumbold, 2006; Whitten, Labby, & Sullivan, 2016). Students who read widely for pleasure are more likely to experience several benefits with regard to their academic achievement, cognitive development, and social and emotional wellbeing (Clark, 2010; Clark & Rumbold, 2006; Horbec, 2012; Small, Shanahan & Stasak, 2010). Student literacy levels are considered to be an important indicator of academic success and researchers have shown that by engaging regularly in RFP, students are more likely to increase their literacy levels (Clark, 2010; Merga, 2017b; Mol & Bus, 2011).

Nagy and Herman (1987) found that students that read for 20 minutes a day throughout the school year are exposed to approximately 1,800,000 words, as opposed to students that read for five minutes a day and are exposed to approximately 282,000 words. This difference is a prime example of the importance of RFP for increasing vocabulary and expanding comprehension. Furthermore, the Organisation for Economic Co-operation and Development (OECD) found that "On average, students who read daily for enjoyment score the equivalent of one-and-a-half years of schooling better than those who do not" (OECD, 2011, p. 2). Additionally, establishing a habit of regular reading that is continued throughout one's lifetime is paramount, as research has indicated that literacy skills can easily decline if not in regular use (Merga & Roni, 2018).

Building the Habit: Barriers and Gateways

The term "spiral of causality" is used by Mol and Bus (2011, p. 267) to explain the impact of continuous reading development throughout a lifetime. The spiral of causality is an upwards

trajectory of reading development, if a reading habit is created early and maintained throughout all levels of schooling and into adulthood. The effects of this spiral are that students are more likely to increase their literacy levels and are therefore more likely to experience greater academic achievement (OECD, 2012). However, the challenge of encouraging secondary school students to create and maintain a reading habit still remains.

Jennifer and Ponniah (2015) documented possible reasons for the decline of secondary school students engaging in RFP; the main reason they identified was the possibility that students were experiencing "readicide" (Jennifer & Ponniah, 2015, p. 1). Readicide, as defined by Jennifer and Ponniah (2015), is "a systematic killing of the love of reading" (p. 1). These researchers explained that the focus of reading for academic gain, as opposed to focussing on RFP, has placed enormous pressure on students and removed the fun. As a direct consequence, students are less willing to engage with the activity as it is no longer seen as something pleasurable. In addition to readicide, Jennifer and Ponniah (2015) posited that there is a rise in "aliteracy," i.e, the ability, but not the desire, to read, among adults (Mikulecky, 1979). Jennifer and Ponniah (2015) stated that this rise is largely due to the increase in available media that draws readers' attention away from books, thus further damaging the building of a healthy reading habit. In order to combat this issue, Jennifer and Ponniah's (2015) argued that the countermeasure to readicide and the rise of aliteracy is to re-engage secondary students in RFP by placing the emphasis on the pleasure of reading as opposed to the achievement and progress.

Alongside readicide, another barrier to students developing a reading habit is finding an appealing book (Scholastic, 2015). The Scholastic report (2015) concluded that 41% of children aged 6 to 17 years old struggle to find books that appeal to their interests, with an increase in difficulty reported as they get older. Furthermore, 57% of infrequent readers reported that they struggle to find books that are of interest to them (Scholastic, 2015). In contrast, only 29% of parents believed their children require help selecting appropriate books, and 33% reported that they had difficulty in locating books that their children enjoyed (Scholastic, 2015). This is further supported by research conducted by the Centre for Youth Literature (2009). This research states that parents seek advice regarding books that are appropriate for their children to read. However, this interest from parents, coupled with their desire to approve reading material for their children has created another barrier between students and reading (Centre for Youth Literature, 2009).

Despite some parents not fully comprehending the difficulties of finding good books and unintentionally creating barriers to reading for their children, 82% of children consistently reported that having a parent that models reading and encourages them to read is important to them (Merga, 2017a). In addition to parents, 67% of children also reported that having teachers and teacher librarians that encourage them to read is also important (Scholastic, 2015). Therefore, it is essential that primary and secondary schools are well equipped to encourage students to find books that meet the needs of the reader and the parents.

School Library and Teacher Librarian Impact

Teacher librarians and school libraries are staunch supporters of RFP (Lonsdale, 2003) and are often viewed as one possible resource in helping students to access a good book (La Marca, 2004). La Marca's (2008) research concluded that teacher librarians play an integral role in encouraging their students to engage in RFP, by being an "enabling adult" (La Marca, 2008, p. 4).

Merga's (2015) research into student perceptions of teacher librarians shows a strong correlation with the findings of La Marca's (2008) research. Merga's (2015) findings demonstrate a clear connection between students' positive comments and reflections on teacher librarians and their engagement with library programs that promote RFP. Furthermore, the inclusion of required

reading during school time was noted as having a positive impact on student engagement with RFP (Merga, 2015).

Methodology

This study utilised quantitative and qualitative data and collection analysis methods. A combination of a Likert scale questionnaire and nonparametric testing, including crosstabulations was used. The use of a Likert scale questionnaire allowed for the data to remain distinct while presenting responses in order from *motivated* to *unmotivated* (Bryman, 2016b). Crosstabulations allowed for the distribution of responses to each question to be shown across the three different year levels (Pallant, 2016). In addition to these quantitative methods, qualitative methods, such as deductive content analysis and informal data-sifting were performed (O'Toole & Beckett, 2014).

Population and Sampling

This research project was conducted in a school to which I have close ties. It is an independent, single-sex, female private school in Brisbane, Queensland. All students in year 7, 8 and 9 were invited to participate through their fortnightly library lessons. Information sheets and consent forms were sent home to parents and carers. Students that returned the form where sent a link to the survey and asked to complete the survey in their own time over a period of two weeks. Fifty-four students across year 7, 8 and 9 chose to participate in this study.

Method

Data Collection

I collected data through the use of an online survey; the survey contained two parts (see Appendix A and B). Part A (Appendix A) consisted of 20 multiple choice questions from the Gambrell, Palmer, Codling, and Mazzoni (1996) Adolescent Motivation to Read Profile (AMRP). This survey has been used previously to yield results in examining student motivation to read (Gavigan, 2010; Pitcher et al., 2007).

Part B of the survey consisted of eight open-ended questions that I designed with findings of the literature review in mind. These questions examined the role of the following in student motivation to read: determining the role that potential social agents play (Merga, 2017a); the impact of school libraries and teacher librarians (La Marca, 2008; Lonsdale, 2003; Merga, 2015); and, what encourages students to read (Scholastic, 2015).

Data Analysis

Quantitative Analysis. I utilised basic descriptive statistics to analyse Part A. The first questio of Part A was for the purpose of collecting demographic data regarding year level. The remaining 20 questions were from the AMRP instrument, which is of a similar design to a Likert scale. The AMRP includes responses that are scored from four (*motivated*) to one (*unmotivated*). Participants were given a total score which was used to establish their motivation to read. These measures were consistently scaled from a *motivated* (4) to *unmotivated* (1) rating. The highest score possible for the AMRP method is 80; this is established by multiplying the highest score for each question, four, by the number of questions, 20. In addition to a total score, the ARMP scores are divided into two categories: Self-Concept (SC) as a reader, and Value (V) of reading. Therefore, to analyse the data the responses were

coded from four to one with each student receiving a total score, a Self-concept as a reader score, and Value of reading score, per the AMRP method (Malloy, Marinak, Gambrell & Mazzoni, 2013).

Qualitative Analysis.

I applied informal data-sifting (O'Toole & Beckett, 2014) to determine the common themes present in the responses to each question. Patterns and connections between the questions were achieved through a deductive content analysis approach. The questions for Part B were designed to test the theory that students that engage in RFP have certain influences in their life that encourage them to read. When analysing the data, I looked for specific key words and phrases that would support this theory, including students listing those people in their life that have an impact on their reading, and specific reference to their teacher librarian. Responses were compared within questions and connections across similar questions were made.

Reliability and Validity. In addition to internal consistency, this study has test-retest reliability (Chiang, Jhangiani, & Price, 2012) due to the fact that the instrument is based off the Gambrell et al. (1996) AMRP method, a tool that has been previously successfully used (Gavigan, 2010; Pitcher et al., 2007). Therefore, although this study sought to understand student choice to engage in RFP, by utilising the AMRP tool to determine student motivation to RFP, it is possible to compare the results of the Part A survey questions (see Appendix A) to other studies that have been conducted utilising the same tool.

Findings and Discussion

Quantitative Results

Table 3 illustrates a fairly even divide between the SC and V scores of the participants.

Table 3. SC and V Scores

SC and V	Frequency (%)
SC > V	25 (46.2)
SC = V	9 (16.7)
SC < V	20 (37.1)
Total	54 (100)

As Table 3 shows, 25 participants received a higher SC score, suggesting that they see themselves as competent readers, but do not necessarily place high value on reading. Twenty participants received a higher V score, suggesting that they place a higher value on reading but do not necessarily see themselves as good readers. Nine participants received the same SC and V scores. It is interesting to note that there was no trend between a higher SC or V score and a high total score. This is possibly due to the fact that a small sample was used and therefore this generalisation cannot be made.
A crosstabulation of respondents' total AMRP scores and year levels is shown in Table 4.

Table 4. AMRP Scores and Year Level Crosstabulation

AMRP Scores	Year Level			Total
	7	8	9	
31-40	1	0	0	1
41-50	2	0	3	5
51-60	9	2	4	15
61-70	6	14	5	25
71-80	1	7	0	8
Total	19	23	12	54

As Table 4 indicated, the spread of scores across the year levels was determined. The scores were divided into data sets of ten to measure the distribution of the data.

The data set with the highest representation of students was 61-70 AMRP scores. Twenty-five students in total received scores within this data set. The year level with the highest number of students in this data set was year 8, with 14 students receiving scores between 61 and 70, as depicted in Table 4. There were also five year 9 students that scored within this data set, which was the highest number of year 9 students in the data set categories. As Table 4 shows, the highest number of year 7 students in a data set was the nine students that received a score within the 51-60 data set.

The AMRP method is designed to establish the self-concept of a student's reading ability, the value they place on reading, and their overall motivation to engage in RFP. The participants of this study should be considered generally motivated to RFP, due to the fact that 33 participants achieved AMRP total scores of 61 or higher, as shown in Table 4. In terms of their self-concept as a reader and the value they place on reading, there is no clear trend in student scores leaning towards one over the other, as shown in Table 3.

The even divide of these responses tends to negate Willingham's (2015) research which indicated that students that regularly engage in RFP and therefore place higher value on reading are more likely to experience higher levels of reading comprehension. The results of this study are in direct conflict with Willingham's findings due to the fact that not all students that placed high value on reading achieved high self-concept scores and vice versa. This finding suggests that some participants consider themselves to be good readers but do not necessarily place value on RFP. In addition, participants' who scored higher on their value of reading scores but lower on their self-concept scores did not necessarily see themselves as great readers but do value reading.

The placing of low value on reading for pleasure, no matter the reading achievement level of the student is supported by the research of Whitten et al. (2016), and the findings of Jennifer and Ponniah (2015). These researchers indicated that students were less likely to value reading due to the rise in and pressure of reading for academia, rather than pleasure. It is possible that the students who scored higher self-concept sores and lower value scores are directly representative of the findings of these studies.

Those students who received lower self-concept scores, but higher value scores are more likely to engage in RFP and therefore will experience an increase of reading achievement. According to Mol and Bus (2011), the spiral of causality is experienced by those that continue to place value on RFP and, therefore, regularly engage in RFP. It is therefore likely that if the AMRP were delivered to the same participants again at a later date, the following would be true: students who received higher value scores continued to engage in RFP, they would be likely to receive higher self-concept scores. The issue, therefore, is in raising the value of reading in those students that did not score high value scores.

Part B Results

Part B (see Appendix B) included eight open-ended questions based upon the literature to further uncover what influences students' choices to engage in RFP. Not all questions in Part B were answered by all students.

Part B includes insights into what influences students' choices to engage in RFP. Rather than discussing the responses to the eight open-ended question individually, the results have been divided up into the following themes: Influences on my reading; School library and teacher librarian impact; and, What makes me read?

Influences on My Reading

According to Merga (2017a) having access to positive role models, known as social agents, was reported to have a positive effect on a student's view of reading. This statement is supported by the results of this research. In answer to the questions in Part B of the survey, participants regularly noted the influence of their friends, family, and teachers in encouraging them to RFP. In answer to question 4 "Who helps you choose a good book and how do they help?" 28 participants reported that the teacher librarians played a significant role in assisting them to choose a good book. This statistic supports the research of La Marca (2008); not only are teacher librarians a social agent in encouraging students to engage in RFP, but they also are an "enabling adult" (La Marca, 2008, p. 4) that assists students with choosing a book that is right for them.

In addition to friends, teachers, and teacher librarians, the mention of dads as a positive reading role model stood out in question 8, "Do you have a reading role model?" While only two students mention their fathers, and one mentioned their grandfather, it is interesting to note that no participant mentioned their mothers. The fact that all three students positively associated a strong reading relationship with family members, supports the research of Nagel and Verboord (2016). Young readers that have a parent as a reading role model are more likely to develop and maintain a healthy reading habit and are therefore more likely to become motivated readers.

School Library and Teacher Librarian Impact

In addition to teacher librarians having an influence on their reading through assisting with choosing a good book, participants also reported that teacher librarians and their practices have had a positive impact on their reading habits. In response to question 2, "What does your school library or teacher librarians do that help you get excited about books and reading?" the majority of participants responded positively in favour of the teacher librarians and the library programs offered at the school. Participants regularly commented that the teacher librarians were helpful in choosing a good book. They reported that the teacher librariansspoke passionately about the books they'd read and, that they recommended books that were right for them. These findings support Merga's (2015) research, which demonstrates a clear connection between students' positive comments and reflections on teacher librarians and their engagement with library programs that promote RFP. Additionally, 17 participants specifically referenced the fortnightly library lessons as a positive impact on their reading. In fact, 10 participants reported that they'd like to increase the number of library lessons from once a fortnight to once a week. This positive association with the library program, and the expression of positive influence of teacher librarians clearly demonstrates the impact of the school library and the teacher librarians on student's engagement with RFP.

One of the constructive comments that was present in the responses to question 3, "What else could your school library or teacher librarians do to help you get more excited about books and reading?" was that more new books would be appreciated. This response suggests that despite the praise given to the teacher librarians for their assistance in helping students choose a good book, a wider range of newer books with a wider variety of themes and content is called for. These findings support the claims of the Scholastic (2015) report.

According to the Scholastic (2015) report, 41% of children aged 6 to 17 years old struggle to find books that appeal to their interests, with an increase in difficulty reported as they get older. A participant in this study made the comment that they wanted *"more books of more variety. I don't want teachers to be afraid to talk about books that are a bit different to the norm of issue such as: LGBTQIA+, racism or mental health."*

This call for action suggests that the collection of books does not quite meet the needs of the population. The perceived lack of new books with new and exciting or relevant themes is something that needs to be addressed.

What Makes You Read?

Something that I have often struggled to understand as a teacher librarian is what makes a student pick up a book and read it. In response to this question, the majority of participants reported that the right book is all that is needed. Twenty-one participants stated that a good blurb and eye-catching cover is what entices them to try a book. Other students stated that a good recommendation from the teacher librarian or their friends helps. In addition to this, participants also reported that they enjoyed self-selecting books to read. This lends itself to the conclusion that the participants of this study do not necessarily find it difficult to locate a good book. Although some participants have reported that they would prefer a wider variety of books, the responses have generally indicated that they have been able to access and read books that are of interest to them. However, it has already been established that the participants of this study see themselves as good readers, and over half of them value reading, therefore, their responses do not necessarily offer insight into how one might encourage a reluctant reader to engage in RFP.

In response to question 6: "What are some of the things that get you excited about reading?" participants offered insight into the types of stories that hooked the participants and kept them reading. Common genres reported included mystery, adventure, humour, and science fiction. Participants also commented that the inclusion of romance in a story was more likely to keep them engaged. Many participants also reported that they got excited about books that challenged them or kept them guessing. This suggests that the participants prefer books that are complex and include a little bit of everything to keep them engaged (Pfost, Dorfler & Artlet, 2012).

Conclusion and Implications

A mixed methodology approach was utilised in this research to ensure different aspects of student motivation to read for pleasure were investigated. The 20 multiple choice questions in Part A provided insight into student motivation to read, as well as their perception of themselves as a reader and the importance they place upon reading. This information coupled with the insights gained from analysing the responses to the eight open-ended questions in Part B provided valuable insight into student motivation to read. However, further opportunity for conversation regarding student choice to read for pleasure in a one-on-one interview setting with the researcher would allow for delving deeper into student motivation to read.

Students that see themselves as good readers are more likely to have a positive relationship with reading and are therefore more likely to engage in RFP. Participants in this study identified themselves as good readers and scored consistently high in the AMRP total scores. In general, the responses to all other questions in the two-part survey demonstrated a positive attitude towards reading. The fact that the participants identified themselves as good readers and their responses to all other questions were generally positive shows that students that think they read well are more likely to associate positive thoughts and attitudes towards reading and, therefore, are more likely to engage in RFP (Willingham, 2015).

The impact of teacher librarians and school libraries on students' engagement with RFP should not be underestimated. It is clear from the results of this research project that students are aware of the active and vital role that teacher librarians and school libraries can and do play in

encouraging students to engage in RFP. By offering students independent reading time in the form of fortnightly library lessons, the teacher librarians at this school provide participants with the opportunity to engage in RFP (Mol and Bus, 2011). Participants of this study identified that they struggle to balance schoolwork, reading, and other activities, and by providing a solid block of time for independent reading, the school is giving students that time and removing the pressure of finding time outside of school hours (Mol & Bus, 2011). Through these fortnightly independent reading lessons, students participate in approximately 40 minutes of focussed reading time. This, in turn, has an impact on student reading achievement and will then, hopefully, lead to an increase in student engagement in RFP.

In addition to providing students with an opportunity to RFP at school, participants identified teacher librarians as social agents in the promotion of reading (Merga, 2017a). Participants noted the positive way in which the teacher librarians spoke about and recommended books as playing a large role in whether the participants would choose to read a book or not. This suggests that not only are teacher librarians' vital in terms of providing time for reading, but also in encouraging students to RFP (Merga, 2017a). By continuing to be positive and enthusiastic about books, teacher librarians might be able to change the attitudes of some students towards reading, and therefore make it more socially acceptable to read. This, in turn, might increase the number of students that choose to RFP.

Limitations and Recommendations

The sample for this research came from a school that I have close ties with and should therefore be considered a convenience sample. Furthermore, the sample size of this study is small and therefore does not fully represent the population. This is a significant limitation of this study. The participants of this study tended to show characteristics that created a bias in responses (Hartas, 2010). In this case, this bias showed a positive trend towards reading. In addition to these characteristics, the majority of participants in this study have identified themselves as good or very good readers.

Therefore, any conclusions that can be drawn from this study are not able to be generalised, nor do they accurately represent the population (Bryman, 2016a). They do, however, provide insightful and interesting results, that may lead to further investigation. Further investigation in this area is required to further examine why students choose to read for pleasure. This includes accessing and utilising a wider population, which will result in a more diverse sample size. Furthermore, comparisons between male and female readers is a possible avenue for expanding upon this research. Additionally, research is required in the field of helping to advocate for the protection of teacher librarian positions in schools to encourage RFP. This research confirmed a small number of vital acts that teacher librarians perform and may provide insight for teacher librarians wishing to investigate and participate in evidence-based practice of their own.

Students choose to RFP for many different reasons. These include for enjoyment, relaxation, escapism (Merga, 2017b), and, because they have found the right book (La Marca, 2004). It is clear from this research that avid readers are highly aware of the benefits of reading for social and emotional reasons, as well as for academic achievement. However, it is understanding the motivation, or lack of, for persons that do not identify themselves as readers that is challenging.

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Appendix A. Survey Questions

Part A

I am in
- a) 7
- b) 8
- c) 9

A1. My friends think I am…
- a) A very good reader
- b) A good reader
- c) An ok reader
- d) A poor reader

A2. Reading a book is something I like to do
- a) Never
- b) Not very often
- c) Sometimes
- d) Often

A3. I read…
- a) Not as well as my friends
- b) About the same as my friends
- c) A little better than my friends
- d) A lot better than my friends

A4. My best friends think reading is..
- a) Really fun
- b) fun
- c) Ok
- d) No fun at all

A5. When I come to a word I don't know, I can…
- a) Almost always figure it out
- b) Sometimes figure it out
- c) Almost never figure it out
- d) Never figure it out

A6. I tell my friends about good books I read
- a) I never do this
- b) I almost never do this
- c) I do this some of the time
- d) I do this a lot

A7. When I am reading by myself, I understand…
- a) Almost everything I read
- b) Some of what I read
- c) Almost none of what I read
- d) None of what I read

A8. People who read a lot are…
- a) Very interesting
- b) Interesting

    c) Not very interesting

    d) Boring

A9. I am…

    a) A poor reader

    b) An ok reader

    c) A good reader

    d) A very good reader

A10. I think libraries are…

    a) A great place to spend time

    b) An interesting place to spend time

    c) An ok place to spend time

    d) A boring place to spend time

A11. I worry about what other kids think about my reading

    a) Everyday

    b) Almost everyday

    c) Once in a while

    d) Never

A12. Knowing how to read well is…

    a) Not very important

    b) Sort of important

    c) Important

    d) Very important

A13. When my teacher asks me a question about what I have read, I…

    a) Can never think of an answer

    b) Have trouble thinking of an answer

    c) Sometimes think of an answer

    d) Always think of an answer

A14. I think reading is…

    a) A boring way to spend time

    b) An ok way to spend time

    c) An interesting way to spend time

    d) A great way to spend time

A15. Reading is…

    a) Very easy for me

    b) Kind of easy for me

    c) Kind of hard for me

    d) Very hard for me

A16. When I grow up, I will spend…

    a) None of my time reading

    b) Very little of my time reading

    c) Some of my time reading

    d) A lot of my time reading

A17. When I am in a group talking about stories, I…

    a) Almost never talk about my ideas

    b) Sometimes talk about my ideas

    c) Almost always talk about my ideas

    d) Always talk about my ideas

A18. I would like for my teacher to read book out loud to the class…
   a) Everyday
   b) Almost everyday
   c) Once in a while
   d) Never

A19. When I read out loud I am a…
   a) Poor reader
   b) Ok reader
   c) Good reader
   d) Very good reader

A20. When someone gives me a book for a present, I feel…
   a) Very happy
   b) Sort of happy
   c) Sort of unhappy
   d) Unhappy

Part B

B1. Do you find reading fun? If so, why? If not, why not?

B2. What does your school library or teacher librarians do that help you get excited about books and reading?

B3. What else could your school library or teacher librarians do to help you get more excited about books and reading?

B4. Who helps you choose a good book and how do they help?

B5. What makes you pick up a book and start reading it?

B6. What are some things that get you really excited about reading books?

B7. Do you have a reading role model? Who is it and why?

B8. Why do you choose to read? If you don't, what stops you from reading?