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Factors Affecting Adolescent Motivation in Reading

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Abstract — The following synthesis addresses adolescent literacy and motivation, specifically how to increase intrinsic motivation in a stage of life where students are typically less driven to read. The author analyzed fifteen studies to expand upon the themes of independent reading, choice, in-school versus out-of-school literacies, and self-efficacy. Based upon the findings from these themes, the author discusses research and teaching implications from the theoretical framework of participatory cultures.

Factors Affecting Adolescent Motivation in Reading

Although reading motivation, particularly intrinsic motivation, is often predictive of such measures of success as achievement, comprehension in reading, comfort with academics, and confidence in academic ability (Gottfried, 1985; Gottfried, Fleming, & Gottfried, 2001; Guthrie, 2008), research consistently demonstrates that adolescents are disinterested in school and are reading little (Intrator & Kunzman, 2009). Adolescent literacy practices need attention as this age group reads less than other age groups, is less motivated than younger age groups, and as their lack of motivation stabilizes and is resistant to change (Gottfried, Fleming, & Gottfried, 2001; National Endowment of the Arts [NEA], 2007). This disconnect between adolescents and their interest in reading is problematic as research suggests that adolescents are at a crucial time of significant brain development as well as a time when their literacy skills need to be honed (Dunston & Gambrell, 2009; Intrator & Kunzman, 2009). The time that adolescents spend reading is correlated to both their ability to read and their motivation to read (Dunston & Gambrell, 2009; Guthrie, 2008). Thus, a central conflict that needs to be resolved in adolescent literacy is how to motivate adolescents to read more in a time when their connection to school is lacking (Intrator & Kunzman, 2009).

There are generally two categories used to define motivation: intrinsic and extrinsic. *Extrinsic motivation* is defined by external factors that influence motivation, such as grades; *intrinsic motivation* is defined by internal factors, such as feelings, personal associations, and pleasure in the activity (Dunston & Gambrell, 2009; Gottfried, 1985; Guthrie, 2008). This review of the literature will focus upon intrinsic motivation as this category of motivation is most influential upon students (Dunston & Gambrell, 2009). An analysis of intrinsic motivation is particularly important to adolescent literacy to determine why adolescents are less intrinsically motivated in reading as they get older. This trend of decreasing motivation in adolescence needs resolution to avoid the negative impact a lack of reading could have upon their academic learning and achievement (Gottfried, 1985; Gottfried, Fleming, & Gottfried, 2001). In particular, the relationship between

intrinsic motivation and adolescent literacy seems to hinge in part on the ownership students have in their learning. Based on an examination of pertinent reviews of adolescent literacy, this review will examine such factors as independent reading, choice, in-school versus out-of-school literacies, and self-efficacy to determine how to increase adolescent intrinsic motivation in order to positively affect adolescent literacy (Alvermann, 2002; Dunston & Gambrell, 2009; Gambrell et al., 2011; Guthrie, 2008; Intrator & Kunzman, 2009). After a brief discussion of methodology, I will describe the themes that relate to adolescent literacy and motivation and then discuss the theoretical framework, implications for teaching practice, and guidelines for future research that arose from a synthesis of the studies.

Method

Inclusion and Exclusion Criteria

This review of adolescent motivation in reading consists of sources obtained from books and articles from peer-reviewed journals. The researcher used articles without publication date restrictions that dealt with adolescent literacy and motivation in some manner. For the purpose of this study, an *adolescent* is defined as a student from fourth grade (10 years of age) through the end of secondary (19 years of age) (Drummond et al. 2011; Intrator & Kunzman, 2009).

Search Strategies

To begin my search, I used the EbscoHost to search for texts using the keywords "adolescent literacy" and "motivation" in the following databases: Academic Search Complete, Academic Search Premier, Education Full Text (H. W. Wilson), Education Research Complete, ERIC, Humanities Full Text (H. W. Wilson), Psychology and Behavioral Sciences Collection, PsycINFO, Social Sciences Full Text (H. W. Wilson), and Teacher Reference Center. This search yielded 49 results (23 with duplicates removed). In addition, I searched the Web of Science database and did a hand search of several book chapters. After the EbscoHost search, the Web of Science Search, and hand searches, I found fifteen studies that pertained to adolescent literacy and motivation. A careful reading of these fifteen studies was used to synthesize across sources to inform the targeted themes.

Themes in Adolescent Literacy and Motivation

Independent Reading

Intrinsic motivation is important to the teaching of reading because of its impact upon students' will and desire to become independent readers (Gambrell, Marinek, Booker, & McCrea-

Andrews, 2011); thus, motivation and independent reading are linked as the former is the catalyst for the latter. Yet, adolescents seem particularly afflicted with a lack of motivation for independent reading: "Although there has been measurable progress in recent years in reading ability at the elementary school level, all progress appears to halt as children enter their teenage years. There is a general decline in reading among teenage and adult Americans" (NEA, 2007, p. 3). However, in analyzing several studies pertaining to independent reading and adolescents, it appears that adolescents may not be the unmotivated, nonreaders that research, such as the previously quoted National Endowment of the Arts (NEA) source suggests. Instead, adolescents are motivated, and often value, their independent reading for the time to reflect and understand texts in a more meaningful way. However, these adolescents may appreciate texts that are not traditionally associated with school or even counted as "texts" by stricter definitions of literacy, such as comics, zines, or newscasts.

Wigfield and Guthrie (1997) described the relationship between independent reading and motivation as one that starts with motivation and then leads to reading; students do not read frequently and then gain motivation. This relationship between motivation and reading is important as these researchers found that motivation is a predictor of both the frequency students read as well as the range of students' reading. Yoon (2002) reviewed an extensive amount of research on Sustained Silent Reading (SSR) in a meta-analysis. He concluded that independent reading was a positive influence upon students' attitude in reading, although the effect size for this relationship was higher for lower grades than higher grades. Although this report exemplified the value of independent reading, it also reflected the urgency of intervening regarding students' motivation to read independently earlier rather than later.

Whereas Yoon was focused on the relationship of independent reading and attitude for reading, Ivey and Broaddus (2001) focused upon students' preferences for reading. In a survey of 1,765 middle school students, these researchers found that adolescents may not deserve the perception that they are resistant or apathetic readers. Instead, their research suggests that independent reading is something middle school students value, even over social aspects of reading that may be more readily associated with adolescents. These students identified independent reading as a time when they could comprehend and analyze text more deeply. However, although students in this study valued independent reading, their classrooms did not always encourage this habit. Many students did not view the classroom as a place to find interesting, relevant independent reading material.

Another study that supports the notion that adolescents are independent readers, debunking the NEA report (2007), is a study of urban, minority middle school students with low test scores in reading, which found that 72% of participants were involved in independent reading (Hughes-Hassell & Rodge, 2007). However, these students consumed reading that was not the formal texts of their classrooms, but were more informal texts, such as magazines. The finding that adolescents are motivated to read on their own, but with more informal rather than formal texts, is a finding that

reoccurs in the research on adolescent motivation and was the specific purpose of the Gabriel, Allington, & Billen (2012) study. In this study of 197 middle school students from nine middle schools, the researchers found that magazines excited students because they provided new, relevant material. Even though these texts are informal, students still demonstrated reading skills valued in literacy classrooms, such as comprehension, fluency, and use of text structures. Thus, these researchers recommend that informal texts, such as magazines, be used as a bridge to connect adolescents with a variety of relevant topics to which they can apply more traditional literacy skills. Overall, these studies demonstrate that motivation is an important driver of reading, and adolescents are motivated to read independently when the texts are relevant and interesting, even if this means students are reading more informal texts.

Choice

Several studies have shown that intrinsic motivation is multidimensional, varying according to readers' individuality. For instance, Wigfield and Guthrie (1997) found gender differences in motivation, with girls demonstrating stronger motivation than boys. Similarly, Guthrie, Coddington, and Wigfield (2009) studied the multidimensionality of motivation through profiles of motivation based on race and found that different connections between measures—such as self-efficacy, perceived difficulty, and avoidance—varied in their association based upon whether someone was Caucasian or African American.

Both of these studies show that motivation varies depending upon the individual; thus, it seems that in order to stimulate motivation for reading in students, solutions must be personal rather than systematic. One of the reoccurring themes in adolescent literacy and motivation is choice, an individual's preference for what they read. Mulitple studies, over a broad time span, have shown that giving students choice in their reading, thereby making their reading interesting or relevant, increases adolescent motivation (Gabriel et al., 2012; Groenke, Bennett, & Hill, 2012; Guthrie et al., 2009; Rehder, 1980).

From this evidence, it would seem that teachers would be encouraging students to choose their reading materials in school to increase their desire for and interest in reading, yet students are often not given a choice in their reading for a variety of reasons. Teachers may be hesitant to give up control of content in the classroom; a focus on learning content may outweigh giving students freedom in reading; and a growing pressure on the school community to comply with state or federal standards may inhibit allowing students to choose (Ivey & Broaddus, 2001). Thus, allowing students more choice is not as simple a solution as it may seem. In order to see if giving adolescents more control in choosing their own reading has benefits to their learning, it is important to understand the connections between motivation, learning, and student choice.

An early study that demonstrated the success of allowing students to choose their own reading material was Rehder's (1980) study of a course that focused upon allowing high school juniors and seniors to choose their own popular fiction novels to read. Rehder's study found that increasing

students' choice in their reading correlated to an increase in both reading rate and vocabulary scores. Although this study is a case study in a particular high school, a more recent national survey of 1,765 middle school students in 23 different schools in the United States also indicates that student choice has positive results for reading (Ivey & Broaddus, 2001).

The Ivey and Broaddus (2001) study demonstrated that 42% of students were motivated by interesting content and choice in reading to read in class. For those teachers who fear that choice in reading will diminish gains in content knowledge, this study had encouraging results. Ivey and Broaddus (2001) found that students read a wide variety of texts when reading on their own, including nonfiction texts; however, these researchers found that much of students' school reading was limited to novels and that there was a "nonexistence of nonfiction" (p. 368) in assigned curriculum. Motivation to read, which is fostered by student choice, is supported by a variety of reading options, as suggested by Wigfield and Guthrie's earlier study (1997). In this study, the authors found that intrinsic motivation was a strong predictor of the amount and variety of reading completed by the participants.

These studies show an increase in variety of reading and performance when students are able to choose their own texts (Ivey & Broaddus, 2001; Rehder, 1980). Conversely, the studies revealed a negative effect of assigned reading. Ivey and Broaddus (2001) found that many of their participants' most unpleasant reading experiences were their assigned reading experiences, resulting in problems with both comprehension and engagement. Similarly, Guthrie et al. (2009) found in their study of negative motivations for reading, such as avoidance and perceived difficulty of text, that one of the reasons students avoid texts is when those texts are not relevant. Thus, allowing students to choose their own text not only avoids negative motivations (Guthrie et al., 2009), but also contributes to increased motivation to read as well as motivation to read a wide range of text (Ivey & Broaddus, 2001; Wigfield & Guthrie, 1997) while improving reading performance (Rehder, 1980). More recent studies have found that giving students a choice in reading not only allows them to naturally connect with their own interests, but also to gain needed background knowledge to make reading more successful (Gabriel et al., 2012). By building students' reading skills through texts that they choose, students will have more of a knowledge base to build upon, which will help them transition to more formal, school reading (Groenke et al., 2012). If teachers fear losing control of the curriculum by giving students more freedom to choose, they should consider whether control is worth the lack of comprehension and engagement that may result when only using assigned readings (Ivey & Broaddus, 2001).

In-school Versus Out-of-School Literacies

Literacy, as a field, is changing - especially with the predominance of technology. Students are no longer bound to words in a book, but are increasingly creating as well as consuming texts that are multimodal and easily accessed anywhere, at any time (Kress, 2003). Thus literacy, and the texts studied with traditional literacy skills, is increasingly becoming less formal. As these literacy mediums change, schools must reflect upon how

they are going to keep pace. Will literacy classrooms continue to value the traditional tools of pen, paper, and textbook, or will they adapt to accommodate the texts that influence the lives of students outside of school, including computer screens, social media platforms, and video games (Gee, 2007; Kress, 2003)? Kress (2003) described this transition in genre as a source of tension:

> The important point is to be aware of the fundamental tension around genre, uneasily hovering between regularity and repeatability on the one hand — the effect of social stabilities and of regulations erected around text to keep them close to 'convention'—and the dynamic for constant flux and change on the other hand. (p. 102).

Schools are charged with teaching students the components of literacy—vocabulary, grammar, comprehension, among others—however, schools must also adapt to changing genres in order to remain relevant to student learning. The Ivey and Broaddus (2001) study found that although students often identified the material they read to be an important in motivating them to read, they rarely associated their classrooms as resources for finding these engaging materials. Instead, students seem to be engaged by informal texts, such as magazines, that they find outside-of-school (Gabriel et al., 2012; Hughes-Hassell & Rodge, 2007). Thus, it is important to understand the literature that studies the relationship between in and out-of-school literacies to determine if these two contexts can be bridged in order to motivate and engage students. In the literature that discusses this topic, two major themes developed: *informal and formal texts* and *technology's role in changing text*.

Informal and formal texts

Gee (2007) identified thirty-six learning principles that video games develop. In a survey of leisure reading habits, Gabriel et al. (2012) found that magazines, although informal, provide text structures that effectively allow students to practice traditional literacy skills. Are such informal texts as video games and magazines texts that should be added to school curriculum? In our current educational system, where standards, such as the widely adopted Common Core State Standards (CCSS), advocate reading a wide variety of "complex literary and informational texts," where do the informal texts of students' lives fit into the rigor of more academic texts (National Governors Association Center for Best Practices & Council of Chief State School Officers [NGA & CCSSO], 2010, p. 35)? Although there may be a danger of teachers dismissing more informal texts as they rush to accommodate the complexity of text focused upon with the CCSS, scholars call for the inclusion of these texts:

> Effective instruction builds on elements of both formal and informal literacies. It does so by taking into account students' interests and needs while at the same time attending to the challenges of living in an information-based economy during a time when the bar has been raised significantly for literacy achievement. (Alvermann, 2002, p. 190-191).

A look at the studies examining more informal texts revealed

that these texts may be useful tools in helping students achieve this new bar of literacy. In a study previously mentioned, Ivey and Broaddus (2001) found that what students read in their out-of-school, informal reading was far from simplistic; in fact, these researchers found students reading more variety of text, even nonfiction text, than they were reading in school. Building upon this theme of variety in their out-of-school literacies, Guzzetti, Campbell, Duke, and Irving (2003) looked at case studies of three adolescent, female students creating and reading zines, student created and published magazines, in order to understand the implications of zines for literacy. These researchers found that although both students and teachers may be wary of adopting student creative outlets in the classroom, these alternative texts did model giving students ownership in their learning in order to increase their motivation.

Ferree (2001) studied two British secondary classrooms of 13-14 year olds to observe the use of more informal texts, soap operas and newscasts, within school settings and the effect these texts had upon student motivation. This research supported the other studies in suggesting that students' interest, connection, and engagement with these informal texts did increase student motivation. In a larger survey study, Hughes-Hassell and Rodge (2007) found that in a population of 549 urban minority middle school students, 72% were independent readers, depending upon how one defined reading and text. The majority of these students, both male and female, preferred magazines as their reading of choice. Hughes-Hassell and Rodge (2007) found that even though these students were reading informally, one of their motivations for this reading was "to learn new things" and those listing this as a reason for independent reading also listed motivations such as "'to get better at reading' and 'to gain knowledge'" (p. 24).

Thus, students seem to recognize that the bridge between their out-of-school texts and their in-school learning allows them to gain knowledge and reading skills. Other texts that urban students rate highly are comic books and the Internet (Hughes-Hassell & Rodge, 2007). These findings relate to Guthrie et al. (2009) study because just as students show a variety in their reading outside-of-school, their motivation for reading is also highly differentiated. Thus, these informal texts may be a way to connect to students' individualized interests in order to motivate them in a way that targets their individual needs. Gabriel et al. (2012) determined that informal texts, such as magazines, could help support in-school literacies in the following ways: (1) connect to students' desire for novelty, allow students to make connections that they can then share with others; (2) give practice with strategies for reading texts, such as using text structures and making inferences; (3) provide multiple levels of reading; give background knowledge on a variety of subjects; and (4) improve students' ability to read independently.

The Groenke et al. (2012) study demonstrated the same positive connections students have with their reading outside-of-school as did the previous studies, but this study revealed that students do not necessarily connect their ability with out-of-school reading to their in-school texts. Although the females in this study showed a belief in the importance of reading and exuded confidence in their personal reading, they were often less confident about school texts. Thus, whereas other studies praised informal texts for the practice it gave students with literacy skills that translated to more formal texts, this study suggests that the confidence students have with their informal reading does not always translate to their in-school texts. This lack of transferring self-efficacy from informal to formal texts is interesting as it makes one wonder whether this is due to how society values text and the tradition of books as being "real" reading. If informal texts were more widely regarded as being worthy of literacy skills, would these students equate their strengths, motivation, and reading competence with informal texts to their school texts?

Technology

Reoccurring throughout the literature on adolescent literacy and motivation is the theme of technology and its effect upon texts. Although this theme relates to the preceding theme of formal versus informal texts, as technology often creates texts that are considered informal and not included in the traditional literacy curriculum of classrooms, this theme of technology goes beyond just another type of informal text. Technology has changed literacy practices as a whole. Kress (2003) argues that the screen has displaced the book, and the image is now more prevalent than the more oral nature of language. Alvermann (2002) also discussed how technology is changing literacy: "Everyday literacy practices are changing at an unprecedented pace, and speculation as to the impact of interactive communication technologies and multimedia on current conceptions of reading and writing is evident on many fronts" (p. 198).

Literacy is becoming mulitliteracies, which were theorized by the New London Group (Cazden et al., 1996). Multiliteracies allow for meaning making through different modes: "One of the key ideas informing the notion of multiliteracies is the increasing complexity and inter-relationship of different modes of meaning" (Cazden et al., 1996, p. 78). The theme of multiliteracies, accessed through digital environments and tools, was a reoccurring source of motivation for adolescents in the studies of this review. The O'Brien (2001) study examined case studies from a larger study of high school students who were struggling readers. O'Brien found that even though these students had not been successful with traditional literacy practices and text, these struggling readers thrived in connecting and communicating with the visual mediums that media provided. Similarly, the Schofield and Rogers (2004) study used a multimedia project to supplement school curriculum in case studies with youth 15 to 19 years of age who were participating in a youth literacy program. These at-risk students were encouraged to use their own biographies and multimedia projects to supplement school curriculum. This connection with technology and multimedia projects with in and out-of-school literacies enhanced the students' engagement, creativity, and connections to curriculum (Schofield & Rogers, 2004). One case study, Kevin, was "actively resistant to reading," yet, when given the opportunity to incorporate his love of drawing and visual modes into his learning, he was able to create a successful multimedia project by creating a film after analyzing primary and secondary sources and synthesizing his learning about World War II (Schofield & Rogers, 2004, p. 243). Both the O'Brien (2001) and Schofield and Rogers (2004) studies demonstrated that students, who may not succeed with traditional texts, can thrive

and reignite their motivation for learning when they are given the opportunity to expand the traditional definition of literacy.

Self-efficacy

Self-efficacy in reading is how well students perceive their ability as readers (Alvermann, 2002; Groenke et al., 2012). Multiple researchers agree that self-efficacy is positively correlated with motivation (Alvermann, 2002; Gottfried, 1985; Guthrie et al., 2009). In addition to self-efficacy being an indicator of motivation, Wigfield & Guthrie (1997) also found that self-efficacy was an indicator of reading achievement. Thus, part of being motivated and successful in reading is not just related to students' ability to read well, but is also connected to their perception of that ability. Whereas the earlier studies identified in this review relating to self-efficacy were concerned with determining the relationships between self-efficacy and motivation (Gottfried, 1985) and self-efficacy and achievement (Wigfield & Guthrie, 1997), more recent studies have discussed self-efficacy in terms of how it can be fostered in students (Gabriel et al., 2012; Groenke et al., 2012). In terms of encouraging self-efficacy in students, this theme relates to the previously discussed theme of formal versus informal texts. In the Groenke et al. (2012) study, these researchers found that even girls with the highest motivation profiles in their study suffered in their self-efficacy in formal texts versus their confidence with informal texts. These researchers found that girls like Carrie, a case study participant, displayed strong self-efficacy in their informal reading, but this feeling did not translate to their academic contexts:

> "Carrie seemed less confident in her abilities in academic reading, especially in other content areas outside of language arts (e.g., social studies, math). She said that she found school reading to be most difficult for her in science class, explaining 'It's kind of hard to understand...'" (Groenke et al., 2012, p. 88)

Gabriel et al. (2012) provided suggestions as to how to bridge the self-efficacy students have with informal texts and their formal texts. These researchers found that magazines provided a wide range of reading, which gave students the opportunity to experiment and engage with many levels of text, while practicing their independent reading. These researchers found that students did not just flip through magazines looking at pictures, but did read these texts for understanding. Thus, these researchers found that informal texts that students are motivated to read and engage in, such as magazines, are a way to scaffold the literacy skills of more academic environments.

Theoretical Implications

Upon examining the studies and synthesizing the work on adolescent literacy and motivation, the themes discussed in this paper were further developed, and an applicable theory was applied. An overarching theme arose of a changing world of literacy, where there are not clearly marked lines between what is a school text and what is an independent reading text, as well as what is a text and what is not a text. The definition of literacy itself is changing as scholars, such as Kress (2003), argue that literacy as a whole is becoming less oral and more visual. Literacy is fluid,

and its context is expanding. In order to consider motivation for adolescents in such a landscape, educators and researchers must expand their views of text, modalities, genres, and reading. A theoretical framework that encompasses all of these ideals is participatory cultures, which Jenkins and others described in 2006:

> A participatory culture is a culture with relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing one's creations, and some type of informal mentorship whereby what is known by the most experienced is passed along to novices (p. 3).

Already involved in this type of culture, students are immersed in text and information daily and are creating and consuming texts in digital environments, but schools have been slower to transition to this culture (Jenkins et al., 2006). However, as the studies in this review demonstrate, schools are no longer institutions where the teacher and books hold all the information that students merely receive. Instead, there is an emerging trend for schools to harness the technology, multiliteracies (Cazden et al., 1996), and informal texts students are engaged in outside of the classroom in order to seize upon students' interest in and engagement with these types of literacies. Thus, participatory culture is relevant to adolescent literacy and motivation because adolescent motivation is multidimensional and dependent upon the context of the individual learner (Guthrie, Coddington, & Wigfield, 2009; Wigfield & Guthrie, 1997). Therefore, in order to understand and foster adolescent motivation, a theory is needed that goes beyond the borders of traditional classrooms to consider all the literacy activities in which students are engaged. Alvermann (2002) discussed a participatory model for literacy:

> A distinguishing feature between participatory approaches to classroom instruction and the transmission model of teaching is the role of the text in students' learning. In transmission classrooms, texts (like teachers) are viewed as dispensers of knowledge, whereas in participatory classrooms, students use texts as tools for learning and constructing new knowledge. (p. 202)

Thus, in order to engage and motivate today's adolescent, a participatory culture, which breaks down barriers between teacher and learner and formal and informal learning environments, is needed in order to reach students where they are in what is captivating their attention.

Implications for Practice

Overall, the literature reflects a need for the teaching practice to reflect the participatory model that the research is beginning to illuminate. The Rehder (1980) study considered the concept of allowing students to read informal, popular fiction novels and found that giving students choice of such texts increased their reading performance. Current studies—such as Ferree's (2001) examination of using soap operas and newscasts to increase student motivation in the classroom and the Ivey & Broaddus (2001) study, which indicates that students do

value independent reading but lack a variety of text at school, demonstrate that there is an increasing need to reevaluate the texts and literacy practices traditionally valued in schools. The participatory model, which breaks down barriers between formal and informal learning and teaching and encourages a more individualized style of learning, is appropriate for motivating students in a digital age where they have constant access to both reading, interpreting, and creating a wide variety of texts. In such a participatory model, Alvermann (2002) claimed that the definition of both teachers and texts must be reexamined. Texts and teachers are no longer an authority responsible for delivering information. Instead, teachers and texts should be "tools" to help students "construct" knowledge (Alvermann, 2002, p. 202). From the studies reviewed in this paper, three instructional implications were gleaned that reflect this participatory culture.

Teachers Should Value In and Out-of-school Contexts

Among these studies, there was a pattern of students accessing texts in all realms of their lives; texts are not limited to school. Thus, teachers must tap into their students' interests and motivations for reading in all aspects of their life. Just as student motivations are multidimensional (Guthrie et al., 2009), so should be their instruction and the consideration of which texts are read in school. Teachers should consider students out-of-school reading as a tool to help them practice their reading skills, but also provide background knowledge and a way to access more academic texts (Gabriel et al., 2012; Groenke et al., 2012; Ivey & Broaddus, 2001). Allowing students to choose their own text is an important consideration in relating their out-of-school and in-school literacies and motivating adolescents (Ivey & Broaddus, 2001; Rehder, 1980). In particular, with struggling readers of traditional texts, widening the definition of text to include multiliteracies seems to be a powerful motivator for these students to succeed (O'Brien, 2001; Schofield & Rogers, 2004).

Provide a Wide Variety of Texts in Schools

The Ivey & Broaddus (2001) study demonstrated that even though students are motivated in their independent reading to read a wide variety of texts, including nonfiction, their school environments mainly catered to reading novels. Furthermore, the Hughes-Hassell & Rodge (2007) study confirmed these finding by surveying urban students who preferred reading informal texts such as magazines, the Internet, and comics. Students are motivated to read on their own, but need to be encouraged with a wide variety of texts, including both fiction and nonfiction (Gabriel et al., 2012; Hughes-Hassell & Rodge, 2007; Ivey & Broaddus, 2001).

Provide Differentiated Instruction

Guthrie et al. (2009) found in their student motivation profiles that different factors combined to impact students' motivation differently. For instance, in Caucasian participants, avoidance and intrinsic motivation were highly associated and were less so in African-Americans; self-efficacy and perceived difficulty were linked more with Caucasians and less with African-Americans. These findings led the researchers to conclude that motivation is multidimensional and dependent upon the context of each individual learner. Thus, instruction hoping to foster such motivation must also be differentiated for each student.

Students have different interests, make their own choices, and bring contextualized background knowledge to their reading; thus, teachers must consider the student in considering how to motivate their reading. This need for differentiation requires that a teacher know his or her students both inside and outside the classroom. In order to motivate students by appealing to the reading they do outside of school, teachers must inquire about their students' literacy practices outside of school.

One practical strategy for providing differentiation and also appealing to students' reading interests could be that teachers encourage students to do text talks relating to the genre or theme they are currently discussing in the classroom. For instance, if a teacher is currently teaching *The Lord of the Flies* (Golding, 1954) and dystopian literature, the teacher may have a discussion about what the students are reading that reminds them of this theme. One student may discuss his or her recent reading of fiction such as *The Hunger Games* (Collins, 2008) whereas another may bring in nonfiction, such as news stories that reflect dystopian elements in current culture.

Conclusions

In order to reverse the disturbing trend of declining motivation and resistance to change as students become adolescents (Gottfried, Fleming, & Gottfried, 2001), teachers may need to change both their concept of literacy and text and their strategies for teaching it. The studies included in this review suggest that adolescents are not disinterested in reading overall, but may be unmotivated by the reading that occurs at school (Ivey & Broaddus, 2001). In fact, students may be reading the variety of text, including nonfiction as well as fiction that the Common Core State Standards calls for, more outside of school than within (Ivey & Broaddus, 2001). Thus, teachers may benefit from not only taking the time to discover what their students are reading in their free time, but encouraging students to connect their enjoyment and self-efficacy of these informal texts to their formal school reading (Groenke et al., 2012). Dissolving the dichotomy between school and home, informal and formal texts, and expert and novice aligns with the theory of participatory culture (Jenkins et al., 2006). By providing more choice, valuing both in-school and out-of-school literacies, and catering instruction to students' individual interests, teachers will hopefully see an increase in adolescent motivation and reading.

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Emily Howell holds a B.A. in English and government from Wofford College and a M.Ed. from Georgia State University. She is an experienced English teacher who has taught multiple classroom levels, including middle school, high school, and community college. After seeing a need for technology usage in literacy instruction, Emily decided to pursue a doctoral degree in Curriculum and Instruction with a concentration in literacy education. She plans to focus her research upon new literacies, and she is in her second year at Clemson University. Emily currently works as a research assistant and on grant work with the Upstate Writing Project. Emily lives in Clemson, South Carolina with her husband and two children. Emily can be contacted **esmothe@g.clemson.edu**.

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