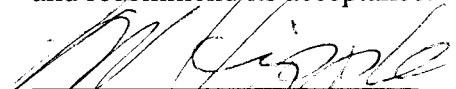
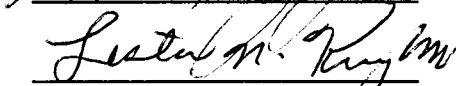
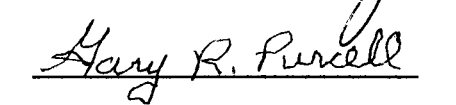


To the Graduate Council:

I am submitting herewith a dissertation written by Rebecca Ann Turk entitled "A Qualitative Study Of Capable Adult Readers Who Do Not Choose To Read For Recreation." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.


J. Estill Alexander, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:


Associate Vice Chancellor and
Dean of The Graduate School

QUALITATIVE STUDY
OF CAPABLE ADULT READERS
WHO DO NOT CHOOSE TO READ
FOR RECREATION

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Rebecca Turk

August 1996

DEDICATION

This work is dedicated to my mother, Rachel Pool, who taught me to love reading by reading to me and to my daughters, Jennifer Turk, Kelly Austin, Rachel Turk, and Sarah Turk, who allowed me to share some of the books I love with them.

ACKNOWLEDGMENTS

I wish to express my appreciation to all the people who have assisted me in completing this project. I am especially grateful to Dr. J. Estill Alexander, the chairman of my doctoral committee, and to all the members of my committee, Dr. Lester Knight, Dr. Gary Purcell, and Dr. Ted Hipple, for their direction and encouragement.

Also I wish to thank Dr. Eva Thaller for serving as peer reviewer and for the time she spent reading data and making suggestions.

I appreciate the participants who allowed me to interview them. They taught me to appreciate the richness and complexity of the reading experience.

I also wish to thank the members of my family for their patience. I especially appreciate the time my husband, Gerald Turk, spent proofreading this paper, listening to my ideas, and making my computer do what I wanted it to do.

ABSTRACT

The purpose of this study was to describe the characteristics of capable adult readers who do not read for recreation. The eight participants worked professionally or attended college. They read in their professional positions, but most expressed concern that they read slowly or had some difficulty staying focused. They said they did not think of themselves as reading for recreation, and of the eight participants, five had not read a book in the last six months.

Data were collected from the eight participants by recorded interviews. The findings were that time is a serious limitation because of the demands of work, family, and other responsibilities. The participants had expectations that they would enjoy reading nonfiction. Most of the participants had a positive school experience and family support for learning to read.

A pattern of self-concepts and perceptions of recreation, pleasure, and work became apparent. The participants viewed themselves as hardworking and responsible. For these participants, the purpose of reading was to gain knowledge that could be used for work or other purposes. These beliefs helped determine what and when the participants chose to read.

The following conclusions were drawn from the data:

1. The participants read more for recreation than they realized.
2. The participants did not choose to read fiction or choose to read for escape.
3. Some adults may not be comfortable taking time to read for recreation because of their value system.

4. The participants had the skill and speed to read nonfiction. Some may not have had the speed or skill to be engaged fiction readers.
5. As students slow their reading speed to understand difficult technical material, they may lose the ability to read at a speed that supports engaged reading if they do not develop the ability to change reading speed.
6. Lack of time may be the most common reason these participants chose not to read for recreation.
7. Adults who do not read books from cover to cover are not necessarily aliterate. They may choose shorter selections they can finish quickly.
8. These adults received great pleasure from reading nonfiction, but they missed another level of pleasure because they did not experience engaged reading.

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CHAPTER I

SCOPE AND NATURE OF THE STUDY

Introduction

Educators are concerned that some children and many adults have the skill to read and choose not to read. There is further concern that if capable readers choose not to read, their reading skills will decline.

Cramer and Castle edited Fostering the Love of Reading for the International Reading Association. In the article written for the introduction, "Developing Lifelong Readers," Cramer and Castle (1994) reported on research by Woiwode that suggests that eighty percent of adults who can read do not read with any degree of regularity: " 'Once out of school, nearly 60 percent of all adult Americans have *never read a single book*, and most of the rest read only one book a year' (Woiwode, 1992, p. 1)" (p. 4). Reading material other than books was not measured. "Spiegel (1981) reported that a 1972 Gallup Poll estimated that 10 percent of the population accounts for 80 percent of the books read in the United States. These figures are substantiated somewhat in a 1986 Gallup Poll that found 14 percent of U.S. adults indicated reading was one of their favorite recreational activities, compared to 21 percent who favored reading in the pre-television year of 1938" (Cramer and Castle, 1994, p. 4).

Cramer and Castle's assessment of the percentage of the population voluntarily reading may be skewed because of the assumption that recreational reading involves

reading entire books. It is important for adults to describe their reading experience to understand the patterns of adult recreational reading.

Lloyd W. Kline (1994) says that what and why people read is undergoing change (p. 13). Reading is not inherently good; not reading is not inherently bad. He says that all readers choose not to read depending on the circumstances. He also points out that people often read things they do not enjoy. "I suggest that *choosing* to read is more important than liking it, and choice is very circumstantial" (Kline, 1994, p. 15).

Problem

The problem addressed by this study was a growing concern about aliteracy. Adults need information for work, for quality of life, and for responsible citizenship, and reading is an important way to access this information. There is a concern that some adults read only what they are compelled to read at work or school. Adults may not have the information they need for a rewarding quality of life and informed citizenship if they do not choose to read for recreation.

Purpose

The purpose of this study was to determine the characteristics or experiences of adults who do not choose to read for recreation. Did they choose to not read for recreation, or did they choose other activities that were more compelling?

Research Question

What are the characteristics or experiences of capable adult readers that motivate them not to choose to read for recreation?

Previous Research

As reported in a 1990 dissertation, Barbara Cary interviewed 13 bibliophilic children, 11-13 years old. Cary reported the most important motivation was engagement.

Engagement was found to be the central factor motivating the participants' bibliophilic behavior. Engagement was described by the participants as a state which occurred when they became so completely engrossed in a piece of text that they ceased to be aware of the concrete, temporal world about them, and became immersed instead in an internal book-world produced by the interaction of book and reader. (p. 224)

The participants reported that escape from boredom or unpleasant emotions was one major reason to read. They were careful when selecting materials to read for pleasure, and they did not like having materials selected for them.

Marino and Moylan (1994) interviewed 32 self-actualized readers and reported their findings in ERIC Document ED375394. The following quote lists the characteristics of self-actualized adult readers: They read for "pleasure, escape, relief from pain and other stress, highly active curiosity, a desire to know more about a person or participant of intrinsic interest, work related information, power" (p. 8). Marino and Moylan's findings about the motives of self-actualized adults were consistent with Cary's findings about the motives of bibliophilic children.

No studies were found that investigated the reading experience of capable adult readers who do not read for pleasure.

Importance/Need For the Study

Few reading studies allow individuals to describe their reading experience.

Marino and Moylan (1994) interviewed adult readers, but they asked structured questions that may not have allowed the participants to fully describe their experience.

Cary (1990) asked bibliophilic readers to describe their experience of reading. Bibliophiles experience great pleasure when they read, and they are eager to share their pleasure. No studies were found that asked capable adult readers who were having a neutral or negative experience to describe that experience in their own words.

Educators expect there is a positive relationship between pleasure and choosing to read. Some research in this area has been conflicting. To further complicate the issue, Kline (1994) says that adults often read things they do not enjoy (p. 15). This study is needed to allow adults to describe in their own words what motivates them to read or not read when they have a choice.

Assumptions

Adults reported their experiences honestly. They were comfortable talking about how much they read, what they liked to read, and what they did not like to read. Adults remembered accurately the experiences they had learning to read. They remembered and were able to verbalize their feelings.

Adults were considered to be capable readers if they were doing college level work or were employed professionally. Reading tests were not used.

Limitations

This study was qualitative. The adults described their reading performance level and their degree of pleasure. These were both subjective evaluations and not necessarily comparable.

This study was limited to adults who said their reading ability was adequate for their academic or work needs and adults who said they did not read for pleasure.

Definition of Terms

Adults are 18 years of age or older.

Recreational reading is the reading individuals choose to do when they are not compelled by work, school, the necessities of everyday living, or other external pressures.

Pleasure reading is reading that is engaged in for the purpose of enjoyment. Nell (1988) lists the following attributes of pleasure reading: "It is at root a play activity, intrinsically motivated and usually paratelic, that is engaged in for its own sake (Deci, 1976: Apter, 1979)" (p.2).

The intention of this study was to investigate reading that has some element of pleasure and is done outside of employment activities. Reading for pleasure and reading for recreation are different, but the two types of reading can not be easily separated. For this study, reading for pleasure and reading for recreation are used interchangeably.

Ludic reading According to Nell (1988), “the ludic reader is absorbed in a book, possibly in a trance or altered state of being” (p.2).

Engaged reading Cary (1990) defines engagement as follows:

Engagement was found to be the central factor motivating the participants' bibliophilic behavior. Engagement was described by the participants as a state which occurred when they became so completely engrossed in a piece of text that they ceased to be aware of the concrete, temporal world about them, and became immersed instead in an internal book-world produced by the interaction of book and reader (p. 224).

Ludic reading is a term used by Nell, and engaged reading is a similar term used by Cary. The term preferred by these two authors will be used when referring to their work. Otherwise, the two terms will be used interchangeably.

Aliteracy Cramer and Castle (1994) define aliteracy with the following quote:

“*Aliteracy* has been defined as a ‘lack of the reading habit; especially, such a lack in capable readers who choose not to read’ (Harris & Hodges, 1981, p.11)” (p.4).

Method and Procedures

Theoretical Perspective

The theoretical perspective of this study was phenomenological. The procedure was for the participants to describe their experience of reading. The objective was to understand reading from the point of view of the person being interviewed. Pleasure or affect is the perception of the individual.

Collecting descriptive data is essential to qualitative methodology. The participants described their own experience of reading in interviews. The interview questions were formulated to allow the participants to describe their reading experience. The probes were formulated to encourage the participants to describe their experience in more depth or detail. As the interviews were conducted, findings suggested additional probe questions or a need to change directions.

Participants

The participants were identified in three ways. (1) The investigator conducted an earlier study of adults who are pleasure readers. Three of these participants said their spouse was not a pleasure reader. (2) Three individuals were identified by other third parties, and (3) the investigator asked eight people if they read for recreation. Four people were eliminated because they said they did read for recreation; four said they did not read for recreation. After the individuals were identified, the investigator explained the study and asked each individual to participate. They had full knowledge of the study and were encouraged to participate in exploring their reading experience. Of the fourteen people who were considered, ten were selected to participate. Two declined, but eight participants agreed to participate and were interviewed.

Interviews were conducted until they provided no new data. The investigator attempted to recruit a variety of participants to assure as many different points of view as possible.

Data Collection and Analysis

In qualitative research, analysis of the data begins while the data is being collected. The recursive nature of qualitative research allows the researcher to make decisions about the usefulness of data while data is being collected. Analysis may show the researcher that more data, less data, or different data would help to clarify the question being researched.

Interviews were recorded and transcribed. Analysis began immediately on the transcribed interviews. The analysis and gathering of data continued as interdependent processes.

The first step was to find themes in the data by identifying recurring topics. Next, themes were arranged into categories. Categories were determined by looking for similarities in the data and grouping similar topics together. As categories developed, patterns of how the categories related to each other become apparent. These patterns helped bring order to the accumulated data.

As new data were added, the investigator looked for similarities and differences between the new data and previously collected data. The researcher compared new data to old data to check for consistencies and inconsistencies. The investigator identified biases and maintained perspective by having a colleague review interim reports. The researcher is a ludic reader and reads fiction for escape. One bias was that the investigator thought all other readers were ludic readers who read fiction for escape. A second bias was that if readers did not read fiction for escape, the reason was that they lacked the ability, not that they did not desire to read fiction for escape.

Interpretation

The final stage of analysis was interpreting the data. The purpose of collecting and analyzing data was to discover some meaning that was not apparent before the study. The meaning developed out of the data.

Reliability means that a study will yield the same results when it is repeated. According to Banister et al. (1994), the aim of qualitative research is depth and detail. It is unlikely that a qualitative study could be repeated (p. 143).

In qualitative research, validity is related to the ability of the researcher to understand and represent other people's meaning. The result of research is not an absolute; it is a process. Researchers are obligated to disclose as much as possible of their biases so other researchers can interpret the findings in context.

Organization of the Study

This study was reported using the following chapter headings: Scope and Nature of the Study, Review of Literature, Methods, Findings, Analysis, and Summary/Conclusions/ Discussion/ and Implications.

Chapter I, the Scope and Nature of the Study, included the problem, purpose of the study, assumptions, definitions, limitations, and delimitations. This section also includes an overview of related research and methods and procedures.

Chapter II, the Review of Literature, includes reviews of studies and articles that relate to adult reading and affect. This information was used to help formulate interview

questions for this study. In addition, the findings from this study were compared to findings from similar studies.

Chapter III, the Methods section, contains a discussion of the selection of participants, data collection, and analysis including data reduction and categorization. The interview plan is included in Appendix A. Limitations, reliability, and validity were discussed.

Chapter IV, the Findings section, includes the findings of the study organized by topics. Each finding is supported by quotes from the data.

Chapter V, the Analysis section, contains a discussion of colorful words and metaphors, a comparison to elements from the Mathewson Model, and a contrast to Nell's Characteristics of a Ludic Reader.

Chapter VI, the Summary of the Study/ Conclusion/ Discussion/ Implications section, includes a discussion of the findings. Major components were summarized, and conclusions were drawn. The investigator discussed implications of the findings.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The focus of this study addressed why adults choose not to read for recreation.

The review of literature also included studies of why adults do choose to read for recreation. Most reading research has been with children. For this reason, literature about children and the affective domain was reviewed. Research reviewed in this section provided some information toward answering the following questions: What elements or experiences or characteristics seem to be present with adults who choose to read for recreation, and what elements, experiences, or characteristics seem to be present with adults who do not choose to read for recreation?

Research in the area of affect has been limited for several reasons. Affect has not been consistently defined by psychology or education. The components of affect and their relation have not been agreed upon by the researchers. Affect is difficult to test, and at this time, the field of education is influenced by funding and positive results that can be tested. A consistent theory of affect has not emerged at this time, but the following review of literature reports on the opinions of some authorities in the field and some studies that have been conducted in the field.

Models of Reading Affect

Kline (1994) says, "The affective domain is so vast and complex. If you mean to work in it, you must believe in it. Try to conceptualize its vastness and complexity, then accept it all the way to its infinite ends" (p. 16). Kline (1994) further stated, "It is not words we read: it is joy and pain, exhilaration and despair, hate and love, wisdom and stupidity, fact and fiction, and fantasy and faith" (p. 16). Models of reading affect were reviewed in an attempt to understand the complexity of the affective domain.

In the review of literature, the author reviewed the Mathewson Model because it is a continuation of his earliest models that investigated affect in reading. Most reading models grew out of Cognitive Psychology and do not address affect. The Ruddell-Speaker Model was reviewed because Speaker and Ruddell attempted to construct a comprehensive model of reading which includes affect as an element of the Knowledge Utilization and Control component. Since attitude is related to affect, McKenna's Proposed Model of Reading Attitude Acquisition was reviewed. Nell's Motivational Model of Ludic Reading was reviewed because it attempts to explain ludic reading, or reading just for pleasure.

Mathewson Model

In the 1994 model, Mathewson "proposed a model in which affective factors interact with cognitive processes during reading" (McKenna, 1994, p. 19). He focuses on the act of reading and the period when children learn to read and the effect of attitude

on reading. This model does not address other factors that might influence attitude or how attitude developed over time.

According to Mathewson, three factors influence whether or not a person chooses to read or chooses to continue reading. Refer to Figure 1. Those factors are attitude,

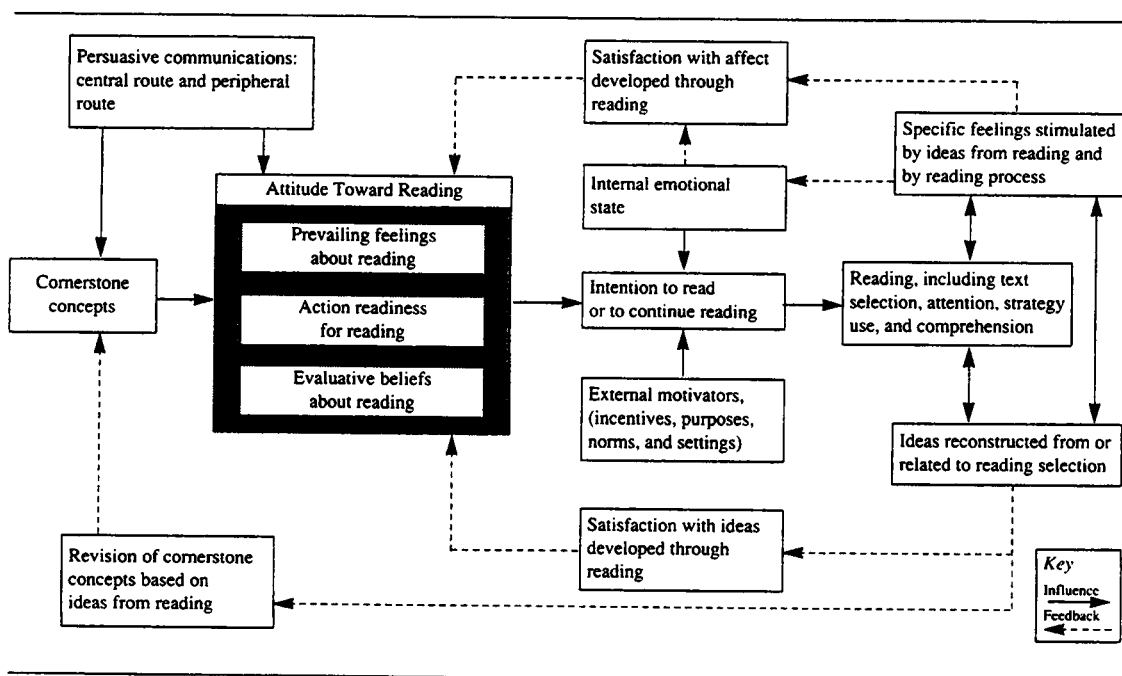


Figure 1. The Mathewson Model

Source: McKenna, M. C. (1994). Toward a Model of Reading Attitude Acquisition. In E. H. Cramer & M. Castle (Eds.), Fostering the Love of Reading: The Affective Domain in Reading Education (p. 20). Newark, DE: International Reading Association.

external motivators, and emotional state. Four factors are represented as having a causal impact on attitude. The two major factors are cornerstone concepts and persuasive communications. Cornerstone concepts include personal values, goals, and self-concepts. The two minor factors are cognitive feedback and affective feedback.

Mathewson's model shows that attitude toward reading is made up of three components and includes prevailing feelings about reading, action readiness for reading, and evaluative beliefs about reading. (McKenna, 1994, p. 21)

Ruddell-Speaker Model

The 1985 Ruddell-Speaker model was developed to be a comprehensive model of reading. It is interactive and gives attention to word recognition subprocesses. The Ruddell-Speaker model has four components: the reader environment, knowledge utilization and control, declarative and procedural knowledge, and reader product. Refer to Figure 2.

The reader environment is the immediate reading situation. It includes textural features, conversational features, and instructional features.

Knowledge utilization and control components include text representation, affective state, cognitive state, and metacognitive state. The affective state "accounts for 'the reader's interests, attitudes, and values which determine the goals and objectives for the reading of a passage' (p. 756)" (McKenna, 1994, p. 22). The expectations readers have before they start reading will have an impact on affect and comprehension as the

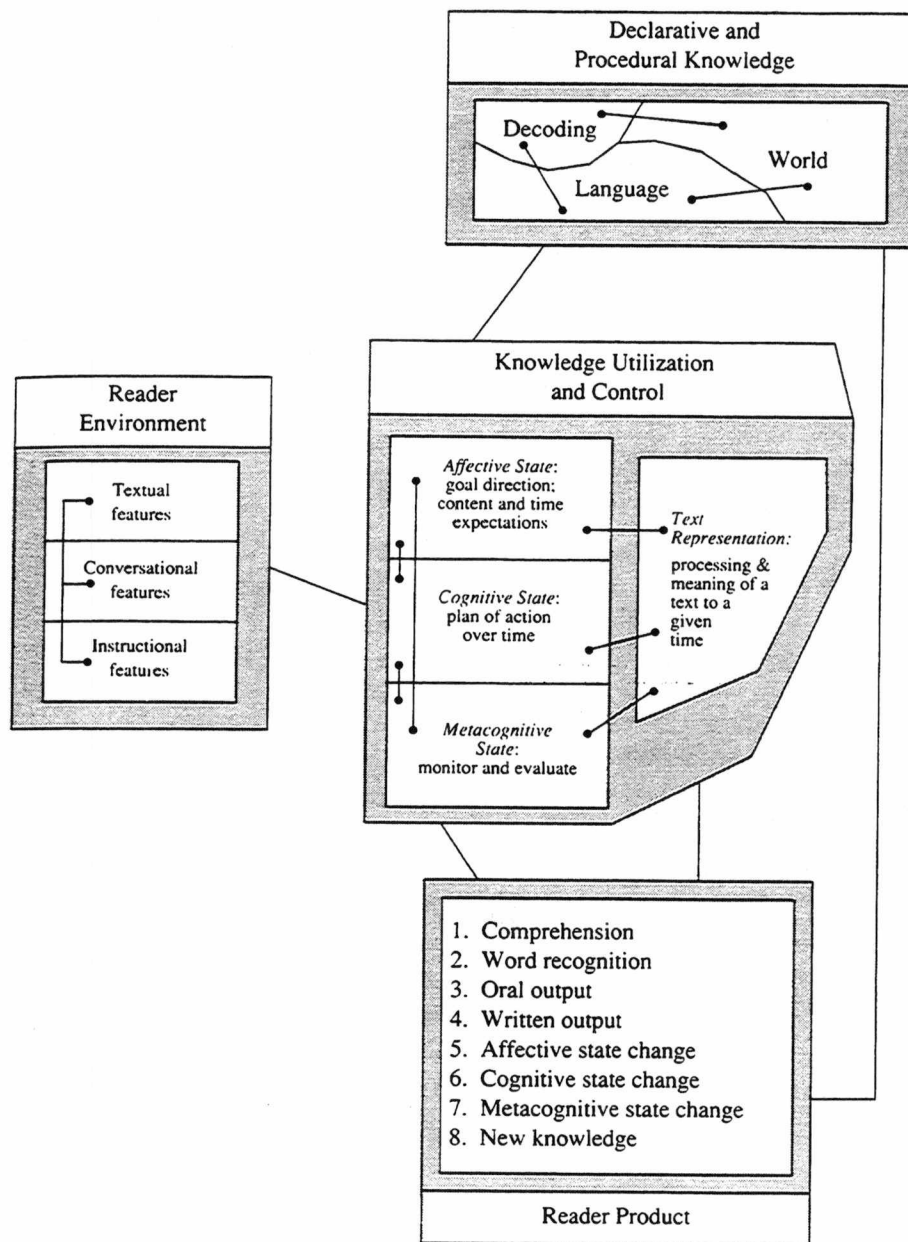


Figure 2. Ruddell-Speker Model

Source: McKenna, M. C. (1994). Toward a Model of Reading Attitude Acquisition. In E. H. Cramer & M. Castle (Eds.), Fostering the Love of Reading: The Affective Domain in Reading Education (p. 23). Newark, DE: International Reading Association.

expectations are confirmed or refuted. McKenna (1994) makes the following observation about the Ruddell and Spoker model:

Therefore, as reading proceeds, a reader's goal and expectations (a part of the affective state) interact both with the cognitive strategies the reader uses and with feedback from metacognitive strategies used to 'monitor the product of reading and evaluate it against the goals and time expectations set in the affective state' (p.759). (p. 22)

Ruddell and Spoker demonstrated how important affect is in their model. The model is interactive, and affect is connected to all components of the model. Changes to overall attitude about reading are slow in part because "feedback is cumulative from each individual act of reading to overall attitude toward reading" (McKenna, 1994, p. 24).

McKenna's Proposed Combination Model of Reading

McKenna has taken aspects from The models of Mathewson, Spoker and Ruddell, and Liska's revision of Fishbein and Ajzen and developed the following proposed model of reading. See Figure 3.

Liska's revision serves as the foundation. Mathewson's concept of a decision to read is incorporated and expanded to the decision to continue to read. The decision to read is a consequence of subjective norms, intention to read, and attitude toward reading. Feedback from the metacognitive state combines with subjective norms, intent, and attitude to determine if reading will continue. McKenna (1994) says the following about subjective norms: "The influence of culture, home, peer group, and other environmental factors leads to beliefs about how much reading is valued by significant others" (p. 32).

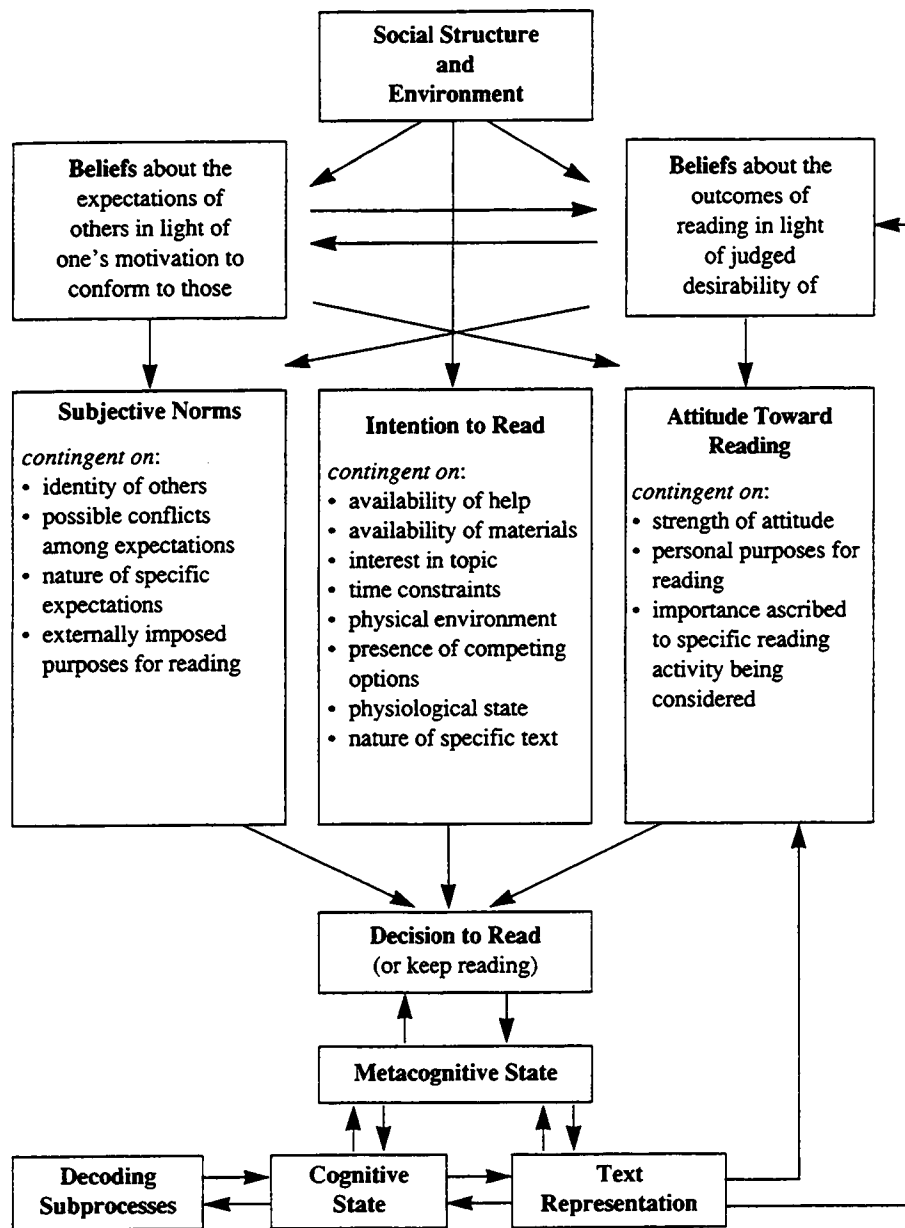


Figure 3. McKenna's Proposed Model of Reading Attitude Acquisition

Source: McKenna, M. C. (1994). Toward a Model of Reading Attitude Acquisition. In E. H. Cramer & M. Castle (Eds.), Fostering the Love of Reading: The Affective Domain in Reading Education (p. 31). Newark, DE: International Reading Association.

Components of Reading Attitude

Several variables have been investigated by researchers attempting to determine if a relationship exists between the variables and attitudes toward reading. Some of these variables are "self-concept, parents and the home environment, the teacher and classroom environment, instructional practices and special programs, and student interests" (Alexander & Filler, 1976, p.3). Alexander and Filler have reviewed this research and reported their conclusions in a book entitled Attitudes and Reading. The research reported by Alexander and Filler was usually conducted with children in a school setting.

Self-concept

The connection between self-concept and reading behavior has been studied in school settings. The research reviewed by Alexander and Filler focused on children with a negative or neutral self-concept and whether reading behavior would improve if their self-concept improved. Kokovich and Matthews investigated "whether a school program of cross-age tutoring and counseling could improve a student's self-image, change his attitude toward learning, and increase his reading skill" (Alexander & Filler, 1976, p.6). Students in sixth grade who had reading difficulty and were considered to have poor self-concept by their teachers were in a program to tutor first grade students. Their reading achievement improved according to the Gates Reading Survey, and teachers noted their attitude toward reading improved.

Ivan Quandt (1972), quoting from Self-Concept and Reading, states that reading achievement has been found to correlate to the following factors of self-concept:

1. Past experience. A low self-concept may be caused by the child's poor evaluation of his reading performance or by the evaluations of those individuals whom he likes, such as parents, peers, and/or teachers.
2. Counteractions. A learner who feels that he may not be successful in the eyes of individuals important to him may attempt to avoid the reading act. He may use such avoidance behaviors as disinterest in or hatred of reading, apparent lack of effort, or refusal to read.
3. Self-concept reinforcement. The learner may reinforce his own self-concept. If he believes he will not succeed in reading because of some previous experience, he actually may not succeed.
4. Spiraling process. Because of his self-concept, the reader may become progressively better or poorer with reading. Success generally leads to greater effort; failure tends to cause less effort, which results in progressively poorer performance as the learner advances in school. (Alexander & Filler, 1976, p. 6-7)

Parents and the Home Environment

Carter and McGinnis (1970) asked fifth and sixth grade students, their parents, and their teachers what factors influenced reading attitudes. All three groups believed that parents influence their children's reading attitude (Alexander & Filler, 1976, p. 7). Hansen found that parents had to be involved with the child's reading activities to influence their attitude. Providing reading material for their children was not enough; parents had to spend time with their children in reading activities to have an influence on their children's attitude toward reading. Seigler and Gynther found that parents of children experiencing reading difficulties used more derogatory or critical language with their children than parents of children who were not having reading difficulty. It was not determined if "the reading disability caused the conflict or . . . the conflict caused the disability" (Alexander & Filler, 1976, p.8).

The Teacher and Classroom Atmosphere

Research points to many ways the teacher may influence reading attitudes as reported by Alexander & Filler (1976). Combs (1969) found that the teachers' attitude about themselves had an influence on student's attitudes. Ransbury (1973) found that students, parents, and teachers do not consider the teacher an important factor in reading attitude formation. Teachers were expected to teach reading skills, but they were not expected to teach attitudes about reading.

Instructional Practices and Special Programs

Many different programs have been tested to improve reading in schools. Investigators have tried to determine if special programs improve reading attitude. The findings are that some do, and some do not. "Special programs can, but do not necessarily, affect attitude" (Alexander & Filler, 1976, p.12). This inconsistency is probably due to the number of variables in the different studies.

Student Interests

Many people who work in the field of reading believe that individual interests are related to attitude toward reading. There is disagreement on the nature of this relationship, and supporting research is limited. Sauls tested 865 sixth grade students and found there was a significant relationship between attitude and the number of books read for recreation (Alexander & Filler, 1976, p. 15).

Components of Ludic Reading

Victor Nell (1988) in Lost in a Book disclosed his findings about ludic reading. He reported on 6 experiments he conducted to better understand the psychology of reading for pleasure. According to Nell, the ludic reader is absorbed in a book, possibly in a trance or altered state of being. Nonfiction can induce this altered state of consciousness, but "fiction is the most common vehicle of pleasure reading" (Nell, 1988, p.2).

Nell (1988) gave the following definitions of pleasure reading and ludic reading in

Lost in a Book:

Pleasure reading is playful: it is free activity standing outside ordinary life; it absorbs the player completely, is unproductive, and takes place within circumscribed limits of space and time (Huizinga, 1938; Caillois, 1958). "Ludic reading" (from the Latin *ludo*, I play: Stephenson, 1964) is therefore a useful characterization of pleasure reading, reminding us that it is at root a play activity, intrinsically motivated and usually paratelic, that is, engaged in for its own sake (Deci, 1976; Apter, 1979.) . . . As a convenient rule of thumb, the term *ludic reader* is here reserved for those who read at least one book a week. (p. 2)

Nell (1988), in the following quote, focused on consciousness change as a result of ludic reading in Lost in a Book:

Like dreaming, reading performs the prodigious task of carrying us off to other worlds. But reading is not dreaming because books, unlike dreams, are subject to our will: they envelop us in alternative realities only because we give them explicit permission to do so. Books are the dreams we would most like to have, and, like dreams, they have the power to change consciousness, turning sadness to laughter and anxious introspection to the relaxed contemplation of some other time and place. (p. 2)

Readers must meet four qualifications before ludic reading can occur according to Nell (1988). See Figure 4. They must have the skill and speed to read. They must

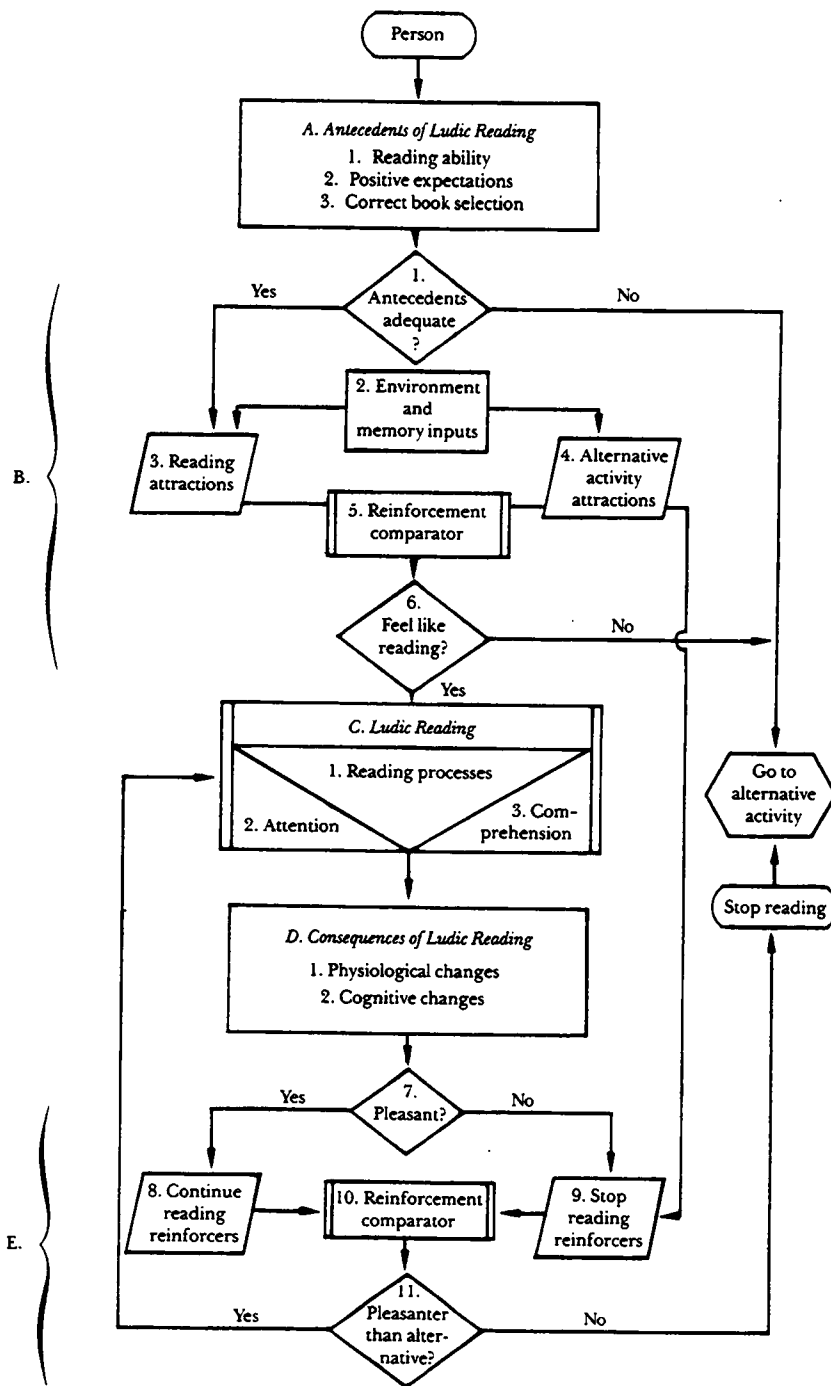


Figure 4. A Motivational Model of Ludic Reading

Source: Nell, Victor. (1988). Lost in a Book: The Psychology of Reading for Pleasure. New Haven: Yale University Press.

expect that reading will be enjoyable. They must choose an appropriate book. And there must be nothing more appealing than reading to occupy their time (pp.47-49).

Once ludic reading starts, there are reinforcers that help the reader continue reading. Autonomic nervous system changes occur in respiration, heart rate, and muscle tone. Cognitive changes may dull consciousness or heighten consciousness.

Nell (1988) says ludic reading does not equate to reading fiction. But, "fiction occupies a uniquely important place in ludic reading" (p. 19). There has been a long controversy about the value of different forms of writing and the quality the culture attributes to various pieces of writing. Ludic readers must resolve the conflict between what they want to read and what the culture says they should read. Nonfiction readers may not have resolved this conflict.

Reading Ability

Nell finds that reading ability appears to be a prerequisite for ludic reading, but there is not a causative relationship between reading ability and ludic reading. He reports preliminary evidence that, with adults, reading ability is a combination of speed and comprehension in a "fully developed skill that hardly changes over time" (Nell, 1988, p. 258). Reading ability varies from individual to individual with the same level of education. Nell predicts that optimum reading-comprehension speed for ludic reading is 244 to 412 words per minute (p. 258).

Ludic reading demands more skill than most other types of entertainment. "The superiority to other entertainment inputs that readers attribute to reading derives largely

from the concentrated attention demanded by this act of symbol transformation” (Nell, 1988, p. 259).

Reading Expectations

When readers have a positive experience, they accumulate expectations that the next reading experience will be positive. According to Nell, children learn to enjoy narrative or storytelling from interactive stories first, then from electronic sources such as television. This occurs about the time children are aged four or start nursery school. A latency period follows until the child is six or seven and acquires independent reading. In the following quote, Nell (1988) describes how children acquire a lifelong reading habit:

Arguably, the most critical moment in determining lifelong reading habits, and whether or not ludic reading will develop, occur during the child’s early attempts at independent reading: here, the three antecedents of rewarding ludic reading interact to determine the outcome, . . . the positive expectations, . . . a minimum level of reading ability, . . . and correct book selection in terms of reader interest and text difficulty.

For the beginning child reader, as for mature adults, deficiency in any one of the three antecedents will abort the reading enterprise; however, for the child, each failed attempt to transduce reading into narrative sets up negative reinforcers that may ultimately combine to ensure that reading is passed over in favor of other entertainment inputs. (p. 69)

Choice of Appropriate Materials

One requirement of being a ludic reader is being able to choose the appropriate book. Ludic readers developed a personal selection system. They resolved the conflict between what they wanted to read and what culture said they should read. They often admitted their favorite books were “trash.”

Storytellers have power over their audience: they can "transport the audience to some other place" (Nell, 1988, p. 49). Storytellers can be equated to authors, and listeners can be equated to readers. The author can also transport the reader to some other place.

Narrative can be fiction or nonfiction. The news can transport the reader the same as fiction. Narrative is almost a universal human activity. Most people tell stories and recognize stories. The reader needs to solve the four following paradoxes to be transported by narrative:

The first paradox the reader has to solve is truth and fiction. There is a cognitive process that allows readers to attribute reality to something they know is not the truth. The readers have acquired a model of fact and fiction, and they apply this model to each narrative. For the ludic reader to suspend truth testing, two things must occur. The author must conform to conventions, and the reader must, according to Coleridge, be "willing to suspend disbelief" (Nell, 1988, p. 56). The readers can enter narrative trance because they know it is false and can suspend the reality testing mechanism without fear.

The second paradox is suspense. We know a character will be saved; we want to know how this is accomplished. Suspense is not necessary to narrative enjoyment. Children and adults enjoy retelling familiar stories.

The third paradox is formulaic storytelling. Stereotypes give stories more force than subtlety does. Readers like the order and security that predictable stories give them. They are willing to trade subtlety and taste for the safe, stereotyped, formula story.

The fourth paradox is internal narrative. "Dreams and daydreams are informal narrative we tell ourselves" (Nell, 1988, p. 61). Narrative is still powerful even when the storyteller and audience are the same and the story is told inside the brain.

Ludic readers choose books to read with a high degree of accuracy, higher than video or movie/theater goers. Readers can sample the book for themselves. Movies and videos are usually reviewed by another person.

Absence of More Compelling Activity

In addition to ability, expectation, and correct choice of material, for ludic reading to occur, there must not be a more compelling activity. If a more attractive activity presents itself, the reader may choose to spend time in that activity, not reading.

Characteristics of Self-Actualized Adult Readers

Michael Marino and Elizabeth Moylan of the University of Scranton conducted a study of 32 self-actualized adult readers. The interviews were recorded, and participants were encouraged to talk freely. The researchers constructed a questionnaire with "13 protocols including self-descriptions, beginnings, circumstances, people connections, reading histories, choices, meaning and impact in their lives, and television versus reading" (Marino & Moylan, 1994, p. 6). Findings were reported as the participants responded to these protocols.

Participants described themselves as voracious, avid, and loving to read. They described shutting out the world and becoming the character. They also described themselves as addicted and undisciplined (Marino & Moylan, 1994, p. 10).

Marino and Moylan (1994) say the following:

Their motives tell even more than their key descriptive words and phrases and can be divided into several classes: pleasure, escape, relief from pain and other stress, highly active curiosity, a desire to know more about a person or subject of intrinsic interest, work related information, power. (p. 10)

All the participants expressed a great pleasure in reading. One participant said she read for relaxation and enjoyment. She acknowledged that reading expanded her mind, but that was not the reason she read.

Most of the participants said they read to escape. One participant described reading something unrelated to work to escape the stress of her job. Another participant described reading as a child to escape because of childhood illness.

Participants described reading about a specific area of interest. Some tried to read in all fields. Some balanced humorous material with serious material. One participant read the Scientific American each month.

Some of the participants mentioned reading at work. They said they needed to read to keep up in their field. One participant talked about reading parenting books when she became a parent.

The participants talked about the power they discovered from reading. Some described success at work from reading. Some described gaining power in sports or

personal areas. One participant said, "I can't imagine how non-readers deal with life" (Marino & Moylan, 1994, p. 13).

Two thirds of the readers learned to read from parents or other family members before they started school. Many had memories of a family member reading to them. They also remember being influenced by seeing family members read.

One participant said she was inspired by a teacher. Another one said school was detrimental to her learning to read. If feelings about school were mixed, the authors were emphatic about the importance of the family.

The great prominence given to loved ones helps explain why these self-actualized readers experience reading as pleasant. It also points to what should be a major thrust of the first efforts to teach reading. The loving and pleasant atmosphere of the home needs to be replicated in the school on a much wider scale than at present for the student to embark on a life long journey of enjoyable and profitable reading. (Marino & Moylan, 1994, p. 16)

A few participants grew up in homes without books. These people learned to love reading in school or from friends. Most participants do not recall learning the mechanics of reading. "If the mechanics of reading were learned in school, and few of our subjects mentioned this, the love of reading was most frequently nurtured in the home, especially by mother" (Marino & Moylan, 1994, p.17).

There does not seem to be a specific age that participants remember becoming self-actualized readers. Some were readers before they started school, and some were teens when they realized they were becoming self-actualized readers. They do mention things like skipping school to go to the library or realizing how much knowledge was available to them in books.

Availability of books was a factor. Many participants remember having books stacked all over their homes. Others who did not have stacks of book were creative in borrowing books and using the library. An interesting point was the number of participants who said they traded books with friends. They were independent readers choosing what they read, and they described how sharing what they read with a friend heightened their pleasure. "My friends tend to be readers; not only do they read books but they enjoy words. . . . Most memorable associations are mostly of reading a book and discussing it at length on a one-to-one basis" (Marino & Moylan, 1994, p. 19).

These self-actualized readers perceived they made sacrifices to be avid readers. Most readers mentioned missing sleep, but "one woman said, 'Perhaps I should have socialized more as a youngster. I was more academic than social for a long time and I missed some real experiences in favor of vicarious ones'" (Marino & Moylan, 1994, p. 20). Most of these readers were not enticed by television. They said television did not allow them to use fantasy and create their own world the way reading does.

Other characteristics that may have implications for the present study are: "All the participants have a positive reading self-concept, and their reading histories were essentially devoid of negative experiences" (Marino & Moylan, 1994, p. 22). And "avid readers seemed to be quite concerned about having something good to read next after they have finished a good book" (Marino & Moylan, 1994, p. 22).

Summary

Mathewson describes three factors that influence an individual to choose to read for recreation. Those factors are attitude, external motivators, and emotional state. Attitudes include prevailing feelings about reading, action readiness for reading, and evaluative beliefs about reading (McKenna, 1994, pp. 19-21). Two minor factors are cognitive and affective feedback from each reading experience. Two major factors are persuasive communications and cornerstone concepts which include personal values, goals, and self-concepts (McKenna, 1994, p. 21). Ruddell and Speaker added metacognitive monitoring as an element of reading affect.

Alexander and Filler (1976) reported the following variables that may have an effect on attitude toward reading: "self-concept, parents and the home environment, the teacher and the classroom environment, instructional practices and special programs, and student interests" (p. 3).

Nell (1988) reported the four following qualifications for ludic reading to occur: readers must have the skill and speed for ludic reading; they must expect reading will be enjoyable; they must choose a book that is engaging; and there must be nothing more appealing to occupy their time (pp. 47-49). Nell says that fiction is the most likely material for engaged reading. The reader must be willing to suspend truth testing for fiction to be engaging.

CHAPTER III

METHODS

Introduction

How researchers view a problem will determine the way they will solve the problem because the boundaries of the researcher's view will eliminate many possible solutions. A paradigm describes the boundaries of an experience, event, or idea and provides a set of rules for how to view it. Guba and Lincoln (1994) define paradigm "as the basic belief system or world view that guides the investigator" (p. 105).

Taylor and Bogdan (1984) say there are two major perspectives dominating social science research. These two perspectives or paradigms are positivism and phenomenology. "The positivist seeks the facts or causes of social phenomena apart from the subjective states of individuals" (p. 1). The phenomenologist is committed to understanding social phenomena from the participant's own perspective. He or she examines how the world is experienced. "The important reality is what people perceive it to be" (p. 2).

Qualitative methodology, according to Taylor and Bogdan (1984) is "how to collect descriptive data, people's own words and behavior" or "how to study life phenomenologically" (p. 2). The present study grew out of this phenomenological paradigm and utilizes qualitative methodology.

According to Morse (1994), "The research strategy is determined by the nature of the research question (Field & Morse, 1991)" (p. 223). The research question for this study is: What are the characteristics or experiences of capable adult readers that motivate them to choose to read or not read for recreation? According to Morse, when the research question is about meaning or finding the essence of experiences, the strategy should be phenomenology. The method that should implement the phenomenological strategy according to Morse (1994) is "audio taped 'conversations'[or] written anecdotes of personal experiences" (p. 224). The sample size that should be used with the phenomenological strategy is approximately six (p. 225). The data collection method should be "in-depth conversations" (p. 225), and the type of results should be "in-depth reflective description of the experience of" (p. 225) what it feels like to choose to read for recreation.

Eight participants were interviewed for this study. These participants were chosen because they said they did not choose to read for recreation. Three of the participants were identified by their spouses as not reading for recreation.

The method of data collection for this study was interviewing. The questions were open-ended and designed to encourage the participants to describe their reading experiences. The interviews were taped and transcribed by the researcher.

In this study, data analysis was divided into three stages: discovery, refining understanding, and understanding in context as described by Taylor and Bogdan (1988). In the discovery stage, the researcher read the data and began to discover the meaning in the data. Refining understanding involved coding the data. Understanding data in

context involved methods of establishing credibility. One method was having a peer reviewer evaluate the investigator's bias. Other methods were using direct data and evaluating data as solicited or unsolicited.

Selection of the Sample

Taylor and Bogdan (1984) described the sampling process for qualitative interviewing as flexible in number and type. "Qualitative interviewing calls for a flexible research design. Neither the number nor type of informants is specified beforehand. The researcher starts out with a general idea of what people to interview and how to find them, but is willing to change course after the initial interviews" (p. 83).

In theoretical sampling, the number of cases is not important. The potential of each case to add to the researcher's understanding of the question being studied is what determines whether the case is included in the sample. After interviewing several informants, the researcher will "consciously vary the type of people interviewed until you have uncovered the full range of perspectives held by the people in whom you are interested. You would have an idea that you had reached this point when interviews with additional people yielded no genuinely new insights" (Taylor and Bogdan, 1984, p. 83).

The following profiles describe each of the individuals who participated in this study:

G__ is a male in his mid 50s with a Bachelor's and Master's degree in engineering. He has worked for a large corporation as an engineer for 30 years.

L__ is a male in his late 40s with a Bachelor's degree in mathematics. He works as an educator/administrator for a church educational system.

B__ is a 19 year old female who is attending college as a freshman. She has worked part time in a day care center for the past year.

E__ is a female in her early 50s with a Bachelor's degree in education and a Master's degree in psychology. She is a counselor in a correctional facility.

T__ is a male in his late 40s with a bachelor's degree in engineering. He has worked as an engineer for a large corporation for 22 years.

P__ is a female in her early 30s. She does not have a college degree, but she attended secretarial school and works as a legal secretary.

H__ is a male in his early 60s. He has taken college level technology classes and learned surveying on the job. He works surveying highway construction sites and supervising road construction work.

M__ is a male in his mid 50s with an accounting degree. He works as a map librarian.

Two criteria were used to allow or disallow participants. They were asked if they read for pleasure and if they had read a book for recreation in the last month. Table 1 shows the participants who said they were reading a book at the time of the interview and the ones who had read a book within the last month, last three months, or last six months. It also shows the participants who said they did not read fiction or did not read for recreation.

Table 1. Participants who have read books in the last six months and their preference for fiction and reading in general.

Subject	Reading Book Now	Last Book Read				Reading Preferences
		Last Month	Last 3 Months	Last 6 Months	Fiction in Last 6 Months	
P	no	no	yes	no	no	Does not like to read
T	no	no	no	no	no	Does not like to read
M	no	no	no	no	no	Wants to gain knowledge
L	yes	no	no	no	no	Does like to read at work
E	no	no	no	no	no	Does like to read at work
B	no	no	no	no	no	Would read if "B" had time
G	no	no	no	no	no	Does like to read
H	no	yes	no	no	no	Does like to read

Data Collection

Data management is the plan that allows the researcher to collect, store, and retrieve data according to Huberman and Miles (1994, p. 428). Careful data management is essential so the researcher will have necessary data available as the project progresses, the researcher will have a record of analysis of the data, and necessary data will be

maintained after the study is completed. One important aspect of data management is not to collect too much data. The researcher needs to collect as much data as is needed to describe the phenomena, but collecting too much data can cause an overload, and the researcher can miss important relationships or introduce a bias.

Taylor and Bogdan (1984) refer to qualitative interviewing as “in-depth interviewing” (p. 77). “By in-depth qualitative interviewing we mean repeated face-to-face encounters between the researcher and informants directed toward understanding informants’ perspectives on their lives, experiences, or situations as expressed in their own words” (p. 77). The qualitative interview should be a conversation between equals. It is not simply a question and answer session.

Interviews can be structured, unstructured, or semi-structured. In the structured interview, the interviewer asks the respondent a prepared set of questions with a set of predetermined answers. The respondent must choose one of the predetermined answers leaving no room for variation. In an unstructured interview, the interviewer talks with and observes the respondent in the field as two people would have a conversation. The semi-structured interview has open ended questions that attempt to gather information from the respondents in their own words. The interviewer is open to any variation or description the respondents can give, but the interviewer does have a general idea of areas to cover.

This study employed a semi-structured, individual interview technique. The researcher asked the respondents to describe their reading experience in their own words,

but the researcher attempted to gather information from specific areas by asking probing questions. See Appendix A for the question guide.

In this study the respondents were asked if they would be interviewed in the first contact. After the study was explained and the respondents agreed to be interviewed, the researcher and respondents agreed on a time and place to meet. At that time, the researcher explained the research again and obtained written permission to conduct the interview and tape record the interview.

The researcher took limited notes during the interview in order not to distract the respondent. After the interview, the researcher made written notes of any observations.

Ethical considerations are important when interviewing. It is important not only to respect the individual's privacy. It is important to frame questions to allow the respondents to speak for themselves completely and honestly.

Data Analysis

Data analysis is divided into three phases by Taylor and Bogdan (1984): discovery, refining understanding, and understanding data in context. The discovery phase includes "identifying themes and developing concepts and propositions" (p.130). Refining or developing subject matter understanding includes coding. The final stage is understanding how the data fit in context. This is achieved in part by considering how the data might be discounted.

Discovery

Taylor and Bogdan (1984) list the following seven steps in the discovery phase of data analysis:

1. Read and reread your data.
2. Keep track of themes, hunches, interpretations, and ideas.
3. Look for emerging themes.
4. Construct typologies.
5. Develop concepts and theoretical propositions.
6. Read the literature.
7. Develop a story-line. (p.130- 136)

Taylor and Bogdan's seven actions and their application to this study are discussed in the following section:

1. Read and reread your data.

A researcher needs to know the data. After collecting all the documents and data, the researcher needs to read and reread the data. It can be helpful to have a peer reviewer read the data also.

In this study, the investigator transcribed the tapes within three days of conducting the interviews. The investigator read the first four transcripts two times each as soon as they were transcribed. Then the first four transcripts were read as one document. The peer reviewer received a copy of the first four transcripts at this time.

2. Keep track of themes, hunches, interpretations, and ideas.

A researcher should keep track of themes, ideas, or interpretations as the data were read. An interviewer's log can be used to record ideas from interviews. The researcher needs to keep track of notes and memos.

In this study, the investigator made a list of themes from the literature review. This list was put aside for later comparison. The original transcript was left intact and copies were made to mark and cut. The researcher wrote ideas for categories on the copied transcripts. Copies of the marked transcripts were made and placed in a file. The original marked transcripts were later cut apart. Each transcript was color coded before it was cut apart, and each transcript was printed with the lines numbered continuously for each transcript. Any quote could be put back in the context of the transcript by matching the color and the line number. Copies were made of each set of categories as the researcher tried to discover a fit between the data and the categories of meaning.

3. Look for emerging themes.

Researchers must look for emerging themes as they read the data and consider ways to manipulate the data to expose the meaning. Taylor and Bogdan (1984) suggest looking for "conversation topics, vocabulary, recurring activities, meanings, feelings, or folk sayings and proverbs" (p. 131).

After reading the transcripts several times, the investigator began listing ideas that might be emerging themes. Examples are:

There must be a purpose for reading.

The purpose of reading is to gain information.

Time is a restrictive element.

4. Construct typologies.

Typologies are the study of groups with common traits. Typologies can be constructed from the way the participants classify themselves, other people, or objects in their lives, or from the way the researcher classifies the participants. Examples of how the participants in this study classify themselves as readers follow:

They liked to read.

They did not like to read.

They read recreationally.

They read at work.

They wanted to not waste time.

The investigator observed the participants, listened to their description of themselves, and attempted to locate them in the larger context of reading in general.

Examples of ways the investigator classified the participants follow:

The participants valued reading.

The participants valued fiction.

The participants did not value fiction.

A schematic drawing follows which shows how typologies of participants who do not read recreationally and participants who do not value fiction overlap. See figure 5.

Five of the eight participants choose not to read for recreation and only read nonfiction.

Two people say they choose to read for recreation, but they do not read fiction. Only one person likes to read fiction, and she chooses not to read for recreation because of time.

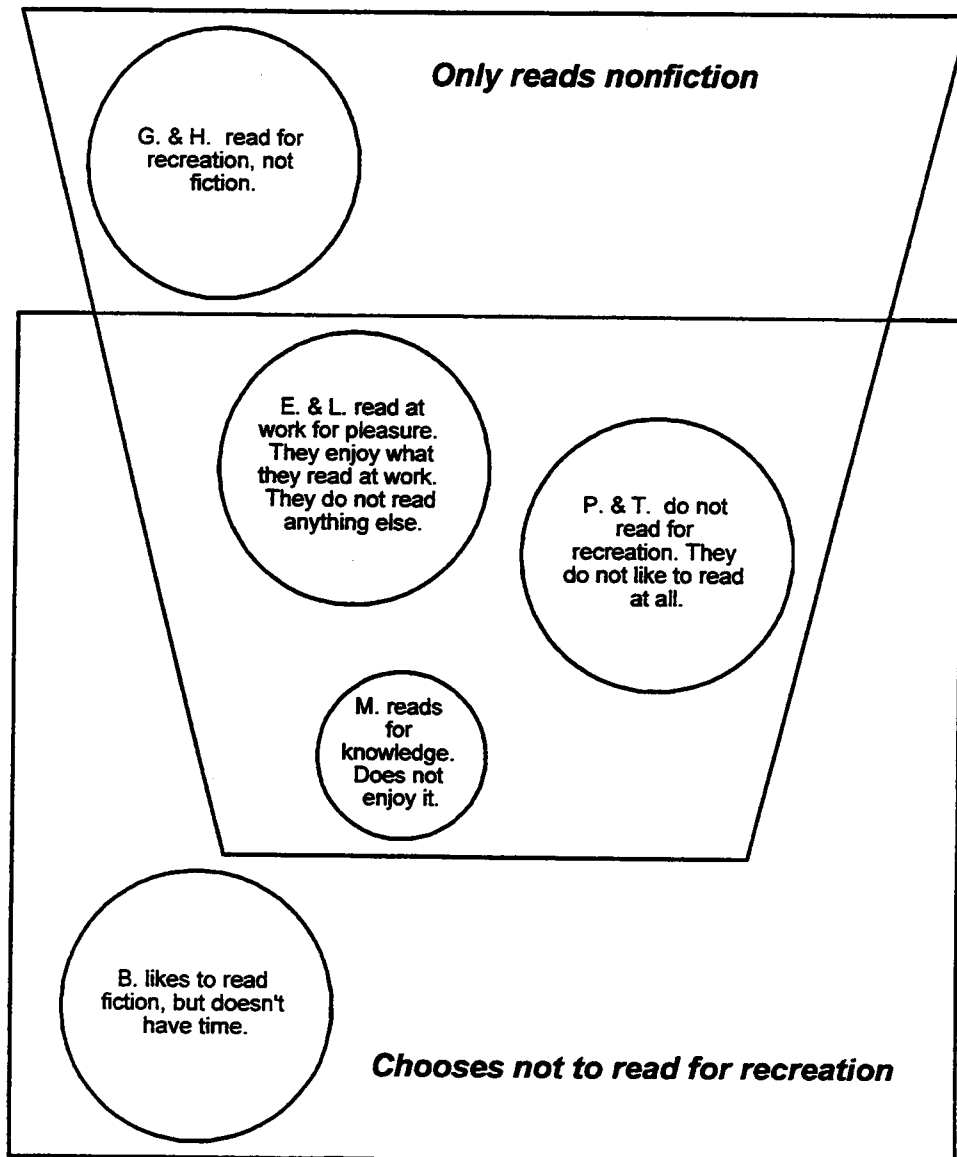


Figure 5. Participants Who Do Not Read for Recreation and Do Not Value Fiction.

5. Develop concepts and theoretical propositions.

“Concepts are abstract ideas generalized from empirical facts” (Taylor and Bogdan, 1984, p. 133). “A Proposition is a general statement of fact grounded in the data” (Taylor and Bogdan, 1984, p. 134). Propositions and concepts are developed in similar ways: “poring over the data . . . studying themes, constructing typologies, and relating different pieces of data to each other . . . to come up with generalizations” (Taylor and Bogdan, 1984, p. 34). According to Taylor and Bogdan, concepts can fit or not, but propositions are right or wrong.

The following steps as presented by Taylor and Bogdan (1984) are helpful in identifying concepts:

- Concepts can be found by looking for words used by the informants that “capture the meaning of what they say or do” (p. 133).
- As themes are identified, look at the words or events in the data that identified those themes and determine if there is a concept that unites the words and events within the theme.
- As themes are identified, look for other themes that are similar and see if there is a concept that unites one theme with another theme.

6. Read the Literature.

Reading the literature in qualitative research must be balanced between the positive results of building on previous research and the negative possible results of trying to force data into another researcher’s plan. The investigator in this study read

broadly in the area of reading affect. This literature was often from research conducted with school children as participants and from research using a quantitative method.

Alexander and Filler (1976) reported nine variables thought to be associated with attitudes and reading. These variables were found in research reported before 1976.

McKenna (1994) discussed Models of Reading Attitude. The characteristics reported in the findings from the present study were compared to characteristics and models found in the literature review. The comparisons are discussed in the analysis chapter.

As data collection and analysis progressed in this study, the investigator searched for specific studies of adult reading patterns and adult reading choices. Few previous studies were found that used capable adult readers as participants. Most studies involving adults were conducted with participants who were in a literacy program or were engaged readers. It was helpful to compare the participants of this study to the participant of the previous studies. The investigator searched the literature a second time to find studies specifically focused on the categories of findings that were not addressed in the first search.

7. Develop a story-line.

According to Taylor and Bogdan, "The story-line is the analytical thread that unites and integrates the major themes in the data" (Taylor and Bogdan, 1984, p. 136). In this study, a story-line might be, adults can choose not to read fiction and have a rich reading experience because of the nonfiction they do choose to read, or adults who may not read books from cover to cover read for specific information. They may spend several hours a day reading in this manner, and they may receive considerable pleasure.

Coding and Refining an Understanding of the Data

Coding includes the following five steps as quoted from Taylor and Bogdan (1984):

1. Develop coding categories.
2. Code all the data.
3. Sort the data into coding categories.
4. See what data are left out.
5. Refine your analysis. (p. 137-140)

Coding includes the following five steps as discussed by Taylor and Bogdan and as applied to this study:

1. Develop coding categories.

To develop coding categories, list “every theme, concept, interpretation, typology, and proposition” (Taylor and Bogdan, 1984, p.137) that has been identified to this point in the analysis. From reading the data and identifying themes, the researcher should have a sense of what data will fit into the categories. The categories should be as specific as possible, but tentative or vague ideas should also be included at this point.

The number of categories will depend on the size and complexity of the study. After the categories have been listed, the researcher may see overlap where two categories can be combined. Finally, a letter or number should be assigned to each category in the master list.

As the researcher in this study read the data, ideas for categories were listed. The ideas were combined and restructured as reading continued.

2. Code all the data.

To code the data, mark the letter of the category in the margin next to each occurrence. Negative data is coded as well as positive. As the data is coded, the researcher may refine the coding system by adding or collapsing categories. The important thing is to change the categories to fit the data. Do not force the data to fit the categories (Taylor and Bogdan, 1984, p.137).

As the investigator in this study read through the interviews, the units of text that might be categories were marked. The investigator read through the interviews again and assigned categories.

3. Sort the data into coding categories.

According to Taylor and Bogdan (1984), the researcher should make a copy of the data as an intact master copy. Then the data can be cut apart by category. Note on each piece of data the source and include enough material to keep the data in context. Put all the data that is coded to each category in a separate file (pp. 137-138).

Each interview in this study was marked with a distinguishing color band in the margin of each page, and the lines were numbered consecutively through each interview. The interviews were cut apart according to the marked categories. Segments marked with like categories from all the interviews were sorted into envelopes.

4. See what data are left out?

After all the coded data have been separated, evaluate the data that are left. They may fit into an existing category or suggest a new category. Some data may not be used, but do not force the data into categories that do not fit (Taylor and Bogdan, 1984, p.138).

After the investigator in this study looked at the unused pieces of data, some were assigned to existing categories. Some of this data could be formed into a new category.

At this point, most of the data that did not fit a category was the result of the interview having strayed into an area unrelated to the study. By encouraging the participants to express themselves and by encouraging a conversational format, the investigator collected some unrelated data. Unrelated data were not used in the study.

5. Refine your analysis.

According to Taylor and Bogdan (1984), the process of coding and sorting data allows the researcher to compare each piece of data that relates to a theme, concept, or proposition to every other piece of data that relates to the same theme, concept, or proposition. Some vague concepts will become clear and some concepts will not fit the data. The researcher should discard themes that do not fit and develop new ones needed to describe the data.

The data will likely have negative cases and contradictions. Since it is not always possible for the researcher to account for each of these negative cases or contradictions, “the researcher tries to come up with reasonable conclusions and generalizations based on a preponderance of the data” (Taylor and Bogdan, 1984, p. 139).

Understanding Data In Context or Discounting Data

Discounting data includes the following 6 considerations as quoted from Taylor and Bogdan:

1. Solicited or unsolicited data.

2. Observer's influence on the setting.
3. Who was there?
4. Direct and indirect data.
5. Sources.
6. Your own assumptions and presuppositions. (pp. 140-142)

Taylor and Bogdan's six considerations for discounting data and their application to this study are discussed in the following section:

1. Solicited or unsolicited data

Qualitative researchers would prefer to have people talk freely, but that does not always happen. Researchers may ask questions that focus on a specific topic. In this way they may gather data that is pertinent to the question they wish to research, but they may also collect data that would not come forth on its own. It is important to determine whether information given spontaneously differs from information given in response to researcher questions.

The investigator in this study conducted interviews to gather data using a question guide that covered specific topics. It is unlikely that these participants would have volunteered this information within the context of a casual conversation. The investigator first presented a broad, general open-ended question such as, "Tell me about reading." This often solicited a confused response such as, "What do you mean?" The investigator did often ask specific questions to encourage the participants to talk about their reading experience in more detail. Appendix A contains the Question Guide used by the investigator.

The investigator feels that the participants answered the questions honestly to the best of their ability. The major problem was a result of interpreting abstract concepts. A participant could respond “no” to, “Do you read for pleasure?” and later say, “I love to read.” The question the investigator needs to address is whether these participants answered inconsistently because of the way the information was solicited, or did the participants mean to make a subtle distinction between reading for pleasure and loving to read?

2. Observer’s influence on the setting

Especially in ethnographic studies where the researcher goes into the setting to be studied, it is important for the observers to minimize their influence. In the case of ethnography, the outsider is bound to have an influence on the setting being studied. The researcher needs to divulge how much and what kind of influence resulted.

In this study, the investigator did not plan to observe a setting in which the participants were reading. The participants agreed to meet with the investigator for the purpose of being interviewed, and the investigator did observe the participants during the interview. The investigator had concerns that some of the participants may have been too emphatic about not wasting time. They may have been focused on creating an image to impress the investigator.

3. Who was there?

Participants act differently depending on who is present. Again this study was not conducted in a real life setting. The investigator felt strongly that adults would not discuss their reading habits freely if other people were present. The interviews were

specifically scheduled to be in a private place between only the interviewer and participant. Two exceptions occurred. The young mother brought her baby with her. The baby's presence probably did not affect how the mother answered, but it was a distraction. The investigator met with one of the participants in his home when his family had plans to be away. He was interrupted several times by the phone and other family members dropping by. The interviewer waited for the phone call to be completed or the family member to leave before continuing.

4. Direct and indirect data

Direct data is what the participants said. Indirect data is the investigator's recorded interpretation such as themes, propositions or interpretations. The more the investigator depends on indirect data, the more validity is brought into question.

In this study, the investigator focused on direct data. All themes and propositions are supported by direct quotes.

5. Sources

It is dangerous to rely on one or two key informants and try to generalize what they say to the larger population. This study interviewed eight participants with a narrow range of characteristics. The investigator did not think of this population as a discrete, separate group, but as a position on a range of behaviors. This position could overlap other positions and change with circumstances. None of the eight interviews stands out as being more important or more useful than the others. All participants were represented equally in the report.

6. Your own assumptions and presuppositions

The ideal in qualitative research is for the investigator to have as few assumptions and presuppositions as possible. It is never possible to be completely free of biases. The next best thing is for the investigator to understand those biases. Peer reviewers and informants can read drafts of the report to check validity and credibility of the investigator's analysis.

A peer reviewer met with the investigator of the study and conducted a bracketing interview. In this interview, the investigator explained that for her reading and studying were two separate activities. Reading was primarily fiction, for pleasure, and for escape. The peer reviewer and investigator discussed the importance of being open to what pleasure reading is for non-fiction readers. The peer reviewer read all the interviews, the themes, and the propositions for biases. The investigator also asked some of the participants to read the findings to check the validity of the analysis.

Interrelated Nature of the Data Analysis Process

Data analysis also includes data reduction, data display, and conclusion drawing and verification according to Huberman and Miles (1994, p. 420). These three elements of data analysis start in the planning and design stage, continue in the data collection stage, the early and interim analysis stage, and the final analysis stage.

Data need to be reduced to a workable volume. The process of planning and designing the research or isolating a research question is data reduction by limiting the focus of the study. Narrowing the focus reduces the data that is to be collected. After the

data are collected, some procedures for data reduction are “data summaries, coding, finding themes, clustering, and writing stories” (Huberman and Miles, 1994, p.429). The goal is to find meaning as well as reduce the volume of data.

Data display involved different ways of representing data. The researcher needs to see the reduced information organized and displayed in various ways to encourage different ways of thinking about meaning. According to Huberman and Miles (1994), “More focused displays may include structured summaries, synopses (Fisher & Wertz, 1975, vignettes (Erickson, 1986), network like or other diagrams (Carney, 1990; Gladwin, 1989; Strauss, 1987; Werner & Schoepfle, 1987a, 1987b), and matrices with text rather than numbers in the cells (Eisenhardt, 1989a, 1989b; Miles and Huberman, 1984, 1994)” (Huberman and Miles, 1994, p. 429).

Conclusion drawing and verification are central to research. The researcher must interpret and draw meaning from the data. This process may use a multiple, iterative set of techniques, according to Huberman and Miles (1994), such as “comparison/contrast, noting of patterns and themes, clustering, and use of metaphors to confirmatory tactics such as triangulation, looking for negative cases, following up surprises, and checking results with respondents ” (p. 429). The investigator in this study identified themes first and compared these themes to characteristics from Marino and Moylan (1994). The themes were contrasted to the characteristics from Nell. Metaphors that were identified such as “books as tools” were consistent with the identified themes. Some of the participants were asked to verify the conclusions. For example, one participant was not comfortable being characterized as not being visionary.

Limitations of the Study

Sampling Limitations

The eight participants included five males and three females. Seven participants were employed in a professional position that required considerable reading, and one was a college freshman attending school full time. Three of the participants were in the 50 to 60 age bracket, and two were in the 40 to 50 age bracket. One participant was in the 30 to 40 age bracket; one was 19; one was over 60. The major sampling limitation was that there were more participants in the 40 to 60 age range than the 20 to 40 age range.

Methodological Limitations

According to Altheide and Johnson (1994), two limitations of methodology that are always present in qualitative research are (a) the participants can never tell the researcher all they know and (b) the researchers know more than they can articulate (p. 491).

Many of the participants in this study were not familiar with the abstract language and concepts of education. They had difficulty expressing their feelings about reading. The interviewer used more prompts and asked more specific questions than she had planned in order to solicit a response. Some of the participants probably chose not to disclose all they did know about their feelings.

Qualitative research results in a large amount of data that may not combine easily into a well structured theory. The researcher may have ideas that do not come together

well enough to report. The researcher may not discover some of the important aspects of the question being investigated.

Credibility

The purpose of research is to discover truth. The test of research is for researchers to publish their results and for colleagues to evaluate the research. Quantitative research is judged by statistical tests of validity and reliability. Some qualitative researchers think qualitative research should be judged by standards of validity and reliability the same as quantitative research. Other qualitative researchers think quantitative measures do not apply to qualitative research.

Shimahara (1988) in Qualitative Research in Education: Focus and Methods said, "Validity and reliability of research are crucial in all social research regardless of disciplines and the methods employed. Collected data must be accurate, authentic, and represent reality. Also, intersubjective replicability of research enables investigators to produce cumulative findings" (p. 86).

Valerie Janesick (1994) writes, "What has happened recently, as Wolcott (1990) reminds us, is that the term *validity*, which is over specified in one domain, has become confusing because it is reassigned to another Validity in qualitative research has to do with description and explanation, and whether a given explanation fits a given description. In other words, is the explanation credible?" (p. 216)

In quantitative research, reliability is being able to repeat a study with the same results. In qualitative research, the researcher must describe the study in sufficient detail

that other researchers can repeat the same procedures in comparable settings. It is not likely that any two social settings would be exactly the same; therefore, it is unlikely that a qualitative study in social science could be repeated (Taylor and Bogdan, 1984, p. 7).

The investigator in this study described the methods used in the study in enough detail that another researcher could attempt to repeat the study. Documents are available for other investigators to review.

Validity in qualitative research refers to how well the research does what it proposes to do. Valid qualitative research must represent an authentic social event, and the researcher must demonstrate an understanding of the experience. The researcher needs to be involved over a long enough period of time to understand the research setting. A wide range of participants and ways to guard against bias are also necessary.

In qualitative research, the focus is on describing the participants, the environment, or the phenomena being studied. Whether the findings from a qualitative study can be generalized to a larger population or not depends on the design of the study, the population, and the rigor of the researcher.

Summary

The research question of this study was: What are the characteristics or experiences of capable adult readers that motivate them to choose not to read for recreation? The research question was about meaning and experience; therefore, it required a phenomenological strategy. The method was audio taped interviews, and the sample size was eight.

Data analysis included the following three stages: discovery, refining understanding, and understanding data in context. Discovery included reading the data, searching for themes and developing typologies. This phase of analysis also included developing propositions and reading the literature.

The second stage of data analysis was coding and refining an understanding of the data. In this stage of data analysis, the investigator developed coding categories and assigned codes to all the data.

The third stage of data analysis was understanding the data in context. In this stage, the investigator reviewed the validity of the data by looking at whether they were solicited or unsolicited. The investigator also looked at sources, observer's influence, and whether data were direct or indirect.

CHAPTER IV

FINDINGS

Introduction

Morse (1994) says that one approach to presenting qualitative findings is to summarize the major findings and present quotes from the interviews that support each finding. The major findings should be discussed.

The aim of the investigator in this study was to allow the participants to speak for themselves by presenting quotes to support all summaries. The investigator attempted to listen to the participants and summarize their point of view.

Definitions and Connections

Recreational vs Non-recreational Reading

The distinction between recreational and non-recreational reading is not clear. Some people love their jobs and read a large amount at work. They also read professional material away from work. They may not read anything else because their need for recreational reading is satisfied at work. Or if professional reading is done away from work, readers may not think of that as recreational reading.

Oh I think that the nature of my job requires a great deal of reading and research. Continually, even though I may teach the same subject every four years, I never use the same lesson. So I go back and read and search out other books. And if I

see another book that comes through that kind of catches my interest, I will sit down and read it.

I read a lot of different things: technical material about the work I do, things of that nature, interests I have in woodworking, photography, or computers, religious material.

If I had a lot of time, I would read. I might read that but right now I feel like with what I am doing, I just try to pick up things that will help me to be, I guess, better at teaching what I teach. So . . . if I do have recreational time, most of it is spent picking up things I know that I can use later on in lessons or related to something I am doing here. Not exclusively, but most of the time.

Nonfiction Recreation Readers

Some of the participants recognized that they preferred to read nonfiction. They described themselves as reading nonfiction for recreation. They chose to read nonfiction when they could choose to do anything. Possible reasons will be discussed later in this report.

Almost every day, I end up getting a piece of E-Mail from my daughter. I enjoy reading lighter things like that.

Mostly I read material to gain knowledge about something. It could be most anything I'm interested in at the time, frequently to develop a skill area I'm interested in or something like that.

Pleasure and Recreational Reading

The connection between pleasure and recreational reading is not clear. Some people say they like to read and have not read recreationally in years. When some of the participants said they did not read recreationally, they also said it was not that they did not like to read. It was a matter of not having time.

When I was at my great-grandmother's house in the summer that I was 13 and the summer I was 14, I had never seen a condensed book before. I forgot about this too. I used to love to get the Reader's Digest and read "Laughter is the Best Medicine." And every once in a while, I would read some other stuff. . . . There wasn't usually a lot of stuff that interested me in there, but if there was, I read it.

If I knew it was basically reading for the sake of reading and enjoying a mystery or something like that, I don't do much of that. . . . No- probably the last time I did that was when I was in service where you have so much time and I read a whole bunch of Perry Mason novels. I love a mystery, but I haven't done that in years.

When I was in junior high and elementary school, I loved to read. I really did. I remember that we would have when I was in elementary school, Mrs. Brown, I think was her name, the librarian, and every week we would go to the library and she would tell us all about these different books and then we would see who would be the first to check it out. And see who could read the longest book and things like that I mean I really loved to read. But then when you get in high school and college, the expectations on it is really-in junior high and elementary-it is kind of like reading is more of a pleasure thing; its not forced as much. And when you get into high school and college, there is so much assigned reading that you kind of get burned out and you don't want to read for fun.

These participants remembered they liked to read for recreation in the past, usually when they were children. Now they do not read for recreation, and they seemed surprised when they remembered that they liked to read for recreation at one time.

Gaining Knowledge

Reading nonfiction to gain knowledge can give pleasure. Several participants described the pleasure they received from gaining knowledge. They did not necessarily say they received pleasure from reading.

Mostly I read material to gain knowledge about something. It could be most anything I'm interested in at the time frequently to develop a skill area I'm interested in or something like that.

I read a lot of different things: technical material about the work I do, things of that nature, interests I have in woodworking, photography, or computers, religious material.

Positive Attitude.

All the participants said reading was important. None said reading was silly or useless. They thought there were silly, useless materials that people could spend time reading, but reading itself was a valuable tool.

But at night when I come home, instead of turning the TV [on], [it's] a rule in our house to pick up a book for Tina because we really feel reading is important, and so I can read most of her little books by heart and those are a choice. I don't remember the books from when I was a little girl, so I'm looking forward to rereading them . . . again.

No, well other than the influence of parents and teachers is great. And I don't remember a lot of mine. But . . . I felt like my mom wasn't there. If she had been a little more influence in our lives and read to us, I really think that would have made a difference. Or my dad. We didn't have either.

Tina is so funny. Her dad would rather read his own book than read to her. And I'm the one who is doing all the reading to her and he is the reader. And his parents, too. They have always said, OK we want her to be a reader, but I'm the only one [who reads to her]. At 4 months of age, she is turning the pages of the book in front of them. They said how did she learn that? I read to her every day. You are-you are so good. You know. I was the last person they expected, but I recognize that probably would have made a difference in my life and that's how come I'm doing that with her. And I really feel parents regardless of the teacher because teachers come and go. It has to be a constant and that would have to be the parents.

Pleasant Experience Reading

Some participants always had a pleasant experience reading nonfiction. Others seemed to struggle with the process of reading fiction or nonfiction. Most could think of

a time in their life they had read fiction and had a ludic or near ludic experience. Often these experiences occurred when they were children.

The group was split: some were confident that if or when they had the time, they could repeat that experience and maybe become ludic readers. The others were not sure they could repeat the experience.

Now I did in my years of late junior high school and high school. That was when I had finally started getting past that you know with the treatment and so forth with the shots and stuff. I was starting to get control of that problem. I did get into reading science fiction quite a bit and Sherlock Holmes and what else? Can't remember .

I think so. I don't read much of that kind of thing any more. But it is an interest that I have still. I always like to watch a Sherlock Holmes on TV or something like that. Science fiction kinds of things are movies of choice for me. I'm a big Star Trek Next Generation person. Movies of that sort I enjoy. I can't remember in 10-20 years maybe that I have read a science fiction.

Well I have had various periods in my life where my interest has been piqued by a particular author or particular area of reading. In college I was taking a course well two of them in fact in Roman History and I really enjoyed that and I read a couple of extra books on that area in that time period. I also took a Shakespeare course that was real enjoyable and I read some extra things there. There was a time that I got interested in biographies and read probably something in excess of a dozen but I'm not sure what it was. A few years ago, I got interested in Grisham and his books. I can't think of his name. . . . the author of several books about the Indian reservation, the guy from Albuquerque.

Memories of Reading a Work of Fiction

The participants could remember reading fiction they had enjoyed. Many of these experiences were when they were children. The genre of books tended to be humor, historical fiction, mystery, or romance, not fantasy.

But I mean, but when I was in the ninth grade, and I had Mrs. Grossbeck as a teacher, I loved her. And we got to-she passed Jane Eyre out to some of them, but

she ran out of books, so I had to read The Outsiders. And I loved that book. Then I saw the movie, and I was kind of disappointed. But it had like Tom Cruze in it.

I read The Client and it still seems strange to me they didn't use the actors I had pictured playing the parts. They missed having Danny D'Vito as the guy that committed suicide, and what is the black guy's name? Tony Jones or Earl Jones or something like that as the judge. They had some other guy who was OK, but I guess they couldn't afford all the high priced people I could imagine.

Well I guess I have experienced little snatches of that. I don't know that I can put it to any particular kind of material. The first time I can really relate to that and remember that I experienced it was a book, The Forgotten Planet. And it's I have searched for that book for years. I want to read it again. I can remember the book right now today and I read that book in my early teen years, 40 years ago. I read this book and I can remember it from beginning to end. . . . Just the fact I can remember the book I read 40 years ago and from beginning to end the plot line. I don't remember the characters names, but I can still visualize the character and some of the things he was doing. And that sort of thing today.

Nell in Lost in a Book says one prerequisite for ludic reading is the ability of the reader to choose a book that can support ludic reading for that reader. The participants of this study can remember a book they enjoyed reading; they were able on that occasion to choose a book that supported reading for pleasure.

Expectations

Expectations About Fiction

Expectations about fiction were not high: the participants in this study did not expect to enjoy reading fiction. Either they had not had pleasant experiences with fiction recently or they did not recognize value in fiction. They talked about having a purpose

when they chose to read. They expected to achieve something for the time they spent reading. Reading just for entertainment was not valued.

I didn't read much at all recreationally in college. I read what I had to and that was it. I actually read more now but again, it's not fictional. I would just rather do something else.

But so far as sitting down and reading a novel, rarely.

I like to be around people and be able to relate to real people rather than a book. Which in a book everything is imagination.

I have to start at the beginning and work my way through and stay with the story line. If I loose the story line, it is hard not to loose interest in the book itself.

I'm trying the last novel . . . seems like it was some kind of a civil war thing, and we were reading it to each other. We never finished it. I think we started another one and never finished it and then he decided to write one and it never got finished either.

No, I will not read that junk. Now if I had to read, somebody said, ok, here's the way it is E__. You are going to have to read some fiction, you're going to have to do it. I'm thinking, well I could read something one of my clients wrote.

Escape Reading

Escape reading was not valued by this population. The participants were well-educated and successful. Their careers or professions were very important, and they read technical material as a part of their work. It is not clear whether the participants were satisfied with their lives and did not seek a method of escaping or whether they were not skilled at engaged reading. They applied value statements like wasting time, day dreaming, and worthless to escape or fiction reading.

I consider it a waste . . . reading is a dimension where you read and then you imagine. . . . I don't want to imagine. I don't want to be a day dreamer all the time. I want to be able to do my work and be good.

Books that are worthless . . . romance novels, I don't see any value from them.

One participant said she liked fiction. This was the only mention of vicarious experience.

I like fiction because it helps with your imagination. Because it's things you wouldn't do or couldn't do, or would want to do.

Reading for a Purpose.

All participants said reading was for a purpose. None said they loved to relax and spend a day or hour reading just to be reading. They described how they used reading as a tool to reach a goal. They needed to be productive and working.

See, I make whatever I'm reading, I look at it from my own point of view or my own set of needs at the moment like if I were still in nursing school. If that were my focus, I'd read something and think, wonder what physiologically or environmentally or whatever is going on with this thing. Now I might think, I wonder if this person's mother drank while she was pregnant? Did she do coke? What's the deal on this baby? Why this baby? What's the mother, the dad, the family? I see myself zeroing in on the questions of interest to me. When I'm assessing somebody or screening them for admissions and I think. That's what I do with reading. It's whatever interests me is what I pull out of that.

According to Nell (1988), Western Society since the 16th century has had strict views of how to use time. It was considered sinful in the 16th century to waste time and indulge in worldly pleasures. The Protestant Ethic was based on continuous, physical and mental, hard work.

Reading for pleasure may be considered wasting time or money on pleasure for oneself. Nell (1988) writes, "Squandering time and money on the purchase of profane works of fiction for pleasure reading is therefore an offense against every aspect of the

Protestant Ethic” (p.28). These participants seem to have been influenced by the idea that fiction is a waste of time.

Gaining Knowledge As Purpose of Reading

The purpose of reading was to gain knowledge, not receive pleasure. The participants focused on the importance of gaining knowledge when they read. They did not want to be characterized as reading for pleasure or reading fiction for pleasure. Reading to gain knowledge could be pleasant.

What I am doing I just try to pick up things that will help me to be, I guess, better at teaching what I teach. So most of, if I do have recreational time, most of it is spent picking up things I know that I can use later on in lessons or related to something I am doing here. Not exclusively, but most of the time.

But, no, most of the reading I basically am restricted to just what I am doing in my job, almost exclusively.

If I am going to read something, I want to get something from it . . . I don't like to read just for the sake of reading.

I look for things that help me to be able to do more things.

Having learned to use books only as a tool, that the first thing you do is you go to the index and table of contents and find what you want and then you put the book away. And so you probably have . . . the typical engineer had not in ten years, read a book from cover to cover.

Value of Reading

Reading had to have a purpose to have value. The participants were asked if part of the decision to read or not was based on the idea that fiction did not have as much

value as nonfiction. Often, their purpose was seeking valuable knowledge for their profession. Few professions seek valuable knowledge in fiction.

Well when I have read fiction, for example, The Work and The Glory, I have read all that except the last volume. There are five volumes, and I read that very quickly. In a couple of months, I read the whole thing. But within that there is church history, which to me is valuable. If it had been pure novel with nothing. It was historical fiction: there was something I knew I could get out of it. If I knew it was basically reading for the sake of reading and enjoying a mystery or something like that, I don't do much of that.

Self-Concept

The participants saw themselves as information seekers and problem solvers. They were analytical, not imaginative. Some of the emphasis they used in this study may have been a result of their wanting to portray themselves in this manner.

Information Seekers

Probably not. Because the things I go out there looking for on the Internet for example, is the same kind of thing I do in reading in book form or magazine or whatever. I'm going out there looking for some little piece of information that I'm interested in.

I am a slow reader and that is probably because when I grew up I was always reading mathematics. And that you could not basically just read the first sentence and go on. So I have always been a slow reader by design perhaps, and I enjoy it and I always take a lot of notes. So I don't I like . . . if I am going to read something I want to get something from it. I want to write it down and try to remember it. I don't like to read just for the sake of reading.

I read them because it is necessary. The job, to stay informed of what it is that I need to be doing. So I see that as to stay up with my job and to be good at the job, I better be reading the stuff.

I have never been able to take the technical books and read them. Like read a whole chapter or something. I usually go through looking for the ideas I want in an ad hoc fashion.

Problem Solvers

I have a puzzle book I love to read . . . solving puzzles and I will sit down and read something like that.

I'm reading to find out how can I make this work for me right now.

I usually look for a particular topic.

Analytical

When you're reading something technical, you try to be more aware of every word. Everything that's said, you try to analyze.

In that being analytical, I usually end up reading it all or trying to gloss over some of the things that aren't pertinent to me.

Hard Workers

I don't want to be a day dreamer all the time. I want to be able to do my work and be good.

Work, chores, and responsibility have higher priority than entertainment. Fiction is equal to entertainment. These participants are very responsible, so they are compelled to complete work, chores, or other responsibilities before they allow themselves to be entertained or read fiction. They speak of time and value for time. They seem to use all their time on work or other responsibilities and seldom allow themselves to be entertained. Or if they have some time to waste, they turn to TV. The same story can be watched on TV faster than reading it.

Reading fiction is like, I would think, watching an entertainment show on television or a variety show or maybe a soap opera. I don't watch soap operas. I consider them maybe beneficial for family situations, but I look for things that help me to be able to do more things.

It [fiction] might be good. It does work your mind, but as a recreational vehicle, there are things like sports and aerobics that keep your body in good shape so it lasts longer, where you live longer. Readers usually sit a lot. Of course, they do with TV, but it seems like to read the same thing you see on TV you would have to sit longer.

In the last 10 years, I haven't spent much time reading fiction, a large chunk of dead time. (The interviewer asks, Why do you think that is?) It is too easy to go get a dose of that on the tube.

Ability

Negative Feelings

Negative feelings were not about reading in general. The participants had concerns about aspects of concentration and speed in reading. They were not negative about reading; no one said reading was not desirable. In fact, several of the participants expressed a desire to improve their reading skill.

I guess a lot of my reading is struggling to screen out interruption, trying to go through it quickly enough to keep my attention focused on it.

Well it's hard to read a lot. It's an effort.

I think that was kind of a discouragement for a long time. I would get headaches and then finally after I was married, at one point, they said I need glasses. It is really frustrating because I'm far sighted and I have trouble seeing far away, but my near sightedness isn't perfect. Yet with my glasses, it doesn't work and without my glasses, it doesn't, and I get a headache. And it is, I don't fool with it. It also comes into it puts me to sleep. When I read for pleasure, it's like whoa! This is too comfortable and relaxing. I do that in front of the TV; I don't ever make it through the show.

Skill and Reading Speed

Skill and reading speed are concerns: six of eight participants expressed concern about their reading ability. Two had some difficulty concentrating and staying focused on reading. This problem resulted in their abandoning the reading process at times. The other four were not satisfied with their reading speed, which influenced what they chose to read.

Well yes and no. I guess is the right answer there. With the stuff I read at work, I'm not happy with my reading speed because it's making me inefficient, but for pleasure kinds of reading, fictional reading lets say something of that sort its a different disappointment because of the reading speed. In that there I have more problem because, I think because, let's put it that way, of my reading speed not allowing me to create a visual image of the thing that's going on to get enveloped in it. If you will. I'm more word by word and for some reason something didn't fit, I back up and read a couple of words. And things like that. Instead of just flowing through the thing.

Once I got into math, and would read very slowly and start doing proofs and just analyzing everything.

That is probably the biggest thing that keeps me from reading more is that I read very, very slowly. Because I'm always . . . I can't read a book without either underlining or taking notes.

I feel like I'm lacking especially since I married and my husband is such a great reader.

But when I'm reading something really technical, in the past, it's like blazing a trail. And as it gets more technical, [I] slow down a little bit until I get understanding. When I get understanding, I can read the same thing and go through it faster.

Some of the participants perceive themselves as reading slower than the average reader. But these participants are goal oriented and driven by a desire for results and achievement. Their reading may be adequate, and they only perceive it to be below

average because they want to read faster than average and are frustrated. Reading tests were not used, so it is not possible to determine in this study whether the participants had unrealistic goals or lacked minimum reading speed.

Being Easily Distracted

Two of the participants reported difficulty with being distracted when they were reading. Often these two participants did not choose to read for recreation. They recognized the situation and attributed it to problems they had focusing on what they were trying to read.

I haven't got a clue. I can't even conceive of doing that my mind can't be on more than one thing at a time. I have to pay attention to things and understand what I'm seeing. Analyze it a little bit.

It has to be very distraction free. For instance, I read a couple of books a year ago or a couple of years ago, but both of them were in the process of a trip of 5 or 6 days. I was having quite a bit of dead time on the plane with no one to ask me, "Honey do this or Dad do this or whatever," you know.

One of the reasons I have trouble reading at home is I have to get off by myself. I can't read in the bedroom because most of the time, E__ is trying to do this routine of watch TV and read at the same time. And I wouldn't try under those circumstances because I know it no matter what I have in front of me, if I have the TV going, it captures my attention. I can't focus it out. I have to focus on reading.

Desire to Read Better or More.

Some of the participants would have liked to read better or more. Three of the participants had taken speed reading courses. Two did not think their reading had improved as a result of the courses, and they were disappointed. One did improve.

[Have you ever looked into any attempts at changing your reading pattern?]
You mean trying to increase my reading speed? Kind of thing. Yeah. Two or three times. I guess. At least three times I've taken reading improvement or speed reading kinds of courses. It didn't do me any good frankly. Well I read a lot of things at various times about little tricks to increase your reading speed and the mechanics of doing so. Break the line up into two or three pieces and force your eye to bounce across and stuff like that. None of it seemed to work for me.

I would love to. I . . . The simple answer is that I would like to be able to read a lot faster. Maybe I could get enveloped in it if I wasn't having to lug my way through it. I could move on. I don't know whether that is accurate or not.

Well It's hard to read a lot. It's an effort. . . . I took a speed reading course. After they taught us about it, about going back and forth.

Ability to Choose

Control

Most of the participants felt they had control over what they read. They may have read things that were not of interest to them, but they had some control over when they read even uninteresting things. These participants may have gladly read uninteresting material if they had a goal such as their job that required reading that material.

I'd say very seldom do I read things I don't like to read. Now that I think about it, I can't think of things I don't like to read. So I'm not sure that means much.

Whatever job I'm in when I'm in it, I really like it most of the time I'm doing it. Then toward the end, if I don't have the nerve to quit, somebody will pick up on it and decide I need to leave. So that works out OK too. So I basically have never had to read anything I didn't really want to.

Two participants who felt they had little control over what they read appeared to have a less positive attitude about reading. One was a student and read assigned material. One was a legal secretary and read legal documents.

I think it goes both ways. If you have the time, you can pretty much read what you want. But basically for me a lot is required reading. If there is a lot of it required.

When I was in junior high and elementary school, I loved to read. I really did. I remember that we would have when I was in elementary school, Mrs. Brown I think was her name the librarian, and every week we would go to the library and she would tell us all about these different books and then we would see who would be the first to check it out. And see who could read the longest book and things like that. I mean I really, really loved to read. But then when you get in high school and college, the expectations on it is really-in Jr. High and elementary it is kind of like reading is more of a pleasure thing. It's not forced as much. And when you get into high school and college, there is so much assigned reading that you kind of get burned out, and you don't want to read for fun.

When you're forced to read, you don't want to do it. That's how it is. It really is. Cause in my English [class], we read a story every week and it is only like about 10 pages, and then we have to point out the symbolism and what we got out of it, our interpretation. And when you are forced to read and you know you have to, you put it off as long as you can. And they are really not bad stories. Some of them are really hard to understand. But I mean you just put it off. Cause you're forced to do it. But I mean, but when I was in the ninth grade and I had Mrs. Grosbeak as a teacher, I loved her. And we got to-she passed Jane Eyre out to some of them, but she ran out of books, so I had to read The Outsiders. And I loved that book. Then I saw the movie, and I was kind of disappointed, but it had like Tom Cruze in it.

I don't feel like I have any [control over what I read]. On my lunch hour, I do. I grab the comics because it's comic relief. . . . I only take a half hour and get back to work and that is a choice. I could maybe pull down a book and maybe get a chapter done in the lunch hour. But I'd rather just sit there and not have to focus.

Alexander and Filler (1976) reported that authorities on reading believe there is a relationship between the reader's interest and attitude toward reading. Six of these participants reported that they have control over what they read. It is assumed they would

choose to read what interests them if they have control over what they read. Their work ethic encourages them to be interested in anything about their job. The participants who had less control were frustrated.

Choices Participants Make

Most of the participants in this study had strong feelings about what they chose to read.

Oh occasionally I will pick up a story in the Reader's Digest. That would probably be considered my recreational reading. Consumer Reports on a particular item I have an interest in or something. I will check it out.

My mother-in-law has Country Living and I pick that up and I read tips about decorating and cleaning the house and organization and that kind of stuff.

The school newspaper, I read that.

I like American Health Magazine. I like the Wall Street Journal. I subscribe to it.

I like the News Sentinel.

I have a geography book that I am just starting.

I guess I've enjoyed reading a couple of . . . like mysteries.

Things that would greatly interest me-historical.

History. Actual accounts of murder trials.

I just finished one on the Oklahoma bombings.

That was a paperback about the Oklahoma bombing. But usually my wife and I go to the library and we check out about three or four a piece. She tried to get documentaries and some fiction. I read. I'll get a book on sports or some historical book on World War II or the Civil War.

I'm usually reading articles in some kind of magazines. Whatever it is lying around: Popular Mechanics, Time, or National Geographic. National Geographic is awful good. I like to read that. Popular Mechanics, Popular Science, Sports Magazines hunting and fishing magazines. I keep up with the fishing techniques. When I get time I'll fish. Which is few and far between.

The participants have listed a fairly wide variety of magazines. They said they liked to read geography, adventure, history, and mysteries.

Family and School

Parents or Family

Most participants remembered their parents or family as being a positive influence on their reading. One participant said her mother did not have time to read to her. The other participants described family members, usually the mother, reading to them. They also remembered seeing family members reading and having books in their home.

My mom had a series of six books, something "of the world", I can't remember, I still have that, but she would read to us from that so that was my last recollection. Yeah she kept good books in our home and she would read to us. And she would provide us with good books to read, I remember that.

Remember getting books for Birthdays from aunt Edith Jean. Got Twixt Twelve and Twenty that Pat Boone book when it came out. That Dale Evans was one of my major heros. Everyone else got Cinderella watches. I got Dale Evans. What was the name of the book about their baby that had down's syndrome. I got that when I was probably ten or twelve. I read that then. The books that were mine were mine too baby. That the kind of things I read. It was good. I wouldn't have gone and bought them; no one else would have gone and bought them for me, but she did. And she sent them from California out here for me to read. I Don't know why, but it was a real blessing. Because it helped build some empathy into me that I might not have had otherwise. That's real cool that she did that.

My mom likes to read sometimes. If she hears about a book, she'll get and read it. It's not like every other month she has a new book, but she pretty much likes to read.

First we learned the letters. Then we got simple books like Friendly Village. That was one of them. And my folks sat down with me and gradually the letters went together and I noticed the sound of them was close to what the letters were when they were put together. And from that I could read.

My mother always read romance novels. She had a lot of them. Anytime we were out camping, or out to the lake, she was always in a book reading. I don't think she had time to [read to her children]. She raised us. My parents were divorced. She raised us pretty much on her own. That's probably why I don't remember a lot. No I don't think she spent much time reading to us.

When I was real young, my grandmother used to read to us. And I discovered only about 40 years later the reason my grandfather wasn't doing the reading was because he couldn't read. And my dad was what you would call functionally illiterate. He could read anything he had to, but he didn't read anything he didn't absolutely have to. He'd sit down and read the paper. When he got older, he loved to do word finds, but he never liked to sit down and read much. He said he didn't like to do that because he didn't remember what he read.

My mother liked to read. My dad read quite a bit. He read his Bible because he was a Sunday school teacher. So he did a lot of reading, the Bible and research on what ever the subject was he was going to teach in class. But they read quite a bit. I guess it kind a rubbed off to some extent.

School

Alexander and Filler (1976) report on Ransbury's study that suggests students, teachers, and parents do not consider the teacher's influence on attitude to be important.

The present study found a positive attitude toward the importance of teachers. Two of the participants described their teachers's influence as being very important.

Some participants remembered school as being a positive influence. None of them recounted negative experiences with school. School seemed to be a distant memory for others.

I remember Mrs. Hagan. She was my first grade teacher. I remember Miss Buckner, my kindergarten teacher. And the letters and learning the sounds. And how cool I thought those teachers were. So that made whatever they were doing OK. So if I hadn't of liked reading, I would have because I had good teachers.

[Who influenced you as a reader?]

My teachers. Overall my teachers. Especially when I was in jr. high that we read books and would have books read to us. Like when we were in sixth grade, our teacher is like BFT, the Big Friendly Giant or something. And she read it to us and that really got us into it. I mean we loved it. I think overall my teachers.

I remember that when I was in grade school, we had this reader's club. I just loved, at that point, to just get little books, paperback books, and read those.

I just remember trying to sit in first grade with the look-say stuff. See Johnny run.

Time

Time Mentioned Often.

The people in this study were all busy. They had jobs, family responsibilities, church responsibilities, and civic activities. Time was very important and required the participants to set priorities. A choice not to read seemed to be a result of time and priorities more than a negative attitude toward reading. In fact, most of the participants expressed a desire to read more if they had time.

When I read the paper which I seldom do, it's more a form of scanning, quick, quick, scanning or the want ads, I read very intently.

I'd like to do some traveling. And there is a lot of getting there time that I would enjoy doing some recreational reading.

The thickness of the book intimidates me. I want something quick because if I get into it, I want to finish it quickly. If it takes any time, I don't know when I'll get back to it again. I'm intimidated by large books.

Whether they are good or not, it has to be really short, sweet that I can fly through in a week or two.

I work for a law firm and everyone told me The Firm was excellent and I would really enjoy it. And I started into it, and it just didn't get fast paced enough for me and it was taking too long and I put it down and I had seen the movie.

When I read for fun, it's a linear experience. I don't go back and analyze. That wouldn't be any fun.

Nell (1988) said one of the four components required for ludic reading was time with nothing more compelling to do. This group of readers differed from ludic readers by what they considered as more compelling. Several described work responsibilities and home responsibilities as more compelling than reading. One participant said she could not sit down to read if there was work such as ironing that needed to be done. Ludic readers can ignore things like ironing and read without being distracted.

Priorities

The participants had more demands than time, so they established priorities. Reading fiction was not a high priority. Responsibilities and the work ethic were more important than entertainment.

The problem is I don't feel like I can sit down and read unless the house is clean. So if I see dust, I have to dust first. If there are dishes, I have to do dishes before I

can sit down. If there is ironing to be done, I need to iron before I can enjoy life. And I recognize that is not necessarily the best, but that is definitely me.

The situation is that I have other things calling my name. It would be difficult to put that aside and relax and read. I have to be relaxed and not distracted. Unlike my wife who can ignore the kids and the phone and watch TV and read at the same time.

Well it's my situation I like to keep, to work on my house and yard and keep it going. And work my job where I can earn money and learn more, be better at work. But reading for recreation-I consider that a luxury, I can't afford. I like to read for things that benefit me.

But it [reading fiction] would still not be the priority I want. There are so many books even in here [small library] that I haven't had a chance to read cover to cover, that I would like to go back and get those down and feel like I understand them better.

If it's working in the yard, it's usually planting a garden or putting out flowers and or mowing the yard and keeping it looking pretty well decent. That's about the extent of the outside work we do around the house. Unless you mean paint or redecorate.

I like to do home projects. Carpentry work, automotive, do all my car work what I can do work on lawn mowers stuff of that nature.

[So how do you decide if you are going to work on a woodworking project or read?]

Whatever is most demanding. If I got some slack time, I'll sit down and read a chapter or two and then I'll go do something else if I got a table to repair or whatever. I'll get that first. . . . Whatever strikes the notion. If I want to read a little bit, I read a little bit. If I got something else to do, I'll do it.

Engaged Reading

Three of these participants were identified by their spouses who participated in a study of engaged readers. When the investigator told the engaged readers about the planned study of adults who do not choose to read for recreation, they identified their spouse as not being a pleasure reader. The investigator wanted to know if the non-

engaged reader recognized engaged reading, and if so, what they thought about engaged readers.

No I don't quite grasp how he just escapes. I have to have the room quite, clean, all that stuff and he reads while we are eating dinner, TV's on, driving. I swear he can read any time anywhere. He turns off the world while he's doing that. And I don't comprehend that because I don't. I'm very distracted.

It must be for my wife. It is one of the things she loves more than anything else. In fact, it is hard to get her to do anything else when she gets engrossed in a book, she'll of course make the dinner and do those things, but she can't wait to get back to that book to see what's going to happen next. I have felt that only once and that was reading The Work And The Glory.

If you hit them over the head, you might get their attention.
They go off into another world. Silence.

Summary

Two of the main reasons these adults chose not to read recreationally were time and other priorities. These individuals were busy and were forced to set priorities and make choices to fit the time available. Some of the participants said they would like to read faster.

These participants did not value fiction as much as non-fiction. They were very responsible and felt they needed to receive value for their time spent reading. For them the purpose of reading was to gain knowledge, not be entertained.

These participants may have actually read more recreationally than they realized. Their jobs may have fulfilled their need to read for pleasure. They may not have considered professional reading they did in their discretionary time to be recreational reading.

CHAPTER V

ANALYSIS

After the interviews were transcribed, several techniques of analysis were used. First, the investigator examined the language used by the participants for colorful language and metaphors. The characteristics of adults who do not choose to read for recreation were identified from the interviews. These characteristics were compared to the characteristics of Mathewson's model and contrasted to the characteristics described by Nell and Marino and Moylan. Diagrams were constructed to view the data from different perspectives.

Colorful Language

The words used by participants to describe their experience may assist the investigator in finding meaning from the data. Taylor and Bogdan (1984) said words used by the participants that "capture the meaning of what they say or do" (p. 133) can be used to identify concepts. Taylor and Bogdan (1984) continue: "Concepts from informants are referred to as *concrete concepts*: ' . . . the concrete concept is derived indigenously from the culture studied; it takes its meaning solely from that culture and not from the scientist's definition of it' (Bruyn, 1966:39)." (p. 133). In the following analysis, the investigator read the interviews looking for words that were repeated often and might give some insight into the participant's beliefs about the value of reading fiction and the participant's reading ability.

Values

The following words appeared frequently in the interviews when the participants were talking about reading fiction:

- wasting time
- day dreaming
- worthless

Wasting time, daydreaming, and worthless are words that make a value judgement about recreational reading. None of these participants questioned the utilitarian value of reading. But some believed that when reading does not have a purpose, it is a waste of time or worthless, and the reader is a daydreamer.

Ability

Nell (1988) says readers must read at a certain speed in order to be ludic or engaged readers. It is possible that the ability level of the reader limited what the reader could read and enjoy. The following list of words were used by the participants of this study to describe their reading experience.

- blazing a trail
- struggling
- effort
- disappointed
- lug

- inefficient
- slowly
- distraction free
- hard to read a lot
- intimidates
- analyzing
- quick
- fast
- short

Slow, hard, distractions, inefficient, blazing a trail, struggling. effort, disappointment, lug, and intimidates were harsh words to describe reading. These words did not describe a pleasant experience. The situation may have been that reading was difficult for these people, but they had learned to cope with the reading they needed to do for their jobs or interests. However, they may not have wanted to do anything that difficult for entertainment. The level of difficulty may have made the readers want to spend their time reading only things that were necessary or things that were valued highly by the reader for some personal reason.

It is not surprising that some of the participants did not choose to read for recreation. Reading was difficult for them, and they did not place a value on reading for pleasure.

Metaphors

1. Books had value as a tool to do something else. Books were not valued for themselves or the pleasure they could afford.

Books as tools.

2. These participants said they wanted to read, but they wanted the experience to be as short and fast as possible. They did not value reading for the experience itself. Reading was valued as a tool or a means to an end.

But it seems to read the same thing you see on TV, you would have to sit longer.

Short and sweet that I can fly through.

3. The participants thought work was more important than entertainment. They viewed some forms of reading as entertainment. They could not sit down to read until the work was done.

If I see dust, I have to dust first.

If there is ironing to be done, I need to iron before I can enjoy life.

They saw other things calling to them. These other things were more important than reading and had a higher priority. Reading for pleasure was a luxury, and they could choose to not indulge themselves.

I have other things calling my name.

Read for recreation, I consider that a luxury I can't afford.

4. Cover to cover is reading an entire book as one usually does with fiction. These participants talked about picking out the information they needed. It seemed that reading a book from cover to cover was considered a waste of time or inefficient when the readers could pick out just what they needed.

Cover to cover.

I have never been able to take the technical books and read them. Like read a whole chapter or something. I usually go through looking for the ideas I want in an ad hoc fashion.

5. This participant equated reading with slack time. If he had nothing more important, he would read a chapter or two. He was not making a commitment to a whole book, just a chapter or two, and only if nothing else offered itself.

Whatever is most demanding, If I got some slack time, I'll sit down and read a chapter or two.

If I got something else to do, I'll do it.

6. The participants described someone they knew who was an engaged reader. They described engaged reading as escaping, as going to another world, and not being available to them.

He just escapes.

They go off into another world.

If you hit them on the head, you might get their attention.

7. Reading had to have a useful purpose. The participants wanted something that benefited them in return for spending their time reading. They did not want to be thought of as a day dreamer.

I like to read for things that benefit me.

I don't want to be a day dreamer all the time.

I don't like to read just for the sake of reading.

If I'm going to read something, I want to get something from it.

I'm going out there looking for some little piece of information that I'm interested in.

Comparison to Self-Actualized Readers

The characteristics of self-actualized readers from Marino and Moylan (1994) were compared to the characteristics of the participants of this study. The two sets of characteristics are listed below:

Marino and Moylan	Participants of this study
Self concept:	
Voracious	No
Avid	No
Love to read	Some do
Shut out world and become character	No mention of characters
Addicted	No
Undisciplined	Very self-disciplined
Motives:	
Pleasure	Information
Escape	No
Relief from pain and other stress	No
High curiosity	Yes
Desire to know more about area of interest	Yes

Work information	Yes, very much.
Power	Yes
When-teens	No data
Positive reading self-concept	Some yes-some no.
Reading history free of negatives	Yes

The characteristics of the two groups overlapped on one half of the characteristics.

The self-actualized readers and participants of this study differed more in self-concept than motives. The self-actualized readers' self-concept was voracious, avid, addicted, and undisciplined. The participants of this study saw themselves as hardworking and self-disciplined. They did not describe themselves as voracious, avid, or addicted. The self-actualized readers told of being able to shut out the world and become the character. The participants did not speak of characters: they did not appear to identify with characters.

The two groups had similar motives to read, except the self-actualized readers read to escape and for relief from pain and stress. The participants of this study did not mention escape. Both groups read for information, because of curiosity, for work, and for power.

Comparison to Mathewson Model

In the Mathewson Model, the attitude component was composed of prevailing feelings about reading, action readiness for reading, and evaluative beliefs about reading. Other components were external motivators, emotional state, personal values and goals, self-concepts, persuasive communications, cognitive feedback, and affective feedback. The following section has quotes from the participants of this study that are examples of

each of these components. This section is a comparison and a checklist to examine the findings of this study and determine whether the components of Mathewson's model were addressed or not.

The prevailing feelings about reading were that the participants did not expect reading fiction to be rewarding. They did expect to be able to find the information they needed, and they expected reading for information to be satisfying.

I like to read for things that benefit me.

I don't want to be a day dreamer all the time.

I don't like to read just for the sake of reading.

If I'm going to read something, I want to get something from it.

I'm going out there looking for some little piece of information that I'm interested in.

One element of action readiness for reading was the characteristic of participants to read slowly and carefully. They read and reread until they understood whatever they were reading. They may have read too slowly and too analytically to achieve engaged reading.

With the stuff I read at work, I'm not happy with my reading speed because it's making me inefficient, but for pleasure kinds of reading, fictional reading lets say something of that sort it's a different disappointment because of the reading speed. In that there I have more problem because, I think because, let's put it that way, of my reading speed not allowing me to create a visual image of the thing that's going on to get enveloped in it. If you will. I'm more word by word and for some reason something didn't fit, I back up and read a couple of words. And things like that. Instead of just flowing through the thing.

Once I got into math, and would read very slowly and start doing proofs and just analyzing everything.

That is probably the biggest thing that keeps me from reading more is that I read very, very slowly. Because I'm always . . . I can't read a book without either underlining or taking notes.

But when I'm reading something really technical, in the past, it's like blazing a trail. And as it gets more technical, [I] slow down a little bit until I get understanding. When I get understanding, I can read the same thing and go through it faster.

One evaluative beliefs about reading was that reading was difficult. It was a struggle that may not be pleasant.

I guess a lot of my reading is struggling to screen out interruption, trying to go through it quickly enough to keep my attention focused on it.

Well it's hard to read a lot. It's an effort.

I think that was kind of a discouragement for a long time. I would get headaches and then finally after I was married, at one point, they said I need glasses. It is really frustrating because I'm far sighted and I have trouble seeing far away, but my near sightedness isn't perfect. Yet with my glasses, it doesn't work and without my glasses, it doesn't, and I get a headache. And it is, I don't fool with it. It also comes into it puts me to sleep. When I read for pleasure, it's like whoa! This is too comfortable and relaxing. I do that in front of the TV; I don't ever make it through the show.

It has to be very distraction free. For instance, I read a couple of books a year ago or a couple of years ago, but both of them were in the process of a trip of five or six days. I was having quite a bit of dead time on the plane with no one to ask me, "Honey do this or Dad do this or whatever" you know.

One of the reasons I have trouble reading at home is I have to get off by myself. I can't read in the bedroom because most of the time, Eve is trying to do this routine of watch TV and read at the same time. And I wouldn't try under those circumstances because I know it, no matter what I have in front of me, if I have the TV going, it captures my attention. I can't focus it out. I have to focus on reading.

External motivators were the outside influences that could influence the reader to choose to read or not. The participants' careers or jobs were extremely important.

Anything that affected their employment positively or negatively was a powerful motivator.

Well it's my situation I like to keep, to work on my house and yard and keep it going. And work my job where I can earn money and learn more, be better at work. But reading for recreation-I consider that a luxury, I can't afford. I like to read for things that benefit me.

I read them because it is necessary. The job, to stay informed of what it is that I need to be doing. So I see that as to stay up with my job and to be good at the job, I better be reading the stuff.

The emotional state of these adults was that they were generally happy with life and their reading skills. They would have liked to read a little faster, and some might have liked to read a novel when they had time, but they wouldn't be upset if their reading skills and practices stayed the same.

I'd say very seldom do I read things I don't like to read. Now that I think about it, I can't think of things I don't like to read. Laughs. So I'm not sure that means much.

But at night when I come home, instead of turning the TV, as a rule in our house to pick up a book for T__ because we really feel reading is important, and so I can read most of her little books by heart and those are a choice. I don't remember the books from when I was a little girl, so I'm looking forward to rereading them . . . again.

The personal values and goals that stood out from the interviews were about work and entertainment. Work and success were important. Entertainment was not as important as work.

If I see dust, I have to dust first.

If there is ironing to be done, I need to iron before I can enjoy life.

I have other things calling my name.

Read for recreation, I consider that a luxury I can't afford.

The participants' self-concepts had an important influence on what they chose to read or whether or not they chose to read. The participants saw themselves as hard workers, information seekers, problem solvers, and analytical.

The participants saw themselves as information seekers. Information was important for work or for home projects, and reading to find needed information was acceptable.

Probably not. Because the things I go out there looking for on the Internet for example, is the same kind of thing I do in reading in book form or magazine or whatever. I'm going out there looking for some little piece of information that I'm interested in.

I am a slow reader and that is probably because when I grew up I was always reading mathematics. And that you could not basically just read the first sentence and go on. So I have always been a slow reader by design perhaps, and I enjoy it and I always take a lot of notes. So I don't, I like . . . if I am going to read something I want to get something from it. I want to write it down and try to remember it. I don't like to read just for the sake of reading.

I have never been able to take the technical books and read them. Like read a whole chapter or something. I usually go through looking for the ideas I want in an ad hoc fashion.

The participants liked to think of themselves as problem solvers. Solving problems gave them an opportunity to use the information they had gathered.

I have a puzzle book I love to read . . . solving puzzles and I will sit down and read something like that.

I'm reading to find out how can I make this work for me right now. I usually look for a particular topic.

Several of the participants mentioned being analytical. They seemed to justify finding information by using it to solve problems.

When you're reading something technical, you try to be more aware of every word. Everything that's said, you try to analyze.

In that being analytical, I usually end up reading it all or trying to gloss over some of the things that aren't pertinent to me.

The participants did not want to appear to be imaginative and visionary. These qualities seemed to be frivolous to the participants, and they did not want to be seen as wasting time.

I don't want to be a day dreamer all the time. I want to be able to do my work and be good. Work, chores, responsibility have higher priority than entertainment.

Persuasive communications are ways someone might influence the participant to read or not read. Most of these individuals were mature and not as likely to be influenced by peer pressure as children. Some of the participants reported reading things that had been recommended to them. The resulting experience was not always positive. They did not describe reading and sharing what they read with friends.

I work for a law firm and everyone told me The Firm was excellent and I would really enjoy it. And I started into it, and it just didn't get fast paced enough for me and it was taking too long and I put it down and then I saw the movie.

One example of cognitive feedback for these participants was that gaining knowledge was important and satisfying to the participants. They judged the success of the reading experience by what they learned.

Probably not. Because the things I go out there looking for on the Internet for example, is the same kind of thing I do in reading in book form or magazine or whatever. I'm going out there looking for some little piece of information that I'm interested in.

So I have always been a slow reader by design perhaps, and I enjoy it and I always take a lot of notes. So I don't I like . . . if I am going to read something I

want to get something from it. I want to write it down and try to remember it. I don't like to read just for the sake of reading.

Affective feedback was how the participant perceived pleasure as a result of reading. In this study, the participants described how gaining knowledge felt good. Reading fiction did not always feel good. Two of the participants described how they struggled to read. The participants could remember a time they enjoyed reading a work of fiction, usually when they were children.

Well I guess I have experienced little snatches of that. I don't know that I can put it to any particular kind of material. The first time I can really relate to that and remember that I experienced it was a book The Forgotten Planet. And it's I have searched for that book for years. I want to read it again. I can remember the book right now today and I read that book in my early teen years, 40 years ago. I read this book and I can remember it from beginning to end. . . . Just the fact I can remember the book I read 40 years ago and from beginning to end the plot line. I don't remember the characters names, but I can still visualize the character and some of the things he was doing. And that sort of thing today.

The participants did not value fiction. They may not have had positive experiences reading fiction, or they may have felt the purpose of reading was gaining knowledge. Either way, they did not think reading fiction returned value for time.

I didn't read much at all recreationally in college. I read what I had to and that was it. I actually read more now but again, it's not fictional. I would just rather do something else.

But so far as sitting down and reading a novel, rarely. I like to be around people and be able to relate to real people rather than a book. Which in a book everything is imagination.

I have to start at the beginning and work my way through and stay with the story line. If I loose the story line, it is hard not to loose interest in the book itself.

I'm trying [to remember] the last novel . . . seems like it was some kind of a civil war thing. . . . And we were reading it to each other. We never finished it. . . . I

think we started another one and never finished it and then he decided to write one and it never got finished either.

No, I will not read that junk. Now if I had to read, somebody said, ok, here's the way it is E__. You are going to have to read some fiction, you're going to have to do it. I'm thinking, well I could read something one of my clients wrote.

Contrast of Nell's Characteristics to the Participants of This Study

Nell described ludic reading in the following quote:

Pleasure reading is playful: it is free activity standing outside ordinary life; it absorbs the player completely, is unproductive, and takes place within circumscribed limits of space and time (Huizinga, 1938; Caillois, 1958). "Ludic reading" (from the Latin *ludo*, I play: Stephenson, 1964) is therefore a useful characterization of pleasure reading, reminding us that it is at root a play activity, intrinsically motivated and usually paratelic, that is, engaged in for its own sake (Deci, 1976; Apter, 1979) As a convenient rule of thumb, the term *ludic reader* is here reserved for those who read at least one book a week. (Nell, 1988, p. 2)

The following key words were taken from Nell's quote and compared to statements made by the participants: playful, free activity, outside ordinary life, absorbs player completely, unproductive, intrinsically motivated, usually paratelic, and consciousness changing. The reason for making this comparison is to discover the characteristics that the participants of this study have in common with ludic readers as described by Nell.

The participants of this study did not talk about reading as a playful activity.

They talked about reading for information, gaining knowledge, and learning to do things that were useful.

If I knew I was basically reading for the sake of reading and enjoying a mystery or something like that, I don't do much of that.

For the participants of this study, reading was not a free activity. They felt it was essential to receive value for the time they spent reading.

I consider it a waste . . . reading is a dimension where you read and then you imagine. I don't want to be a daydreamer all the time. I want to be able to do my work and be good.

The participants of this study were grounded in reality. They did not operate outside ordinary life. They were very focused on work and chores at home. They did not discuss imagination.

The problem is I don't feel like I can sit down and read unless the house is clean. So if I see dust, I have to dust first. If there are dishes, I have to do the dishes before I can sit down. If there is ironing to be done, I need to iron before I can enjoy life.

These readers struggled to stay focused, or they could put down what they were reading with no concern. They did not describe being absorbed or unable to put a book down. They did not describe an emotional attachment to a book or a character.

I guess a lot of my reading is struggling. To screen out interruptions. Trying to go through it quickly enough to keep my attention focused on it.

Whatever is most demanding. If I got some slack time, I'll sit down and read a chapter or two and then I'll go do something else if I got a table to repair or whatever. I'll get that first.

Being productive was a major priority for the participants in this study. They especially did not want to be thought of as unproductive or wasteful.

Well it's my situation I like to keep, to work on my house and yard and keep it going. And work my job where I can earn money and learn more, be better at work. But reading for recreation-I consider that a luxury, I can't afford. I like to read for things that benefit me.

These participants had their own plan for reading. Some of them were intrinsically motivated to read, but the books they wanted to read were usually nonfiction. They did not have the kind of plan fiction readers have. They said they would read in subject areas, but they didn't have a list of specific book they were planning to read.

Well I have had various periods in my life where my interest has been piqued by a particular author or particular area of reading. In college I was taking a course, well two of them in fact, in Roman History, and I really enjoyed that, and I read a couple of extra books on that area in that time period. I also took a Shakespeare course that was real enjoyable and I read some extra things there. There was a time that I got interested in biographies and read probably something in excess of a dozen but I'm not sure what it was. A few years ago, I got interested in Grisham and his books. I can't think of his name . . . the author of several books about the Indian reservation, the guy from Albuquerque.

Paratelic activity is an activity that is engaged in for its own sake. These participants did not describe reading for the sake of reading. They did not describe the experience except as a struggle. They talked about information they found or general subject areas.

I like to read for things that benefit me.

I don't want to be a day dreamer all the time.

I don't like to read just for the sake of reading.

If I'm going to read something, I want to get something from it.

I'm going out there looking for some little piece of information that I'm interested in.

The participants did not describe a consciousness change. They did recognize this change in other people. Five of the participants described a spouse or sibling when they were experiencing engaged reading.

No I don't quite grasp how he just escapes. I have to have the room quite, clean, all that stuff and he reads while we are eating dinner, TV's on, driving. I swear he can read any time anywhere. He turns off the world while he's doing that. And I don't comprehend that because I don't. I'm very distracted.

It must be for my wife. It is one of the things she loves more than anything else. In fact, it is hard to get her to do anything else when she gets engrossed in a book, she'll of course make the dinner and do those things, but she can't wait to get back to that book to see what's going to happen next. I have felt that only once and that was reading The Work And The Glory.

If you hit them over the head, you might get their attention.
They go off into another world. Silence.

The participants of this study, capable readers who do not choose to read for recreation, did not fit the definition Nell gave of ludic readers. The only characteristic they shared was being intrinsically motivated to read. The capable readers were not playful or absorbed, did not think of reading as a free activity, and did not use reading to take them outside ordinary life. The participants did not describe reading for reading's sake or a change of consciousness. They made considerable effort to present themselves as productive.

Nell listed the following four elements that were required for ludic reading to occur: skill, expectation that reading will be enjoyable, choice of appropriate material, and time with nothing more appealing to do. These elements were contrasted with the participants of the present study.

Reading skill may have been the reason most of these participants were not ludic readers. The participants expected to be able to read well enough for nonfiction reading. They expected to be able to find any information they needed. They all expressed concern that they did not read fast enough. Nell says people must read at a speed of 244

to 412 words per minute in order to achieve ludic reading. It is possible the participants did not read fast enough to achieve engaged reading, so reading fiction was a struggle, not enjoyable.

I guess a lot of my reading is struggling to screen out interruptions. Trying to get through it quickly enough to keep my attention focused on it.

Well it's hard to read a lot. It's an effort.

The participants expected to enjoy reading nonfiction. The participants used nonfiction to solve a problem or fulfill a goal. The participants did not expect to enjoy fiction; although, they could remember a time they had read and enjoyed fiction.

I didn't read much at all recreationally in college. I read what I had to and that was it. I actually read more now but again, it's not fictional. I would just rather do something else.

These participants had not practiced choosing fiction, and they did not have high expectations that they would enjoy reading fiction. In the interviews, none of the participants told me what they planned to read. None talked about characters or plots of books they had read.

I'm trying the last novel . . . seems like it was some kind of a civil war thing, and we were reading it to each other. We never finished it. I think we started another one and never finished it and then he decided to write one and it never got finished either.

The participants often had more appealing or at least demanding things to do with their time than read for recreation. They had family responsibilities they did not avoid.

If I had a lot of time, I would read. I might read that, but right now I feel like with what I am doing, I just try to pick up things that will help me to be, I guess, better at teaching what I teach.

Diagram of Self-concept, Time, Priorities, and Choices

One way of drawing meaning from the data is to make diagrams or other visual representations. Figure 6 is an attempt to show the relationship of self concept, time, priorities, choices, and fiction. The separate parts were arranged and rearranged until they fit into a pattern that represents their relationship.

A possible explanation for how or why adults choose not to read for recreation is that the self-concept the participants had of being information seekers, problem solvers, analytical thinkers, and hard workers coupled with the time limitations forced them to set priorities and make choices.

These adults could choose to read fiction or nonfiction in the time they had. If they chose nonfiction, they had the skill to read that choice because they could read slowly and carefully. The information was literal and required less interpretation than fiction. If they could not think of something that would interest them, they could read about work or something obvious from their home, such as gardening or auto mechanics. They may not have had skill to read fiction as an engaged reader, and for that reason, they may have chosen nonfiction. Reading nonfiction reinforced their self-image especially when it was encouraged by the work ethic. The choice to read nonfiction could become a habit.

If these adults chose to read fiction, they may have had to overcome skill problems. Nell said to read fiction successfully, the person needed to be able to read 244 to 412 words per minute. They may not have known which books would be interesting.

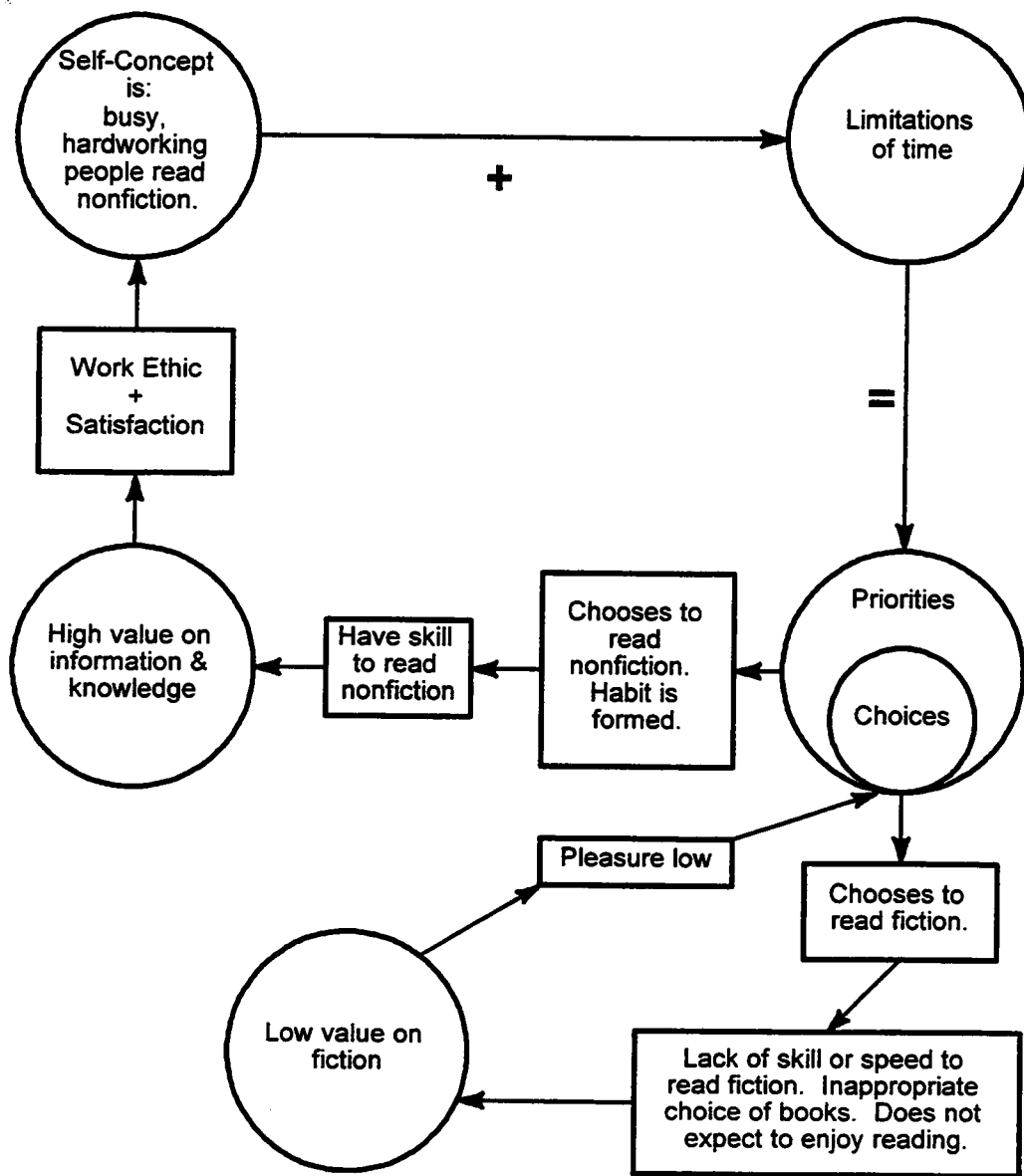


Figure 6. Relation of Self-concept, Time, and Priorities to Reading Fiction or Nonfiction.

They probably had a habit of not reading fiction and very weak expectations that they would be successful.

With these negative issues to overcome, the pleasure benefit from reading fiction was probably weak. The adult may return to choices on the diagram and choose to read nonfiction or to not read. Not being successful reading fiction would strengthen the likelihood that the adult reader would choose to read nonfiction or not read in the future.

It seemed that to change from a nonfiction reader only to a fiction and nonfiction reader, the person needed more time, a change of self-image, and/or someone to recommend fiction that would be very pleasant. Nonfiction readers limit themselves if they do not read any fiction. A fiction reader is likely to read nonfiction as well as fiction.

CHAPTER VI

SUMMARY OF STUDY/ CONCLUSIONS/ DISCUSSION/ IMPLICATIONS

Summary of Study and Discussion

The research question of this study was: what are the characteristics or experiences of capable adult readers that motivate them to choose not to read for recreation? The research strategy was phenomenological, and the method of implementing this strategy was audio taped conversations that provided a reflective description of the experience of choosing not to read for recreation. Eight participants were chosen because they said they did not read for recreation. They were considered capable readers because they were either employed in a professional position or attending college.

Data were collected from interviews using semi-structured, open-ended questions designed to encourage the participants to describe their reading experience and the process of choosing to read or not read. The interviews were audio taped and transcribed by the investigator. The interviews were read and reread as the investigator attempted to find meaning in the data.

Data analysis was divided into three stages: discovery, refining understanding, and understanding in context. In the discovery stage, the investigator looked for emerging themes, developed concepts, and read the literature. In the stage of refining

understanding, the investigator developed coding categories, coded the data, and sorted the coded data into categories. In the stage of understanding data in context, the investigator examined solicited data, the observer's influence, and assumptions.

In the final stage of analysis, conclusions were drawn from the data. In this stage, the investigator looked for colorful words and metaphors. The characteristics and themes that were discovered earlier were contrasted and compared to other studies.

The findings were drawn from the data and are summarized in the remainder of this section. The participants of this study considered themselves to be competent readers for their professional responsibilities, but most of them also expressed a concern that they did not read fast enough. The participants may have experienced this vague discontent because their reading skill may be adequate for reading nonfiction, but not adequate for engaged reading. Nell (1988) says readers need to read from 244 to 412 words per minute (p. 258) to be able to experience ludic reading. Some of the participants of this study may not have been able to read fiction as an engaged reading experience. Most of the participants read and enjoyed reading nonfiction.

The participants had a positive attitude about reading. They were not negative about the value of reading. They were concerned about difficulties they had. Several of the participants expressed a desire to improve their reading skill. One participant told how important she considered reading to be for her child.

Some of the participants said they would like to read better or more. Three participants had taken speed reading courses. Two did not think their reading improved and were disappointed; one did improve.

The participants did not have a positive attitude about fiction. Some said they didn't choose to read fiction, and some said they absolutely would not read fiction. Five of the eight could describe a spouse or family member who experienced engaged reading when they read fiction.

The participants of this study mentioned time often. They had jobs, families, and other responsibilities which left them more things to do than time. The participants were required to choose which things to do and which to leave undone. This process of prioritizing seems to be the reason some of the participants chose not to read. They didn't choose not to read because they didn't expect to enjoy reading. They felt compelled to do other things. Or they compromised and read something they could finish faster than a novel.

The participants were forced to set priorities. They fulfilled their responsibilities first at work and at home. In the time they had left, they might read, but they wanted that reading to produce a benefit for them at work or in reaching some personal goal. Reading fiction was not a high priority because reading fiction was considered entertainment. Responsibilities and the work ethic were more important than entertainment.

The participants knew what nonfiction they liked to read, but they were less certain about fiction. Magazines were the most popular choice. One participant described her experience of not being able to stay focused on a book that had been recommended to her. She did not have a plan for the next book she wanted to read.

The participants varied from individuals who always had a positive experience reading nonfiction to individuals who seemed to struggle with the process of reading. All

could describe a pleasant experience reading. Most of the participants did not have expectations that reading fiction would be positive.

Most of the participants could remember reading fiction when they were children. They were almost surprised to remember that at one time they enjoyed reading fiction. Half thought they could repeat the experience when they had more time.

The participants did not value fiction. They may not have had positive experiences reading fiction, or they may have felt the purpose of reading was gaining knowledge. Either way, they did not think reading fiction returned value for time.

The participants remembered having supportive families. Most of them remembered a parent reading to them when they were children. They had books in their home, and they remembered seeing their parents reading. Two of the participants remembered their teachers having a major influence on them.

The participants had a positive attitude about reading. They valued reading as a tool. One woman said she thought her life would have been different if her mother had read to her. It was very important to her to read to her daughter.

Two of the participants, one a college student, did not feel they had control over what they read. Especially the college student felt that too much of the reading she did was required. The other participants admitted they were required to read things they did not especially enjoy, but they had considerable control over what they read and when they read it.

The participants thought of themselves as information seekers and problem solvers. They were analytical, not imaginative.

The participants had a plan for getting the information they needed for work or for personal interests. One described going on the Internet to find a piece of information he wanted. They knew where to go for information on projects they were planning.

The participants used reading as a way to solve problems. Two of the participants described how they used what they read to solve problems at work. Some of the others described personal projects they were working on and how they read for information they needed.

Several of the participants used the term analytical when they described how they read. They needed to take what they read apart and understand everything about it. If they read something, they needed to understand it and remember it forever.

The participants said they needed a purpose for reading. They did not read to escape or for pleasure. They used reading as a tool to find information or to solve problems. They saw no purpose in reading for the immediate pleasure of the experience. They needed something tangible for their effort.

The participants were hardworking. They did not want to be thought of as wasting time. They also thought recreation needed to be productive. If they read for recreation, they needed to be reading for information or learning to do something.

Fiction was considered to be entertainment by these participants who considered themselves to be very responsible. They were compelled to complete work, chores, or other responsibilities before they allowed themselves to be entertained. They spoke of time and value for time. They seemed to use all their time for work or other

responsibilities and never have time for entertainment. Or if they had some time to “waste”, they turned to TV. Watching the same story on TV was faster than reading it.

Conclusions

1. **The participants read more for recreation than they realize because they did not always interpret what they were doing as recreation.** Six of eight participants said they did not read for recreation. As the interviews progressed, it became apparent that they did read for recreation. Reading for recreation and reading for work could not be completely separated.
2. **The participants did not choose to read fiction or choose to read to escape.** They did not value fiction as much as information. They focused on work and did not see fiction as being important to work. They felt they had to have a purpose for reading, and the purpose was to gain useful information.
3. **Some adults may not be comfortable taking time to read for recreation because of their value system.** They saw themselves as seeking information, solving problems, and being analytical. The participants were hard working and responsible, and their careers were very important to them. It was important that they received value for the time spent reading. They were not comfortable reading for the sake of reading; they needed a purpose to read.

4. **The participants had the skill and speed to read nonfiction. Some may not have had the speed or skill to be engaged fiction readers.** The participants could read slowly or reread difficult technical information until they understood it. Five of the eight people interviewed expressed concern that they read slower than they would like to. It is possible they did not read with the speed needed to be engaged readers. Or they may have been goal oriented and impatient. They may have wanted to read more material in a shorter time and perceived themselves to read slower than they expected the average reader to read.

5. **As students slowed their reading speed to understand difficult technical material, if they did not develop the ability to change reading speed, they may have lost the ability to read at a speed that supported engaged reading.** The participants remembered reading fiction and enjoying it in elementary school or early middle school. As they became interested in science and math, they seemed to enjoy reading fiction or reading for recreation less. The participants did not read different materials at different speeds. They read everything at the speed they read the most difficult technical material. It seemed they thought they had to choose between reading technical material and reading fiction. They didn't realize they could learn to vary their reading technique and read both technical material and fiction.

6. **Lack of time may have been the most common reason these participants chose not to read for recreation.** The participants expressed a desire to read more, but they had more demands on their time than they could attend to. They were required to decide which things they would do in the time they had available. They wanted the reading selections to be short, so they could read them quickly.
7. **Adults who do not read books from cover to cover are not necessarily aliterate.** The participants chose to read short selections or selected parts of books, but most did not often read books from cover to cover. The participants were skilled at finding the information they needed for work and for personal use.
8. **These adults may have received great pleasure from reading nonfiction, but they missed another level of pleasure because they did not experience engaged reading.** They seemed to think they must choose between reading for information and reading fiction for pleasure.

Implications

1. **Educators and researchers need to understand that adults may read more for pleasure and recreation than the adults themselves realize.**
2. **Junior high, high school, and college students should be encouraged to achieve a balance between valuing recreational and non-recreational reading.**
3. **Teachers and parents should encourage children to continue to be recreational readers especially when they begin to study technical subjects.**
4. **Teachers should include instruction that assists students in identifying engaged reading and developing the skill to be engaged readers. Literature classes should allow students to have some choice about what they read. Literature teachers should include pleasure as a goal of reading literature.**
5. **Students should be encouraged and instructed to vary the speed and purpose of reading when they read for recreation and read to study.**
6. **Teachers and parents need to provide time for students to read for pleasure.**

7. **Educators and researchers need to recognize that using a count of books read may not result in an accurate profile of adult readers.**
8. **Adults should be aware of the benefits of varying the speed and purpose for reading. Adults should be encouraged to develop the skill to be engaged fiction readers.**

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APPENDIX

APPENDIX A

Interview Guide

INTERVIEW QUESTIONS

Tell me about reading.

Tell me how you feel when you are reading.

Tell me what you like to read.

Tell me what you read.

Tell me about things you don't read.

Tell me where you read.

Tell me when you read.

Tell me what you remember about learning to read.

Tell me about how you decide what you will read.

Tell me how much control you have about what you read.

Tell me about reading fiction.

Tell me about the things you choose to do when you could be reading, but choose to do something else.

Can you tell me why you choose not to read.

Tell me about your reading ability.

How do you evaluate your reading ability.

What or who influenced your self-assessment.

VITA

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From 1970-1986 she devoted her time to raising four daughters, being a volunteer, and taking courses of interest. In 1986, she entered graduate school at the University of Tennessee and earned a MLS degree in 1987. From 1988-1991, she was a county literacy coordinator and directed a program to teach adults to read. In 1989, she returned to graduate school at the University of Tennessee to pursue a Doctor of Education Degree in Reading Education. She taught developmental reading, developmental writing, and English as an adjunct at Roane State Community College and Pellissippi State Technical Community College while a graduate student. She also taught developmental reading and English the 1992-1993 school year at Knoxville College. She is presently a training specialist.