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Building Self-Efficacy, Strategy Use, and Motivation to Support Extensive Reading in Multilingual University Students

This pilot study examined multilingual university students' willingness to engage in voluntary extensive reading (ER) of books after they received training. The research questions were whether training appeared to promote self-efficacy, motivation for the task, use of metacognitive strategies, and independent reading. University freshmen in an ESL reading and writing course participated in the project. The ER training included: (a) framing the ER task through stories of struggle and emotional appeal, and (b) introducing independent reading strategies. Surveys were used to collect data. Findings showed that students had beliefs of self-efficacy related to English book reading after the training, and they made considerable progress in their voluntary reading by the end of the course. The strategies that students found most helpful were selecting books for themselves, keeping records of their progress, and staying focused. Participants anticipated that ER would help them with academic literacy.

It has been accepted for decades that university ESL/EFL students need practice in reading—possibly during their ESL/EFL classes.[1] However, teachers in California who work with ESL or multilingual university students in reading and/or writing classes may think in-class extensive reading (ER) is too time consuming. Alternatively, California teachers may assign paperbacks for homework, but when ER is assigned, students do not experience reading as something that they can do without the teacher's selecting specific books and without points and grades to motivate them. They do not learn to use metacognitive strategies to engage in voluntary reading. Some claim that

students from less privileged backgrounds will not read voluntarily. I argue that these students in particular need guided ER.

This article describes the implementation of ER in a university class for multilingual freshmen in which many students stated early in the semester that they hated to read. This article argues that multilingual students are more likely to develop self-efficacy and motivation to participate in voluntary independent ER if they are offered training that (a) emphasizes framing the task and (b) introduces metacognitive strategies linked to voluntary independent ER. The study examined the following questions:

1. Did students have reading self-efficacy after the ER training?
2. What kinds of books did students self-select? What influenced their choices?
3. Which metacognitive strategies from the training did freshmen perceive helped them with their ER? What reading strategies did students report using?
4. Did students report having motivation (enjoyment, sense of achievement, and feeling that the task had value and was meaningful) to read? Did they view ER as helping them develop academic literacy?
5. How much of the book did each student complete?

Literature Review

Extensive Reading (ER)

ER is recognized as an important part of reading instruction for ESL/EFL students (Day & Bamford, 1998; Krashen, 1993; Nakanishi, 2015). ER consists of individual students' self-selecting and reading books, usually graded readers or paperbacks, to get silent reading practice (Day & Bamford, 1998; Lipp, 1990). Particularly in EFL contexts, students may read graded readers in class. ESL student book preferences have been studied (Lipp & Wheeler, 1991). However, students' out-of-class reading habits have been studied in L1 adolescents (McGeown, Duncan, Griffiths, & Stothard, 2015), but not in L2 students.

Researchers of L2 learners have identified areas of effectiveness of ER. Mason and Krashen (1997) found that Japanese students' attitudes about reading improved. Nakanishi's (2015) meta-analysis of 34 studies concluded that there is scientific evidence to claim "a large effect for reading speed … [and] for vocabulary" (p. 24) and "a medium to large effect for reading comprehension" (p. 24). However, Yamashita (2008) found that ER had little impact on linguistic aspects. The age of learners and length of the ER was also studied (Nakanishi, 2015). The

results were that older EFL students benefited more than high school students. One semester of ER led to a small statistical effect while a one-year program resulted in a medium to large effect (Nakanishi, 2015). Therefore, the current study emphasizes building motivation for long-term independent reading rather than engaging in only one semester of ER. Almost all of the studies in Nakanishi's meta-analysis were from EFL settings with students who were fully literate in their L1 and probably of middle or higher socioeconomic backgrounds. ER should be studied more extensively in the US and particularly with local multilingual students who are often not highly literate in their L1 and are from less affluent communities; this research gap is addressed in the current study.

When conducting research on ER, it is important that the features of ER used in a study be made explicit. While previous studies on ER do not elaborate on how ER was introduced to students, in this study the ER includes explicit training. It is likely that training is important to motivate reluctant readers to begin and sustain their out-of-class reading.

Training for ER: Framing and Building Awareness of Strategies

The theory informing the ER training is interdisciplinary. Psychological research suggests that thought is partly shaped by emotions (Altarriba, 2012), and cognitive science research finds that it often relies on figurative language (Lakoff, 1980), frames (Lakoff, 2014), and emotionally appealing narratives or appeals (Goldenstein, 2008). These frames, figurative language, and emotional contexts affect people's behavior (Lakoff, 2014). In this article the argument is that teachers can trigger students' self-efficacy, motivation, and persistence in ER by telling emotionally appealing narratives and by framing ER during the training.

Still another component of the training is introducing students to strategies linked to ER. Previous ER research has not examined students' strategies and has not included training to build awareness of metacognition. There is a gap in the ER research since strategies are a key component of reading (Anderson, 2004, 2009). In ER, two kinds of strategies are involved: general metacognitive strategies that readers need to get started and to sustain their independent reading, and cognitive reading strategies that can help them once they sit down with their books. "Metacognitive strategies … [include] planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success" (Oxford, 2001, p. 364). According to Macaro (2001), less successful learners need to strengthen their awareness and use of these metacognitive

strategies in particular. According to Baker (2008), this is partly due to individual differences and developmental issues, "[since] metacognitive growth is gradual throughout childhood, adolescence, and even into adulthood" (p. 31). Training that builds metacognitive awareness can help students get started on their ER. They will also need motivation, discussed in the next section.

Learner Attributes: Self-Efficacy and Motivation

It is hypothesized that the ER training can contribute to student learning by influencing two learner attributes, self-efficacy and motivation. Self-efficacy, which has been studied in L1 learners and more recently in L2 learners (Graham, 2004, 2007; Li & Wang, 2010), is the quality students need to engage in tasks that are voluntary (Bandura, 1995). Hence, it is essential for students engaging in independent ER. Self-efficacy is a belief that students have about their likelihood of succeeding in a task (Bandura, 1997). Four factors contribute to students' self-efficacy: a successful experience, a vicarious experience, verbal convincing, and emotional states. With stronger feelings of self-efficacy, students take on tasks despite facing difficulties, work harder, and achieve more (Mills, Pajares, & Hernon, 2006). Hence the ER training in this study, along with an emphasis on framing the task, applies self-efficacy theory.

The research on self-efficacy and reading is limited. Cantrell et al. (2013) found that university freshmen enrolled in developmental reading courses had lower levels of self-efficacy than freshmen in credit-bearing college freshman composition courses. Li and Wang's (2010) study of Chinese university students' reading self-efficacy and reading-strategy use reported that students with higher self-efficacy appeared to use reading strategies more frequently. Their reading self-efficacy survey item was modified for use in the present study. No studies were found that specifically examined students' self-efficacy and ER.

Motivation theory also provides helpful insights. According to the expectancy and value framework of motivation, there are two factors that influence motivation: perceived student competence and perceived value of a task (Wigfield & Eccles, 2000). Wigfield and Eccles found that perceived value could be used to predict students' reading behavior. "Value refers to enjoyment gained … importance of doing well … and usefulness of the task" (McGeown et al., 2015, p. 457). Also, a study of L1 adolescents' self-reported out-of-class reading found that reading motivation and fiction book reading predicted teens' reading comprehension, their reading speed, and their ability to summarize texts (McGeown et al., 2015).

The training for ER implemented in this study builds on ideas from prior research on ER, strategy use, self-efficacy, and motivation, but the prior ER studies had no research-supported training for ER and little attention to building students' self-efficacy and motivation.

The Pilot Study

The Participants and the University Course Context

While initially there were 15 students in the course, some students stopped attending before the ER was introduced; 10 students completed the research-participation permission form and questionnaires; three were male and seven were female. Nine were Hispanic; one was Asian. They grew up in multilingual homes and graduated from California high schools. The course used ESL methods to teach reading and writing, but it was not called ESL because the students spoke English fluently while they struggled with academic reading and writing.

Data were collected in a fall semester freshman-level, academic credit-bearing academic reading/writing course. The three-unit course is taken by multilingual students who need to meet the remediation requirement based on their English Placement Test (EPT) scores; it was taught by the researcher.

A background survey of students' prior reading experience revealed that they had had varied experiences with out-of-school reading of assigned books (e.g., novels) during their senior year of high school. About one third of the students had been required to read up to one book outside of class; 40% had been required to read three or four books outside of class; and about one third had been expected to read five or more books outside of class. Based on these data, we cannot assume that university freshmen have been expected to read books such as novels outside of class. One student explained how she had "read" novels in high school: Different students took turns reading from the novel orally while others listened. Students also reported limited prior experiences with self-selected, voluntary reading during their senior year in high school, including the summer break. About one third had not done any self-selected reading, 40% had read just one book, and about one-third had read two or three books. Based on these data, one can conclude that most of these students were reluctant readers who needed training to build their self-efficacy and motivation before engaging in ER.

Training Before ER

Upward mobility through education was the course theme when the ER training was introduced. The training included framing ER

and reviewing strategies for ER. First, I activated background schema from the theme—upward mobility through education—and elaborated on it through narratives intended to elicit positive emotions related to ER. In an earlier course theme, students had read about and discussed Fernando's story: Fernando was an undocumented Hispanic student who was admitted to Princeton University, where he faced many personal and academic struggles. Fernando used strategies that helped him with his academic readings and lectures; consequently, he excelled in his courses. This later helped him earn recognition for his academic achievement, and it helped him continue to receive financial aid after the university administration discovered that he was undocumented. Fernando graduated from Princeton, was admitted to medical school, and now works as a cardiologist (Berger, 2010).

To frame ER, the class discussed what Ivy League universities such as Princeton are and how they differ from state universities such as the one the participants were attending. As the course instructor, I introduced the class to freshman reading projects. I told the students that freshmen at Ivy League universities are excited about their university admission. Before they arrive on campus, freshmen are given a challenge: to read a book independently. I mentioned that there are no tests or incentives related to the reading. In class, we discussed why students planning to attend these universities would do the reading. I showed students titles of books selected by Ivy League schools and a University of California campus for their freshman reading programs. I suggested that students at our university are just as good as some students at the University of California or at Ivy League campuses. Students participating in the ER project can in some ways act like students at these other universities by having their own freshman reading experience. Then, I told the participants about taking on a new identity and becoming a part of the larger community of freshmen who read books. I suggested that through extra effort, they could try to become successful university students. We talked about how being successful in one reading task could give them confidence and motivation when faced with more difficult reading assignments in future courses. The class discussed this idea. The narrative about Fernando introduced students to struggle, to using strategies, and to applying extra effort linked to academic work; the knowledge about freshman reading programs was intended to make students want to feel that they are part of a freshman experience that is bigger than just what was happening in our classroom. I repeated the frame—our independent reading is like what students do at more selective universities in the US; we are as good and can read as much as the students attending other universities. Hence, the framing of ER included emotional appeals. It was

followed by an introduction to Adult Independent Reading: Strategies for Success, which is discussed in the section "Guidelines for Out-of-Class ER."

After the training and introduction to the guidelines, students responded to a survey item about their self-efficacy. Then they selected books outside of class and engaged in ER outside of class. After a few weeks, several minutes were set aside in class for students to talk in pairs or groups about their books and their reactions to what they had read so far. Listening to students' conversations was an informal way to check that they were comprehending their books.

Sources of Data and Data Analysis

1. Students were asked to respond to a self-efficacy question immediately after the training.
2. An additional ER survey (see the Appendix) was administered during the second half of the semester two weeks after ER had been introduced. Students responded to survey questions about their self-selected book and wrote answers to survey questions. Other periodic surveys, not shown in the Appendix, asked how much reading they had completed and their new reading goals. Last, students evaluated the helpfulness of the strategies from the training and reported on their book-reading behavior, beliefs, and ER strategy use when the course ended. Responses were tallied; patterns were identified in the open-ended responses. Additional data included observing students talk about books in class.

Results and Discussion

Questions 1 and 2: Did students report having reading self-efficacy after the training? What kinds of books did they self-select for ER? What influenced their choices?

All students responded affirmatively to a self-efficacy question, which was asked after the training: Can you read and understand a book written in English independently without help from your teacher?

Students' survey responses about their book choices indicated that most of them (70%) selected fiction. The most popular fiction genre was romance followed by adventure. Students' books were much longer than the typical ER graded readers. Almost two thirds (60%) of the books were longer than 200 pages with 544 pages being the longest. About one third were between 150 and 200 pages and only one book was shorter than 150 pages.

About one third of the students reported that their book selection was influenced by a teacher's or friend's recommendation. The other responses about sources of influence were all identified by just one student: "knew and liked the author," "the book is talked about a lot right now," and "watched the movie and am now reading the book." Clearly friends or teachers had some influence on book selection.

Question 3: Which general metacognitive strategies from the training did the students perceive helped them with their ER? What reading strategies did they report using?

The third question examined students' perceptions at the end of the project about the helpfulness of the strategies introduced during the training (see the Appendix). The strategies that 80% or more of the students rated as helpful were classified as most helpful, those that 50% or 60% rated as helpful were classified as helpful, those rated by only 40% as helpful were called the least helpful strategies. The most helpful strategies were staying focused, self-selecting books, and keeping records of one's progress. Based on students' input, these would be the strategies to emphasize the most. The second group of strategies, the helpful ones, were to decide on one's weekly reading goal, give oneself a daily shot of motivation, set a date to check and reflect on one's progress [with reading], and help or encouraging each other. Some of these strategies may need to be taught more explicitly. Overall, almost all of the strategies were viewed as very helpful or as helpful by at least half of the participants.

Students' self-reported reading strategies used for ER (see the Appendix) were categorized as focusing on word meaning (bottom-up processing), cognitive strategies focusing on processing discourse, and metacognitive strategies used to plan how to read, or social strategies. Of the eight students responding to the question, one fifth of the students described the strategies used to understand vocabulary (dictionary use and guessing word meaning). Four students described cognitive strategies that they used ("I read a chapter then summarized it." Also "… asking questions in my head like how, why?"). One student reported using both a metacognitive and a cognitive reading strategy ("Stopping to reread/taking notes to remember what I read"). One student described social strategies combined with cognitive strategies ("My sister in law asked about the book and I would explain on what I have read so far"). Even without separate lessons on building reading strategies for ER, most students reported applying them.

Question 4: Did students have motivation to engage in the reading?

Observational data were collected about students' talk about

books in class. For example, a week after the training, a student asked a classmate, "Have you picked a book?" Two students, then, informally talked about their books. Then other students joined the conversation about self-selected books. Talk about books had not happened before ER was introduced.

The factors identified as contributing to motivation were a sense of enjoyment, a sense of achievement, and feeling that the reading task had value and was meaningful. Four fifths of the students (8 of 10) agreed highly or very highly that they had enjoyed reading their books so far. The remaining students were not sure. Also, half of the students agreed highly or very highly that they had felt a sense of achievement by reading their books so far. No students selected a negative response. It is possible that if more students had finished their books, more of them would have felt a sense of achievement. Also, teachers may need to talk about developing a sense of achievement after reading a few chapters of a book, not just after finishing a book.

Students responded to the question, "What does reading this specific book mean to you?" More than three quarters of the students indicated that they were able to find personal meaning in their reading. The themes that were identified most frequently were getting information or knowledge, improving in reading and writing, and improving in reading comprehension.

Seventy percent of students said that reading a self-selected book could help their academic literacy. Their comments included becoming more familiar with a genre or author whom they enjoyed reading, feeling a sense of accomplishment, having a sense of responsibility, and improving their vocabulary.

In summary, enjoyment, a sense of achievement, and viewing their reading as having meaning or value to themselves contributed to most students' motivation. Students rated their enjoyment in reading books more highly than they rated their sense of achievement.

Students are likely to be less motivated to read books if they cannot find some value or personal meaning in the reading. When a reader wrote, "It doesn't really mean anything but this book is really good," it appears that the student could not articulate a thoughtful reflection about the meaning or value of reading his or her book. Activities that support students' ER can address this.

Question 5: What were the independent reading outcomes?

Two of the 10 students, both women, reported finishing their books during the study. The books that students reported finishing included an under-200-page classic, *Ethan Frome*, and a 500-plus-page book of contemporary fiction, *The Longest Ride*. One may speculate

that some students did not finish their books because of problems with reading comprehension, but all students rated their comprehension as either very good or outstanding.

Even though 8 of 10 students did not finish their books before the study ended, they reported reading outcomes that ranged from 45 to 200 pages during the seven weeks: Two students reported reading between 45 and 50 pages, one reported 100 pages, three stated they read 150 to160 pages, and two students indicated reading 190 to 200 pages. More students might have finished reading books if their books had been shorter, under 160 pages, but most students did not take book length into consideration when selecting them.

While teachers want students to finish books, recent data about reading behavior suggest that not finishing books is much more common than finishing books. Rhomberg, a for-profit researcher of e-book readers' reading practices, found that finishing an e-book is not the norm (Alter & Russell, 2016):

> On average, under half of the books tested were finished by a majority of readers. Most readers typically give up on a book in the early chapters. Women tend to quit after 50-100 pages, men after 30 to 50. Only 5 percent of the books tested were completed by more than 75 percent of readers. Sixty percent … fell into a range where 25 to 50 percent of test readers finished them. (Alter & Russell, 2016, p. B6)

While students in the university project did not select e-books, these data seem relevant. Given Rhomberg's findings, the university students in this study reported reading more of the targeted books than the readers in Rhomberg's research. The university students who did not finish their self-selected books had reading behavior that was similar to that of presumably proficient readers. Finishing a book is a very good outcome but not the only helpful outcome.

Shortcomings of the Pilot Study and Recommended Future Research

Since this was a pilot study in an existing class, an experimental design was not possible. Further ER research with an experimental design could involve several classes and could examine the effect of framing on self-efficacy. The research could study whether different treatments used in training have different impacts on students' feelings of self-efficacy linked to reading. Treatment 1 could be stories about students' struggles, and treatment 2 could be an emotional appeal to develop a new identity as college readers. The sense of self-

efficacy could be measured with a Likert scale. Whether the treatments have differing effects related to students' age and/or gender could also be studied. Furthermore, would using less feminine language when introducing ER make it more appealing to male students?

One could also conduct a new study with local adult-school, multilingual high school, or community college students about their out-of-class reading behavior before and after ER training. Longitudinal case-study research of a few ESL or multilingual students would be helpful. Students could be introduced to ER using the framing and strategies described in this article. The researcher could periodically meet with the key students to conduct semistructured interviews about their reading behavior.

Guidelines for Out-of-Class ER

This article has argued that getting students to read self-selected books is an important lifelong learning technique and that training before ER can be very helpful; an outcome of the study is that students are likely to benefit from motivation-building activities when they are engaging in ER. A model of the ER process is shown in Figure 1, and the guidelines below can be useful, especially when working with reluctant out-of-class readers.

1. Books

Instructors can use two icebreaker activities on the first day of class that focus on building awareness about books. To implement the first activity, prepare a "Find Someone Who" handout. Then create a table with two columns: a list of genres in the first column (romance, adventure, crime/mystery, science fiction, fantasy, thriller, family, historical, young adult, and other) and in the second column students will write their classmates' names. Tell students to mingle and ask each other questions: What kinds of books do you like to read the most? What book did you enjoy reading the most in high school? What was its genre? A follow-up "corners activity" can involve students selecting one of the genres; students then form groups and stand together in one corner of the room for a few minutes to talk in their groups about why they like or have read the genre. Listen to their comments. If you hear, "I hate to read" from more than one student, you know that you need to allow extra training time before ER and need to include motivation-building activities to support their ER.

2. ER Training: Framing ER With Narratives and Emotional Appeals

Offer training before students self-select their books (see the sec-

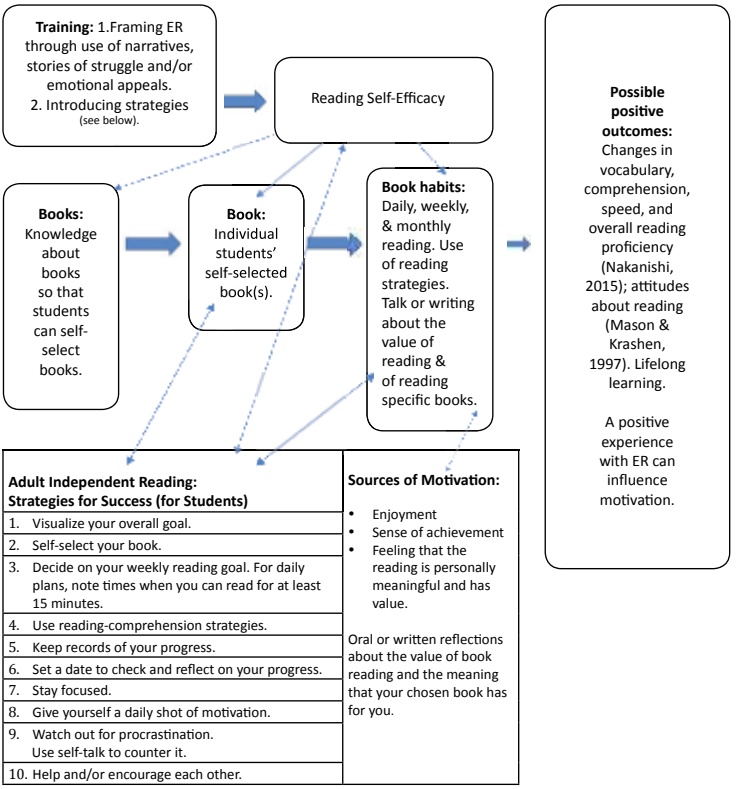

Figure 1. A model of guided out-of-class extensive reading (ER).

tion "Training Before ER"). Narratives about students' struggles and emotional appeals can frame the ER task and build students' identity as members of a college community that engages in out-of-class reading.

3. Metacognitive Strategies and Positive ER Outcomes

Introduce students to the Adult Independent Reading: Strategies for Success (see Figure 1). Tell them that the steps are very helpful when working on reading as well as other goals. Build their awareness of metacognition by using sentence frames: about goal setting (I want to read____), planning to achieve their ER goal (I will read ___ pages ___ times a week), selecting strategies (I will read… *[in the library where other students are reading)],* and monitoring their actual work toward their goals (This week I read ___ pages), along with

self-motivation through reflection about the perceived value and/or meaning of engaging in ER and by reflecting about their accomplishment. Using the sentence frames after students have started reading books will help them apply the metacognitive steps of adult independent reading. Students need to be reminded that besides enjoyment, regular reading is linked to a better vocabulary, better overall reading comprehension, better reading speed, positive attitudes about reading, and more insights about people and the world.

4. Self-Efficacy

Students affirm their belief about their personal reading self-efficacy: Can they read a book independently?

5. Books and Each Student's Book

Before students self-select their books, show them that you are enthusiastic about reading books. Provide a list of books that local multilingual college freshmen may enjoy reading voluntarily. Bring sample books and book descriptions to class. Encourage students to look for books that are under 230 pages. Give students a list of sample titles and authors:

- *Animal Farm* by George Orwell (113 pages)
- *The Pearl* (90 pages)/*Of Mice and Men* (117 pages), both by John Steinbeck
- *Brave New World* by Aldous Huxley (259 pages)
- *The Giver* by Lois Lowry (179 pages)
- *The Outsiders* by S. E. Hinton (192 pages)
- *The Body in the Library* by Agatha Christie (224 pages)
- *The Human Comedy* by William Saroyan (192 pages)
- *Flower for Algernon* by Daniel Keyes (short story or 311-page novel)
- *Lord of the Flies* by William Golding (248 pages)
- *Ethan Frome* by Edith Wharton (195 pages)
- *The Distance Between Us* (and other books) by Reyna Grande
- *The Circuit: Stories from the Life of a Migrant Child* (and other books) by Francisco Jiménez

6. Students' Reading Chart

During subsequent weeks, students should keep their own records of their weekly reading goals and their weekly progress in a reading chart with the following headings: Week, Reading goal, Pages read, What I did to stay focused on ER. A sample entry would be:

Week 1, reading goal: 25 pages, pages read: 20 pages, I read right after class three times a week. In class, students can share ideas for staying focused and for reading more each week.

7. Students' Reading Journals: Entries About the Content of the Story

Have students talk about their books briefly in groups. Encourage students to periodically write reading journal entries about the main characters and the plot, especially if it will take them more than a few weeks to finish their books. They can add short reflections about their reading.

8. Motivation Building Through Reading Journal Entries: What Does Reading Their Books Mean to Them? What Have They Accomplished?

Students write in their reading journals and talk in groups about what makes their books meaningful to them and/or what they can accomplish by reading their books. Students' statements about their sense of achievement can be written after they have finished a few chapters. Teachers can give a few examples. These unedited student comments were collected during a subsequent semester of out-of-class ER:

> "Reading this book means a lot to me because I was forced to read it in HS but at the time I didn't want to so I didn't pay attention. I want to go back and read it now because I want to and actually understand the book."
>
> [What can you accomplish … ?] To escape to a different world.
>
> "Well I choosed because the main character is Jonas and my little brother's name is Jonas so I just wanted to read something related to him."
>
> "What I can accomplish by reading this book is having a view of a society. [Would I want to live in a society that is] like or defferent from it."

By discussing and analyzing a few student comments, students can get ideas about how they can think about, talk about, and write about the value and meaningfulness of their reading. When students perceive value and meaning in their ER, their motivation is likely to improve.

9. Points

I have argued that adults need to experience student-initiated

lifelong reading, a process that does not involve teacher-generated points and grades. While I do not give points for ER, in some programs instructors may offer points.

In summary, continuous exposure to books, growing awareness of specific books for multilingual students' ER, and reading significant parts of books are all worthy class goals for out-of-class self-selected reading. These goals can be achieved through training before ER and use of sentence frames linked to the metacognitive steps. During an ER project, students can keep a chart of goals and pages read and a reading journal.

Conclusion

Prior research has shown that ER is associated with positive outcomes for ESL/EFL students (Nakanishi, 2015). California multilingual university students vary in their prior experiences with independent reading. For students who are not fond of reading in English, an ER program can be helpful. While in-class reading of graded readers is common in EFL, many instructors of reading and/or writing in California universities may prefer to have students engage in ER out of class; authentic books can be used in place of graded readers. This pilot study concludes that training linked to ER can help students get in the right frame of mind to appreciate and engage in out-of-class ER. Training can help them develop reading self-efficacy, and training can introduce students to metacognitive strategies for ER. The ones that students reported to be the most helpful were self-selecting the books, keeping records of their progress, and staying focused. This pilot study concludes that if students get ER training and if they are encouraged to read, they will find ways to motivate themselves and will read; some but not all will finish their books. Many of them will report that they enjoyed their reading and felt a sense of accomplishment.

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Note

[1]See further discussion about extensive academic reading from a Reading Apprenticeship perspective (Schoenbach, Greenleaf, & Murphy, 2012).

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Appendix

General Questions About Your Book Selection, Strategies, and Sources of Motivation

1. What book did you select to read independently?
Title: Author: Genre:

Circle the number of pages: Under 50 pages 51-99 pages
100-150 pages 151-200 pages 200-250 pages over 251 pages

2. How did you learn about the book you selected? Please explain.

3. Have you enjoyed reading your book so far? Circle your answer.

1 very strongly disagree	2 strongly disagree	3 not sure	4 highly agree	5 very highly agree

4. Have you felt a sense of achievement by reading your book so far? Circle your answer.

1 very strongly disagree	2 strongly disagree	3 not sure	4 highly agree	5 very highly agree

5.What does reading this specific book mean to you?

Your Views About the Helpfulness of the Metacognitive Strategies From the Training

A. Do you feel that each strategy has helped you make progress toward reaching your independent reading goal? Write Y (for yes), N (for no), or ? (for not sure) for each strategy.

	Y for yes, N for No, or ? for not sure
Self-select books.	
Decide on your weekly reading goal.	
Keep records of your progress.	
Set a date to check and reflect on your progress.	
Stay focused.	
Give yourself a daily shot of self-motivation.	
Watch out for procrastination.	
Help or encourage each other.	

B. What strategies did you use to improve your reading of your self-selected book?

End-of-Semester Update About Book Reading

Answer question 1 or 2; then answer 3.

1. Have you finished reading your book?

2. If you have not finished reading your book, …

    a. How many pages of the book that you are reading have you finished?

    b. How many pages do you still need to read?

3. Do you think that independent book reading will help your academic literacy?