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Using Motivational Interviewing to Support Reading Motivation and Engagement in Secondary School Pupils

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Abstract

Around one fifth of pupils in the UK do not achieve basic reading proficiency by 15 years of age, with rate of reading progress appearing to slow for some (DfE, 2019; OECD, 2019), suggesting that some may experience challenges during secondary school. The role of reading motivation has been highlighted as key but is consistently found to decline (Clark & Teravainen-Goff, 2020). Motivational Interviewing (MI) is a person-centred approach that explicitly seeks to promote change by evoking motivations and individually guided intervention (Miller & Rollnick, 2012). Previous research exploring MI in supporting reading-related outcomes is sparse, however, with only one study finding positive outcomes. This current sought to explore how involving pupils as active collaborators in intervention, through the use of MI, could support reading motivation and engagement. A multiple case study approach was adopted with six secondary school pupils identified by their schools as disengaged and not making expected progress. Pupils engaged in five or six MI sessions, and, where possible, a pupil-teacher consultation. Data from pre- and post-intervention semi-structured interviews were analysed using Thematic Analysis (Braun & Clarke, 2006). Findings suggest that MI may be a useful tool in enhancing pupil reading motivation and engagement and facilitating wider systems-level change. Specifically, peers, computer-based reading programmes, technical reading instruction, and transition were highlighted as key influences. Limitations of the methods are considered: further research is needed to explore reading achievement outcomes and the causal nature of MI processes. Recommendations for schools, policy-makers, and Educational Psychology practice are made, with pupil participation highlighted as key to inform educational experience.

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1. Introduction

1.1. Background and Rationale for the Current Research

This thesis was undertaken by the researcher, a Trainee Educational Psychologist (TEP), in fulfilment of a Doctorate in Applied Educational Psychology at the University of Nottingham. The study was conducted within a city Local Authority (LA), with high levels of deprivation, within the East Midlands.

Literacy achievement is a concern within this LA, with the percentage of pupils achieving age-related expectations in their Key Stage 4 English Language examinations lower than the national average year-on-year. The LA can therefore be considered a stakeholder in this research, as it actively seeks exploration of approaches to change this trend and facilitate literacy development for all pupils.

1.2. Personal and Professional Interest in the Research Area

The researcher views proficient literacy skills as essential to school and later life success, due to the impact literacy difficulties and school disaffection have had on her family's emotional wellbeing, access to education, career opportunities, and access to society. The researcher is thus passionate about supporting those experiencing literacy difficulties, arguing that doing so can support social justice. As a TEP, the researcher continues to meet and support young people who are experiencing literacy difficulties. Through study, research and practical experience the researcher has come to contend that engagement is key to reading development. This research is

thus aligned with the domain of student engagement, with exploration and reduction of disaffection a core area of practice within Educational Psychology, due to links between disaffection and challenging behaviours, academic achievement and mental health difficulties (Atkinson & Woods, 2003; Cole, 2015; McNamara, 2009; Newburn & Shiner, 2005).

The researcher takes the view that engagement can be promoted by adopting a pupil-centred approach (Trowler, 2010). The researcher strongly believes that pupils should be supported to contribute to the design and implementation of their literacy provision: pupils can provide remarkable insight into their needs and strategies that will support them (Hall, 2012). Pupil voice is thus at the heart of this thesis.

1.3. Aims of the Research

Through this study, the researcher sought to explore how supporting pupil involvement, through the use of motivational interviewing, could facilitate reading motivation and engagement for secondary school pupils identified by their schools as disengaged and not making expected reading progress. The aims of the research are thus two-fold: 1) to facilitate positive change around reading for the pupils in the study, 2) it is hoped that by doing this, theory and practice can be informed, with pupils highlighting factors that are important to reading motivation and engagement.

1.4. Overview of Thesis Structure

Chapter 2 (Literature Review) considers reading development within a motivational and engagement framework, exploring those factors that facilitate reading motivation. Motivational interviewing is introduced as a vehicle for pupil-led change. A systematic literature review

exploring the use of motivational interviewing to facilitate reading-related outcomes is presented. Rationale and research questions are summarized.

Chapter 3 (Methodology) provides an overview and rationale of methodological orientation, study sample, design, procedure, and data analysis. An evaluation of the quality of the current study and ethical considerations are also presented.

Chapter 4 (Findings) describes the themes identified through thematic analysis (Braun & Clarke, 2006) carried out on the interview transcripts, intervention worksheets, and researcher's reflective log.

Chapter 5 (Discussion) presents the main findings, discussing them in relation to previous researcher and theory. Implications for schools, policy-makers, and Educational Psychologists are presented, followed by exploration of study limitations and avenues for future research. Finally, a conclusion is presented.

2. Literature Review

2.1. Chapter Overview

This chapter introduces and provides rationale for the use of motivational interviewing as an intervention to facilitate reading motivation and engagement for secondary school pupils. The chapter begins by detailing current concerns around reading development during secondary school. The process of reading is then outlined, with the role of motivation highlighted as key. A definition of reading motivation and the theoretical underpinnings is then presented. Research exploring how reading motivation has been facilitated is then considered. In reviewing the efficacy of interventions designed to facilitate reading motivation, the importance of gaining pupil voice in order to understand potential socio-cultural influences is noted. The need for pupil-led interventions, such as motivational interviewing, is highlighted. A systematic literature review is then presented, exploring motivational interviewing in supporting reading-related outcomes. Finally, a rationale for the current study and research questions are provided.

2.2. Reading during Secondary School

2.2.1. The Importance of Reading during Secondary School

Emails, text messages, a bus timetable, the instructions for a new washing machine, a lunch menu, ingredients on a food wrapper, a recipe, *The Gruffalo*, a film synopsis on *Netflix*. Reading is essential to achieving day-to-day goals, building knowledge, and general participation in society (Department for Education, 2019a; OECD, 2019). As such, research finds that reading ability

positively correlates with social success, emotional and physical health, job satisfaction and money earned (Dugdale & Clark, 2008; McCoy, 2013; Morrisroe, 2014; OECD, 2013). Learning to read is thus seen as the most fundamental goal of education (Strommen & Mates, 2004). Due to the way information is often shared in schools (e.g. text-based PowerPoint presentations, textbooks, worksheets), as well as being an outcome of education, reading ability is also essential to success, with reading ability linked to academic achievement across the curriculum (Cain & Oakhill, 2006; Meneghetti et al., 2006). Furthermore, reading ability has also been linked to school engagement, disruption, and school drop-out (Fall & Roberts, 2012; Glennie et al., 2012). Reading has been highlighted as particularly important to success in secondary school, as reading demands increase and the focus on reading shifts from learning-to-read to reading-to-learn (Chall, 1996; Tovani, 2001). Compared to primary school, in secondary school pupils are typically expected to read longer, more complex texts, from a range of genres, and complete a higher level of text analysis (Conley & Wise, 2011; Heller & Greenleaf, 2007; Moje, 2008; Shanahan & Shanahan, 2008).

It is concerning then that in 2018 17% of UK 15 year olds did not achieve baseline proficiency in reading on the Programme for International Student Assessment (Organisation for Economic Co-operation and Development, OECD, 2019). Moreover, UK government statistics suggest that, year-on-year, over one third of pupils do not achieve a standard pass in their English Language GCSE (Department for Education; DfE, 2010; 2011; 2012; 2013; 2014; 2015; 2016; 2017; 2018; 2019). Moreover, it appears that, based on their Key Stage 2 reading performance, some pupils are

not making expected progress in reading during secondary school. For instance, 43%¹ of pupils who achieved a Level 4 in their Key Stage 2 Reading SATs did not go on to achieve the standard pass or higher in their English Language GCSE in 2019 (Department for Education, 2019b). It appears, then, that reading in secondary school may be associated with new or additional challenges. Exploration of those factors that contribute to the reading development of secondary school aged pupils is thus of great importance.

2.2.2. Reading Development

To independently access the texts presented across the secondary school curriculum pupils must develop proficient reading skills. Proficient readers use a multitude of cognitive skills and processes (e.g. vocabulary knowledge, syntactical knowledge, and inference generation), integrating information from the text with the reader's background knowledge, thus creating an enriched understanding of information read (Kintsch, 1998). Theories of reading development have thus focused on early reading acquisition and how the role of different skills and processes may change with age, with this research used to inform the teaching of reading (see Cain et al., 2017).

Since the 2006 Rose Review, the National Reading Curriculum has been informed by the Simple View of Reading (SVR; Gough et al., 1996; Gough & Turner, 1986). The SVR highlights two core

¹ Calculated from department for education (2019) data

reading dimensions: 1) *decoding* - the automatic recognition of a word and its semantic meaning, and 2) *linguistic comprehension* - those language skills associated with the comprehension of oral sentences. The SVR suggests that once decoding skills are automatic, the reader's capacity to employ linguistic comprehension skills is freed up (National Reading Panel, 2000; Perfetti, 1998; Spear-Swerling & Sternberg, 1994). Whilst the SVR has received much support, with numerous studies highlighting both the unique and collective utility of decoding and linguistic comprehension in reading achievement (e.g. Catts et al., 2005; Kershaw & Schatschneider, 2012; Lonigan et al., 2018), the overall variance explained by the SVR is found to decline after around 9 years of age (Adolf et al., 2010; Savage & Wolforth, 2007). Therefore, whilst the SVR has been found to explain variance in reading comprehension abilities in populations aged up to 18 years and over (Savage & Wolforth, 2007), it is argued that the SVR (even when expanded to include other components such as fluency) does not account for the full complexity of reading development during the secondary school years (Cassidy et al., 2010; Pike et al., 2010; Pressley et al., 2009).

Whilst research has focused on the cognitive components of reading, reading is much more than a cognitive activity. Reading has been conceptualized as a multi-dimensional, goal-directed, socio-cultural activity, during which readers need to be motivated to construct meaning successfully (Afflerbach et al., 2013; Alexander, 2012). Consequently, the role of affective factors, particularly motivation, have been highlighted as key to reading development. Specifically, reading motivation has been found to be both a concurrent and longitudinal predictor of reading achievement, even after controlling for factors such as gender, socio-economic status, ethnicity and prior reading

achievement (Clark & De Zoysa, 2011; Froiland & Oros, 2014; Guthrie & Wigfield, 1999; Kirmizi, 2011; Retelsdorf et al., 2011). Moreover, research finds that reading motivation accounts for variance in reading ability above and beyond cognitive factors in secondary school aged pupils (Katzir et al., 2009; Taboada et al., 2009; Unrau & Schlackman, 2006; Wang & Guthrie, 2004). Given that reading demands increase during secondary school, it follows that reading motivation may become more important. Reading motivation, then, appears to be a key factor in reading development, particularly during secondary school.

2.3. Reading Motivation: Definition and Theoretical Underpinnings

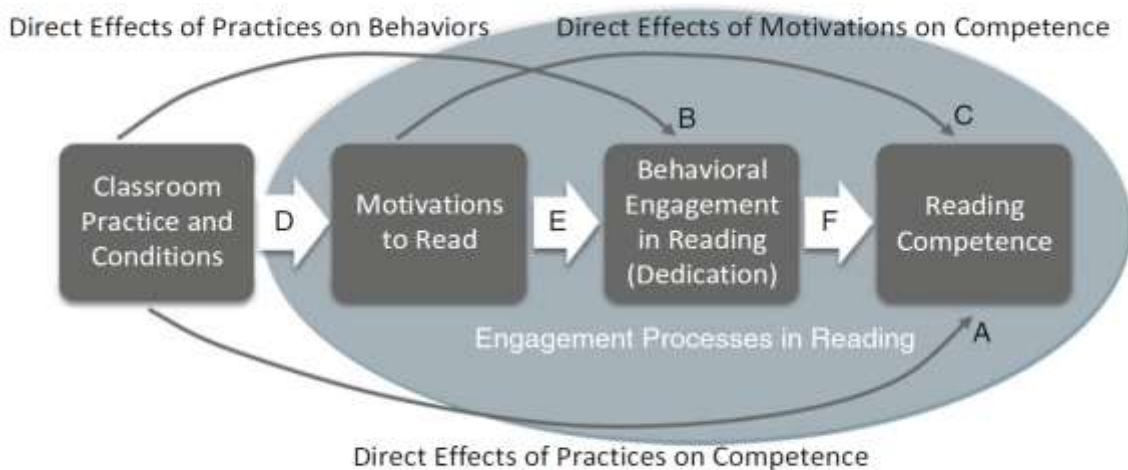
As highlighted by Conradi et al. (2014), there exists a lack of definitional clarity regarding reading motivation, such that the literature is fraught with terminology issues. Conradi et al. (2014) conducted a concept analysis, exploring how motivation was defined in reading research between 2003 and 2014. They found that it is largely accepted that motivation is multi-dimensional. However, which dimensions are included and how these are operationalized and assessed remains inconsistent, meaning studies are not directly comparable. The impact of reading motivation on reading achievement has also been explained in many ways, depending on the theoretical conceptualization of reading motivation. Given that no one theory can embrace all aspects of motivation, Conradi et al. (2014) suggest that researchers choose a theory consistent with their research questions. Definition and theoretical conceptualization of reading motivation used in this thesis are outlined below.

2.3.1. Rationale for Defining and Conceptualizing Reading Motivation within the Engagement Model of Reading

The current study adopts the Engagement Model of Reading (EMR; Guthrie & Wigfield; 2000; Guthrie et al., 2012) to define and conceptualize reading motivation. The EMR positions reading motivation within a framework whereby motivation affects reading achievement through its impact on reading engagement. Specifically, as illustrated in Figure 2.1, the EMR posits that classroom practices impact on reading motivation, with reading motivation then directly affecting reading engagement, determining if the pupil reads, how much they read, and the cognitive strategies they employ. This then impacts on subsequent reading achievement.

Figure 2.1.

A Schematic of the Engagement Model of Reading from Guthrie et al. (2012)



The EMR is currently one of the most commonly used frameworks in reading motivation studies (Unrau & Quirk, 2014). As such, the evidence base, for the relationships within the EMR is robust. Specifically, the EMR is built on and continues to be supported by a growing body of correlational and causal studies highlighting the individual contributions of the core components of the EMR, even after controlling for cognitive factors (Baker & Wigfield, 1999; Guthrie et al., 1999; Retelsdorf et al., 2011). Additionally, longitudinal research highlights the developmental role of motivation and engagement in reading (Becker et al., 2010; Froiland & Oros, 2014). Furthermore, the EMR is domain-specific and frames motivation within an educational context, focusing on how instructional, motivational and engagement variables interact to explain reading outcomes (Unrau & Quirk, 2014). Moreover, the EMR was recently updated following a large study which explored the relationships between reading instruction, motivation, engagement and achievement in 1159 pupils aged 12-13 years (Guthrie et al., 2013). The EMR is thus particularly pertinent to the current study.

2.3.2. Reading Motivation: A Definition

In the EMR, reading motivation is defined as the beliefs, values, goals and dispositions that direct reading behaviour – i.e. that underpin if and how the reader engages with a text. Reading motivation is thus seen as multi-dimensional. Unrau and Quirk (2014) argue that consideration of individual constructs is particularly important for educators, with exploration and understanding of the individual constructs of motivation helpful in determining the type of support a pupil may benefit from. The key motivational constructions and their theoretical underpinnings, as highlighted by the EMR, are described below.

2.3.2.1. Intrinsic Motivation

Intrinsic motivation is defined as the interest, enjoyment and excitement a pupil has in reading and thus their desire to engage in frequent reading (Ryan & Deci, 2009). An intrinsically motivated reader engages in reading for no other reason than to read as they find this a highly satisfying activity (Guthrie & Wigfield, 2000). Conversely, extrinsic motivation refers to engagement in reading that is underpinned by a desire to achieve external recognition or rewards, meet external expectations and/or avoid punishment (Guthrie & Wigfield, 2000). Intrinsic motivation is underpinned by self-determination theory (SDT; Ryan & Deci, 2000), which states that intrinsic motivation is dependent on the fulfilment of three needs (Ryan & Deci, 2000):

1. Competence - how able an individual feels to complete a task
2. Relatedness - feeling connected to others
3. Autonomy - feelings of control around tasks

2.3.2.2. Self-Efficacy and Perceived Difficulty

Self-efficacy refers to the reader's beliefs about their ability to successfully complete reading-related tasks (Schunk & Pajares, 2009). Conversely, perceived difficulty is defined as the belief that the reading-related task will be difficult (Chapman & Tunmer, 1995). These constructs are underpinned by social-cognitive theory which suggests that self-efficacy is not concerned with the reading skills an individual possesses but what the reader believes they can achieve with these skills (Bandura, 1997). Bandura thus argues that low self-efficacy impedes performance: the individual may not want to engage in a task if they expect to fail.

2.3.2.3. Value and Devalue

Value refers to beliefs around the importance of reading and usefulness of reading to current and future tasks (Trautwein et al., 2006; Wigfield & Cambria, 2010). Devalue, on the other hand, refers to beliefs that reading has little use now or in the future and so is not important. Value and devalue are underpinned by the expectancy-value model of achievement (EVM; Eccles & Wigfield, 2002; Wigfield, 1994). Within the EVM, motivation to read is determined by an interaction between the individual's perceptions of their cultural environment, beliefs around social norms, perceptions of their experiences and their role within this, perceived ability, individual goals and perceived likelihood of achieving these, the beliefs of and behaviours of others involved in the task, and perceived importance of task with regards to attainment, enjoyment, future goals and possible risks.

2.3.2.4. Peer Value and Peer Devalue

Peer value refers to how individual reading beliefs and values match those of peers (Wentzel et al., 2007). Specifically, it is argued that when an individual's values are consistent with their peers a sense of relatedness is created, which has been found to positively correlate with reading achievement (Guthrie et al., 2013). Peer devalue refers to feelings that peers do not respect reading practices and disregard reading, with readers less likely to engage in texts if they have high levels of peer devalue. Peer value and devalue are underpinned by social motivation theory which suggests that individuals are more likely to engage in activities that are going to be socially rewarding (Wentzel, 1996).

2.3.3. The Relationship between Reading Motivation and Reading Engagement

The EMR posits that reading motivation influences reading achievement through its impact on reading engagement. Therefore, whilst many use the term interchangeably, the EMR makes a distinction between reading engagement and reading motivation. As discussed above, reading motivation is defined as those beliefs, values, goals and dispositions that direct reading behaviour. Reading motivation, within the EMR, thus refers to internal processes. Reading engagement, on the other hand, refers to the reading product – i.e. reading behaviours at a behavioural, cognitive and affective level (Guthrie & Wigfield, 2000). Reading engagement, then, is a meta-construct, guiding how the reader approaches the text, and thus can be positive (e.g. reading with effort and a goal of understanding) or negative (e.g. avoiding reading tasks; Fredricks et al., 2004).

2.3.3.1. Reading Motivation and Behavioural Engagement

Behavioural engagement refers to time, effort and persistence and has been explored via amount of time spent reading (Guthrie et al., 1999) and pupil and staff reports of efforts and persistence (Skinner, Kindermann & Furrer, 2009). It is argued that reading motivation determines amount of time spent reading (Guthrie et al., 1999; 2012; Ladd & Dinella, 2009; McKenna et al., 2012; Mol & Bus, 2011). Specifically, those with high levels of intrinsic motivation and/or high reading self-efficacy are found to read more frequently than those with low levels of intrinsic motivation and/or self-efficacy (Baker & Wigfield, 1999; Dogan, 2015; Henk et al., 2012; Katzir et al., 2009).

The EMR suggests that increased behavioural engagement results in increased achievement for several reasons. First, it is argued that the more texts read, the more background is acquired to

support understanding and elaboration of text. Second, it is suggested that frequent reading supports skills central to proficient reading through practice, which leads to efficiency, freeing up capacity for the use of higher-order, strategic skills. Third, a reciprocal relationship between motivation and engagement is suggested, whereby the number of texts an individual engages with impacts on their reading self-efficacy, which then impacts on text selection, persistence, and cognitive engagement (i.e. *I am a good reader and so I read lots of books, I am a good reader and so I can read this challenging book*). This thus allows for practice and development of skills.

2.3.3.2. Reading Motivation and Cognitive Engagement

Cognitive engagement refers to the use of comprehension strategies to build a mental representation of the text. Three levels of representation are proposed by Van Dijk and Kintsch (1983): 1) *surface-level* - verbatim representation of words in the text, 2) *propositional-level* - semantic meaning of the text, exact words and phrases may be lost, 3) *situational-level* - integration of semantic meaning of the text with the reader's relevant background knowledge, resulting in implicit as well as explicit understanding. Situational-level representations are stored in long-term memory (Kintsch et al., 1990). Subsequently, situational-level representations are needed for successful comprehension and learning of text-based information. However, situational-level representations are argued to require more effort than the construction of surface- and propositional-level representations (Friese et al., 2008). It is thus suggested that reading motivation determines the comprehension strategies a reader employs and so the level at which the text is processed (Cunningham & Stanovich, 1998; Kintsch & Kintsch, 2005; Hall, 2012; Patrick et al., 1999; Pressley & Hilden, 2006). Comprehension strategies are defined as “deliberate, goal-

oriented attempts to control and modify the readers' efforts to decode text, understand words, and construct meanings of text" (Afflerbach et al., 2008, pg. 368). Comprehension strategies include strategies such as summarizing, making predictions and rereading. It is argued that more comprehension strategies will be employed if the reader is reading to learn from the text or for enjoyment, as there will be a goal of full understanding (Friese et al., 2008). The EMR suggests increased cognitive engagement thus results in increased achievement as a deeper level of comprehension is achieved.

2.3.3.3. Reading Motivation and Reading Engagement for Struggling Readers

The EMR and supporting research suggests that low reading motivation reduces time spent with text, reading practice, and so, limits maintenance and development of reading skills, compared to those with higher levels of motivation who will be spending more time with texts (Guthrie & Davis, 2003; Torgesen et al., 2007). However, much of the research supporting the relationships between the key components of the EMR is based on typical readers and/or heterogeneous samples. When groups have been split by reading ability, there are discrepancies in findings. For instance, Logan et al. (2011) found that reading motivation predicts reading achievement for struggling readers but not average and above readers aged 9-11 years. Conversely, Saarano et al. (1990) found that reading motivation is predictive of reading achievement for average and above readers, but not struggling readers aged 10-11 years. Similarly, in a longitudinal study, Kluda and Guthrie (2015) found that whilst reading motivation and engagement were found to predict reading achievement for advanced readers aged 12-13 years, no significant relationship was observed for

struggling readers². They thus suggested that the EMR may not be as useful in understanding the reading development of struggling readers as advanced readers, arguing that struggling readers may face cognitive challenges which limit their ability to increase their achievement even if they are motivated to read and exert effort when reading.

Whilst Klauda and Guthrie (2015) did not find relationships between reading motivation and comprehension, a significant negative relationship between value and fluency was found for struggling readers. Slower reading speeds can be indicative of higher levels of processing (Casteel, 1993). Consequently, it is possible that those struggling readers, who more highly valued reading, increased their cognitive engagement when reading, thus slowing their reading speed. Moreover, Klauda and Guthrie utilised a sample of struggling readers who were performing 2 or more years below their chronological age, whereas Logan et al. (2011) defined struggling readers as those who achieved a standardized score of below 95, where 100 reflects average performance. Therefore, it is possible that degree of reading difficulty impacts on the relationship between reading motivation, reading engagement and reading achievement, with the relationship weakening as difficulty experienced increases. Therefore, the EMR may be applicable to struggling readers, however, relationships between reading motivation, engagement and achievement may differ to those observed for typical and advanced readers. This is an important consideration for

² Participants were matched on Free and Reduced Meals status, ethnicity, gender, and school attended.

educators and researchers aiming to facilitate reading motivation, as different approaches may be needed for those identified as experiencing reading difficulties.

2.4. Facilitating Reading Motivation

Research consistently finds that reading motivation declines during adolescence (Clark, 2014; Clark & Teravainen-Goff, 2019; McKenna et al., 1995; Unrau & Schlackman, 2006). Consistent with the EMR, associated declines in reading engagement and achievement have also been observed (Clark & Teravainen-Goff, 2019; Froiland & Worrell, 2016; OECD, 2010). Facilitating reading motivation during secondary school may thus help to reduce the associated decline in reading engagement and achievement. However, despite government recommendations to support reading motivation and reading for pleasure, there is very little guidance on how to do this (DfE, 2015b). This section thus focuses on research exploring those factors that may facilitate reading motivation for secondary school aged pupils.

2.4.1. Influences on Reading Motivation

The EMR highlights nine overlapping instructional practices that could impact on reading motivation (Guthrie & Wigfield, 2000; Guthrie et al., 2012) - see Table 2.1 for brief descriptions. These instructional practices are included in the EMR based on correlational research highlighting the relationship between these practices and reading motivation and achievement (see Guthrie & Humenick, 2004 for a review). Unrau et al. (2015) have also found that teachers report using these processes in their day-to-day practice to enhance reading motivation.

Table 2.1.*Brief Descriptions of Instructional Practices*

| Instructional Practice | Description |
|-------------------------------|--|
| Teacher Involvement | Teachers knowledge of individual reading needs and ability to promote reading and engagement |
| Evaluation | Evaluation of pupil learning |
| Rewards and praise | Reading feedback given to pupils |
| Collaboration | Pupil discussions of texts to share and co-construct meaning of text |
| Strategy Instruction | Reading strategies explicitly taught by teachers |
| Interesting Texts | Providing a range of texts that are of high interest to pupils |
| Real-world Interactions | Making connections between text and real-world experiences of pupils |
| Autonomy Support | Giving pupils control over their learning |
| Learning and Knowledge Goals | Setting goals with pupils |

A number of studies have also evaluated the impact of reading interventions, incorporating some of these motivational practices, on reading-related outcomes (see Cockroft, 2016 for a review). Typically, findings are positive, with improvements in reading motivation, attributed to the intervention, observed. However, it is difficult to identify if the motivational elements included in the study contributed to this change as the majority of interventions evaluated also include cognitive support strategies. Therefore, it is possible, that increased achievement led to increased motivation, specifically self-efficacy (Linnenbrink & Pintrich, 2003). It is positive, then, that Mercurio (2005), who had a primary focus on supporting motivational elements found improved attitudes towards reading and increased time spent reading at home following the intervention. This suggests that supporting motivational elements, only, can have positive impacts on reading motivation and engagement. However, Mercurio (2005) did not use a control group. Therefore, whilst research exploring the impact of interventions to enhance reading motivation appears

largely positive, it is unclear if the positive outcomes are due to motivational aspects of the intervention or other factors.

2.4.2. Facilitating the Reading Motivation of Struggling Readers

Few studies have evaluated the impact of instructional practices on reading motivation for struggling readers, with a recent review of the literature finding only two studies with struggling readers as the sample (Cockroft, 2016). Moreover, findings appeared inconsistent. Cantrell et al., (2014) found significant increases in motivation, reported comprehension strategy use, but not comprehension performance for a sample of struggling readers aged 11-12years, following an intervention combining cognitive instruction and motivational facilitation. Conversely, Lau and Chan (2007) found that that combined technical instruction and motivational elements, resulted in improved comprehension performance but had no significant impact on reading motivation for struggling readers aged 12-13years. The lack of relationship between motivation and achievement in both studies thus appears consistent with research suggesting that cognitive factors may play a more crucial role than motivation in the reading achievement of struggling readers (Klauda & Guthrie, 2015). However, the findings observed may also be explained by wider socio-cultural factors not accounted for by the studies.

2.4.3. Socio-Cultural Factors and the Facilitation of Reading Motivation

As highlighted above, transference effects have not been observed in studies for typical or struggling readers (e.g. Cantrell et al., 2014). However, the interventions implemented to facilitate reading motivation are often constrained, restricting ecological validity as they take place outside

of the usual classroom setting and run for a specific length of time (e.g. 30minutes each day/week). Bronfenbrenner's (1979) ecological systems theory posits that education should be considered within a series of inter-related systems, with the pupil in a microsystem (the classroom) which sits within the wider macrosystem (whole school agenda informed by national policy). Therefore, the impact of wider socio-cultural school factors on the pupil's motivation and/or ability to transfer skills and knowledge learnt during the intervention to other contexts needs to be considered. For instance, some studies aim to promote intrinsic motivation by providing a range of texts and offering pupils autonomy in their selection of these texts (e.g. Cantrell et al. 2014; Mecruio, 2005). However, typically, texts read across the curriculum are selected by school staff or dictated by assessment boards. Therefore, whilst feelings of autonomy may increase for the 30minutes a week that the pupil is in the intervention, these feelings may not be felt outside of the intervention.

The role of peers may also impact on transference of skills learnt during the intervention. Specifically, research highlights the importance of peer relationships during adolescence (Berndt, 1999), with adolescents expressing a need for a sense of belonging and security (Altermatt & Pomerantz, 2003; Furrer & Skinner, 2003; Noble & McGrath, 2012; Wentzel et al., 2004). It thus follows that research also suggests that pupils are unlikely to engage in supportive reading behaviours if they feel doing so will highlight their reading needs to their peers and result in ridicule (Hall, 2006; 2007; 2012; Wexler et al., 2015). For instance, Wexler et al. (2015) found that fear of embarrassment was a key factor to reducing engagement in mainstream classes, with one student stating "Back then I never used to read out loud because I didn't want to mess up in front of everybody." Moreover, Atkinson (2009) describes an intervention designed to promote

reading engagement and motivation which had to be ceased. Atkinson (2009) reported that one of the main factors contributing to the failure of the intervention was peer influence, with peers who were experiencing disenfranchisement with the intervention heckling those pupils who were attempting to engage. Importantly, Atkinson (2009) found that peers could also be viewed as a resource within the reading process (e.g. aiding word reading).

Socio-cultural factors thus appear to impact on reading behaviours across the curriculum. In order to understand how to increase motivation, educators need to explore pupils' motivations for engaging in and/or avoiding reading within their school context. For instance, providing pupils with a reading bookmark with comprehension strategies on may be seen as facilitative by adults, however, this may not be used by pupils if they feel it will highlight their difficulties to their peers. Similarly, providing positive public feedback on reading may result in peer ridicule if peers have negative views about reading, thus discouraging pupils from making any further progress. This is supported by Conradi et al. (2013) who argue that to support change educators must first explore why reading is/not important to pupils, what the barriers to reading engagement are and what would promote this. Conradi et al. (2013) suggest that the first step in achieving this change should be talking to the pupils.

Research shows that adolescents can identify and articulate their own reading motivations, identify their reading needs and barriers to engagement, and provide possible solutions, such that pupils have unique knowledge of the socio-cultural factors that will impact their reading engagement (Hall, 2012; Mouratidis & Michou, 2011; Wexler et al., 2015). Student engagement literature also suggests that supporting pupil autonomy and including pupils in decision-making can increase

motivation (Roeser, Eccles, & Sameroff, 2000). Therefore, taking a pupil-led approach to facilitating reading motivation may be beneficial. Whilst a number of person-centred approaches exist, as highlighted by Miller and Rollnick (2012), motivational interviewing (MI) is unique in that it actively seeks to promote change by evoking motivations. Moreover, MI posits that the client knows what is important to them, what motivates them, and what will work for them. The use of MI to facilitate reading is thus explored below.

2.5. Motivational Interviewing and Reading

2.5.1. Motivational Interviewing: A Definition

Motivational interviewing (MI) is defined as ‘a person-centred counselling style for addressing the common problem of ambivalence about change’ (Miller & Rollnick, 2012, pg. 29). Miller & Rollnick (2012) argue that through the language of change, ambivalence can be explored and resolved, thus supporting an individual’s motivation to change an identified goal. Importantly, this is done within an environment of acceptance and compassion. In this way, the aim of MI is to encourage ‘people talk themselves into change, based on their own values and interests’ (Miller & Rollnick, 2012, p.4). Miller and Rollnick (2012) highlight that MI depends on how the conversation unfolds and so there cannot be a prescription. Instead, four processes are described to emphasize promotion of client well-being as central to MI:

1. Engaging – developing a helpful therapeutic relationship between client and consultant.
2. Focusing – identifying a specific area around which to discuss change.

3. Evoking – eliciting and so heightening motivation to change. Evoking is thus the process that makes MI distinct from other person-centred approaches.
4. Planning – solidifying commitment to change and creating a plan to support this.

Miller and Rollnick (2012) also argue that these processes must be carried out within the spirit of MI, describing four interrelating elements:

1. Partnership – active collaboration, working with the client.
2. Acceptance – honoring an individual's absolute worth, recognizing and supporting autonomy, seeking empathy, and affirming strengths and efforts.
3. Compassion – putting the needs and best interests of the client above the consultant's.
4. Evocation – positioning the client as the expert, such that consultant's job is to elicit the clients motivations, strengths and resources.

Miller and Rollnick (2012) also highlight asking open questions, affirming, reflecting and summarizing (OARS) as core skills within MI. However, as highlighted by Atkinson and Woods (2017) MI practice and so much of the evidence base for MI is based on previous conceptualisations of MI (i.e. Miller & Rollnick, 2002), as such the principles of MI identified by Miller and Rollnick (2002) are also noted below:

1. Expressing empathy – seeking to gain an understanding and shared meaning of the client.
2. Developing discrepancy – highlighting differences between the client's goals and values and their current behaviour.
3. Rolling with resistance – accepting resistance rather than providing direct challenge.

4. Supporting self-efficacy – promoting client’s strengths and resources in order to build confidence in ability to change.

2.5.2. Motivational Interviewing: Application to Education Settings

MI was originally developed within a clinical setting to support addiction treatment and has since been applied to support patients in carrying out recommendations (e.g. health care, corrections, dentistry, mental health counselling, family therapy; Lundahl et al., 2010). Consequently, the evidence base for MI is strong - in a review of over 200 randomised control trials (RCTs), Miller and Rollnick (2012) found that MI was effective in promoting positive behaviour change in most cases. More recently, MI has been applied in educational settings. As highlighted by Strait et al. (2014), within an educational setting MI can be implemented through staff (consultative-focused MI) or pupils (student-focused MI). Consultative-focused MI has been used to foster positive behaviour change in the adults interacting with pupils through consultation, coaching, and the development of programmes such as the classroom check-up (see Sims et al. 2017). The applicability of MI to student populations has been questioned, however, due to the language demands and need for self-reflection (Atkinson & Ames, 2007), cognitive demands of MI processes (Strait, McQuillin et al., 2012), and exploration of values which may still be developing (Miller & Rollnick, 2012).

McNamara (2009) suggests MI could be used with young people, but effectiveness may be dependent on the skills of the professional delivering the intervention, with MI needing to be adapted in line with pupils cognitive and language abilities. Furthermore, Kaplan (2014) highlights that the core principles of MI (particularly autonomy and collaboration) match adolescent needs

for independence and identity formation. Moreover, there exists a growing body of research highlighting the use of MI with adolescents in supporting clinical behaviour change (e.g. substance abuse, Barnett et al., 2012; self-harm, Kamen, 2009). Additionally, MI seems to be a popular approach used by EPs, with Atkinson et al. (2011) finding that around one third of the EPs, in their representative sample, reported using MI. Additionally, there is growing evidence of student-focused MI being used effectively in educational settings, to support school-related affective factors (e.g. motivation, classroom engagement, attendance, punctuality, confidence in school work, attitude towards school) and school-based academic factors (e.g. reading and maths achievement; see Snape & Atkinson, 2016 for a review). Despite this positive finding, evidence remains scarce, with further research needed.

2.5.3. Motivational Interviewing: Application to Reading

In supporting positive reading engagement, research highlights the need to gather pupil voice in order to gain insight into pupils' motivations for engaging in and/or avoiding reading within their school context (e.g. Conradi et al., 2013). Student-focused MI may be a useful tool in this respect, since through MI pupils can explore those socio-cultural factors that may influence reading engagement, with MI supporting the exploration and resolution of feelings of ambivalence around changing reading behaviours. In a review of the literature, Snape and Atkinson (2016) found that student-focused MI can have a positive impact on academic outcomes (e.g. reading and maths achievement). However, this review was not solely focused on the impact of student-focused MI on reading. Therefore, the impact of student-focused MI on particular areas of reading (e.g. motivation, engagement, achievement) has not been systematically explored, nor have those

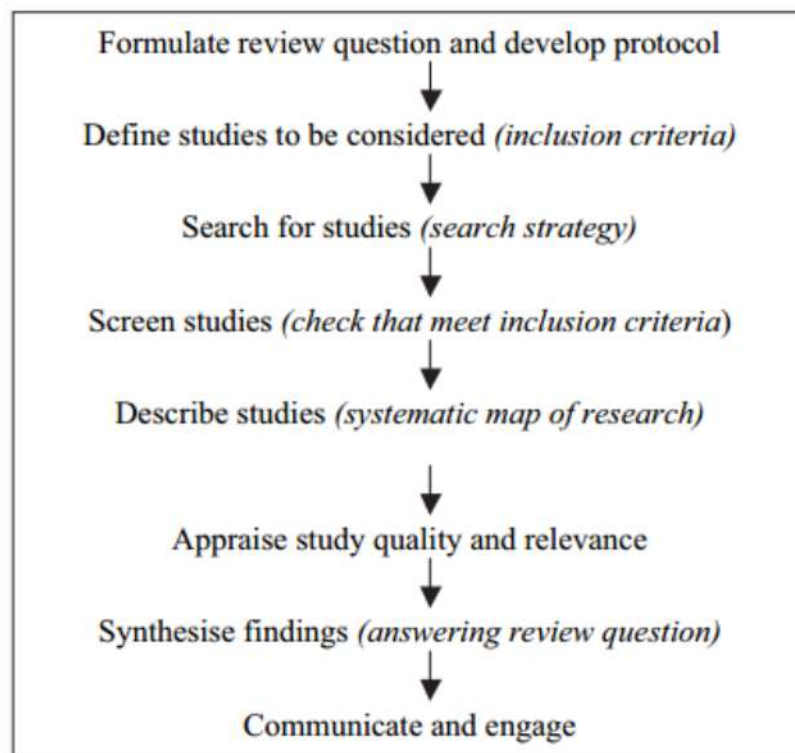
mechanisms of MI that specifically promote changes in reading-related outcomes. The current review thus aims to provide a systematic synthesis of research exploring the effectiveness and processes of student-focused MI in supporting reading-related outcomes.

2.5.4. Methodology

This systematic review follows the procedure outlined by Gough (2007) – see Figure 2.2.

Figure 2.2.

Systematic Review Procedure (Taken from Gough, 2007)



2.5.4.1. Focus of Systematic Review

The purpose of this review is to systematically evaluate studies exploring the use of MI to support reading-related outcomes in educational settings. Specifically, the review seeks to explore the evidence for the effectiveness of student-focused MI on reading motivation, reading engagement, and reading achievement when used in educational settings for secondary school pupils. Additionally, the review seeks to explore the processes used in student-focused MI when facilitating reading-related outcomes.

2.5.4.2. Inclusion Criteria

Table 2.2 presents the inclusion criteria used in this study.

Table 2.2.*Inclusion Criteria*

| Study Feature | Eligibility Criteria |
|----------------------|--|
| Design | All study designs that provide an evaluation of an intervention (e.g. randomized control trial, case study with post-intervention interviews). |
| Participants | Pupils aged 11 years or older |
| Intervention | A MI intervention delivered directly to the pupil – <i>studies in which MI is delivered to staff in consultations were excluded</i> MI intervention procedure is clearly defined |
| Outcome Measures | Quantitative and/or qualitative outcomes focusing on: -Reading engagement -Reading motivation -Reading Achievement (e.g. reading grade, reading comprehension score) <i>Health and/or mental health-related outcomes are not included (e.g. bullying behaviours)</i> |
| Context | Study took place in a school or similar educational setting (e.g. pupil referral unit) |
| Additional Features | Research published in a peer-reviewed academic journal – <i>theses, dissertations and non-peer reviewed articles were excluded</i> Research published in the English language |

2.5.4.3. Search Strategy

A systematic search of the literature was conducted to include all studies relevant to the review questions using the following databases: Psycharticles, Psycinfo, Education Resources Information Centre (ERIC) and the British Education Index (BEI). Literature searches were completed between June and July 2019. Four fields of search terms were used – see Table 2.3.

Table 2.3.

Search Terms and Rationale

| Search Terms | Rationale |
|--|---|
| “motivational interviewing” | To ensure focus on MI-based techniques |
| AND | |
| “school” or “education” | To ensure MI takes place within an educational setting |
| AND | |
| “child” or “children” or “teen” or “youth” or “adolescen*” or “young people” | To identify those studies with samples aged 11-18 years |
| NOT | |
| “smok*” | To limit the number of clinical/health-related studies |
| NOT | |
| “alcohol” | To limit the number of clinical/health-related studies |
| NOT | |
| “weight” | To limit the number of clinical/health-related studies |
| NOT | |
| “drug” | To limit the number of clinical/health-related studies |

2.5.4.4. Data Screening

The initial search resulted in 1958 articles for possible inclusion. To refine this search, the titles and abstracts were screened via the application of the inclusion criteria, resulting in 39 studies meeting criteria. Studies were largely excluded as they had a clinical or health focus - see Figure 2.3. The remaining articles were read in full, resulting in four studies meeting the inclusion criteria. Studies were largely excluded as they were not student-focused MI interventions or did not include a reading-related outcome – see Figure 2.4. An ancestral search of the four studies meeting the inclusion criteria was conducted, resulting in one possible article. However, this study did not meet the inclusion criteria as it was not written in English.

Figure 2.3.

Reasons for Exclusion after Title and Abstract Review

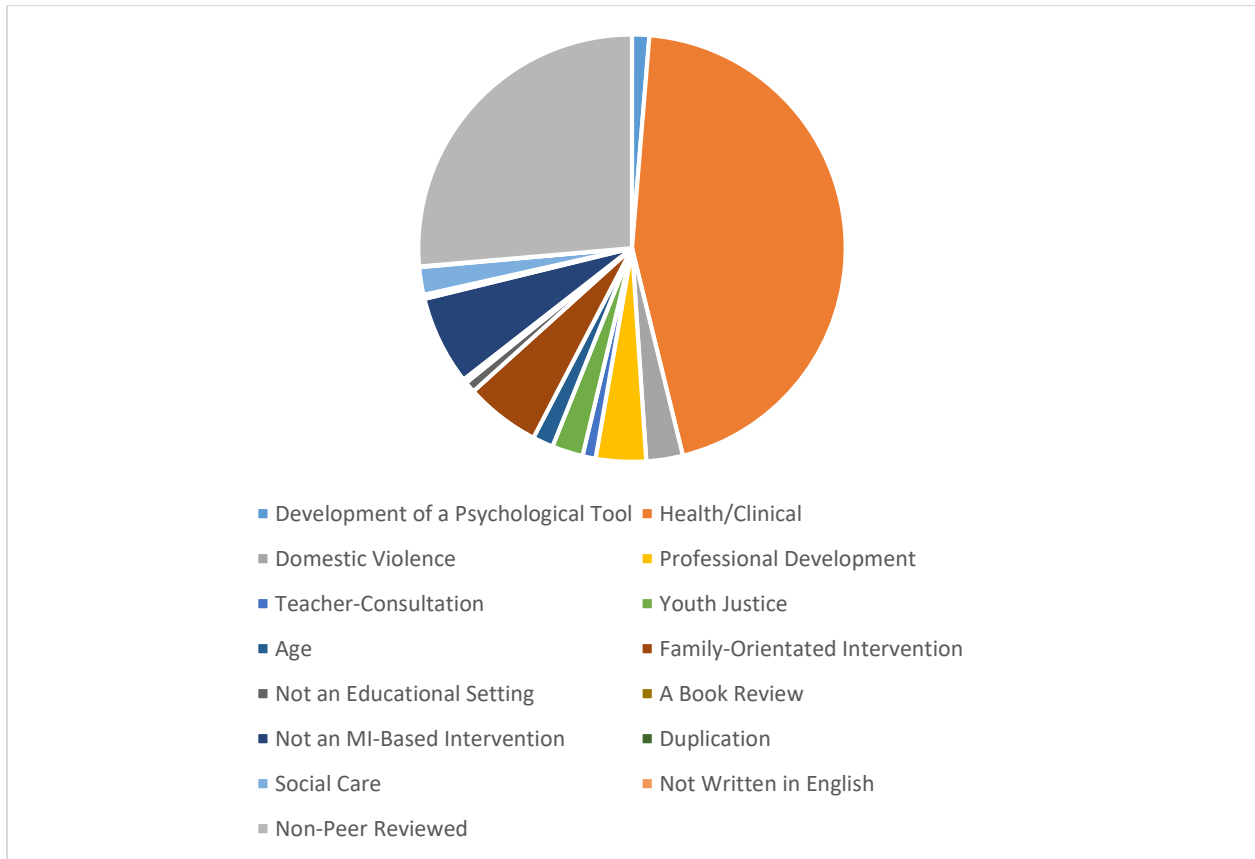
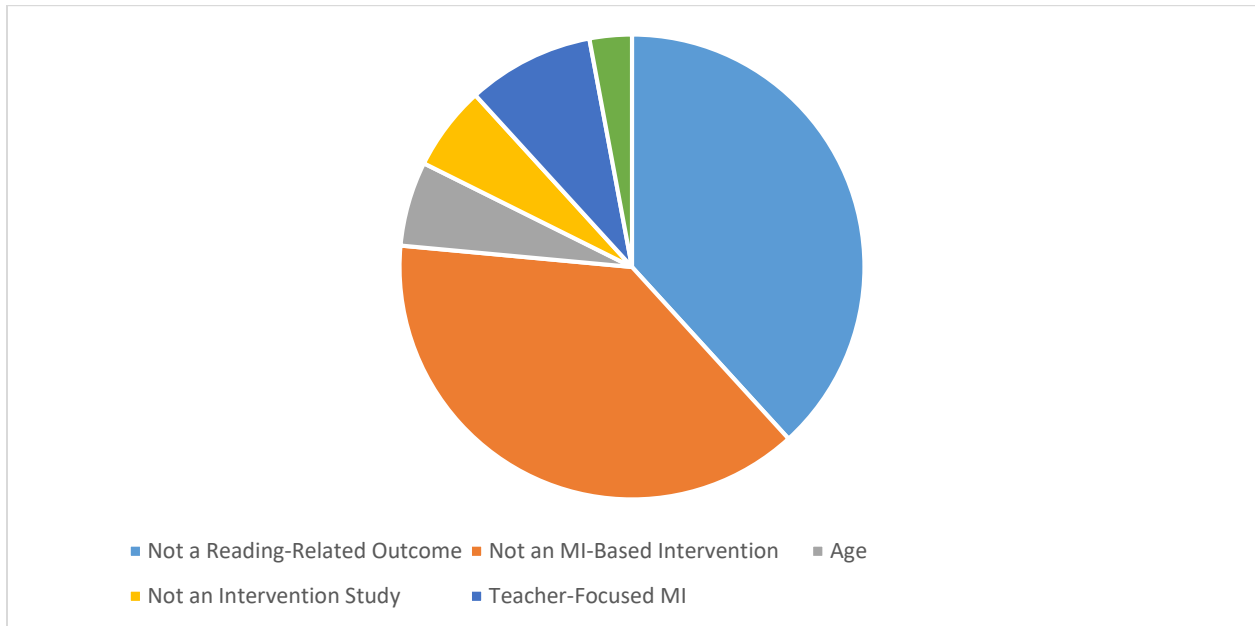


Figure 2.4.

Reasons for Exclusion after Reading Articles in Full

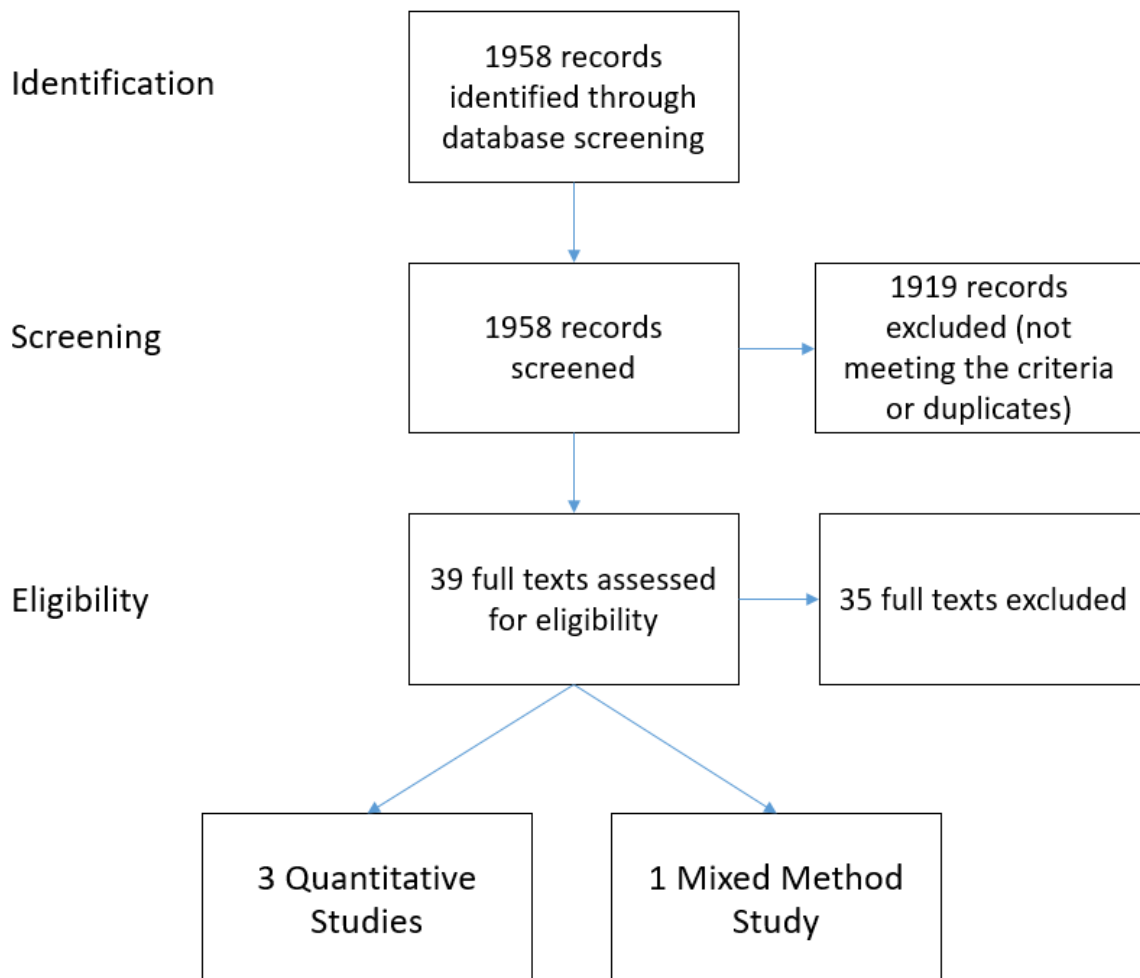


2.5.5. Results

Figure 2.5 presents a Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flowchart (Moher et al., 2009) to show the number of articles at each stage of the review.

Figure 2.5.

PRISMA Flowchart



As a final stage of data screening, study quality and relevance was explored. The quality and relevance of each study was ascertained using Gough’s (2007) weight of evidence model, summarised in Table 2.4 (see Appendix 2.1 for full weight of evidence criteria and ratings). Weight of evidence was high for one study and medium for the remaining studies, meaning all studies were of high enough quality and relevance to be included in this review.

Table 2.4.

Weight of Evidence Criteria

| Criteria | Application to Current Review |
|---|--|
| Criteria A – Generic Quality of Execution of Study | Quantitative studies were evaluated using the quantitative appraisal checklist created by Snape and Atkinson (2016) Mixed methods studies were evaluated by applying both the quantitative and qualitative appraisal checklists created by Snape and Atkinson (2016). |
| Criteria B – Appropriateness of Research Design for Research Question | Studies that explored impact and/or MI processes (from deliverer or pupil), included objective outcome measures focusing on reading achievement, engagement and motivation, full descriptions of the MI process and intervention deliverers, and fidelity ratings were given higher weighting. |
| Criteria C – Appropriateness of Study Focus for Review Question | Studies that included MI as a central element of the intervention, reading motivation, engagement, and/or achievement related outcomes were given higher weighting. |
| Criteria D – Overall Judgement | Studies are ranked as high, medium or low by combining judgements A-C. |

2.5.5. Results

2.5.5.1. Description of Studies

Table 2.5 provides a description of studies included in the review.

Table 2.5.*Study Characteristics*

| Study | Country | Sample | Design | Setting | Intervention | Intervention Deliverer | Follow-up | Outcome Measures | Findings | Weight of Evidence |
|----------------------------------|----------------|--|---------------------|----------------|---|-------------------------------|-------------------|--|---|--|
| Cockroft & Atkinson (2017) | UK | N = 3 Year 8 pupils aged 12;4-13;3 | Multiple-Case Study | High School | *1:1 MI-based programme (Atkinson, 2013) adapted for reading *5 x 50 minute sessions, delivered once a fortnight | TEP | 3 month follow up | *Motivation to Read Questionnaire (MRQ; Wigfield & Guthrie, 1997) *Semi-structured interviews with pupils *Materials from MI sessions *Research diary | *Qualitative data suggested increases in motivation and engagement for all pupils *Quantitative data supported this for 2 pupils who displayed an increase in motivation on MRQ *All maintained at follow-up *Pupils stated that identification of strategies and barriers was a useful aspect of MI process | A – Medium B – High C – Medium D - High |
| McQuillin, Smith & Strait (2011) | USA | N = 120 6 th grade pupils aged 11-12years | RCT | Middle School | *1:1 Mentoring program *Once a week for 6 weeks | First Year Undergraduates | / | *Academic performance and behaviour at school *Self-report of school connectedness *Self-report of | *For the MI group (n = 60), statistically significant decrease in reading grades, in comparison to control group. | A – Medium B – Medium C – Low D – Medium |

| Study | Country | Sample | Design | Setting | Intervention | Intervention Deliverer | Follow-up | Outcome Measures | Findings | Weight of Evidence |
|--|---------|---|--------|---------------|---|---------------------------|-----------|--|--|--|
| McQuillin, Strait, Smith & Ingram (2015) | USA | N = 134 6 th -7 th grade pupils | RCT | Middle School | *1:1 School-based Mentoring program employing MI techniques to support academic and behavioural performance *8 x 45 minute sessions, once a week | First Year undergraduates | / | teacher connectedness (Karcher, 2003) Hemmingway: Measure of adolescent connectedness *School grades (Reading, English and Language Arts, Maths, Science) *Behavioural and academic records data (Maths, English Language arts, reading, science) *Self-report measures of connectedness and subjective well-being (Karcher's (2003) Hemmingway: measure of adolescent connectedness *Life Satisfaction: | *No impact on other measures. *For the MI group (n = 74) a significant positive effect for student maths grade was observed in comparison to the control group. No other significant effects on grade *Positive effect for student life satisfaction *No significant effect for school connectedness or teacher connectedness *Significantly fewer referrals but no significant difference | A – Medium B – Medium C – Medium D – Medium |

| Study | Country | Sample | Design | Setting | Intervention | Intervention Deliverer | Follow-up | Outcome Measures | Findings | Weight of Evidence |
|---|---------|---|--------|---------------|--|---|-----------|---|---|--|
| Strait, Smith, McQuillin, Terry, Swan & Malone (2012) | USA | MI = 103 6 th -8 th grader pupils | RCT | Middle School | *1:1 MI session using a structured interview protocol *1 x50 minute | Trained school or clinical psychology graduate students | ~6 weeks | Student's Life Satisfaction Scale *Researcher designed self-report academic self-efficacy and positive academic behaviour scales *School grades (Maths, English Arts, Reading and Science). | for absence or punctuality *For the MI group (n = 50) increases in self-reported class participation and academic behaviour but not self-efficacy were observed *Significant improvement in maths. No other significant effects on grade. | A – Medium B – Medium C – Medium D - Medium |

2.5.5.2. Study Characteristics

The four studies included in this review consisted of three RCTs conducted in the USA and one mixed methods study conducted in the UK (Cockroft & Atkinson, 2017). Studies were published between 2011 and 2017.

2.5.5.3. Participant Characteristics and Setting

2.5.5.3.1. Participant Characteristics

Sample sizes ranged from 3 to 134. Age was reported in years and months in one study (Cockroft & Atkinson, 2017), with age ranging from 12 years 4 months – 13 years 3 months. The remaining studies reported grade, recruiting participants from 6th grade (McQuillin et al., 2011), 6th and 7th grade (McQuillin et al., 2015), and 6th – 8th grade (Strait, Smith et al., 2012). Gender was reported in all studies. Although there was a higher ratio of males to females in all studies but one (McQuillin et al., 2011), across the studies, there were 183 females and 177 males.

2.5.5.3.2. Identification Procedure

Two studies used a purposive sampling approach. Cockroft and Atkinson (2017) sought participants in Year 8, experiencing reading difficulties (working at National Curriculum Level 3), and perceived reading disengagement or low reading motivation. McQuillin et al. (2011) sought participants transitioning to middle school who, adults around the young person, identified as needing extra assistance during this transition. However, those considered high risk did not take part in the intervention. The remaining studies sought all pupils within a particular year group for whom parental consent could be gained.

2.5.5.3.3. *Setting*

Three studies took place in middle schools (McQuillin et al., 2011; 2015; Strait, Smith et al., 2012), one in a high school (Cockroft & Atkinson, 2017).

2.5.5.4. *Intervention Characteristics*

MI was delivered as an individual intervention in all four studies. In two of the studies, MI was the primary intervention (Cockroft & Atkinson; 2017 Strait, Smith et al., 2012). In the remaining studies, MI strategies were included as part of a mentoring programme. MI was used to specifically support reading-related outcomes in one study (Cockroft & Atkinson, 2017). In the remaining studies, the purpose of the intervention was to support pupils' transition to middle school by supporting perceptions of school connectedness (McQuillin et al., 2011; 2015) and to promote academic achievement (Strait, Smith et al., 2012).

Number and duration of intervention sessions varied across the studies from 1-8 sessions, lasting from 45 to 50minutes. Typically intervention sessions were once a week, but in one case sessions were once a fortnight (Cockroft & Atkinson, 2017).

All studies described MI processes and techniques used to some extent, with some making specific reference to MI spirit and principles (Strait, Smith et al., 2012) and setting goals (Cockroft & Atkinson, 2017; McQuillin et al., 2011; Strait, Smith et al., 2012). Cockroft and Atkinson (2017) also mentioned the use of other techniques alongside MI – e.g. solution-focused approaches and personal construct psychology.

2.5.5.4.1. Intervention Facilitator

Across the studies, a variety of professionals delivered the sessions, including school and clinical psychology graduate students (Strait, Smith et al., 2012), undergraduates (McQuillin et al., 2011; 2015), and TEPs (Cockroft & Atkinson, 2017). The amount of training received also varied across studies. McQuillin et al. (2011) provided three online training modules, with a rubric to guide session delivery. McQuillin et al. (2015) provided 2 x 45minutes of training, followed by 3 x 10minute online booster sessions. In addition, interventionists had access to supervisors throughout the intervention. Strait, Smith et al. (2012) provided a 90minute training session in addition to the previous graduate school MI training the interventionists had already received. Cockroft and Atkinson (2017) did not describe the training received.

2.5.5.4.2. Implementation Fidelity

Implementation fidelity is essential to evidence-based practice, such that without it a cause and effect relationship cannot be established (Horner et al., 2005). Moreover, Atkinson and Woods (2017) have highlighted that a lack of treatment integrity presents challenges in evaluating the efficacy of MI. It is thus of concern that implementation fidelity was only reported in one study³ (McQuillin et al., 2015). Positively, McQuillin et al. (2015) found that all ratings exceeded 90%.

³ Strait et al. (2012) did state that treatment fidelity could be gained on request.

2.5.5.5. Outcome Measures

2.5.5.5.1. Reading Achievement

Three studies assessed reading achievement using reading grade (McQuillin et al., 2011; 2015; Strait, Smith et al., 2012).

2.5.5.5.2. Reading Engagement and Motivation

Reading motivation and engagement were explored in one study (Cockroft & Atkinson, 2017) using the Motivation for Reading Questionnaire (MRQ; Wigfield & Guthrie, 1997), post-intervention pupil interview data, completed materials from MI sessions, and researcher's diaries.

2.5.5.5.3. Follow-Up

Follow-up measures were taken in two studies (Cockroft & Atkinson, 2017; Strait, Smith et al., 2012). One study completed follow-up measures after approximately 6 weeks (Strait, Smith et al., 2012), and the other after 3 months.

2.5.5.6. Impact of Student-Focused Motivational Interviewing on Reading

2.5.5.6.1. Reading Achievement

None of the studies exploring reading achievement found that MI had a positive impact on reading achievement, with one study finding that reading achievement declined (McQuillin et al., 2011). This was the case even at follow-up.

2.5.5.6.2. Reading Motivation

Cockroft and Atkinson (2017) found that MI appeared effective for two pupils, with increases in MRQ scores observed and pupil interviews suggesting increases in motivation (specifically enjoyment, self-efficacy and confidence). However, results were inconsistent for another pupil, such that whilst interview and researcher observations suggested increases in motivation, the pupil's responses on the MRQ did not support this. The pattern of results was consistent at follow-up.

2.5.5.6.3. Reading Engagement

Cockroft and Atkinson (2017) found that reading engagement improved for all three pupils, when assessed via qualitative methods, with pupils reporting more time spent reading. The pattern of findings was consistent at follow-up. Exploration of the types of strategies generated by pupils, suggested changes in reading behaviours: one pupil had begun to choose something different to read if they were not finding the book interesting, and another had begun to implement a breathing technique to keep them calm when reading aloud.

2.5.5.7. Process of Intervention

The process of the intervention, assessed via pupil perceptions, was only explored in one study (Cockroft & Atkinson, 2017). Findings suggested that pupils found the solution-focused approach and exploration of motivating factors and personal barriers particularly useful.

2.5.6. Discussion

The current review aimed to explore the literature on the effectiveness of student-focused MI in supporting reading-related outcomes in educational settings for secondary school aged pupils. In the present review, only four studies were identified as meeting the inclusion criteria. The sample size is thus very small. It is encouraging, however, that all of the studies included were rated as at least medium quality and one study was rated as high in quality and relevance. This is in line with the findings of Snape and Atkinson (2016) and suggests that the evidence-base for student-focused MI in educational settings, whilst small, is formed of high quality research. This is in comparison to similar reviews exploring the effectiveness of other therapeutic approaches, which have not found such high-quality research (see Bond et al., 2013).

Review of the four studies suggests that the evidence for the impact of student-focused MI on the reading-related outcomes of secondary school aged pupils is mixed. MI was found to have a positive impact on reading motivation and engagement (Cockroft & Atkinson, 2017). Cockroft and Atkinson (2017) found that whilst quantitative and qualitative outcomes were consistently positive for two pupils, for one pupil, the quantitative data did not suggest improvements. This could be attributed to the influence of socially desirable responding during interviews, since the TEP carried out the intervention and interviews. Alternatively, it is possible that the quantitative measure used was not subtle enough to detect the changes occurring. Cockroft and Atkinson (2017) also felt that the discrepancy in findings may be due to the severity of reading difficulty experienced, given that the pupil had the lowest reading age in the study. Research suggests those

with severe reading difficulties may require technical intervention, i.e. an increase in efficacy is needed to increase self-efficacy (Linnenbrink & Pintrich, 2003).

Student-focused MI was not found to have positive outcomes for reading achievement, even after a 6 week follow-up (Strait, Smith et al., 2012). However, none of the studies measuring reading achievement specifically adapted MI for reading, which may explain the lack of impact. Moreover, it is possible that the time interval between intervention and assessment was not long enough to detect changes in reading achievement, such that if reading motivation and engagement were increased by the MI intervention, it would take time for practice of skills to impact on achievement. Furthermore, reading achievement was measured via reading grade, which may not be able to detect subtle improvements in reading abilities over such short time periods. Additionally, whilst MI is focused on client-level changes, sometimes wider systems-level changes may be warranted. For instance, pupils may feel that working with peers who are positive about reading would facilitate their reading motivation and engagement, however, school systems (e.g. the use of sets) may prevent pupils from actioning this change. Therefore, whilst MI allows for exploration of wider socio-cultural factors and what the client can change, in schools, wider systems-level changes may be needed for effective implementation of strategies developed. Without this, reading motivation may be enhanced but behaviour change, and so subsequent improvements in achievement, may not occur. The impact of student-focused MI on reading achievement thus requires further investigation. Supporting systems-level changes within this may also be helpful.

A number of additional themes also emerged from the current review. First, the review highlighted a specific scarcity of research in the UK, with only one UK-based study. Second, the review also highlighted a scarcity of research exploring the use of student-focused MI to support disengaged and/or struggling readers, with only one study specifically utilising a sample of pupils identified as disengaged and struggling. Third, a relationship between MI-focus and reading-related outcomes was identified. Only one study specifically adapted MI for reading behaviours (Cockroft & Atkinson, 2017) – this was the only study to find positive reading-related outcomes. Moreover, Cockroft and Atkinson (2017) was the only study to specifically utilise a sample of disengaged, struggling readers. Given that there are only four studies in the review, it is difficult to identify any patterns or trends with confidence. However, comparison of the Cockroft and Atkinson (2017) study and the remaining studies suggests there were no other notable differences in age of participants, intervention facilitator, training delivered, or duration of intervention. MI, then, may be most effective in supporting reading related-outcomes when specifically adapted to address reading behaviours and when used to support those identified as disengaged and experiencing reading difficulties.

Fourth, RCTs were the most common research design in the review. This is encouraging as the robust design can help to determine whether the effects observed are due to the MI intervention. However, whilst RCTs are seen as the ‘gold standard’ in drawing causal inferences regarding the effectiveness of an intervention (American Psychological Association, 2006), this design did not allow for exploration of the types of changes in reading behaviour observed and/or the process of intervention, with this information only reported in Cockroft and Atkinson (2017). They found

that the use of solution-focused approaches and the exploration of what motivates pupils, in addition to personal barriers, achieved through informal dialogue, were useful MI processes.

2.5.7. Limitations

There are several limitations to this review. First, to ensure study quality, the review only included published studies which had been peer reviewed. Therefore, a number of relevant studies, falling outside of this criteria (e.g. doctoral theses) may have been omitted. Second, the study criteria could have been widened to include additional terms such as motivational enhancement therapy and additional databases could have been searched. Therefore, it is possible that relevant studies have not been included in this study due to the stringent search criteria employed.

2.5.8. Conclusions and Future Research

The current review highlights a scarcity of research exploring the impact of student-focused MI in supporting reading-related outcomes in educational settings. Of the four studies identified, only one, Cockroft and Atkinson (2017), found positive reading-related outcomes. This was the only study where MI sessions were specifically adapted for reading and that utilised a sample of disengaged, struggling readers. Therefore, MI may be most effective in supporting reading-related outcomes when adapted to address reading behaviours and used to support pupils identified as disengaged and experiencing reading difficulties. Positive effects on reading achievement were not observed in any of the studies. It is possible that the lack of effect was due to the interval between intervention and assessment, such that it may take more than 6 weeks for changes in

reading motivation and engagement to impact on reading achievement. Alternatively, it is possible that school systems inhibited the effective implementation of strategies developed during MI, meaning whilst motivation was enhanced behaviour change did not occur. Finally, the majority of studies utilised RCTs, with only one study exploring the process of MI when used to support reading-related outcomes.

Further research is thus needed to explore the impact of student-focused MI in supporting reading-related outcomes in secondary school settings. This research should specifically adapt MI for reading and include a sample of pupils identified as disengaged with reading and/or experiencing reading difficulties. If measures of achievement are used, there should be a suitable duration between implementation and assessment to allow any behaviour changes to have an impact on reading achievement. Supporting pupils to discuss changes with school staff in order to facilitate systems-level changes may be also helpful. Additionally, student-focused MI, particularly focusing on facilitating reading-related outcomes, is in its infancy. Therefore, inclusion of qualitative data which can provide a level of detail and richness relating to the behaviour changes and the processes of student-focused MI will be beneficial to not only the research base and practice around MI, but also educational practice such that it may provide insight into those factors that facilitate reading development in the classroom.

2.6. Current Study

Proficient reading has been linked to academic attainment across the curriculum, as well as positive social, emotional and later career outcomes (McCoy, 2013; Meneghetti et al., 2006). Therefore,

supporting reading development is a key goal of education (Strommen & Mates, 2004). However, around one fifth pupils do not achieve basic reading proficiency by the end of secondary school, with rate of reading progress appearing to slow for some pupils (DfE, 2019). This suggests that pupils may face new or additional reading-related challenges during secondary school. Specifically, the role of affective factors, particularly motivation and engagement, have been highlighted as key to the reading development of secondary school aged pupils (e.g. Retelsdorf et al., 2011). However, research consistently finds that reading motivation declines from primary to secondary school (e.g. Clark & Teravainen-Goff, 2019). Promoting reading motivation during secondary school may thus be beneficial.

The EMR suggests that reading motivation is shaped by the environment, with research correlating a number of classroom practices with reading motivation (Guthrie & Humenick, 2004). Research exploring the facilitation of reading motivation for struggling readers is scarce and inconsistent, however (Cockroft, 2016). Moreover, the interventions developed to facilitate reading motivation, typically do not consider the impact of wider socio-cultural factors, which may restrict transference of any positive changes in reading motivation, engagement, and strategy use. For example, pupils may feel ambivalent about reading: they may see the value of reading for performance in exams, but also feel that if they use strategies that highlight their perceived reading difficulties they will experience peer ridicule, thus reducing their likelihood of positively changing their reading behaviours. For struggling readers, in particular then, it appears important to understand pupils' motivations to read, or not, from their perspective in order to gain insight into socio-cultural factors

that may be impacting on this. Supporting pupil participation in order to inform their educational experience thus appears key.

MI is a person-centred approach that is unique in that it explicitly seeks to promote change by evoking motivations, positioning the client has having the expertise around what is important to them, what motivates them, and what will work for them (Miller & Rollnick, 2012). However, whilst MI has an extensive evidence base in clinical settings with adult samples (Lundahl et al., 2010), the use of MI to facilitate engagement in educational settings with young people, is a relatively new area of exploration. Research exploring the application of MI to reading-related outcomes is particularly sparse, with systematic review of the literature identifying only four studies (see Section 2.5). Moreover, findings were inconsistent with only one study in the review reporting positive reading-related outcomes (Cockroft & Atkinson, 2017). Importantly, this was the only study in which the MI intervention specifically focused on reading behaviours, in which reading motivation and engagement were assessed, and in which a sample of disengaged, struggling readers was utilised. This suggests that reading-adapted, student-focused MI may be a useful tool in supporting the reading motivation and engagement of secondary school aged pupils identified as disengaged and experiencing reading difficulties.

Whilst MI focuses on client-level changes, sometimes, systems-level changes may be needed. One of the core roles of the EP is to facilitate systems-level change, with advocating for pupil voice within this, highlighted as key (Cameron, 2006; Todd et al., 2000; Fox, 2015). Moreover, Atkinson (2009) suggests the role of EP is not only to support specific groups of pupils, but to support

schools in facilitating learning for all by increasing understanding of both cognitive and contextual factors that can influence learning. Atkinson (2009) suggests that EPs can thus support schools in thinking about their reading curriculum and how this meets the needs of particular groups at risk of reading underachievement. Following MI sessions with a pupil-teacher consultation may thus be useful in supporting systems change. Additionally, supporting pupils to discuss classroom changes with their school staff may support their sense of autonomy and increase feelings of school connectedness, motivation to change, and so engagement (e.g. Harris et al., 2006; Roeser et al., 2000; Ryan & Deci, 2009). The current study will thus extend upon Cockroft and Atkinson (2017) by following MI sessions with a pupil-teacher consultation facilitated by the researcher.

To sum, the current study aims to add to the current dearth of research, by exploring how involving pupils, identified as disengaged and not making expected reading progress, as active collaborators in intervention, through use of MI, can support reading motivation and reading engagement. Given the infancy of research exploring student-focused MI in supporting reading-related outcomes, and predominate use of RCTs, like Cockroft and Atkinson (2017) the current study will include qualitative exploration of the implementation of the intervention. This will be beneficial to not only the research base and practice around MI, but also classroom practice such that it may highlight those factors that enhance reading motivation and engagement in the classroom. The current study thus aims to address the following questions:

1. What does MI look like when used to facilitate reading motivation and engagement for pupils identified as disengaged and not making expected reading progress?

- a. What are the outcomes?
 - b. What are the core processes used?
2. What do pupils, identified as disengaged and not making expected reading progress, perceive as facilitating (or inhibiting) reading motivation and engagement during secondary school?

3. Methodology

3.1. Overview of Method

This chapter provides an overview and rationale for the methodology used within this study. Discussion of the methodological orientation, design, procedure, and analysis adopted is also included.

3.2. Methodological Orientation

3.2.1. Overview

As highlighted by Mertens (2014), within the study of education, four major research paradigms exist: postpositivism, constructivist, pragmatism and transformative. *Postpositivism* suggests that there is one knowable truth which can be seen as objective and generalizable, however, these claims are made based on probability rather than certainty. Postpositivism thus includes mainly quantitative approaches. *Constructivist* approaches see knowledge as socially constructed and thus continually interpreted and reinterpreted, in this way multiple realities exist. Therefore, participants must be active in the research process, with the researcher aiming to understand the complex phenomena being studied from the perspective of the participants who are experiencing it. The constructivist paradigm thus includes mainly qualitative approaches. *Pragmatism* emphasizes that there is a single reality, but each individual has their own interpretation of this reality. Therefore, instead of arguing for a particular methodological, scientific approach, the

pragmatic paradigm suggests that methodology should be chosen dependent on research aims and purposes. Pragmatism thus often includes mixed methods. The *transformative* paradigm emerged in response to critiques of both postpositivist and constructivist paradigms, arguing that socially constructed interpretations of the world need to be situated within a framework of social justice. The transformative paradigm's aim is thus to address political issues and confront social oppression by working side-by-side with participants to create social transformation. The research-participant relationship should thus be empowering for the participant. Mertens (2010) identified four characteristics common to transformative research:

1. Emphasis is placed on the social lives and experiences of groups who have been traditionally marginalized, with exploration of not only the lives and experiences of these groups, but the wider constraining factors, along with those strategies used to resist marginalization.
2. Exploration of how and why inequality and power imbalances exist for particular marginalized groups.
3. Exploration of how results of social enquiry can be linked to politics and social action.
4. Creates a program theory - a set of beliefs about how and why something works or occurs.

Guba and Lincoln (2005) argue that research design can be defined by answering four questions about the basic belief systems: axiology, ontology, epistemology, and methodology. For the current study this is done below.

3.2.1.1. Axiology

The axiological question asks ‘What is the nature of ethics?’ Proficient reading skills have been identified as essential for full participation in society, with proficient reading linked to positive social, emotional and career-related outcomes (McCoy, 2013; Meneghetti et al., 2006). Therefore, the current study aims to promote social justice by facilitating reading motivation in pupils identified as disengaged and not making expected progress. Additionally, the MI intervention used in the current study means that change is directed by the pupils. Moreover, a pupil-teacher consultation allows pupils to share ideas for classroom practice with school staff, affording pupils with the highest level of participation (Shier, 2001). The researcher will also provide general feedback on the research outcomes to the schools, specifically literacy leads, to support further positive outcomes. Beneficence is thus a key driver of this study. The current study, then, appears aligned with the transformative axiological position.

3.2.1.2. Ontology

The ontological question asks ‘What is the nature of reality?’ The current study aims to facilitate the reading motivation of secondary school aged pupils by engaging in discussions to explore their perceptions of reading and think about possible changes. In the current study, then, it is assumed that each individual constructs their own reality – i.e. one pupil’s understanding of a ‘good reader’ may differ from another’s. This understanding will be influenced by the individual’s social environment and the views of key others within this (Eccles & Wigfield, 2002). From this perspective, the current research could be seen as adopting a constructivist ontology. However, the

current study adopts social, cultural and political lenses, acknowledging that some constructions of reality are more privileged in society (i.e. educators constructions of reading and ‘what works’ have more weight than those of pupils, with educators views typically used to determine reading provision). By facilitating a pupil-teacher consultation, the current study thus aims to heighten the strength of pupil voice in the decisions made about the reading provision they receive. In this way, the current study is thus conscious of privileging any one version of reality, in order to prevent a continuation of a narrative of oppression (Mertens, 2010). Therefore, the current study adopts a transformative ontology, adopting a critical awareness of, perhaps, taken for granted assumptions (Romm, 2015).

3.2.1.3. Epistemology

The epistemological question asks ‘What is the nature of knowledge and the relationship between the knower and the would-be known?’ In the current study, the researcher has an interactive link with the pupils, as she is the one delivering the intervention and leading the interviews. Moreover, through MI and the interviews there are regular check-ins to see if the researcher’s interpretations of pupil values and beliefs are in line with the pupils’. Therefore, knowledge is gathered through discussion and so is socially constructed. From this perspective, the current research could be seen as adopting constructivist epistemology. However, as highlighted by Romm (2015), the transformative paradigm can be ‘at the moment doing research’, such that eliciting knowledge can often generate intervention. MI is thus a transformative research process, since through discussion to elicit knowledge, the ‘knowing’ impacts on the pupil’s reality. Moreover, there are currently

few guidelines around creating an environment that enhances reading motivation in secondary schools. Given that the MI intervention is followed by a pupil-teacher consultation, in which classroom-level changes are discussed, in line with transformative epistemology, the current study seeks to empower pupils to share their view and contribute to the facilitation of a positive reading environment and curriculum. The construction of knowledge within the current study is thus collaborative and change-orientated, addressing the issue of declining reading motivation and empowering those who experience reading disengagement through multiple forms of discussion (with pupils, with pupils and school staff) in order to enact positive change. From this perspective, the current study is thus in line with the transformative epistemology.

3.2.1.4. Methodology

The methodological questions asks ‘How can the knower go about obtaining the desired knowledge and understanding?’ In the current study qualitative multiple-case studies will be used to explore those factors that facilitate (or inhibit) reading motivation for each pupil. The current study thus adopts a transformative methodological approach in that it focuses on giving a voice to and empowering those whose voices are typically not included in the design of the reading curriculum in secondary school, includes the pupils throughout the research process, and aims to empower the pupils to enact positive change for themselves (Mertens, 1995). The transformative paradigm recognizes that reality is shaped by the questions researchers ask (Romm, 2015), therefore, it is necessary to consider what questions the researcher is hoping to ask and have answered, and what changes are hoped for. Therefore, the role of the researcher as a participant in

this study is recognized and considered ethically (see Section 3.3.3.4). Additionally, data gathered from the researcher's reflective log is included in the study.

3.3. Method

3.3.1. Case Study Design

Cohen et al. (2013) highlight the complex nature of school environments, with schools seen as collaborative systems due to the connections and interactions between pupils, teachers, senior leadership, parents, classrooms and homes. Within a school there are likely to be multiple individual views and so these need to be individually explored. Even within the same school constructions of reading, reading motivation, and beliefs and values around what changes may facilitate reading motivation may differ across pupils. Moreover, the impact of socio-cultural factors on reading motivation and engagement are key considerations in the current study. A case study allows in-depth, empirical exploration of complex phenomena in relation to specific contextual factors, such that rather than attempting to control for these, they are key areas of exploration (Yin, 2017). A case study approach thus appears appropriate for the current study, with a multiple case (embedded) design employed. Multiple-case designs are a form of replication study exploring cases which are likely to be similar or different, thus allowing consideration of what works for specific populations in specific settings (Yin, 2017). Given that the potential for a lack of rigour is frequently cited as a critique of case study methodology (Yin, 2017), the current study utilises a case study protocol, as described by Yin (2009), in order to increase reliability and focus within and across case studies (see Appendix 3.1). The case study protocol addresses overview of

case study project, case study questions, case study propositions, case selection, field procedures, and case study report. Whilst case study propositions are listed in the protocol, in analysing the data rival explanations were explored and are discussed in Section 5. It is hoped that comparison of case studies may highlight some common themes in relation to how MI might be implemented to support reading motivation and engagement in secondary schools.

3.3.1.1. Evaluation of Case Study Research

As described above, case studies provide a rich and detailed exploration of a complex phenomenon. However, there are a number of critiques which must be considered. First, there is a potential lack of rigour in undertaking the study (Yin, 2017). To address this issue research quality is discussed in Section 3.4 and the case study protocol can be found in Appendix 3.1. Second, it has been argued that generalisations cannot be made from a case study (Thomas, 2010). However, it is suggested that as with experimental studies, case studies can be used to make generalizations to theoretical assumptions and frameworks but not particular populations (Mookherji & LaFond, 2013; Yin, 2017). Third, triangulation is seen as a key feature of case studies, however, it has been argued that triangulation can be a weakness, since key contextual features could be lost in trying to resolve any conflict between realist and relativist data (Willig, 2008). As highlighted by Cohen et al. (2013), if this occurs this is not a weakness of the case study methodology but the researcher's skills in synthesizing data. Fourth, case studies do not directly address the question of 'is this intervention effective?' and so are ranked low in terms of drawing causal inferences regarding the effectiveness of an intervention (American Psychological Association, 2006). Case studies can

provide additional, useful information about the intervention process though (Cook & Payne, 2002). For instance, they may offer insights into how or why an intervention is effective (Rogers, 2000). Finally, it is argued that the researcher may impact on the thoughts and feelings of participants within a case study and so create changes that may not have occurred if the researcher was not involved (Willig, 2008). As discussed above, the role of the researcher as an agent of change is recognized within the transformative paradigm adopted in the current study, and it is, in fact, the aim of the researcher to facilitate changes in thoughts, feelings and behaviour around reading. The role of the researcher as a participant is discussed in Section 3.3.3.4.

3.3.1.2. Consideration of Other Methodologies

Previous research has primarily used RCTs to explore the impact of MI on academic outcomes (Snape & Atkinson, 2016). However, this was not felt appropriate for the current study. Given that student-focused MI, particularly focusing on facilitating reading-related outcomes, is scarce, the current study is exploratory in nature and so interested in the types of changes observed and the process of intervention. A richness of data was thus needed. Whilst additional data could have been gathered around an RCT or quasi-experiment, it was felt that it would not be feasible for the researcher to run the number of intervention sessions required for sufficient power and statistical analysis. The use of a single-case experimental design was also explored. However, as discussed below, the pre-intervention interview contains elements of MI and research suggests that talking about a topic can be intervention in itself (Hall, 2009). Subsequently, a case study methodology appeared most fitting.

3.3.2. Sample

Purposive sampling was used to recruit participants using the recruitment procedure below.

3.4.1.1. Participant Recruitment Procedure

Following ethical approval, an email inviting initial expressions of interest was sent to secondary schools served by the researcher's Educational Psychology Service (EPS) provider (see Appendix 3.2). A priority structure was used, with the researcher also sending an email to the EPS, asking which schools were most likely to be responsive and have the capacity to participate in the study. Two schools were identified by the EPS and so these schools were approached first, with an additional email sent directly to the point of contact identified by the school's EP. Following a response from the school, the researcher met with the Literacy Leads from each school individually, explaining the study, requirements of the schools (e.g. staffing and time commitments), and participant inclusion criteria (see Box 3.1). School information sheets and consent forms were left with the school (see Appendix 3.3). Upon gaining consent from the head teacher/principal, schools identified pupils and distributed and collected parental and pupil consent forms.

3.4.1.2. Settings

The study took place in two urban secondary schools in the East Midlands of England.

School 1 is a smaller than average secondary school for pupils aged 11-19years, the majority of pupils are identified as minority ethnic groups, with a high proportion identified as disadvantaged⁴. A large number of pupils speak English as an additional language. School 2 is a slightly larger than average secondary school for pupils aged 11-18years, the majority of pupils are identified as of White British heritage, with a high proportion being eligible for pupil premium⁵.

3.4.1.3. Sample Characteristics

3.4.1.3.1. Inclusion Criteria

Inclusion criteria is detailed in Box 3.1.

⁴ receiving pupil premium, eligible for free school meals, newly arrived to the country.

⁵ Information taken from schools' most recent Ofsted reports

Box 3.1.

Inclusion Criteria

1. Pupils will be in Year 8 or Year 9, since by this point the pupils should have had time to settle into their school, allowing identification of those pupils not making expected progress. However, pupils should not be facing key examinations.
2. Pupils will be experiencing reading difficulties, such that they will have been consistently performing up to two years below age-related expectations on school assessments for at least 6 months.
3. Pupils will have achieved aged-related expectations in their Key Stage 2 Reading SATs. This will mean that it is likely that pupils will be underachieving when current reading levels are compared to their reading levels at the end of primary school – i.e. Key Stage 2 SATs reading levels suggest that pupils should be reading at age-related levels in Secondary school.
4. Pupils will be experiencing disengagement with reading – e.g.:
 - a. Appear disinterested by reading
 - b. Make little contribution in lessons
 - c. May say ‘I don’t like reading’
5. Pupils will not be experiencing social, communication or language difficulties that could prevent them from engaging in a talk-based intervention.
6. Pupils will have attendance of 80% or above, since poor attendance may influence implementation fidelity, such that the intervention may not be carried out consistently.

3.4.1.3.2. Pupil Characteristics

Three pupils from School 1 and three pupils from School 2 were identified by the schools' Literacy Leads, using the inclusion criteria in Box 3.1 and invited to take part in the study. Pupil demographics can be found in Table 3.1, pseudonyms have been used to protect identity.

All pupils were accessing Accelerated Reader⁶. In School 1, pupils also accessed a reading lesson twice a week, with each lesson lasting 50minutes. Reading lessons were delivered by a dedicated reading teacher. In School 2 pupils accessed a reading lesson once a fortnight for one hour. Reading lessons were delivered by a range of teachers. In both schools, reading lessons took place in the school's designated reading area. During the reading lessons, pupils read their reading books, selected new books, and, if they had finished a book, had the opportunity to complete the associated Accelerated Reader assessment.

⁶ Accelerated Reader is a computer-based reading program that monitors reading engagement and progress. Accelerated Reader provides pupils with individual reading levels, following quizzes after reading a book and more formal reading assessments. This information can be used to guide pupils to select books that are in line with this level.

Table 3.1.*Pupil Characteristics*

| Pupil | School | Year Group | Age at the time of pre-intervention interview | Gender | Reading Age at the time of pre-intervention interview⁷ | Reading Age at time of post-intervention interview | Identified SENs |
|--------------|---------------|-------------------|--|---------------|--|---|----------------------------|
| Ahmed | 1 | Year 8 | 12;6 | Male | 8;4 | 9;5 | / |
| Nadia | 1 | Year 8 | 12;3 | Female | 9;6 | 9;5 | / |
| Sophia | 1 | Year 8 | 12;6 | Female | 10;6 | 10;1 | / |
| Adam | 2 | Year 8 | 13;0 | Male | 7;11 | 9;5 | / |
| Mia | 2 | Year 8 | 13;1 | Female | 8;11 | 10;2 | / |
| Craig | 2 | Year 8 | 13;1 | Male | 9;11 | 9;12 | Attention Deficit Disorder |

The reading ages were provided by each school. The reading ages refer to those gained from the computerised reading assessment, with these assessments part of each school’s routine assessment procedure. Pre-intervention reading ages refer to November 2019 assessments and post-intervention reading ages refer to February 2020 assessments. The duration between reading assessments is thus 3 months.

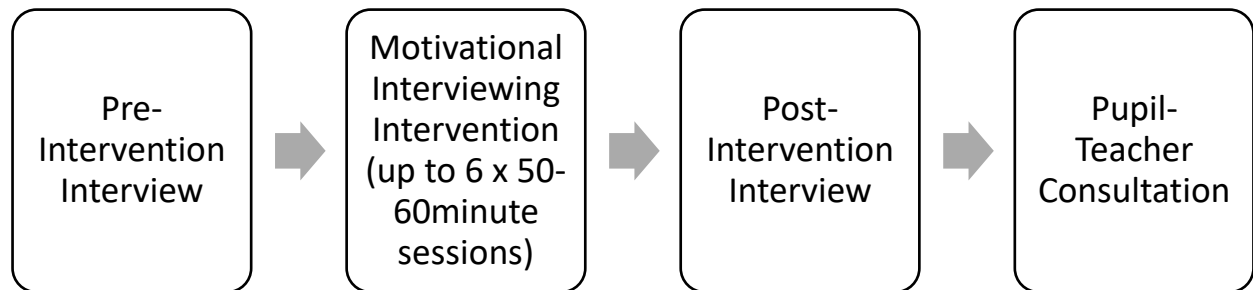
3.3.3. Procedure

The procedure is summarized in Figure 3.1 with further description of each stage below.

⁷ Reading age was not assessed by the researcher as this is a study of process and engagement not attainment.

Figure 3.1.

Schematic of Procedure



3.3.3.1. Semi-Structured Interviews

3.3.3.1.1. Semi-Structured Interview Rationale

In line with the transformative paradigm's conceptualization of knowledge, individual semi-structured interviews were conducted to gather each pupil's perspective. Yin (2009) argues that semi-structured interviews are a key source of information within case study research, providing a guide of the topics to be discussed (Robson & McCarten 2016). The flexibility of wording and sequencing of questions, as well as the asking of additional questions, results in a conversational

style that supports relevance. However, whilst advantageous, this flexibility can also result in differences in the responses given by participants, thus reducing comparability. As highlighted by Cohen et al. (2013), though, semi-structured interviews mean that data collection is, at least, somewhat systematic for all participants, thus aiding the cross-case analysis in the current study.

3.3.3.1.2. Semi-Structured Interview Development

A pre-intervention semi-structured interview schedule was designed to explore how pupils viewed themselves as readers and perceived contextual factors within secondary school that may facilitate or hinder reading motivation, engagement and achievement (see Appendix 3.4). Questions were designed in line with the reading motivation constructs highlighted by the EMR (see Appendix 3.5). The pre-intervention interview schedule was adapted to create a post-intervention interview schedule. Implementation questions, based on those used by Cockroft and Atkinson (2017), were added to explore pupil views of the implementation of MI and any perceived changes in reading motivation, engagement and achievement (see Appendix 3.6).

All interviews took place within a quiet room in the pupils' schools. Interviews lasted up to 53minutes long. Interviews were recorded and later transcribed to support data analysis.

3.3.3.1.3. Pilot of Interview Schedule

The interview schedules were piloted on Ahmed. This resulted in several changes relating to the need to encourage pupils to think about reading across the curriculum, as Ahmed focused mainly on reading books at home. For example, this question was added: 'What types of things do you

read?’ With the additional prompts: ‘At home’ and ‘At school (in different lessons)’. Further prompts such as ‘tell me about different texts - (e.g. different types of books/comics, different genres, different lengths, different difficulty)’ were also added. Changes were also made to ascertain more information about peer value. For example, ‘why do you think other people read?’ was added, along with additional prompts to existing questions, such as ‘who do you read with?’ and ‘tell me about other pupils’ reading habits’⁸.

3.3.3.2. Motivational Interviewing Intervention

MI, as described in Section 2.5.1, was delivered to each pupil individually in a quiet room in their school. The MI sessions related specifically to making a change to reading behaviours - during the MI sessions, pupils were encouraged to explore their feelings around reading, themselves as a reader, and their reading environments. Pupils were supported to identify areas of reading they would like to change, with exploration of why – i.e. motivations for change – encouraged. In most cases, pupils were supported to set goals and develop strategies to achieve these.

Each MI session lasted up to one hour. Sessions were delivered approximately once a week for up to six weeks. MI sessions were delivered by the researcher, who is a Year 3 TEP. She had received MI training through her doctoral studies. The researcher also received frequent supervision around

⁸ This information was naturally gathered from Ahmed during the MI sessions during the creation of reading board game.

the MI sessions from her university research supervisor, placement supervisor, and other EPs in her EPS, all of whom are Health and Care Professions Council registered.

Table 3.2 presents a summary of the activities completed in each session for each pupil (see Appendix 3.7. for a range of completed intervention activities). Materials adapted from Facilitating Change 2 (Atkinson, 2013) were used, in addition to activities linked to other approaches (e.g. drawing of ideal self, Moran, 2001). Typically, the researcher did not use printed worksheets, instead creating documents with pupils.

Table 3.2.

Overview of Activities Used in MI Sessions

| | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
|--------|--|---|---|--|---|---|
| Ahmed | -My Lessons* -Began to create chance cards for a reading board game | -Continued development of chance cards | -Thinking about change scales* -Wheel of change* -Designed board for board game | -Goal setting -Strategy development: thinking about what has helped in the past -The future and present* | -Review of strategy -Strategy development: sentence completion ‘I am most likely to read when...’ -Implementation scales** -Preparation for pupil-teacher consultation | |
| Nadia | -My Lessons* -Planning of comic strip: What would someone see* | -Planning of comic strip: What would someone see* | -Scaling current position between good and not-so-good reading lesson -Goal setting -Strategy development: ‘to move closer to my goal I could...’ -Thinking about change scales* | -Strategy Development -Implementation scales** -Attempts to explore Accelerated Reader data | -Review of strategies -Attempts to explore Accelerated Reader -Completion of comic strip | -Review of Accelerated Reader data -Preparation for pupil-teacher consultation |
| Sophia | -My Lessons* -What would someone see* | -What would someone see* | -What would someone see* -Scaling current position between good and not-so-good reading lesson -Goal setting -Strategy development: ‘to move closer to my goal I could...’ | -Thinking about change scales* -The present and future* | -Strategy development -Implementation scales** -Preparation for pupil-teacher consultation | |

| | | | | | | |
|-------|---|--------------------------------------|--|--|---|---|
| Adam | -My Lessons* | -Drawing ideal self -Goal setting | -Thinking about change scales* -Discussion: ‘when do I become distracted’ | -Exploration of English and Maths: what is tricky, what works well -Strategy development (maths) | -Review of Maths strategy -Scaling activity – easy genre vs. difficult genre -The present and future* -Strategy development: what works well -Implementation scales** | -Review of strategy -Strategy development: Dynamic Assessment - Implementation scales** -Discussion of pupil-teacher consultation |
| Craig | -Discussion: what’s important in school | -What would someone see* | -What would someone see* -Scaling current position between good and not-so-good reading lesson -Goal setting | -Strategy development: Exploration of when Craig reads -Goal setting | -Strategy development: what has worked well in the past, Dynamic Assessment -Implementation scales** -Discussion of classroom-level changes | |
| Mia | -Drawing -Talking about Mia’s day | -Drawing of ideal self | -Exploring concerns* | -Exploration of clever and not-so-clever person -Exploration of careers: guess the job from the drawing | -Exploring views of others: focus on exams and being clever | -Creating a meta-conversation by reflecting on researcher-provided thoughts and options for someone like |

**Worksheet from Facilitating Change 2 (Atkinson, 2013)*

***Implementation scales: on a scale of 0-10 where 0 is never and 10 is all of the time how often do you think you will use this strategy? On a scale of 0-10 where 0 is not at all and 10 really well how likely do you think it is that this strategy will work?*

A fidelity checklist was created to review adherence to spirit, principles, and processes of MI and use of OARS (see Appendix 3.8). This was used as a reflective tool to support the researcher’s MI practice. Fidelity ratings, calculated as percentage, can be found in Table 3.3.

Table 3.3.

Fidelity Ratings

| Pupil | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 | Average |
|--------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------|
| Ahmed | 75% | 87.5% | 93.75% | 100% | 87.50% | | 88.75% |
| Nadia | 62.50% | 75% | 100% | 87.50% | 68.50% | 81.25% | 79.13% |
| Sophia | 62.5% | 87.50% | 100% | 87.50% | 81.25% | | 83.75% |
| Adam | 81.25% | 100% | 87.50% | 93.75% | 100% | 87.50% | 91.67% |
| Craig | 68.75% | 100% | 100% | 93.75% | 87.50% | | 90% |
| Mia | 75% | 100% | 87.50% | 87.50% | 81.25% | 93.75% | 87.50% |

3.3.3.3. Pupil-Teacher Consultation

Where the changes desired and/or strategies developed by pupils required support from the pupil’s teaching team, the researcher facilitated a pupil-teacher consultation. Pupils were encouraged to share their ideas, with the pupil and teacher engaging in collaborative problem-solving. Actions were agreed and recorded by the researcher. Table 3.4 provides a summary of pupil-teacher consultations for each pupil.

Table 3.4.

Summary of Implementation of Pupil-Teacher Consultation

| Pupil | Pupil-Teacher Consultation | If not, why not | Member of staff involved | Additional Actions |
|--------------|-----------------------------------|---|---------------------------------|---------------------------|
| Ahmed | ✓ | | Reading Teacher | A summary of meeting |
| Nadia | ✓ | | Reading Teacher | was emailed to Head of |
| Sophia | ✓ | | Reading Teacher | Year and Literacy Lead |
| Adam | - | Adam felt confident to speak to his Head of Year on his own and wanted to do so immediately. Adam planned how he would do this and reflected on the meeting during MI sessions. | | |
| Craig | - | Demands on the literacy leads time meant pupil-teacher consultation was not possible. The researcher spoke to the Literacy Lead outside of school hours to share Craig's views. | | |
| Mia | - | Mia did not identify any areas for change within the sessions. | | |

3.3.3.4. Researcher-Participant: Reflective Log

Reflexivity regarding the researcher's role, beliefs and theoretical position are argued to be key considerations within qualitative research (Willig, 2008). The researcher had an active role within the study as the intervention deliverer. This fits with the transformative paradigm, whereby research is viewed as a collaborative process. Importantly, this also allowed the researcher to learn

about the implementation of the MI intervention within the natural set-up. Such an active role presents risks to the subjectivity of data gathered, however. Therefore, the researcher kept a reflective log throughout the research process, which allowed for reflection and discussion with peers, EPs, and the researcher's supervisor. The researcher was able to record her thoughts and insights into the process and possible mechanisms of change as they were occurring, thus providing rich data for analysis. Yin (2009) argues that this is key to accurate portrayal of a case study. The researcher's reflective log, containing comments made by pupils regarding motivational constructs, facilitators and inhibitors of change, the process of the intervention, and plans for next sessions, were thus also used as a source of data in the current study (excerpts from the reflective log can be found in Appendix 3.9).

3.3.4. Data Analysis

3.3.4.1. Thematic Analysis Rationale

The interview transcripts, completed written outcomes from the intervention, and researcher's log for the sessions were used as data and analysed using Thematic Analysis (TA) to explore repeated patterns in each pupil's data set in relation to the research questions of this study. TA is a data analytic approach used to identify, analyse and report patterns in a data set (Braun & Clarke, 2006).

TA appears to fit particularly well with the methodological orientation of the current study. TA can be used to explore the reality as constructed by the participant, but also the impact of the social context on these meanings (Braun & Clarke, 2006; Clarke & Braun, 2017). Additionally, it is

suggested that the results of TA are generally accessible to the public (Braun and Clarke, 2006), essential in collaborative research where sharing of the research findings is central. Finally, the current study is exploratory in nature and TA employs an inductive approach. TA thus has ‘theoretical freedom’ in that it is not constrained by theoretical assumptions like some other qualitative data analysis methods (e.g. interpretative phenomenological analysis; Braun & Clarke, 2006). Instead, it is suggested that TA can be used across a range of approaches. This data-led approach means that whilst the researcher may have some theoretical assumptions that may bias interpretation, any key ideas and patterns that do not fit within an existing theory are less likely to be overlooked. However, Braun and Clarke (2006) suggest that the ‘theoretical freedom’ afforded to TA can mean that TA has little interpretative power as there is no theoretical base. The researcher will address this by making links between analysis and theory and research literature in Chapter 5. To ensure quality in the TA, the 15-Point Checklist of Criteria for Good TA provided by Braun and Clarke (2006) was used to ensure rigour.

An individual TA was carried out for each pupil, followed by a cross-case analysis. In all cases analysis was carried out in line with the six-step process proposed by Braun and Clarke (2006). Each step, as carried out in the current study, is described below (see Appendix 3.10 for a worked example of analysis undertaken).

3.3.4.2. Phase 1: Familiarization with the Data

For each pupil, data recordings were listened to multiple times during transcription. Transcripts were then read numerous times to allow immersion into the data. Written outputs and reflective

notes from each intervention session were also read multiple times. Ideas were noted on post-it notes.

3.3.4.3. Phase 2: Generating Initial Codes

An inductive, data-driven approach to data coding was initially adopted (Braun & Clarke, 2006). For each pupil the entire data set was coded using open coding – i.e. codes were not predetermined but developed in response to familiarization with the data (Robson, 2002). Given the exploratory nature of this study, a data-driven approach reduces the likelihood of key ideas, not already identified within a theory, being overlooked. The researcher recognizes, however, that codes may be subject to her role as a participant-observer and also theoretical knowledge, as discussed in Section 3.3.3.4.

3.3.4.4. Phase 3: Searching for Themes

At this point, data analysis became more theory-driven, with individual themes⁹ considered within each research question. Key themes relating to the research questions are thus described, as opposed to a description of all possible themes within the data. However, this was a reflexive process, with the research questions being refined in response to the data. For each research

⁹ A theme is described by Braun and Clarke (2006) as something that captures an important pattern within the data in relation to the research question(s). As such, a theme is not necessarily dependent on prevalence, but rather researcher judgement.

question, a new data set was identified by analytic interest – i.e. data sets comprised all instances relating to the specific research question.

3.3.4.5. Phase 4: Reviewing Themes

All codes within a theme were reread as one to see if they fit together. In some cases the codes did not fit within the theme or seemed better suited within another theme. This process continued until the researcher was happy with the fit of the data. Thematic maps for each research question were created. For each question, the data set was considered as a whole to see if the themes accurately depicted the data. This also allowed the researcher to re/code any data that had been missed in the early stages of coding. At times, themes were changed as they did not adequately fit within the question. This led to a refinement of themes and research questions.

3.3.4.6. Phase 5: Defining and Naming Themes

At this point, the researcher went through the data set for each theme, with the aim of determining what the data within the theme conveys in relation to the research question – i.e. what is the story. The researcher began to organize the data within themes, at times, creating sub-themes. The names of the themes were also reviewed with some being changed so that they more accurately captured the essence of the data within and/or related to the research question.

3.3.4.7. Phase 6: Producing the Report

For each pupil, the story of each theme, along with illustrative extracts from the data, was written up (see Chapter 4). The writing up sometimes resulted in further refinement of themes and research questions.

3.4. Evaluation of Research Quality in Current Study

Mertens (2014) describe five key criteria to judge quality in qualitative research: Credibility, Transferability, Dependability, Confirmability, and Transformative Criteria.

3.4.1. Credibility

Credibility refers to the adequacy of the measures being used to explore the concepts of interest. A number of processes were used to support credibility in the current study. First, there was persistent and prolonged engagement due to the duration of the MI intervention, thus reducing the likelihood of erroneous conclusions being made (Lincoln, 2009). Second, reflection and summarization are two of the key skills within the OARS approach utilised in MI, accuracy of the researcher's interpretations and constructions was thus supported via regular member-checks (Cho & Trent, 2006; Bloor, 2001; Mertens, 2010; Yin, 2009). Moreover, the researcher regularly checked in with pupils throughout the interviews. Third, the use of a reflective log allowed the researcher to track progressive subjectivity and so reflect on any developing biases (Mertens, 2014). The researcher also engaged in peer debriefing with her research supervisor, placement supervisor, EPs and TEPs in her EPS throughout the research process (Mertens, 2010). Fourth,

multiple sources of data were analysed (interview transcripts, intervention documents, researcher's reflective log) and triangulated (Yin, 2009). Fifth, the semi-structured interview schedule was informed by relevant theory and research (see Section 3.3.3.1) to reduce subjectivity (Mertens, 2014). Additionally, a pilot interview was carried out to assess fitness for purpose. Moreover, in accordance with recommendations from Yin (2009) interviews were recorded and transcribed using a systematic process. Finally, to demonstrate transparency direct quotes from the interviews and intervention session documents are used in reporting the findings.

3.4.2. Transferability

Transferability supports the reader to make judgements about similarities and differences between the research and receiving setting in order to determine potential applicability. Coined by Geertz (1973) the term thick description refers to the need for qualitative researchers to provide a detailed description of the context in which the research is undertaken to understand the complexity of the phenomena faced by participants. Description of school settings and pupils is provided in Section 3.3.2. As described in Section 3.3.1, multiple case studies were also used to increase transferability of results.

3.4.3. Dependability

Dependability refers to the extent to which a study can be tracked and publically inspected. Therefore, in line with the recommendations made by Yin (2009), detailed study procedures were used for each case study (see Appendix 3.1 for case study protocol).

3.4.4. Confirmability

Confirmability refers to the extent that the data be tracked to its source – i.e. is the logic used to interpret data explicit? A worked example of the researcher’s data analysis process can be found in Appendix 3.10 to show how data was interpreted and themes identified.

3.4.5. Transformative Criteria

Transformative criteria refers to the consideration of concerns around social justice. The current study sought to seek and heighten the voice of pupils identified as disengaged and not making expected progress. Moreover, pupils were supported to make positive changes to their own reading behaviours and, through a pupil-teacher consultation, contribute to positive changes to their reading environments. Positive action and the possibility of praxis change within the pupils’ schools was thus seen as a natural outcome of research. Ontological authenticity was also sought through the regular member checks, discussed above. Finally, the analysis is based on data gathered, therefore, different views and conflicts are presented. For example, a negative case analysis is presented through Mia.

3.5. Ethical Considerations

Prior to the start of data collection Ethical Approval was gained from the University of Nottingham School of Psychology ethics committee. This section details the ethical considerations made in the current study.

3.5.1. Informed Consent

A three-tiered approach to gaining informed written consent was used, with consent being gained from school, parents, and pupils (see Appendix 3.3. for information sheets and consent forms). Prior to school consent being gained, the researcher met with a key member of school staff (Literacy Lead) who would be her liaison throughout the study. During this meeting the researcher fully explained the study and requirements of the school (e.g. provide a quiet space for working) and answered any questions. The researcher then left the school information sheets and consent forms with the school. Parental information sheets and consent forms were distributed and collected by the school. Pupil information sheets and consent forms were shared with pupils by the literacy lead, who was asked to ensure that pupils fully understood.

3.5.2. Right to Withdraw

Once informed consent had been gained, the researcher reminded the pupils of their right to withdraw at the start and end of each session. The researcher also reminded pupils that they had the right to say ‘no’ or ‘pass’ to any question or task within the interviews and MI sessions.

3.5.3. Anonymity and Confidentiality

Anonymity and confidentiality of pupils was protected through the use of pseudonyms on data collection documents, transcriptions, and during analysis and write-up. Any identifiable information was also removed or changed in the transcripts and intervention documents. If the researcher noted something that may be helpful to discuss in the pupil-teacher consultation, this

was highlighted, however, ultimately, topics discussed in the consultation were determined by the pupils. Pupils were aware that whilst the information shared was confidential, any information that presented as a safeguarding concern would be shared with the school's designated safeguarding lead.

3.5.4. Data Storage

All data was stored securely. Interviews were recorded on a laptop, with digital files being saved in a password protected file on an encrypted laptop to allow for later transcription. In the case of the intervention documents and the researcher's reflective log, all documents were transported in the researcher's 'security bag,' issued by the LA, and then stored in a locked cupboard. In line with university guidelines, all digital files and paper documents will be deleted or destroyed seven years after the study is complete.

3.5.5. Debriefing

All pupils and parents received a debrief letter (see Appendix 3.11). This contained the contact details of the researcher and her supervisor. Schools also received a short report of the findings, followed by a phone call to discuss findings. Findings of the study were also shared with pupils and parents, with the researcher sending a letter to each family.

3.5.6. Planned for Ethical Considerations

A number of possible ethical considerations were also planned for. First, it was possible that pupils could become distressed or embarrassed when talking about their reading experiences. The researcher has extensive experience of working with young people in addition to specific training in active listening gained through the Educational Psychology Doctorate. Therefore, the researcher felt that she would be able to identify any signs of discomfort and stop the interview or intervention at this point, provide reassurance, and move forward in accordance with the pupil's wishes. The researcher also had links with the pupils' literacy leads, and so could direct the pupils to this member of staff if it was felt further support was required. Second, to minimize the impact of the intervention on the pupils' access to the curriculum, times of the interviews and MI sessions were determined by the school, with the researcher asking that core subjects (English, Maths and Science) and the pupils' favourite subjects were avoided wherever possible. Third, the researcher explained to the pupils beforehand whilst pupil ideas would be considered during the pupil-teacher consultation, they may not be lead to change in reading practices in the school.

4. Findings

4.1. Overview of Findings

Initially, data was analysed at a single case level – i.e. for each individual pupil. For each pupil, a complete data set was created comprising interview transcripts, completed written outcomes from intervention sessions, and the researcher’s reflective notes relating to the pupil. After a period of familiarisation, each pupil’s complete data set was coded using open-coding (i.e. not driven by any theory or predetermined codes). Three questions were then asked of the complete data set. First, ‘what were the outcomes of MI?’ was asked, resulting in a unique data set comprising all instances relating to this question (e.g. all data instances from the interviews which related to changes and outcomes in thoughts, feelings and behaviour). Within this unique data set themes were sought, reviewed, defined and named. The themes that emerged for each pupil can be found in Table 4.1. Second, ‘what does MI look like?’ was asked, resulting in a unique data set comprising all instances relating to this question (e.g. all data instances which related to the activities and processes used within the MI sessions). Within this unique data set themes were sought, reviewed, defined and named. The themes that emerged for each pupil can be found in Table 4.2. Third, ‘what facilitates (or inhibits) reading motivation and reading engagement?’ was asked, resulting in a unique data set comprising all instances relating to this question (e.g. all instances of data that related to pupil ideas around what supported or helped them to read/enjoy reading and/or ideas around what acted as barriers to reading/enjoyment). Within this unique data set themes were sought, reviewed, defined and named. The themes that emerged for each pupil can be found in

Table 4.3. Finally, a cross-case analysis was carried out for each question, the themes and subthemes emerging from this can be found in Tables 4.1-4.3. Themes and subthemes are discussed below in more detail with main themes presented as headings and sub-themes italicised throughout each section.

Table 4.1.

Themes Emerging from Thematic Analysis of Unique Data Sets Relating to ‘What Were the Outcomes of MI?’

| | Main Themes |
|----------------------------|---|
| Ahmed | Increased reading self-efficacy Changes in reading engagement |
| Nadia | Increased reading enjoyment Reduced reading self-efficacy |
| Sophia | Classroom-level changes Classroom-level changes Increase in reading motivation Recognition of distraction as a concern |
| Craig | Increased confidence A sense of connectedness |
| Adam | Increased motivation Recognition of reading as a concern |
| Mia | Development of pupil-informed reading intervention Pupil-developed strategy to reduce anxiety around reading aloud |
| Cross-Case Analysis | Changes in motivation Changes in engagement Classroom-level changes |

Table 4.2.*Themes Emerging from Thematic Analysis of Unique Data Sets Relating to ‘What Does MI Look Like?’*

| | Main Themes | Subthemes |
|---------------|---|--|
| Ahmed | Pupil-led exploration | Ahmed as the primary source of knowledge Rolling with resistance |
| | Building self-efficacy to support change | Heightening Ahmed’s commitment to change Solution-focused approaches Pupil-teacher consultation |
| Nadia | Exploration | Engagement Evocation Exploration leading to focus Use of scaling |
| | Strategy development | Pupil-led Solution-focused questioning School systems as a barrier to acquiring feedback Pupil-teacher consultation |
| Sophia | Developing discrepancy to heighten desire to change | Sophia’s ideal and current situation Immediate and future outcomes of being regularly distracted versus remaining focused |
| | Shifting locus of control | Reframing Scaling to build self-efficacy Thinking about Sophia’s role Pupil-teacher consultation |
| Craig | Pupil-led exploration of causes of concern | Focusing Evoking Offering a choice Visual mapping Exploration of concerns most pertinent to Craig |
| | Solution-focused strategy development | Solution-focused practices Dynamic assessment Researcher-offered ideas |
| Adam | Establishing purpose through pupil-led exploration | Reviewing Adam’s week Positive therapeutic relationship Rolling with resistance |
| | Establishing purpose through thinking about what is important | Develop Discrepancy Goals Impact on Family and Friends |

| | Main Themes | Subthemes |
|----------------------------|---------------------------|---|
| | | Likelihood of Change |
| | | Future Outcomes |
| | | Visual Reflective Map |
| | Strategy development | Solution-Focused |
| | | Comparison |
| | | Scaling |
| Mia | Engagement | Engaging in activities Mia enjoyed |
| | | Relationship between Mia and the Researcher |
| | Developing discrepancy | Exceptions |
| | | Future Aspirations |
| | | Views of Others |
| | | Social Constructivism |
| | | Scaling |
| | | Creating a Meta-Conversation |
| Cross-Case Analysis | Four core processes of MI | Engagement |
| | | Focusing and Evoking |
| | | Planning |
| | Pupil-led approach in MI | Pupil-led Approach in MI |
| | | Pupil-Teacher Consultation |

Table 4.3.

Themes Emerging from Thematic Analysis of Unique Data Sets Relating to ‘What Facilitates (or Inhibits) Reading Motivation and Reading Engagement?’

| | Main Themes | Subthemes |
|----------------------------|---|--|
| Ahmed | School systems | Computer-based reading programme Teacher support |
| | Competing activities | |
| | Peers | |
| Nadia | Interesting texts | |
| | Reading environment | |
| | Technology | |
| | Feedback | |
| Sophia | Reading culture | |
| | Supported book selection | |
| | Talking as a tool. | |
| Craig | Social influences | School belongingness Peer value |
| | Comprehension | |
| Adam | Peers | Peers as a resource Fear of ridicule |
| | Purpose | |
| Mia | Fear of peer ridicule | |
| | Interesting texts | |
| Cross-Case Analysis | Peer influences | Peers as a resource Peer relationships Peer devalue Fear of peer ridicule |
| | Computer-based reading programme | Restricting choice Assessment not indicative of true abilities |
| | Reading comprehension – technical reading instruction | |
| | Transition | |

4.2. Ahmed

4.2.1. What Were the Outcomes of MI?

Two key themes were identified: 1) Increased reading self-efficacy, 2) Changes in reading engagement.

4.2.1.1. Increased Reading Self-Efficacy

Following the intervention, Ahmed felt that his reading had improved, feeling he could “break up the words easier” and “read faster”. Ahmed attributed his increased feelings of reading self-efficacy to increased reading engagement: “Because I do more reading at home (.) and I read faster.” Neither fluency nor decoding strategies had been explicitly formulated in MI, arising instead through discussion during the creation of the board game: what reading looks like and what readers do. Therefore, as highlighted by Ahmed, just thinking about reading, had been helpful: “I didn’t really like reading and I felt slow in reading (.) and then I think actually thinking about reading and stuff just felt like I was getting faster.”

In line with Ahmed’s initial constructions of motivation, Ahmed’s view of himself as a reader was based on his reading efficacy – i.e. book level. Ahmed felt that reading was still something that he needed to work on, basing this judgement on his current ‘low’ reading level: “it’s still tricky (.) I haven’t got the highest yet and I still read a little bit slow although I think I’ve improved (.) I’ve gone a bit faster but I’m not as fast as I could be.”

4.2.1.2. Changes in Reading Engagement

Ahmed reported increased reading engagement, however, still displayed ambivalence around his desire to improve due to competing activities: “Because I don’t really want to do reading cos I want to do other things as well (.) at the same time I want to do it as well.” Ahmed’s self-efficacy around making a change to his reading had declined, realising the need for sustained effort: “I am good at reading and stuff (.) it’s just that it’s not as easy to like make changes all of a sudden (.) you have to like put the effort in and stuff.” However, this appeared to increase in the pupil-teacher consultation due to the suggestion of extrinsic reward and consistent social feedback, as noted in the researcher’s reflective notes: “When Ahmed’s reading teacher said she would check his reading diary each week and give him school points if he had been reading Ahmed appeared a bit shocked, but really excited – the school points seemed to motivate him.”

Ahmed’s cognitive engagement also changed. Initially, Ahmed described ‘good reading’ as fast, and fluent, but not necessarily involving full understanding. With his cognitive engagement in line with this, viewing anything that slowed his reading as a difficulty, even when this would aid comprehension: “sometimes when I get to a hard word I try to break it up I do (.) that’s why I put myself a little closer to bad (.) otherwise I do read fast and fluently.” Following the intervention, Ahmed reported more regularly using a decoding strategy, developed during the MI sessions, which slowed his reading speed but supported his understanding: “splitting it down into little words and then just saying it as one big word then (.) and finding the like little words and like do it slowly a couple of times then do it as one big word.”

4.2.2. What Did MI Look Like for Ahmed?

Ahmed began the intervention with feelings of ambivalence towards reading. Therefore, the sessions focused on exploring his views around reading in order to heighten his desire to change and identify an area of focus in order to develop strategies. Two key themes were identified: 1) Pupil-led exploration, 2) Building self-efficacy to support change.

4.2.2.1. Pupil-led Exploration

Throughout the intervention the researcher positioned *Ahmed as the primary source of knowledge*, with Ahmed recognising and enjoying this. Ahmed also appeared to enjoy the sessions in general, stating he would like to “do more” sessions in the future: “it was fun (.) and also I used all my ideas from reading and I put it on there and I actually liked it.” Ahmed was also involved in the design and choice of the activities within the intervention. Ahmed and the researcher explored his views around reading through the creation of a board game, with reading-related chance cards: a pupil-designed activity. This provided a detailed insight into Ahmed’s constructions of reading. By assigning values to the options, and using OARS, Ahmed’s motives for reading were identified, as demonstrated below in one of the chance cards created by Ahmed:

You need to choose a new book, do you: A. Go whilst the teacher is not in the room - go forward 1 place, B. Admit to the teacher you don’t have a book - go back 4 places, C. Sneak a book off your friend - go back 3 places

Throughout this activity (and the intervention), the researcher *rolled with resistance*, conscious of accepting Ahmed’s ideas. Rather than challenging ideas that appeared contradictory or untrue (e.g. “If I get out of my seat to choose a new book I’ll get a negative¹⁰”), the researcher provided empathy and explored further with Ahmed to gain clarification.

4.2.2.2. Building Self-Efficacy to Support Change

The ‘Scaling – thinking about change’ activity from Facilitating Change 2 (Atkinson, 2013) was used to explore Ahmed’s desire and view of feasibility of change. Ahmed felt that he wanted to improve his reading, and, after noting a relationship between reading engagement and reading achievement, wished to increase his reading engagement. However, Ahmed felt this would require lots of effort and that he had minimal support, describing in the MI sessions how he “Won’t get any help, it won’t be easy.” Strategy development was thus *solution-focused*, drawing on Ahmed’s strengths, evoking strategies that had worked well in the past, thinking about why these had worked and what they could look like in secondary school. Ahmed chose to use a reading diary as he felt he would enjoy the social feedback, asking that his diary be reviewed by a particular teacher “because he’s joyful.”

The researcher sought to *heighten Ahmed’s commitment to change* by exploring the future and present (Atkinson, 2013). Review of the reading diary strategy showed it had not been effective,

¹⁰ Negative refers to a punitive action in the school’s behaviour system

with Ahmed attributing this to competing activities. Subsequently, the researcher sought to further increase commitment to change by sharing possible reasons for reading. Consistent with the pupil-led MI approach adopted, the researcher's ideas were offered as suggestions not prescriptions, as highlighted in the researcher's reflective notes:

To increase perceived value of reading used solution focus approach to think about when Ahmed is most likely to read. Also provided some reasons of my own. Giving the strategies appeared to further discussion, with Ahmed thinking about how these might work for him without any prompting from me

The intervention ended with the researcher facilitating a *pupil-teacher consultation* which appeared to heighten Ahmed's efficacy and commitment through the setting of a time and date to review the reading diary. Additionally, Ahmed appeared motivated by the extrinsic reward his reading teacher had offered and hearing his teacher consider his ideas, as highlighted in the reflective notes from the pupil-teacher consultation:

When Ahmed's reading teacher said she would check his reading diary each week and give him school points if he had been reading Ahmed appeared a bit shocked, but really excited – the school points seemed to motivate him. Ahmed also appeared shocked but excited by the idea of his teacher listening to his ideas and actioning these – e.g. coded books, more sports books.

4.2.3. What Facilitates (or Inhibits) Reading Motivation and Engagement for Ahmed?

Three key themes were identified: 1) Competing activities, 2) School systems, 3) Peers.

4.2.3.1. Competing Activities

Ahmed noted a relationship between engagement and achievement, with increased engagement linked to increased achievement: “you need to practice of how to read fluently.” However, whilst he wanted to read more in his spare time, he displayed ambivalence, saying there were a number of other activities he wanted to do, particularly given that his social freedom had increased in secondary school, as highlighted in the researcher’s reflective notes: “Ahmed feels he had more time to read in primary school because he played out less.”

4.2.3.2. School Systems

The *computer-based reading programme* used in school was very important to Ahmed, viewing progression on the programme as the primary purpose of reading: “Can’t read books you can’t test on.” The computer-based reading programme thus shaped Ahmed’s reading self-efficacy and reading goals. Specifically, Ahmed sought to complete as many quizzes as possible and so, as described in Section 4.2.1.2, viewed anything that slowed his reading as a difficulty, even when this would aid comprehension.

Despite reporting increased reading enjoyment in secondary school compared to primary school, Ahmed also felt that the use of a computer-based reading programme restricted his choice and therefore enjoyment of books, with books most interesting when they matched his hobbies and

interests: “Er like I read like adventure books (.) And action and er action and sometimes sports books.” However, Ahmed felt that whilst a reading programme had been helpful when learning to read, the books in his level were no longer age-appropriate. Few books matched his interests, with interesting books only in the higher levels or accessible outside of school:

I saw like a big book which I wanted to read but the teacher say I can’t read that one cos I’m not on the right level so she gave me little like a little book which I had to read that one instead

This had a negative impact on Ahmed’s reading self-efficacy: “I like reading but lowers my capabilities at school because in sections and less choice I want to read any book I want.”

Time constraints and organization were also a hindrance: if he took too long to find a book or took several books to his desk to browse, Ahmed felt he would receive a consequence¹¹. This was highlighted by the chance cards designed by Ahmed: “You’ve gone to a book shelf but you can’t find a new book to read go back to the person behind you.” Ahmed felt if books were organized by genre, not level, this would support him in finding an interesting book quickly.

Teacher support was important to Ahmed. Ahmed felt that teachers could be helpful in providing feedback and reassurance by checking work to support progression, and providing prompts and

¹¹ The school use a behaviour system whereby pupils can receive coins and points for behaviour viewed as positive and negatives for behaviour viewed as non-desirable/unwanted.

examples. For instance, when thinking about good lessons Ahmed reported: “I understand the teacher, gives examples and lots of details...It’d be good if definitions and stuff could be put up on walls.” The nature of support was important to Ahmed, in that he wanted to do the learning himself and feel a sense of accomplishment. Ahmed thus felt that whilst there had been more teacher support in primary school, due to increased teacher capacity, this was not helpful to his learning process. He valued the independence attributed to him in secondary school:

Because it gives you more chance and feel like I actually like you’re actually going through life and when you’re doing things in your life your gonna be doing it by yourself and feel like you do like everything you’re meant to be doing by yourself

4.2.3.3. Peers

Ahmed felt peers could provide a positive role in supporting reading, expressing a desire for increased peer interaction around books, as highlighted in the researcher’s reflective notes: “Strategies that support Ahmed include working with a partner/opportunities to talk.” Ahmed viewed peers a resource, recognizing that they knew different things and could share knowledge and support one another, as noted in ‘My Lesson’ intervention notes: “Sometimes partners share ideas, partner is smart – cos sometimes they know things you don’t know.” Conversely, Ahmed felt that peers can act as an inhibiting factor, disrupting reading: “Can find others distracting as they are jokers – tries to ignore them.”

4.3. Nadia

4.3.1. What Were the Outcomes of the MI Intervention?

Three main themes were identified: 1) Increased reading enjoyment, 2) Reduced reading self-efficacy, 3) Classroom-level changes.

4.3.1.1. Increased Reading Enjoyment

Following the MI intervention, Nadia reported increases in enjoyment and so engagement, attributing this to getting more interesting books from the library, a strategy developed during MI: “I read more books than I usually did (.) cos these books were boring (.) but then I find Enid Blyton in the local library and so I started to bring books from home.”

4.3.1.2. Reduced Reading Self-Efficacy

Nadia expressed a decline in reading self-efficacy following the intervention, attributing this to a decline in reading level: “I would put myself here (.) cos I went down (.) I moved a level down.” Nadia reported enjoying and understanding the books from the library when reading them, but felt, due to the time between reading the books and taking the quiz, she struggled to retain the information, particularly when reading her preferred books, which were longer. This is highlighted in the researcher’s reflective notes:

In reviewing the visiting the library strategy Nadia stated she had done this and seemed really excited, telling me about the books she had chosen and read. Nadia shared that she

had not done well on the associated quizzes though. Nadia wasn't sure why as she felt she had understood the books when reading them but felt she couldn't remember the information in the books by the time she took the quiz.

In describing herself as a reader, Nadia's knowledge of the comprehension process appeared to have increased, with Nadia highlighting specific areas of comprehension she wanted to improve: "inferences, context, keeping track of inferences and you have to make sure how the writer wants us to feel." Nadia also reported an increase in desire and ability to improve reading due to this increased knowledge of what to work on:

I think it's going to improve my reading (.) I don't know (.) cos I think (.) erm (.) I'm not sure (.) I know more about the questions and so I don't know what inference means and then you told me so I know something (.) so it's gonna be easier next time the question asks for an inference.

4.3.1.3. Classroom-Level Changes

Nadia felt that the reading environment in school did not always promote reading engagement and so suggested a number of classroom level changes during the pupil-teacher consultation. This led to plans to increase the number of books and colour-coding spines to support book selection, as highlighted in the pupil-teacher consultation notes: "Ms X has ordered some new books and would speak to a fellow librarian to see how they code books at their school."

4.3.2. What Did MI Look Like for Nadia?

Nadia began the MI sessions with a desire to improve her reading ability, however, as the sessions unfolded it became apparent that Nadia felt unsure of how to do this. The MI sessions thus focused on supporting confidence and exploring Nadia's reading processes in order to support strategy development. Two key themes were identified: 1) Exploration, 2) Strategy development.

4.3.2.1. Exploration

Nadia chose to explore her views around reading by creating comic strips: Nadia's 'best reading lesson' and Nadia's 'worst reading lesson'. The researcher gave prompts to *evoke* Nadia's ideas around what she was doing, thinking and feeling, along with what Nadia's teacher and peers would be doing in each scenario. The pupil-led nature of the process appeared to support *engagement*, with Nadia reporting enjoyment and a desire for more sessions: "it's really exciting cos I like comics." Nadia then *scaled* where she felt her current reading lesson sat between best and worst. The 'Scaling – thinking about change activity' from Facilitating Change 2 (Atkinson, 2013) was used to encourage Nadia to think about how much she wanted to change and how easy she thought this would be. Through these processes, Nadia identified two *focuses*: 1) lack of interesting books: "I don't want to pick a book because they're all boring" 2) not knowing which questions/skills she was struggling with: "It's going to be hard to change because I don't know which questions are wrong or right."

4.3.2.2. Strategy Development

Once specific *goals* had been set, strategy development was supported through *solution-focused questioning*, evoking Nadia's experience of success in the past and other settings (e.g. home) and drawing on Nadia's strengths, identified through the 'My Lessons' activity from Facilitating Change 2 (Atkinson, 2013): "Feedback really important, link to problem-solving wants to work out what she's struggling with rather than being told." This approach was thus pupil-led and in line with Nadia's preference for working out solutions on her own.

Nadia wanted qualitative feedback around her reading assessments. This strategy had to be reviewed and amended several times, due to a number of *school systems acting as barriers to acquiring the feedback*: the computer-based reading programme could not readily provide the data Nadia required, nor could it be paused to allow Nadia to write questions down for discussion. Additionally the researcher could not gain IT access and so could not complete a quiz alongside Nadia. The researcher was able to gain a reading profile created by software, which Nadia found useful. However, Nadia felt the delay in obtaining this information was a difficulty of MI: "I've got the questions and stuff I'm stuck on a bit late and I think we could have got them before." Moreover, whilst Nadia found this useful, Nadia felt that it did not give her all of the information she wanted –i.e. the specific type of question she was struggling with. This was discussed in the *pupil-teacher consultation*, resulting in Nadia and her reading teacher setting a time to complete and review an assessment together.

4.3.3. What Facilitates (or Inhibits) Reading Motivation and Engagement for Nadia?

Four key themes were identified: 1) Interesting texts, 2) Reading environment, 3) Technology, 4) Feedback.

4.3.3.1. Interesting Texts

Nadia displayed ambivalence towards reading, describing books as both “fun” and “boring”, reporting enjoying reading in secondary school more so than in primary school. Nadia’s level of enjoyment appeared to be mediated by how interesting she found the text, reporting high levels of reading enjoyment and a sense of immersion when reading her preferred genre (adventure): “Reading is like really interesting and like when you start reading like if I’m sitting here and I start reading I won’t like close my book.” Nadia expressed high levels of intrinsic motivation at home, but felt that her reading enjoyment in school was restricted by her book level, struggling to find interesting texts in her level. This resulted in conflict, with Nadia reporting that whilst there were more interesting books in the higher level, she felt she did not perform well on the associated tests and so did not want to read these: “Higher level books are interesting but when I do test I get low scores.”

4.3.3.2. Reading Environment

At home, Nadia described a reading environment that she found conducive to reading (i.e. comfort and quiet), allowing her to engage with a book and develop a sense of immersion. Nadia also reported a positive reading culture at home, with her family actively seeking out books to increase

her interest in reading, providing support whilst reading, and sharing positive reading values regarding the utility of reading:

my brother showed me like you need to read books and it's gonna improve your English...my dad once went to the shop and bought me an Enid Blyton book and then I was like ok and then I started reading and it was really interesting

Nadia felt that the reading environment in school did not facilitate reading. Nadia felt that reading was not valued by her peers: “Sometimes people don’t like reading books (.) they’re like oh my gosh so boring they just look at the book and pretend that they’re reading”. Nadia felt this resulted in disruptions to her reading, which added to the sensory distractions reported, minimizing her ability to become immersed in the text, detailing in the MI sessions how she does not “want to go to lesson because everything is all over, not comfortable, books are upside down.” Nadia also reported experiencing peer ridicule when she had sought support from peers, thus preferring to use independent reading strategies in the classroom: “Once I asked someone what this words means yeah they started laughing and told people oh she doesn’t know what that means.”

4.3.3.3. Technology

Nadia felt that technology supported her vocabulary development (e.g. using search engines to find definitions): “Well sometimes I don’t know the meaning and couldn’t even be bothered to look in the dictionary and find a word and I normally use google.” However, Nadia felt that her performance on the computerised reading assessments was not indicative of her true reading

abilities as there was often a delay between reading the book and completing the assessment: thus whilst she experienced a sense of comprehension when reading, she did not retain the information and performed poorly on the test. This was highlighted in the researcher's reflective notes: "she felt she had understood the books when reading them but felt she couldn't remember the information in the books by the time she took the quiz." For the termly reading assessments Nadia felt she did not use the same skills as she did when reading an interesting book due to the time restraints and short 'meaningless' extracts, as highlighted in the intervention notes: "The texts and questions are different to normal books. It's just little random bits of text, they're not connected, so what's the point in reading them properly. I just skim them so I can answer the question."

4.3.3.4. Feedback

Nadia wanted to achieve full comprehension, reading accurately and fluently, through the use of independent strategies. However, Nadia felt she experienced comprehension difficulties, expressing particular concerns around vocabulary. However, Nadia did not know how to improve and so sought qualitative assessment feedback. This was highlighted in the thinking about change activity with Nadia scoring herself 1 out of 10 in terms of ability to improve because "don't know which questions wrong or right."

4.4. Sophia

4.4.1. What Were the Outcomes of the MI Intervention?

Three key themes were identified: 1) Classroom-level changes, 2) Increase in reading motivation, 3) Recognition of distraction as a concern.

4.4.1.1. Classroom-Level Changes

Sophia highlighted the impact of the reading environment, specifically peers creating distraction, on reading engagement and enjoyment in school. Sophia felt that distraction could be reduced by supporting a positive reading culture. A number of classroom-level changes were thus planned during the pupil-teacher consultation:

Sophia to move and sit next to those pupils who enjoy reading in order to minimise distraction... If Sophia is not distracted school points should be given... Reading teacher ordered some new books and would speak to a librarian to see how they code books at their school.

4.4.1.2. Increased Reading Motivation

Sophia described an increase in reading enjoyment at school, but this appeared predictive, reporting that she would be able to enjoy reading in school more so, once classroom changes to minimize distraction were made: “If things change like the good room (.) I think I’ll enjoy it [reading] more at school.” Sophia shifted from seeing reading in school as a distinct activity to

reporting a wider range of reasons for reading in school including extrinsic reward, importance across the curriculum, importance for exams, and importance in building relationships with teachers by shaping their view of her as a learner. This was highlighted by Sophia's chain of ideas when describing what would happen if she managed to remain focused:

I'll get to quiz quicker and get feedback, I might get in the top ten award again, I'll be a better reader, do better on tests, if you understand more you enjoy more, teachers will see me as a focused person, they'll be calmer and not shouting, I'll start to like teachers and be more focused, if I'm focused I'll get better scores on tests.

This appeared to impact on Sophia's confidence in her ability to ignore distractions and so engage with reading more so in school: "I want to improve my reading so I can read more books and I can understand tests and stuff."

4.4.1.3. Recognition of Distraction as a Concern

Sophia's views around her level of distraction in school shifted with Sophia recognizing this as a concern. Sophia felt that increased awareness of the level of distraction impacted on her reading engagement, reading more at home, in addition to developing pupil-level and classroom-level strategies to reduce the level of distraction experienced in school:

when I started doing this (.) I think I just like (.) started to like read more cos I like (.) that's when I like actually knew I was getting really distracted in class so I started reading more at home

However, Sophia continued to display ambivalence related to social influences and so it is unclear to what extent strategies developed will be implemented:

I'm still gonna get distracted anyway (.) so I don't want to be like always reading all of the time (.) I still want to have a little bit of like (.) I don't know (.) a bit of fun (.) talk to my friends and not be a complete nerdy geek [laughs]

4.4.2. What Did MI Look Like for Sophia?

Sophia began by displaying some ambivalence in her views around herself as a reader and level of engagement at school. Sophia felt that whilst she enjoyed reading at home, she did not enjoy reading in school because others distracted her. The MI sessions focused on heightening Sophia's desire and belief in her ability to change her reading behaviour. Two key themes were identified: 1) Developing discrepancy to heighten desire to change, 2) Shifting locus of control.

4.4.2.1. Developing Discrepancy to Heighten Desire to Change

The researcher sought to develop discrepancy between *Sophia's ideal and current situation* in order to heighten the need for change. Exploration of a good and not-so-good reading lesson, with a focus on what Sophia was thinking and feeling appeared to result in Sophia feeling that her level of distraction was higher than she had realized, such that she set the goal: "to be less distracted in reading lesson." Having focused on distraction as a concern the researcher sought to evoke reasons for minimizing distraction in school by developing discrepancy between the *immediate and future outcomes of being regularly distracted versus remaining focused*, resulting in Sophia identifying

a number of reasons to change. As noted in the researcher's reflective notes, Sophia made "links to GCSEs which are important to her."

4.4.2.2. Shifting Locus of Control

Initially, Sophia felt she had little control over the level of distraction she experienced in school, feeling this was caused by classroom-level factors, with Sophia noting during the MI sessions that "people in my classroom are distracting, hard for me to ignore them." To heighten Sophia's role and sense of control around the distraction experienced, when reflecting back to Sophia the researcher *reframed* distraction as something Sophia could control, reframing the options in the 'future and present task' as "what happens if Sophia manages to keep focused vs. allows herself to become distracted." The researcher also encouraged Sophia to *think about what she was doing*, thinking and feeling in the classroom in order to reposition her sense of power. Moreover, once a strategy had been developed, the researcher used implementation *scales to build self-efficacy*, encouraging Sophia to rate how likely she would be to use the strategy and how effective she thought it would be. Barriers to implementation and effectiveness were then discussed, with the researcher *evoking* solutions from Sophia, as noted in the reflective log:

Used scales to explore if Sophia will use strategy and if will work to explore 4 strategies developed. Sophia continued to report that she may still get distracted, use of grad coins highlighted as a potential motivator to remain focused

Finally, the researcher recognized that some of the strategies developed were at a classroom-level. The researcher thus facilitated a *pupil-teacher consultation*, resulting in several agreed actions (see Section 4.4.1.1).

4.4.3. What Facilitates (or Inhibits) Reading Motivation and Engagement for Sophia?

Three themes identified: 1) Reading culture, 2) Supported book selection, 3) Talking as a tool.

4.4.3.1. Reading Culture

Sophia viewed reading as a social activity, highlighting reading culture as a key facilitating factor. Sophia described a positive reading culture at home: access to a range of books, books purchased to match Sophia's interests, Sophia's family reading regularly, and frequent reading-related interactions. This supported Sophia's reading enjoyment and engagement:

On my birthday my mum bought me this book and it's called lightning girl by Alicia Dixon and I really liked it so my mum's bought me three of them books now...my mum's always asking me what's going on next when I read it

However, Sophia felt that at school she was viewed as disengaged and disinterested in reading: "Cos my reading teacher every time she looks at me I'm always like talking." Sophia attributed this to the reading culture in school. When reading at home, Sophia reads with the goal of comprehension and experiences a sense of flow, experiencing positive emotional and physiological responses: "If I'm reading something really exciting I would get like excited and like act act like the characters are real" Conversely, in school Sophia felt that peers did not enjoy

reading and did not value reading, meaning they could become a distraction, talking instead of reading: “I’m just more distracted in secondary I think (.) and we don’t really have a reading area and not much people like to read.” This disrupted Sophia’s comprehension and so enjoyment of reading, which then reduced engagement. This was highlighted by Sophia when scaling her current reading lesson: “Today I stopped because only 30 pages left, will be more quiet and so more satisfying at home, can finish it and actually know what’s going on.”

Sophia thus felt it would be facilitating to sit near those who enjoy reading and to create a physical reading environment that was inviting, comfortable and quiet, promoting reading value and minimising distractions, describing a good reading lesson as one where “you could sit with people who like reading, who are going to read and not distract others... there would be sofas, it would be comfortable, there would be wall art, people’s drawings of characters, statues.”

4.4.3.2. Supported Book Selection

Sophia felt finding the right type of book was key to facilitating reading, reporting an increase in reading enjoyment, engagement and perceived efficacy after finding a book series she enjoyed:

Well in primary school I didn’t really like reading (.) I didn’t read as much (.) but this (.) on my birthday my mum bought me this book and it’s called lightning girl by Alicia Dixon and I really liked it

Sophia felt that book selection was restricted by the use of levels, describing a not-so-good reading lesson as one where “you can’t choose any book only your level, so have to keep checking level,

you might end up with a book you don't like." Sophia thus felt it would be supportive to have a wider range of books to choose from, organizing books by author, and the reading teacher helping pupils to find books based on pupil level and interest, describing a good reading lesson as one where the "teacher helps you find the book you want. If the teacher sees you reading a book will find you the next one."

4.4.3.3. Talk as a Tool

For Sophia, talking was a key facilitating factor, reporting that reading aloud supported her decoding and comprehension of text: "Sometimes I read out loud but like quietly so no one can hear me and then I like it like stays in my head so I know what's actually happening in the story." Additionally, Sophia used talk as a tool to seek support around word pronunciation and meaning whilst reading: "If I didn't understand it then I also ask someone in my family." Sophia also felt that talking about the texts she was reading was enjoyable and used this as a measure of her comprehension:

If I finish like a book I would like go and tell someone in the family what happened and I do like a brief what happened throughout the whole book (.) as if like they've read it themselves (.) and I think they enjoy it...if I can do that (.) that means I can mesmerise the book

Moreover, Sophia felt that talking to her reading teacher about the books she read could be used as a form of assessment and feedback. However, Sophia felt that whilst talking and discussion

facilitated the reading process, this was inhibited by school systems. During the MI sessions Sophia described how the pupils “hand in exit tickets when we’ve read a book – don’t know what they do with it – think it’s boring – would rather talk about the book at the end.”

4.5. Craig

4.5.1. What Were the Outcomes of the MI Intervention?

Two key themes were identified: 1) Increased confidence, 2) A sense of connectedness.

4.5.1.1. Increased Confidence

Confidence was an important aspect of reading to Craig, who described the opposite of the best reader as “non-confident”. Following the MI intervention, Craig described an increase in reading confidence and an increase in his desire and ability to improve his reading:

To get better at reading (.) erm (6) probably a nine point five (.) because I want to do better (.) I just want to do way better (.) and it’s going to be easier to do better because of this [points at decoding strategy]

Craig attributed these changes to the development of the cognitive reading strategies developed during MI: “This will help me (.) reading strategy all that (.) so that will affect how my reading impacts.” Increased confidence appeared to heighten Craig’s reading enjoyment and engagement, with Craig feeling more confident to pick up an interesting book and be able to understand it.

4.5.1.2. A Sense of Connectedness

Following MI, Craig described a developing a sense of connectedness with the researcher, highly valuing the intervention: “The sessions they’ve been amazing (.) and basically I’ve been (.) It was basically the best thing that happened in my life.” Moreover, Craig felt that one of the most helpful aspects of the intervention was having someone to talk to, such that he no longer felt alone:

I wasn’t confident at all because basically I was just on my own (.) trying to think what was going off and (.) because of these it’s helped me because I wouldn’t (.) if I kept on going how I was I wouldn’t have been able to do anything

4.5.2. What did MI look like for Craig (process)?

Initially, Craig saw the value of reading across the curriculum, particularly in exams, and so wanted to improve his reading, but felt books were boring and difficult, reading only to avoid punishment. The MI sessions focused on building Craig’s reading self-efficacy and development of strategies to support Craig’s reading skill. Two themes were identified: 1) Pupil-led exploration of causes of concern, 2) Solution-focused strategy development.

4.5.2.1. Pupil-led Exploration of Causes of Concerns

A pupil-led approach appeared novel to Craig who expressed shock at being asked what he would like to do, and so felt unable to do this: “I can’t choose on that question (.) I normally get given what I’m supposed to do.” Craig thus required guidance, with the researcher *offering a choice* of activities. Craig chose to describe a good and not-so-good reading lesson. The researcher used

OARS to *evoke* what Craig would be doing, thinking and feeling (and why) to identify challenges as perceived by Craig. This led to exploration of the *concerns most pertinent to Craig*, with supporting Craig's comprehension becoming the primary *focus*, with Craig noting in the MI sessions that: "Reading would be better if I could understand more, more often."

Craig felt he could improve his comprehension by increasing his reading engagement, so time was spent exploring when and why Craig reads. The intervention notes highlight that, in thinking about when Craig might read: "Craig wouldn't want to read to his mother because she tells him if he hasn't said the words right. Craig stated that this helps him to understand." Craig realized he experienced increased comprehension when reading with his mother as his decoding was supported. This thus led to a new focus: supporting decoding. To ensure the focus remained clear and important to Craig, the researcher created a *visual map* for Craig which was reviewed and added to in preceding sessions (see Appendix 4.1.).

4.5.2.2. Solution-Focused Strategy Development

The researcher used *solution-focused practices* to support Craig to develop strategies he thought would work and feel confident to implement. The researcher encouraged Craig to brainstorm ideas, and think about what was already working and had worked in the past, for example, the researcher's reflective notes stated that they had "brainstormed why doing test on own had been helpful." Craig's previous strategies all involved someone else reading to him so the researcher used *dynamic assessment*: supporting Craig to decode a long non-word and think aloud whilst doing so. The researcher then encouraged Craig to reflect on what had worked well and the process

he had used to successfully read the word. This strategy appeared to build Craig's confidence in himself and the use of the strategy, with Craig rating the chunking strategy as 9/10 for effectiveness and 9/10 for likelihood of use.

Craig also highlighted reading to others as an effective strategy, but felt he had little social support. The *researcher offered an idea*: paired reading with a pupil Craig viewed as his friend or from another year. Craig felt this would be a useful strategy and agreed for the researcher to discuss this with the school literacy lead.

4.5.3. What Facilitates (or Inhibits) Reading Motivation and Engagement for Craig?

Two themes were identified: 1) Comprehension, 2) Social influences.

4.5.3.1. Comprehension

For Craig, comprehension was key to reading engagement, feeling full understanding resulted in enjoyment and flow and so increased desire to continue reading. However, Craig felt experiencing flow was rare. Whilst he judged himself as a 'middleish' reader, he felt struggled to comprehend text: "I'm enjoying how basically it's more descriptive than some other books and normally you would get lost in some of the books which I don't normally get lost in most of the books." Moreover, Craig expressed ambivalence around reading, describing some books as interesting, but feeling most were boring: "For me it's mostly boring (.) but I only like certain types (.) for example one that has for example erm something about wars weapons all of that because I'm more interested in those types of stuff." Craig thus reported limited reading engagement, only reading

when asked to, during dedicated fortnightly reading lesson, or to avoid punishment: “only time when I had to read it was when my mum told me to.” Craig felt that reading in secondary school was more “interesting” than in primary school though.

Craig felt that having a range of accessible, interesting books would facilitate comprehension and so enjoyment and engagement. However, Craig felt that the computer-based reading programme used in school restricted enjoyment of accessible texts, with few books of interest in his reading level: “They’re nothing that I like (.) but every other thing that’s higher I do like.” Craig also felt that reading in silence could facilitate comprehension by reducing distractions and so supporting concentration, with Craig describing in the MI sessions how it’s easier for him to read when there are “fewer interruptions, peaceful, quiet” as this meant it would be “easier to think, can think clearly.” Craig felt that discussion before and after reading could also facilitate comprehension, especially if this included discussion of new vocabulary, comprehension questions, prompts and example answers. Craig felt that this was particularly pertinent in secondary school, given that he felt an increased need to analyse as oppose to merely describe the text: “Sometimes you have to compare the text to what the questions are trying to say.” However, Craig felt this would be difficult due to school rules: “well you can’t ask someone else because in library you have to be quiet and you can’t talk.”

4.5.3.2. Social Influences

For Craig, a sense of *school belongingness* and peer acceptance was key to facilitating reading. Craig felt he had no friends, describing himself as a “loner” and so expressed anxiety about having

someone to sit with in English and having to work in groups where he was disliked. This was particularly important when reading as Craig felt that peers could act as a resource, with discussion facilitating his comprehension of text, as discussed above. The researcher's reflective notes described how feeling connected appeared to improve Craig's learning self-efficacy: "Craig felt English had improved because he had a friend to sit with and so doesn't feel alone."

For Craig the need for a sense of belonging and social confidence made transition a particularly difficult time, especially with regards to reading: Craig felt he needed to become familiar with the setting, staff, pupils, and resources before he could concentrate and so comprehend texts: "You are now in a new school (.) so means new books new everything (.) so new teachers that won't understand what you have."

Peer value was also important to Craig. He felt that his peers did not enjoy reading, did not regularly engage in reading-related tasks, and did not respect the library or the reading lesson, thus causing distractions: "I'm only doing it because no one else wants to volunteer and there's literally basically five people out of the thirty do want to read." Craig also experienced a lack of respect when reading aloud: "when I've been reading other people have been messing around and when other people have been reading they've not." Whilst Craig reported that he did not share these views or engage in these behaviours, he felt that negative peer value limited his opportunities for reading.

4.6. Adam

4.6.1. What Were the Outcomes of the MI Intervention?

Two key themes were identified: 1) Increased motivation, 2) Recognition of reading as a concern.

4.6.1.1. Increased Motivation

Following MI, Adam reported increased enjoyment and engagement, aiming to seek out books he would enjoy reading: “I could actually try finding some exciting books and something I can actually enjoy reading.” Adam felt that his decoding and comprehension skills had also improved: “I feel like I can pronounce the words a bit like better.” However, Adam’s view of himself as a good or not-so-good reader did not change, with Adam putting himself on the middle of the scale before and after the MI intervention. This appeared to reflect the way he wanted others to perceive him:

I don’t really want to be the best best because then people might take the mick like (.) but then I don’t want to be the worst because then people will be saying you’re stupid you can’t read (.) so I’d be like middle

4.6.1.2. Recognition of Reading as a Concern

Initially, Adam did not see reading as an area of concern, stating instead that he wanted to improve his behaviour as he regularly ‘messed around,’ as highlighted in the researcher’s reflective notes: “Adam is happy with reading so we spoke about other lessons and how he’s getting on...BUT

doesn't want to mess around as feels will impact on job success." Through the intervention, Adam realized that he was most likely to mess around when he did not understand his work – i.e. when he lacked comprehension, noting that "I mess around when the work is too hard/boring/struggling." Adam thus recognized his reading skill as a concern, developing strategies to improve his reading comprehension, for example asking himself "who, what, where, why, how"

4.6.2. What did MI Look Like for Adam?

Initially, Adam was ambivalent about reading, viewing reading as potentially purposeful but typically boring. Adam reported no desire to improve his reading. Three themes were thus identified: 1) Establishing purpose through pupil-led exploration, 2) Establishing purpose through thinking about what is important, 3) Strategy development.

4.6.2.1. Establishing Purpose through Pupil-Led Exploration

The MI sessions were pupil-led to ensure that the sessions felt purposeful to Adam – i.e. were focused on concerns pertinent to him. For instance, the researcher began each session by *reviewing Adam's week* and the challenges he had faced, as highlighted in the researcher's reflective notes:

When I asked Adam what he had been up to he shared that he had had a difficult week due to fighting. Also felt lessons were boring and had stopped seeing the purpose of them. Wanted to work on his behaviour in lessons.

This meant that initially, Adam did not see reading as an area of concern, thus requiring the researcher to display acceptance of Adam's views and *roll with resistance*, with the researcher noting that "Adam is happy with reading so we spoke about other lessons and how he is getting on." In focusing on what was important to Adam and not dismissing his views, a *positive therapeutic relationship* was developed which allowed Adam to express his feelings, something Adam reported he had not felt able to do before, but highly valued: "I feel a bit better cos then I can actually express my feelings cos then I normally I like keep things to myself and just don't tell anyone about them."

4.6.2.2. Establishing Purpose through Thinking about what is Important

MI sessions focused on establishing purpose by encouraging Adam to *develop discrepancy* between his future desires and current behaviour and then set *goals*, using drawing of ideal self (Moran, 2001). Use of ideal self also reinforced purpose by encouraging Adam to think about how any changes would *impact on his family and friends*, whose views Adam valued. During the ideal self task, Adam described how he "wants to get a good job and thinks he'll need to start listening and learning to do this."

As the MI intervention progressed, *likelihood of change* was explored using the 'Scaling – thinking about change' activity from Facilitating Change 2 (Atkinson, 2013). Adam highlighted a lack of commitment to change. He felt that there were two reasons for the distraction he experienced: 1) social interaction with his peers which he saw no reason to change: "I mess around when I want to socialise with my friends" and 2) comprehension difficulties limiting his ability to access

classroom tasks: “I mess around when the work is too hard/boring/struggling.” Adam thus decided to shift focus from supporting behaviour in class to supporting comprehension. The researcher sought to further reinforce the purpose by developing discrepancy between Adam’s perceived *future outcomes* of supporting comprehension vs. not supporting comprehension by completing a “what will happen if activity to explore possible outcomes of asking friend for answers vs. using friend to discuss and problem solve.” Additionally, a *visual reflective map* was created to track Adam’s thinking and the directions being taken (see Appendix 4.1). This was reviewed and amended with Adam each session.

4.6.2.3. Strategy Development

Strategy development was *solution-focused*: the researcher encouraged Adam to think about what already works for him and what he does when he encounters text he doesn’t understand, with discussion of the effectiveness of these strategies. The researcher’s reflective notes describe this: “I asked Adam to talk me through what he thinks about when he meets text he doesn’t understand. He described a range of comprehension strategies, which I reflected back to him as possible strategies.” The researcher encouraged *comparison* between the easy and hard texts and asked Adam to think about what others do to support him, in order to highlight what works well for Adam. Intervention notes highlight that “Adam felt that his teacher supported his comprehension by asking ‘wh’ questions.” To build Adam’s confidence in using the strategies, the researcher used implementation *scales* to evoke Adam’s views of likelihood and ease of implementation. This promoted discussion of perceived barriers and possible solutions, aiding Adam in his selection of

a strategy. This allowed Adam to develop strategies he wanted to use, felt he could use, and thought would work.

4.6.3. What Facilitates (or Inhibits) Reading Motivation and Engagement for Adam?

Two themes were identified: 1) Peers, 2) Purpose.

4.6.3.1. Peers

Adam saw *peers as a resource*: providing word pronunciation and meanings, additional instructions regarding analysis, and answers to comprehension questions. In the MI sessions Adam described how “I sit with XX he’s quite smart. If I don’t understand what a word means I ask XX. If I don’t understand what a sentence means I ask XX.” Adam felt that whilst gaining answers was helpful to completing the current task, it did not facilitate learning that would allow him to be independent in the future. Instead, Adam felt that independent learning was facilitated by discussion with his peers which increased his understanding of both process and outcome: “If I do it myself I might not understand straight away but I will get more understanding in the end. I’ll understand the questions more and be better at similar questions. I’ll get good marks cos I’m learning.” Adam thus felt that it was important to be sat near people to enable discussion and support, deciding he would “speak to head of year about sitting with peers in maths so that I can discuss the task with them.”

Adam felt *fear of peer ridicule* minimized his desire to read aloud: “kind of like weird because just in case if I go wrong or something (.) I’m scared like someone’s gonna take the mick or say I can’t

read or something.” Avoiding peer ridicule thus appeared to be a reason for improving reading: “So that when we’re doing class reading so that I’d actually be able to pronounce all the words get the image and all that and note down anything you want to and all that.” However, in developing a reading strategy, social perception was important to Adam: he did not want to be perceived as different and so focused on the development of ‘invisible’ strategies he could use independently in class, as highlighted in the researcher’s reflective notes:

When I asked Adam how he was going to remember the strategy (e.g. bookmark, poster, teacher writing on board) he didn’t like any of these ideas and appeared uncomfortable. Instead, after looking at the words he said ‘most start with wh so I’ll remember it by asking myself my ‘wh’ questions in my head.

In reviewing this strategy, Adam felt it had gone well, but had slowed him down in comparison to his peers. Adam was conscious of looking “dumb” and so decided to alternate between using the strategy and asking his friend for the answer: “It was a bit slow. I’ve started asking XX sometimes and asking myself sometimes. So I don’t fall behind.” Adam felt this would support his learning process but also maintain pace. Additionally, Adam felt the social anxiety he had experienced during transition had reduced his reading engagement during this time: “Probably because like they’re the youngest again (.) so they get a bit stressed and don’t really do the reading again...Just being the youngest and like people taking the mick out of them.”

4.6.3.2. Purpose

Adam felt that engagement was facilitated by having a purpose as this increased enjoyment. For Adam, reading was purposeful and so enjoyable when the books had allowed him to learn new words, new information and gain new perspectives:

It's the fact of like we get to know (.) cos we found out like the perspective in history (.) so it's like enjoyable for that bit...I enjoy reading a bit but because I get to like find out different words and all that

Adam displayed ambivalence around reading, however: whilst he viewed reading as having some purposes, he felt that reading was boring due to limited access to interesting texts: "I'm not really enjoying it cos there's not like any enjoyable books in there." Consequently, Adam did not view reading as a purposeful activity, preferring other activities: "I don't really care so I just want to get back on my games or whatever...sometimes I don't really see the reason to read" As discussed above, developing Adam's sense of purpose around reading was thus important in increasing his reading motivation and engagement.

4.7. Mia

4.7.1. What Were the Outcomes of the MI Intervention?

Two themes were identified: 1) Development of pupil-informed reading intervention, 2) Pupil-developed strategy to reduce anxiety around reading aloud.

4.7.1.1. Development of Pupil-Informed Reading Intervention

Mia did not report any changes in her reading motivation or engagement, continuing to view reading as “boring” and describe minimal reading engagement before and after the intervention. Through the MI process the researcher did gain an understanding of why Mia was reluctant to change her reading behaviour: Mia was concerned about the possible social impact of changing her reading behaviour, fearing moving up a set and being separated from her friends. In the MI sessions Mia stated that she “doesn’t want to be in Set 1 as she doesn’t want to be clever. She likes her current set as her friends are there.” Mia’s resistance to changing her reading behaviour also appeared to be underpinned by fear of peer ridicule, not wanting to highlight her perceived reading difficulties to peers: “if I get a word wrong then I will be scared to see if anyone’s going to laugh.” The researcher thus suggested an intervention in line with these needs and preferences: paired reading.

4.7.1.2. Pupil-Developed Strategy to Reduce Anxiety around Reading Aloud

Following the MI intervention, Mia reported a decrease in her desire to change her reading behaviour: “I don’t need to get better.” This may have been attributable to an increased awareness of the discomfort experienced when reading. Through increased awareness of the challenges faced when reading, Mia appeared to have created her own strategy to reduce the anxiety associated with reading aloud: Mia stated that she would refuse to read aloud and read in her head instead, because she found it easier to do this: “Because I’m not gonna be reading (.) I’m gonna be reading in my

head [...] I can read better in my head.” However, given that refusal to follow an adult instruction would result in a punitive response, the utility of this strategy is questionable.

4.7.2. What Did MI Look Like for Mia?

Mia expressed low intrinsic motivation, limited reading engagement and appeared reserved throughout the intervention. Sessions focused on building an open relationship and highlighting reading as a potential area for change. Two key themes were identified: 1) Engagement, 2) Developing discrepancy.

4.7.2.1. Engagement

The researcher spent time building rapport with Mia by *engaging in activities Mia enjoyed* (e.g. drawing, hangman), with this highlighted in the researcher’s reflective notes: “Drew with Mia - session was mainly to build rapport.” As Mia became more comfortable the researcher engaged Mia in conversation around interests, likes and then possible concerns, whilst engaging in Mia’s preferred activities. The researcher also used these preferred activities to evoke Mia’s ideas and feelings, as noted in the researcher’s reflective notes: “Maybe do ideal self next session – enjoys drawing, could help Mia to identify areas she wants to improve.” This appeared effective in creating a *relationship between Mia and the researcher*, with Mia feeling MI could be used to help people to open up: “It might encourage a person to speak...they can share concerns”

4.7.2.2. Developing Discrepancy

The researcher evoked discrepancy by encouraging Mia to think about *exceptions* and *future aspirations*. The researcher's reflective notes show how this resulted in some discrepancy: "Mia spoke about moving set in science and still having friends." Given that Mia appeared socially motivated, the researcher encouraged Mia to think about the *views of others*, creating discrepancy between Mia's perception of herself and how she feels others see her. Whilst Mia felt that her parents and school staff may have some concerns, this did not encourage Mia to feel concerned herself, as highlighted in the 'Exploring Concerns' worksheet from Facilitating Change 2 (Atkinson, 2013): "Mia felt school staff concerned she doesn't like reading and parents want her to do well on GCSEs. Mia thinks she will fail her GCSEs but feels she does not need to worry about this yet"

The researcher drew upon *social constructivism* and used *scaling* to explore some constructs Mia displayed ambivalence around (e.g. clever, small). This allowed further exploration of what these constructions meant to Mia and also where Mia felt she was currently and where she would like to be, as highlighted in the researcher's reflective log:

Drew a clever person and described their characteristics, thoughts and feelings. Then asked Mia what the opposite of this would be and where she would put herself on the scale...Mia's construct of clever included social relationships and links to social standing/popularity

Finally, by describing someone like Mia, but not Mia, the researcher framed the discrepancy created throughout the sessions and fed Mia possible solutions to sort as useful/not useful for the person, thus *creating a meta-conversation*. Whilst Mia felt a number of the choices were good ideas, she did not feel they would work for her, stating: “I won’t use them”.

4.7.3. What Facilitates (or Inhibits) Reading Motivation and Engagement for Mia?

Two themes were identified: 1) Fear of peer ridicule, 2) Interesting texts.

4.7.3.1. Fear of Peer Ridicule

Mia displayed ambivalence around her reading self-efficacy: whilst Mia felt her skills were adequate, she reported that the reading of longer texts was effortful and difficult: “I can read (.) but (2) I can’t read like really hard books...Not all tricky (.) but like all needs effort.” This impacted on Mia’s confidence to read aloud in social situations, such that she feared ridicule. “If I get a word wrong then I will be scared to see if anyone’s going to laugh.” For Mia, working in a group with peers of similar reading ability was thus the most important facilitator of reading in the classroom, with Mia feeling this would reduce the likelihood of experiencing peer ridicule: “Everyone was the same like reading (.) on the same level...so everyone else knew the same mistakes you made (.) and could improve the same.” Similarly, when talking about preferring to read in primary school, Mia found reading aloud in a group supportive “that you read as a class (.) not individually (.) we had to read all together.” It is possible that this is because errors are less likely to be detected.

4.7.3.2. Interesting Texts

Mia frequently highlighted a relationship between reading enjoyment, reading engagement and reading achievement. Mia felt the ‘best reader’ reads because “she likes reading”. However, whilst Mia did enjoy accessing digital literacy at home (e.g. comments on social media), she did not typically enjoy reading in school, frequently describing reading in school as “boring”, with level of enjoyment determined by the text being read: “I don’t enjoy it (.) it depends what book I’m reading.”

4.8. Cross-case Analysis

4.8.1. What Were the Outcomes of MI?

The aim of MI was to support reading motivation and engagement. It is positive then that the majority of pupils reported increased reading motivation and engagement following the MI intervention. Three themes were identified: 1) Changes in motivation, 2) Changes in engagement, 3) Planned classroom-level changes.

4.8.1.1. Changes in Motivation

Five pupils reported increases in what can be seen as intrinsic motivation, attributing the increased enjoyment to the strategies developed within MI. Four pupils reported changes to their reading self-efficacy, with pupils reporting perceived improvements in their reading skills. Pupils attributed these changes to increased feelings of competence due to the development of technical reading strategies, in addition to increased understanding of their own reading and learning

processes. In two cases, qualitative reports were not consistent with the pupil's rating on the reading self-efficacy scale, highlighting the possible impact of contextual factors on self-efficacy. Specifically, Nadia rated herself lower on the reading self-efficacy scale following the MI intervention due to a decline in her reading level. Adam, on the other hand, reported that he wanted to remain as a 'middleish' reader because he did not want to be seen as "the best" or "stupid". Additionally, the majority of pupils also reported increased confidence in their ability to change, attributing this to the reading strategies developed and increased knowledge of their learning process. Reading value also increased for some pupils, who described reading as having greater utility following the MI sessions, with increased importance of reading across the curriculum, increased importance of reading to GCSEs and job opportunities, and increased enjoyment. Additionally, the majority of pupils also reported an increase in their desire to change their reading behaviour, attributing this to the increased value of reading. Changes in peer value were not reported by any of the pupils.

4.8.1.2. Changes in Engagement

Four out of six pupils described increased behavioural reading engagement, attributing this to increased enjoyment, increased reading self-efficacy, and increased social reward. Four out of six pupils also reported (intended) changes to cognitive engagement: use of the technical reading strategies developed during the MI sessions. These changes were attributed to increased reading value.

4.8.1.3. Planned classroom-level changes

The pupil-teacher consultations resulted in several plans for classroom-level changes. Specifically, increased opportunities for peer interaction and discussion, changes to physical environment (e.g. library to be made more inviting and have posters giving reading strategies), increased access to a range of interesting books (e.g. buying new books), and changes to the organisation of books (e.g. look at a colour-coded system).

4.8.2. What does MI look like?

Two themes were identified: 1) Four core processes of MI, 2) Pupil-led approach in MI.

4.8.2.1. Four Core Processes of MI

In line with Miller and Rollnick (2012), the four core processes of MI were prominent throughout all case studies. All MI sessions began with *engagement*, with this process running throughout. All pupils appeared to find the MI sessions fun and enjoyable, reporting that they would like to do more MI sessions in the future. For many pupils, the engaging element of the MI intervention had been the pupil-led approach used. Specifically, the researcher framed the pupil as source of knowledge, evoking their expertise of themselves in order to explore pupil goals, motivations and generate solutions. The MI sessions were thus focused on those concerns pertinent to the pupils. The researcher also encouraged not only the content but format of MI sessions to be pupil-led, with pupils designing their own activities to explore their views of reading (e.g. board game, comic strip). Where pupils found it difficult to direct the sessions in this way, the researcher provided a

choice of activities based on pupil preferences and interests. Whilst activities from Facilitating Change 2 (Atkinson, 2013) were used in a number of sessions, the researcher typically did not use the printed worksheet, instead creating the worksheet with the pupil. This thus allowed creativity in how pupils expressed their ideas and heightened collaboration as documents were created together. The engagement used throughout MI appeared to support the development of a therapeutic relationship in most cases, with pupils feeling comfortable to share.

The MI sessions typically moved back and forth between *focusing and evoking*: in eliciting motivations for change and exploring how pupils might change new focuses emerged. In some cases, the pupil's focus differed from that of the researcher, in these cases the researcher rolled with resistance and was led by the pupils. For instance, Adam initially wanted to focus on improving his behaviour in the classroom, the researcher proceeded with this as it not only supported engagement and Adam's sense of autonomy, but was ethical as this focus, whilst not in line with research aims, would be of benefit to Adam.

Goals were established by exploring and creating discrepancy between future ideals and current situation, typically this included comparison of ideal and non-ideal reading lesson or drawing of ideal self. Once a goal had been established the researcher elicited motivations for change by evoking discrepancy between future goals and current situation, views of others and views of self. The researcher encouraged pupils to rate where they currently were, where they wanted to be, and what they felt they could change. Additionally, whilst making the comparisons, the researcher encouraged deep level exploration, exploring why things were important and drawing upon social

constructivism to explore specific words used by pupils. In some cases, the deepening understanding of their reading process and increasing values and reasons for change led to a shift in focus. For instance, Craig had wanted to increase his reading engagement but in exploring when he reads, he highlighted that he understands text most when reading with an adult, as they support his decoding. This thus led to a shift of focus, with Craig wanting to focus on developing his decoding skills. To give clarity to the shifts in thinking and ensure continued rationale of focus the researcher created visual reflective maps to highlight the MI journey.

The researcher also used the importance ruler to explore how much pupils wanted to make the change and the confidence ruler to explore how easy/hard pupils felt it would be to make the change. These activities consistently prompted change talk from pupils. Moreover in thinking about what it would look like and what would need to change for pupils to move up a scale, pupils began to move naturally into planning.

When pupils entered the *planning* phase they had a clear idea of what they wanted to change and why – any strategies developed thus had a clear purpose for pupils. Planning included the setting of long-term, medium and short-term goals, with strategy development typically focused on achieving short-term goals. Strategy development was typically pupil-led and solution-focused, approaches included: comparison of easy and hard texts, evocation of exceptions, dynamic assessment, and evocation of what had worked well in the past or different settings. In some cases, the researcher also offered ideas for pupils to reflect on. Additionally, to further strengthen self-efficacy and confidence in the strategy the researcher used implementation scales to explore

likelihood of implementation and perceived ease of implementation, allowing any possible barriers to be explored and solutions developed where possible.

4.8.2.2. Pupil-Led Approach

A pupil-led approach was used in all MI sessions, with the pupil framed as the primary source of knowledge. The use of OARS was thus prolific throughout the researcher's reflective notes, plans, and intervention fidelity checks. As highlighted above, the pupil-led approach was thus key to all four processes, with the topic of conversation within each process varying for each pupil, such that conversation topics were those most pertinent to the individual pupil. Moreover, the activities used within each process, whilst often having a similar purpose, varied in format depending on pupil interests and preferences. However, acting autonomously was difficult for Craig and Ahmed at first, who seemed shocked to be asked how they would like to work and what they would like to do. The researcher supported these pupils by offering choices. The pupil-led approach appeared to increase enjoyment of the MI intervention, such that pupils described the sessions as fun, enjoying sharing and using their ideas.

In some cases the strategies developed required action from school staff. The researcher thus facilitated a *pupil-teacher consultation*. These meetings were helpful in a number of ways. School staff had knowledge of school systems that the researcher did not have. This enabled discussion of additional extrinsic rewards that could be provided. School staff also had access to school systems, specifically IT, which was particularly important for Nadia. Nadia and her teacher created a strategy in which they would meet and go through an online assessment together, with Nadia's

teacher providing feedback at the end. Plans for continued support were also made (e.g. Nadia's assessment feedback, Ahmed's reading diary).

During the consultations school staff expressed empathy, often agreeing with the challenges pupils suggested. School staff were also open to reflection and, where they had the power, plans for classroom-level changes were made (e.g. change of seating plan, buying new books). The pupil-teacher consultations also appeared to increase motivation, with pupils presenting as excited by the prospect of additional extrinsic reward and surprised that many of their suggestions had been taken on board. The pupil-teacher consultations thus supported a number of planned classroom-level changes, outlined in Section 4.8.1.3.

4.8.3. What Facilitates (or Inhibits) Reading Motivation and Reading Engagement?

Four themes were identified: 1) Peer influences, 2) Computer-based reading programme, 3) Reading comprehension – technical reading instruction, 4) Transition.

4.8.3.1. Peer Influences

Pupils saw *peers as a resource* who could aid reading by providing word pronunciation and meanings. Pupils also highlighted discussion as a key tool in facilitating cognitive engagement, reading enjoyment, and achievement. Pupils described how knowing they would need to engage in discussion would encourage them to read with the goal of comprehension so that they could summarise, reflect and share ideas in the discussion. Pupils felt that discussing the text with others would support their comprehension and be more enjoyable than writing a summary. However,

pupils felt the use of discussion was inhibited by school systems, with pupils reporting being required to work in silence and provide written summaries of the texts they read.

Maintaining positive *peer relationships* was important to pupils and highlighted as key to reading engagement. As described below, pupils did not want to engage in reading behaviours that were not consistent with perceived peer values as they felt this could negatively affect how peers saw them. Additionally, Mia did not want to improve her reading ability as she felt this would mean she would have to move up a set and so move away from her friends. Craig described how having few positive peer relationships impacted on his ability to engage in group work in English, discussion around texts and so limited his progress.

Pupils described high levels of *peer devalue* in their secondary schools, reporting that many of their peers did not enjoy reading, did not respect reading, and did not regularly read. Pupils felt this peer devalue resulted in distractions which disrupted flow and so enjoyment of text. For many pupils, the disruption to flow minimized reading value. Therefore, even those pupils who reported high enjoyment and engagement at home (Nadia, Sophia), did not enjoy reading in school. Pupils described how peer value could be promoted by changing the reading environment and so the reading value attributed by the school, with pupils describing current reading spaces as uninviting, uncomfortable and full of sensory distractions.

Pupils reported *fear of peer ridicule* around making an error when reading aloud and using reading strategies that could highlight their perceived reading difficulties. Some pupils also described how they did not want to engage too readily and/or become the 'best reader' as they did not want to be

seen as a 'geek' by their peers. Consistent with this, the majority of pupils thus described themselves as average readers.

4.8.3.2. Computer-Based Reading Programme

A number of pupils described experiencing *restricted choice*. Pupils described how their enjoyment of texts was restricted by the computer-based reading programmes used in school, finding it difficult to find books of interest to them within their reading level. For some pupils, this limited the purpose of reading and so reading engagement: they did not want to read the books in their level which they did not find enjoyable. Therefore, even when pupils had positive views around reading, they described disengagement in school due to lack of interesting books.

It appeared that *assessments may not be indicative of true abilities*. Pupils described how their reading level shaped their reading self-efficacy. However, the assessment method associated with the computer-based reading programmes did not appear to promote the goal of full comprehension and so may not be indicative of pupils' true abilities. For instance, for Ahmed, reading books and completing the associated assessments in order to progress through the book levels was the purpose of reading. For Ahmed anything that slowed speed, even when aiding comprehension (e.g. accurate decoding), was viewed as a weakness, meaning he was less likely to engage this strategy. Similarly, Nadia felt that she did not use the same reading skills during the assessments as when reading for pleasure, due to time constraints and the use of short extracts that held little relevance for Nadia. Moreover, Nadia felt the time taken between reading and quizzing, due to restricted access to computers, limited her retention and so performance on the assessment. Therefore, whilst

Nadia's family had identified texts she enjoyed, Nadia was questioning whether or not she should continue reading these books as she was not performing well on the assessments.

4.8.3.3. Reading Comprehension - Technical Reading Strategies

Despite describing reading as more difficult in secondary school compared to primary school, due to increases in text length and complexity, pupils typically viewed themselves as average readers, having the basic reading skills needed to complete reading tasks in secondary school. As the MI sessions progressed, however, some pupils felt that they could not always achieve the level of understanding needed for reading enjoyment and independent learning. Therefore, these pupils wanted to develop strategies to improve their reading comprehension. A solution-focused approach to strategy development was employed, with pupils often eliciting known strategies they had not been using. Consistent with the primary school support described, most of the pupils' original comprehension strategies involved being given the answer. Pupils sought independence in their learning, though. Pupils felt this could be achieved via teachers providing examples and definitions, regular qualitative feedback to reward, reassure and, where necessary, highlight specific next steps.

4.8.3.4. Transition

Intrinsic motivation was reported to increase from primary to secondary school. Transition from primary to secondary school appeared to have a negative impact on reading engagement, however. Some pupils reported transition as a time of heightened social anxiety, with this impacting on their

ability to concentrate on reading. For some pupils, the transition coincided with an increase in social freedom and increased responsibilities, with some pupils reporting that they have more to do in secondary school and so whilst they want to read more often they do not have as much free time. Parental interest in supporting reading also appeared to decline during this period, with pupils reporting that whilst parents had read with them in primary school, they did not do this in secondary school. Some pupils also noted that the need to develop relationships with teachers when entering secondary school inhibited reading, such that teachers would not know what support pupils need.

5. Discussion

This study sought to explore how involving pupils as active collaborators in intervention, through the use of MI, could support reading motivation and reading engagement. A multiple case study approach was adopted, with six secondary school pupils identified by their schools as disengaged and not making expected progress. Pupils engaged in five-to-six MI sessions, completed pre- and post-intervention semi-structured interviews and, where possible, partook in a pupil-teacher consultation. Data were analysed using TA. This chapter begins by summarizing key findings, relating these to previous research and theory. Implications for educators, policy-makers and EPs are then considered. This is followed by a discussion of research limitations and directions for future research. Finally, conclusions are provided.

5.1. Summary of Findings: Using MI to Facilitate Reading Motivation and Engagement

The findings of the current study are discussed below in relation to research question 1:

What does MI look like when used to facilitate reading motivation and reading engagement for pupils identified as disengaged and not making expected progress?

- a. *What are the outcomes?*
- b. *What are the core processes used?*

5.1.1. Outcomes

This thesis sought to explore how pupil involvement can be used to facilitate reading motivation and engagement, with MI used as the vehicle to evoke pupil voice. The findings of the current study support and extend previous research in several ways. First, positive changes in reading motivation were observed for most pupils. Second, enhancing motivation appeared to support reading engagement. Third, MI outcomes appeared dependent on readiness for change at the start of the intervention. These findings are discussed further below.

5.1.1.1. Changes in Reading Motivation

Positive reading motivation outcomes, following the MI intervention, were reported by the majority of pupils. Five pupils reported increases in intrinsic motivation. In line with self-determination theory (SDT; Ryan & Deci, 2000), pupils attributed increased reading enjoyment to heightened feelings of autonomy, with pupils developing strategies to source texts of interest to them, and increased competence, through developing technical reading strategies to support comprehension. Pupils felt that reading and understanding interesting texts would allow them to experience immersion, thus heightening reading enjoyment.

Four pupils reported changes to their reading self-efficacy, with pupils reporting improvements in their reading skills. In line with the goals of MI and social-cognitive theory, this appeared to be due to MI supporting pupil's awareness of their own reading and learning processes and the skills they have to support these (Bandura, 1997; Schunk & Pajeres, 2009). Moreover, where pupils felt

they needed to develop their reading skills, feelings of competence were supported through the development of technical reading strategies. In two cases, qualitative reports were not consistent with the pupil's rating on the reading self-efficacy scale. This discrepancy appeared to reflect the impact of wider contextual factors on pupils' constructions of reading self-efficacy. First, reading self-efficacy appeared to be shaped by reading level for some pupils. Therefore, despite expressing increased knowledge of the comprehension process, Nadia rated herself lower on the reading self-efficacy scale following the MI intervention due to a decline in her reading level. Second, Adam's reading self-efficacy appeared to be influenced by peer value. Whilst he felt his reading skills and understanding of his learning process had increased, his ranking on the self-efficacy scale did not change. Adam reported that he wanted to remain as a 'middleish' reader because he did not want to be seen as "the best" or "stupid" as either may result in peer ridicule.

Inconsistencies between qualitative and quantitative reports of motivational and engagement constructs have been noted in a number of studies (e.g. Cockroft & Atkinson, 2017; Snape and Atkinson, 2017). It is possible that these discrepancies are due to the pupil-researcher relationship, with the researcher carrying out the intervention and interview, leading to socially desirable responding. However, the interviews were not carried out by the intervention deliverer in Snape and Atkinson (2017). The current study thus highlights another possibility: wider contextual influences may influence how pupils respond on quantitative measures. This suggests that reliability and validity of quantitative measures of motivation may be questioned, as they may be confounded by social or more distal variables not captured in the measure.

Reading value also increased for some pupils. Initially, many expressed low reading value, seeing reading as the distinct activity of reading their ‘reading book’ during their reading lesson (and in some cases English) because they had been told to. Consistent with the expectancy-value theory (Eccles & Wigfield, 2002), following the intervention, pupils expressed increased attainment values (e.g. importance of reading in exams across the curriculum), links between reading and future goals (e.g. importance of reading to GCSEs) and increased intrinsic value (discussed above).

Changes in peer value were not reported by any of the pupils. In previous research, peer value has been supported by encouraging discussion and collaboration around texts (Guthrie & Humenick, 2004; Cockroft, 2016). Given that MI is delivered as a one-to-one intervention, it is arguably unsurprising that there were no changes in peer value in the current study. Peer value was very important to pupils, however, and as discussed below, informed strategy development, with some pupils suggesting classroom-level changes which they felt may not just benefit themselves, but also promote positive peer value. MI thus appears to be a useful tool in enhancing the reading motivation of secondary school pupils, however, due to the one-to-one delivery, additional support may be needed to support shifts in peer value.

5.1.1.2. Changes in Reading Engagement

Enhancing motivation appeared to have a positive impact on behavioural and cognitive reading engagement. Supporting previous research, pupils attributed increased behavioural engagement to increased reading enjoyment and reading self-efficacy, with pupils reporting increased access to interesting books and feeling more confident to pick up a book and read it (Friese et al., 2008).

Behavioural engagement also appeared to be influenced by enhanced social reward for Ahmed, who developed a strategy of using a reading diary in which he would receive both social and extrinsic reward from a member of school staff.

Increased cognitive engagement appeared to be attributable to changes in reading values (Friese et al., 2008). For instance, prior to the intervention Ahmed's reading values were attainment focused, whereby he wanted to read books as quickly as possible and so was focused on speed rather than comprehension. Following the intervention, Ahmed reported using a decoding strategy whilst reading, with this seemingly because he wanted to achieve some accuracy when reading 'interesting' books, suggesting intrinsic reading values had become important to him.

To sum, it appears that enhanced motivations heightened desire to read, with pupils developing a number of strategies to support their behavioural and cognitive engagement. Findings of the current study thus suggest that MI can be used to facilitate reading motivation and engagement for pupils identified by their school as disengaged and not making expected progress, with positive outcomes reported by five out of six pupils. This supports the growing body of evidence showing that MI has the potential to have positive outcomes for adolescent populations in educational settings (Snape & Atkinson, 2016) and specifically the use of MI to support reading-related outcomes (Cockroft & Atkinson, 2017). The EMR posits that increased reading motivation and engagement will lead to increased reading achievement (Guthrie & Wigfield; 2000; Guthrie et al., 2012). However, those studies exploring the impact of MI on reading achievement have not found positive outcomes (McQuillin et al., 2011; 2015; Strait, Smith et al., 2012). Those studies

exploring MI and reading achievement have not adapted MI for reading and whilst one study utilised a follow-up, this was after just 6 weeks which is unlikely to be long enough for impact on achievement to be detected. Moreover, none of the studies utilised a pupil-teacher consultation to support implementation of classroom-level strategies. Future research exploring the impact of MI, specifically targeting reading behaviours, on reading achievement is thus warranted.

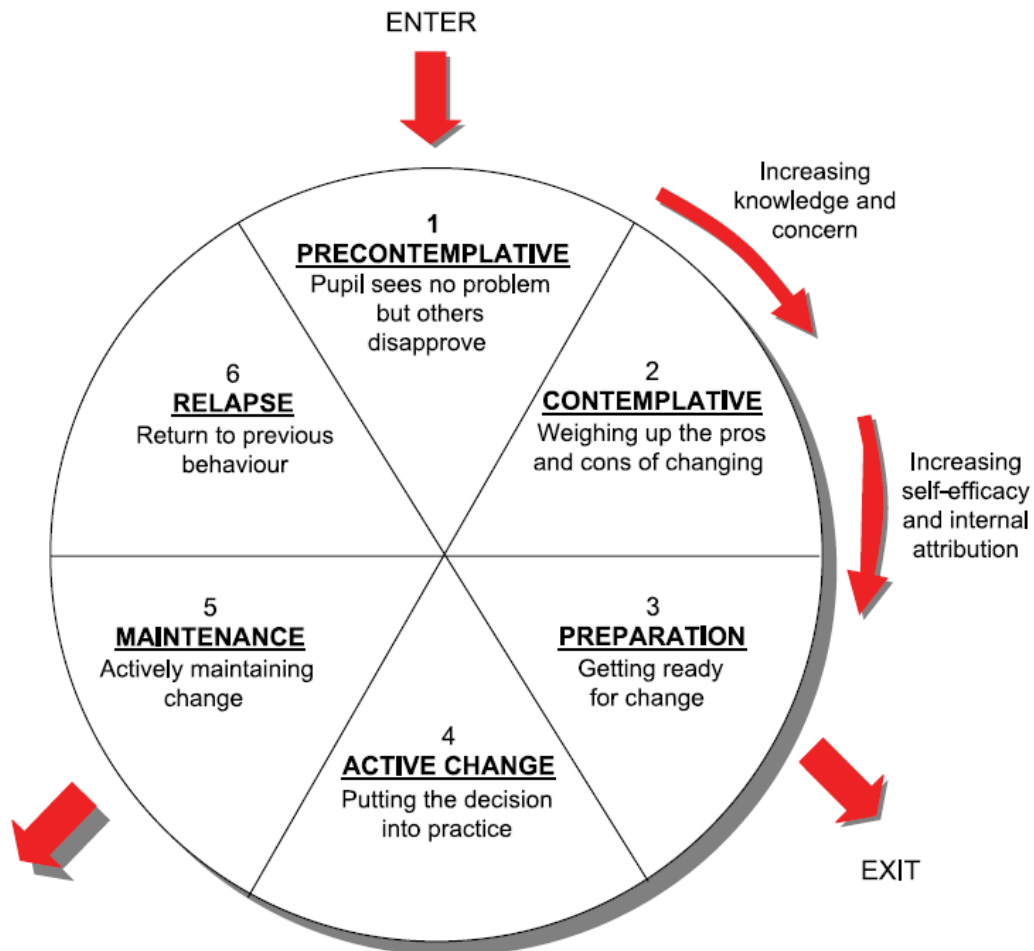
5.1.1.3. Readiness for Change

Whilst positive outcomes following the MI intervention were reported by the majority of pupils, Mia reported no changes in reading motivation and felt her desire to improve her reading declined following the intervention. Throughout the MI sessions Mia did not want to talk about change in any area of her life, stating she had no concerns. The ‘Model of Stages of Change’ (DiClemente & Prochaska, 1998; Prochaska & DiClemente, 1982) presents six stages an individual may move through when changing a behaviour –see Figure 5.1. Mia was one of the only pupils to begin the intervention in the pre-contemplative stage, suggesting that readiness for change may contribute to outcomes of the MI intervention. However, Adam, also began in the pre-contemplative stage. Adam appeared to develop a trusting relationship with the researcher very quickly, talking openly from the start. Conversely, Mia presented as more reserved. During the post-intervention interview, Mia reflected that the intervention had been helpful in creating a space to share. It is possible then that Mia was beginning to feel comfortable and trust the researcher. If the intervention had continued, she may have begun to talk about change. This highlights the importance of developing a trusting therapeutic relationship and so the possible need for prolonged

involvement for those pupils who are in the pre-contemplative stage and more reserved. These findings are consistent with Kittles and Atkinson (2009) who found that the only pupil to describe MI negatively was in the pre-contemplative stage of change, displaying weaker social communication skills than other pupils in the study.

Figure 5.1.

Model of Stages of Change, Taken from Kittles and Atkinson (2009, pg.243)



Terry et al. (2014) reported positive outcomes following MI after just one session, however. It is possible that all pupils in the Terry et al. study began in the contemplative stage. Additionally, given that positive MI outcomes were reported by most pupils, the RCT methodology may have masked those pupils who did not respond positively.

It is also possible that the differential outcomes in the current study reflected differences in the delivery of sessions, specifically, weaknesses in the researcher's implementation. Prochaska et al. (1994) suggest that those in the pre-contemplation stage may have strong factors in maintaining their behaviour. For Mia these factors were social, with Mia reporting that she did not want to do anything that would improve her reading achievement as this would mean she would move set and so no longer be with her friends. Although fidelity of MI did not differ for Mia compared to the other pupils (see Table 3.3), the researcher may not have fully explored those concerns most pertinent to Mia. Gaining further insight into why Mia felt safest in the pre-contemplative stage and exploration of insecurities around friendships and social skills may thus have been beneficial, helping Mia to see how she could improve her reading and maintain her friendships.

To sum, MI outcomes may be influenced by readiness for change, with positive outcomes more likely for those who begin the intervention in the contemplative stage or later. Additionally, the skills of the MI deliverer in building a trusting therapeutic relationship and identifying and exploring motivations not to change may also impact on MI outcomes.

5.1.2. Processes

This thesis sought to explore what the process of MI looks like when used to facilitate reading motivation and engagement for secondary school aged pupils, identified as disengaged and not making expected progress. The findings of this thesis support and extend previous research in several ways. First, MI sessions appeared highly consistent with the core principles of MI. In particular, expressing empathy through the adoption of a pupil-led approach, heightening motivation to change by developing discrepancy, and enhancing commitment to change by supporting self-efficacy. Second, a number of adaptations were made with regards to the implementation of MI processes to meet pupil needs and preferences. Third, following MI with a pupil-teacher consultation appeared to enhance pupil motivation, strengthen pupil-teacher relationships, and resulted in planned actions for systems-level change. These findings are discussed further below.

5.1.2.1. Expressing Empathy through the Adoption of a Pupil-Led Approach

Expressing empathy is a core principle of MI delivered in the current study through the pupil-led approach adopted. Consistent with the strengths-based spirit of MI, which posits that the client has the knowledge and expertise to make a positive change to their behaviour (Miller & Rollnick, 2012), the researcher framed the pupils as the primary source of knowledge, using OARS to evoke their ideas. Expressing empathy is seen as vital to MI efficacy and positive outcomes for clients (Miller & Rose, 2009; Moyers, Miller et al., 2005). Similarly, OARS are considered fundamental to MI competence (Miller & Rollnick, 2012; Moyers, Martin et al., 2005), however, it had been

suggested that young people may struggle with the higher-order language and questioning needed for OARS (Atkinson & Amesu, 2007). Moreover, in a review of student-focused MI, Snape and Atkinson (2016) found that only one study reported use of OARS (Sheftel et al., 2014). Therefore, the consistent presence of expressing empathy and use of OARS in the current study is very positive.

The pupil-led approach also appeared to be valued by pupils who, consistent with previous research, reported enjoying the MI sessions (Kittles & Atkinson, 2009; Cryer & Atkinson, 2015; Snape & Atkinson, 2017). Pupils appeared to appreciate the autonomy and collaboration afforded to them, valuing having their ideas heard and being able to use these within the sessions. This approach matched pupils' reported preference for independence and 'working things out' (Kaplan, 2014). However, similar to Kittles and Atkinson (2009), some pupils struggled with acting autonomously at first as this was unusual for them. For these pupils, the researcher thus offered choices, until they were comfortable taking the lead. The pupil-led approach also appeared to support development of a positive therapeutic relationship (Rogers, 1951), with pupils reporting that the intervention had allowed them to open up and express themselves in ways they had not previously. This enabled pupils to explore their thoughts and feelings around school and reading, and so actively contribute and provide insight into those reading-related factors most pertinent and helpful to them (Hall, 2012; Wexler et al., 2015). Pupils highlighted time to think and reflect on reading as a useful aspect of the MI intervention. Moreover, this self-reflection supported engagement in the other principles and processes, discussed below.

5.1.2.2. Developing Discrepancy

Initially some pupils displayed ambivalence around reading and some did not view their reading behaviours as a concern. Consistent with the pupil-led approach, this required the researcher to roll with resistance. Developing discrepancy between future ideals and career hopes and the current situation, and then considering what the pupil could change to move closer to their ideal appeared to heighten reading values and future utility. For some pupils an outcome of MI was thus increased awareness of concerns around their reading (Marcus et al., 2011). Developing discrepancy also appeared to lead to change talk, with pupils telling the researcher why they wanted to change (i.e. what did they want to achieve) and what would need to change to achieve this. This is supported by the expectancy-value model and research showing that highlighting future applications and links to career goals supports intrinsic motivation and engagement (Hopkins & Reynolds, 2002; Sharp, 2014; Shell & Husman, 2001; Eccles & Wigfield, 2000). Consistent with previous research, which suggests heightened autonomy leads to increased motivation and desire to change, the majority of pupils reported increased desire to change and increased confidence in their ability to do so (Harris et al., 2006; Ryan & Deci, 2009; Sheffield & Morgan, 2017). For instance, after identifying the need for discussion in supporting his learning process, Adam felt such a strong and immediate desire for change that he spoke to his head of year about this closely after the session, thus not requiring the researcher to facilitate this meeting. Moreover, in some cases, the increased desire to change resulted in pupils wanting to use strategies they already possessed but had not previously seen the purpose of using.

5.1.2.3. Building Self-Efficacy

The pupil-led approach also supported planning and the building of self-efficacy within this, such that this allowed for a solution-focused approach. Pupils largely generated their own strategies by reflecting on what had worked well in the past and/or different settings. Self-efficacy was supported further through the use of implementation scales, in order to identify contextual factors that would support or act as barriers to strategy implementation. Consistent with previous research, some pupils did not want to use strategies that would highlight their perceived reading difficulties to peers (e.g. Hall, 2012). Other barriers included feelings of limited support (see Section 5.2.3), restraints on book choice, even outside of school, due to the use of a computer-based reading programme (see Section 5.2.2), and environmental distractions (see Section 5.2.1). Consistent with Bronfenbrenner's ecological systems theory (1979), then, implementation of strategies appeared to be impacted by wider school systems. The approach adopted in the current study thus appeared to increase pupil's 'positive aspiration,' with pupils describing not only increased desire in their ability to change but also increased commitment and confidence in their ability to change their reading behaviours, attributing this to the strategies developed (Cockroft & Atkinson, 2017; Morgan, 2016). This is thus likely to increase the likelihood of positive reading behaviours being seen across the curriculum (i.e. transference). This is important given that transfer effects are rarely reported in research aiming to enhance reading motivation, engagement and achievement, with these studies typically employing a programme of intervention that has little consideration of wider school systems (e.g. Cantrell et al. 2014).

5.1.2.4. Adaptation of MI processes for Young People

It has been suggested that despite increasing application of MI to adolescent populations within educational settings (Snape & Atkinson, 2016), use of the four core processes of MI, as described by Miller and Rollnick (2012; engagement, focusing, evoking, and planning), may present challenges for this group (e.g. Miller & Rollnick, 2012; Strait, McQuillen et al., 2012). It is positive then that the four key processes of MI as outlined by Miller and Rollnick (2012) were consistently identified in the current study. Moreover, implementation of the four processes was consistent with that described for adults in clinical settings (Miller & Rollnick, 2012): length of time engaged in each process varied by pupil, processes were implemented in a sequential and recursive manner with frequent movement between focusing on an area of change, evoking motivations for this change, and early stages of planning. However, in the current study, the implementation of the four core processes was highly individualised, reflecting pupil's interests and preferences and, where materials from *Facilitating Change 2* (Atkinson, 2013) were used, materials were typically recreated with the pupils (Kittles & Atkinson, 2009). These adaptations, then, are in line with previous research suggesting that adaptations to MI may be necessary to match the cognitive and language abilities of young people (McNamara, 2009; Strait, McQuillin et al., 2012). Moreover, the individualisation of materials is in line with the spirit of MI, demonstrating collaboration and pupil-autonomy (Miller & Rollnick, 2012). To sum, the implementation of MI in the current study adhered to the spirit, principles and processes of MI, however adaptations were made to meet the needs and preferences of individual pupils.

5.1.2.5. Creating Systemic Change through Pupil-Involvement

Where there were classroom constraints over which pupils felt they had no power, the researcher facilitated a pupil-teacher consultation. These consultations appeared helpful in a number of ways. First, school staff had knowledge of, access to, and power over school systems that the researcher did not. This allowed for immediate decisions and access to IT, and so, information sought by pupils could be gained. Additionally, the teacher was able to add school-based extrinsic rewards to pupil strategies. Whilst research suggests that extrinsic motivators have been negatively correlated to reading motivation and engagement (Klauda & Guthrie, 2015), it has been found that extrinsic rewards can sometimes be internalized when consistent with pupil values (Ryan & Deci, 2009). The offer of extrinsic reward thus appeared to increase motivation. This is consistent with research suggesting that likelihood of change may be partly dependent on identification of levers for change outside of the therapeutic relationship (Asay & Lambert, 1999).

Second, the pupil-teacher consultation appeared to develop pupil-teacher relationships, through sharing of concerns, expressions of empathy and collaborative problem-solving. The reading teacher listened to the proposed changes and engaged in problem-solving with pupils to think about how these could feasibly work in the classroom, particularly when this required changes to the wider macrosystem (e.g. use of discussion as a tool for learning and assessment; Bronfenbrenner, 1979). A number of classroom-level changes were thus planned, including increased opportunities for discussion, creation of a more inviting reading space, increased access to interesting books and a new system for organizing books that references genre.

Pupil voice was thus not only heard but used to facilitate classroom-level change, with pupils being afforded the highest level of involvement in decision-making (Shier, 2001). This is key given that the student engagement literature consistently highlights that being actively involved and so having a sense of ownership in educational provision provided can facilitate engagement (Harris et al., 2006; Hart, 2013; Michael & Frederickson 2013; Roeser et al., 2000). The willingness of the reading teacher to involve pupils in decision-making may have been a reflection of her qualities, however. The reading teacher was passionate about promoting reading motivation, and able to express empathy as she, too, had been seeking change, feeling reading had not been valued in the school. At the point of the pupil-teacher consultations, the reading teacher had just been given the power to make some of these changes. Subsequently, pupil involvement may be most useful in facilitating systems-level change when staff are also thinking about change and empowered to do so.

Finally, the pupil-teacher consultation heightened the ecological validity of the MI intervention, such that it allowed opportunity for those factors pupils had highlighted as facilitating reading motivation and engagement (see Section 5.2) to be discussed and applied in the school setting. This study has thus highlighted how following MI with a pupil-teacher consultation can facilitate plans for pupil-led systems-level change.

5.2. Summary of Findings: What Facilitates (or Inhibits) Reading Motivation and Engagement for Secondary School Aged pupils?

The findings of the current study are discussed below in relation to research question 2:

What do pupils, identified as disengaged and not making expected progress, perceive as facilitating (or inhibiting) reading motivation and engagement during secondary school?

The findings of the current study support and extend previous research in several ways. First, peers were highlighted as both facilitating and inhibiting reading motivation and engagement. Second, the computer-based reading programme used by both schools appeared to restrict reading motivation and engagement. Third, pupils highlighted limited reading comprehension skills as inhibiting reading enjoyment and value and so found the development of technical reading strategies facilitating. Fourth, primary to secondary school transition was highlighted as reducing reading engagement. These findings are discussed further below.

5.2.1. Peer Influences

Consistent with previous research highlighting the importance of peer relations during adolescence (Berndt, 1999), pupils routinely made reference to the influence of peers on their reading motivation and engagement.

Peers were viewed as impeding reading motivation and engagement. Pupils felt there were high levels of peer devalue in their schools, reporting that many of their peers did not enjoy reading,

did not respect reading, and did not regularly read. Pupils felt this peer devalue created an environment that caused distractions, thus disrupting the flow of their reading process, and so reducing intrinsic reading value. Moreover, consistent with social motivation theory, pupils did not want to be seen as acting in a way that was not in line with perceived peer values (Wentzel, 1996), nor did pupils want to read aloud in case they made an error or use reading strategies that could highlight perceived reading difficulties to peers, for fear of peer ridicule (Atkinson, 2009; Wexler et al., 2015).

Positive peer relationships were very important to pupils in the current study, with pupils seeking a sense of belonging and security, wanting to know they would have someone to sit with and support them in lessons (Altermatt & Pomerantz, 2003; Furrer & Skinner, 2003; Noble & McGrath, 2012; Wentzel et al., 2004). Maintaining these relationships appeared highly important to some pupils, with pupils reporting wanting to spend as much time as possible engaged in social activities (Coleman & Hendry, 1999) and appearing unwilling to do anything that would compromise these relationships (e.g. engage in reading if this would mean they'd be viewed as a 'geek'). This desire thus appeared to reduce reading engagement.

The social aspects of reading were seen as facilitating reading, though, with peers seen as a resource, sharing knowledge that could support decoding and comprehension (Atkinson, 2009). Additionally, pupils highlighted the importance of peer discussion in supporting cognitive engagement whilst reading, such that they would read with the goal of comprehension in order to contribute to the discussion. Moreover, pupils felt discussion would support reading

comprehension and enjoyment, since sharing their interpretations of the text would provide additional feedback and understanding, supporting their reading development, in addition to reframing reading as an enjoyable social activity (intrinsic motivation; Guthrie & Wigfield, 2000): social motivation theory suggests that individuals are more likely to engage in activities that are going to be socially rewarding (Wentzel, 1996). Previously, researchers have attempted to support peer value by using tasks that encourage collaboration and discussion (Guthrie & Klauda, 2014; Guthrie et al., 2013; Lau & Chan, 2009; Mercurio, 2005). Pupils felt discussion was restricted by school systems, however, with some pupils required to sit on their own, read quietly, or share their understanding of the text through written formats. This could thus compromise any efforts to increase peer value through discussion in an intervention, as pupils may not be able to use discussion across the curriculum, explaining why some studies have found minimal transference of skills and motivation outside of the intervention (e.g. Cantrell et al., 2014).

Pupils also felt it would be facilitating to sit with those with positive reading values. This is in line with social motivation theory which suggests that when an individual's values are consistent with their peers a sense of relatedness is created, with relatedness found to positively correlate with reading achievement and school engagement (Buhs, 2005; Guthrie et al., 2013). Moreover, pupils felt it would be helpful to promote reading with peers by promoting the value of reading in school. Consistent with previous research, pupils felt an inviting, calm, quiet environment with minimal distractions would support their reading engagement (Hart, 2013; McKeown, 2001; Preece & Timmins, 2004).

5.2.2. Computer-Based Reading Programme

Choice of interesting texts was highlighted as facilitating reading motivation and engagement (Cantrell et al., 2014; Guthrie & Klauda, 2014; Guthrie et al., 2013; Mercurio, 2005; Sanford & Kurki, 2014). Pupils felt that this relationship was mediated by comprehension, in that to enjoy an interesting text pupils felt they needed to understand it. In this way, a computer-based reading programme that matches books with reading level should be facilitating. However, pupils felt that the computer-based reading programmes used in their schools restricted choice: texts within their level were ‘boring’. Given that the reading age of pupils is at least 2 years below their chronological age, books in their reading level are unlikely to be age-appropriate.

The use of the computer-based reading programme also appeared to impact on reading purpose and so cognitive engagement. Pupils reported not seeing the point of engaging with the short extracts used in the multiple-choice assessments, and so reading quickly, not engaging all of their reading strategies. This is consistent with research which finds that multiple-choice assessment formats promote the construction of a propositional-level, as opposed to a situational-level, representation of the text, as this is all that is needed for successful completion of the assessment (Gordon et al., 2000). Moreover, Nadia felt the delay between reading a book and completing the associated assessment was too long. Whilst Nadia reported enjoying and understanding the book, she felt that in waiting for a computer, she experienced retention difficulties and so did not perform well on the test. Reading level, then, may not be indicative of pupils’ true reading competencies. As described above, reading self-efficacy appeared shaped by reading level for some pupils. In

line with the socio-cognitive theory (Bandura, 1997) a number of pupils thus reported a lack of confidence and so value in reading texts outside of their reading level, even when these books were seen as interesting. The use of a computer-based reading programme thus limited reading engagement, with pupils not wanting to read the “boring” books in their level, but not feeling able to read the more interesting books in higher levels, or not seeing the purpose of reading books they could not quiz on.

Pupils felt reading motivation and engagement would be facilitated by increasing autonomy and relevance by removing reading levels and having more books that match their interests in their level. Additionally, pupils felt having a member of school staff support text selection and having books organized by author or genre would support identification of an interesting book. Discussion with peers or a teacher was also posed as a preferred form of assessment. This accords with research suggesting that open-ended assessment promotes reading goals of full comprehension (Cain & Oakhill, 2006b).

5.2.3. Technical Reading Strategies

Pupils reported that reading was more difficult in secondary school compared to primary school due to increased length and complexity of texts and increased need for analysis, as noted elsewhere (Conley & Wise, 2011; Moje, 2008; Shanahan & Shanahan, 2008). However, despite being identified by their schools as not making expected progress, with a reading age at least two years below their chronological age, most pupils felt that they had the reading skills needed to complete

the reading tasks in school, typically rating themselves as average readers¹². As the value of reading across the curriculum and importance in exams was heightened in MI sessions and pupils reflected on their reading processes, this view appeared to shift, with pupils noting that limited comprehension of text impacted on their enjoyment, and so engagement with texts. Subsequently, pupils sought technical reading strategies.

In some cases the technical reading strategies developed during the MI sessions were already known to pupils, but due to limited reading value, pupils were not using these. This suggests that technical reading strategy instruction alone is not enough: pupils must also be motivated to use these strategies. The decoding strategies developed were typically an adaptation of strategies pupils already possessed. Conversely, pupils developed new linguistic comprehension strategies, as their existing strategies involved seeking the answer from another, with few aware of independent comprehension strategies. Tovani (2001) suggests that in primary school pupils may mask comprehension difficulties by 'fake reading' in that they gain answers from those around them. This was in line with the support pupils described receiving in primary school, feeling teachers gave them the answers.

Pupils did not value being given the answers, however, wanting to learn through discussion and discovery, reporting enjoying problem-solving and working things out for themselves as this

¹² As discussed above this may reflect projected reading self-efficacy

increased their independence and so prepared them for “real-life”. Consistent with the Vygotsky’s (1978) zone of proximal development, pupils felt that teacher support should thus provide texts of appropriate challenge, regular prompts, feedback, and some sort of checklist of processes they could use to guide their thinking process (e.g. having posters with definitions and strategies to support comprehension visible in the classroom). In line with student engagement literature and social and emotional learning literature, pupils felt this would support their self-efficacy and so facilitate independent engagement and learning (Payton et al., 2008; Sharp, 2014).

5.2.4. Transition

Previous research highlights transition as key to reading development, consistently finding that reading motivation declines from primary to secondary school (e.g. Clark & Teravainen-Goff, 2020). Pupils in the current study reported their intrinsic reading motivation increased from primary to secondary school, however. This discrepancy may reflect the cross-sectional nature of previous research, which is particularly important to note given that whilst in primary school the computer-based reading programmes often used to collect data tend to be used with all pupils, in secondary school these programmes are more likely to be used as a targeted intervention for struggling readers. Therefore, primary school cohorts may not be comparable to secondary school cohorts, with secondary school cohorts comprising a higher level of struggling readers than primary cohorts. Alternatively, it is possible that this discrepancy is attributable to previous research using quantitative measures which may not fully assess social and distal factors linked to motivation, as discussed above.

Whilst pupils did not report a decline in reading enjoyment from primary to secondary school, they did report a decline in reading engagement (e.g. Froiland & Worrell, 2016). This appeared to be attributed to social influences and contextual changes during this time. First, some pupils found the experience of transition highly stressful, with unknowns and need to create a sense of belonging through peer and staff relationships minimising their ability to concentrate on reading (Juvonen, 2007; Wentzel, 1999; Martin & Dowson, 2009). Adam and Craig felt that having so many new teachers meant it took time for teachers to learn about each pupil's needs and so provide individualized support. Second, pupils described increased social freedom, increased responsibilities, and increased homework, meaning desire or need to complete other activities reduced time available to read (Coleman & Hendry, 1999). Third, parental support around reading also appeared to decline for some, with parents finding less time to read with the pupils. This may be because whilst reading diaries were described as compulsory in primary school they were used as a form of intervention in School 1 and not mentioned at all by the pupils in School 2. Research suggests that reading ability declines during the transition from primary to secondary school, even when intervention is delivered during this time (Galton et al., 2003; Sutherland et al., 2010). The findings of the current study thus highlight the need to explore and support those wider contextual factors pupils feel reduce reading engagement during transition.

5.3. Theoretical Interpretation of Findings

5.3.1. The Engagement Model of Reading

In accordance with the Engagement Model of Reading (EMR), described in Section 2.1, pupils in the current study consistently highlighted relationships between classroom environment, reading motivation, reading engagement and reading achievement. The findings of the current study thus support and extend the EMR in several ways. First, whilst the EMR has a growing body of evidence supporting the relationships between the core components typically these studies adopt a quantitative, correlational methodology (e.g. Retelsdorf et al., 2011). The current study thus suggests that pupil experiences also support the model, providing an additional level of support. Second, the majority of previous studies have been carried out in USA (e.g. Froiland & Oros, 2014; Guthrie et al., 1999; Retelsdorf et al., 2011). The current study thus suggests that the EMR also appears to be applicable to UK populations. Third, previous research typically utilises typical or heterogeneous samples (Guthrie et al., 2013), with Klauda and Guthrie (2015) suggesting that the EMR may not be as applicable to struggling readers as struggling readers may face cognitive challenges that limit their ability to improve their reading achievement, even when they are highly motivated. The findings of the current study, however, suggest the EMR is applicable to pupils identified by their schools as disengaged and experiencing reading difficulties (all pupils had reading ages 2 years or below their chronological age).

The discrepancy in findings may be attributed to Klauda and Guthrie (2015) using quantitative, self-report measures of motivation and engagement. Specifically, despite previous research

consistently finding that struggling readers have lower reading motivation than advanced readers (e.g. Clark, 2014), Klauda and Guthrie found that motivation and engagement scores were similar for both struggling and advanced readers. Therefore, the responses of struggling readers, in particular, may have been subject to social desirability and/or influenced by wider contextual factors, as described above. Furthermore, Klauda and Guthrie explored the relationships between motivation, engagement and achievement within the context of information texts. However, research suggests that pupils are most likely to engage in the reading process when they find the text interesting (Sanford & Kurki, 2014). In the current study, whilst pupils were encouraged to think about reading across the curriculum, they tended to focus on reading for pleasure. Therefore, it is possible that, for pupils experiencing reading difficulties, the texts pupils choose to read are key to motivation and achievement, since this increases opportunities for practicing and developing reading skills. This is supported by Clark and De Zoysa (2011) who highlight that reading for pleasure has the largest impact on reading achievement. Specifically, the findings of the current study suggest a reciprocal relationship between cognitive skills and motivation, with pupils reporting that they would read more if they had access to enjoyable texts, but felt enjoyment was dependent on full comprehension, as this was needed to experience immersion. This suggests for those pupils experiencing reading difficulties it may be helpful to support both technical reading skills and reading motivation.

5.3.2. Self-Determination Theory

Whilst it is contended that MI is derived from practice rather than any specific theory (Miller, 1999), MI has been consistently linked to SDT (Markland et al., 2005; Vansteenkiste & Sheldon, 2006). SDT argues that intrinsic motivation is dependent on the fulfilment of three needs: competence, relatedness, and autonomy (Ryan & Deci, 2000). Consistent with Vansteenkiste and Sheldon (2006), the current study suggests that SDT may be a useful framework to consider in supporting MI practice, with MI fostering feelings of autonomy, through the pupil-led approach adopted, relatedness, through the development of a positive therapeutic relationship, and competence by building self-efficacy via solution-focused strategy development. In line with SDT, this approach appeared to support enjoyment and so engagement in the sessions and heightened motivation and commitment to change.

It has been suggested that the social context determines the extent to which needs highlighted by SDT are fulfilled (Wang & Peck, 2013; Wilding, 2015). The findings of the current study are consistent with this position, with pupils highlighting how restrictions on their autonomy (e.g. use of computer-based reading programme), competence (e.g. minimal teaching of comprehension skills), and feelings of relatedness (e.g. fear of peer ridicule) minimized reading motivation and engagement. Through the pupil-teacher consultations, feelings of autonomy and relatedness were supported in that pupils were able to have their views heard and actioned, thus being actively involved in creating systemic changes in their school. Through MI pupils were also able to develop technical reading strategies thus increasing feelings of competence. The current study is thus in

accordance with Wilding (2015)'s position that the SDT can be used as a cost-effective, consolidated framework to consider pupil engagement and so support systemic change. Furthermore, the current study highlights the importance of gathering of pupil voice within this framework, such that this may enhance pupil motivation and engagement in addition to facilitating changes in reading provision that consider the wider contextual factors as perceived by pupils.

5.4. Practical Applications

5.4.1. Implications for Schools

5.4.1.1. Using Pupil Voice to Inform the Development of Reading Provision

The pupils in the current study were able to reflect on their reading needs, strengths and motivations. This allowed them to develop a range of reading strategies to support engagement. Consistent with Conradi et al. (2013), gaining pupil voice may thus be a useful first step in understanding and supporting those experiencing reading difficulties. Pupils also provided a unique insight into the wider contextual factors that influenced their reading motivation and engagement. Consistent with the recommendations of the Education Endowment Foundation (EEF, 2015) educators may thus want to include pupils in the planning and development of reading provision and policies. Given that there may be constraints that will restrict changes to particular areas, staff should create opportunities for student participation where decision-making can be joint so that pupils feel their views have been heard and acted upon (Shier, 2001).

5.4.1.2. Consideration of Peer Influences

Peers were seen as key influences of reading motivation and engagement. Previous research has highlighted the use of discussion in facilitating peer value and so reading motivation and engagement (e.g. Guthrie & Klauda, 2014; Guthrie et al., 2013; Mercurio, 2005) and the use of talk across the curriculum is recommended by the EEF (2015). Findings of the current study thus accord with the promotion of discussion as: 1) discussion served to reframe reading as an enjoyable social activity, strengthening reading value, 2) discussion supported positive reading goals, heightening cognitive engagement and so comprehension of the text, and 3) discussion provided useful feedback that could aid reading development. The findings of the current study also highlight the need for consideration of social influence and peer relationships when thinking about reading provision, since if the provision has a negative impact on these areas pupils may seek to avoid it (Atkinson, 2009).

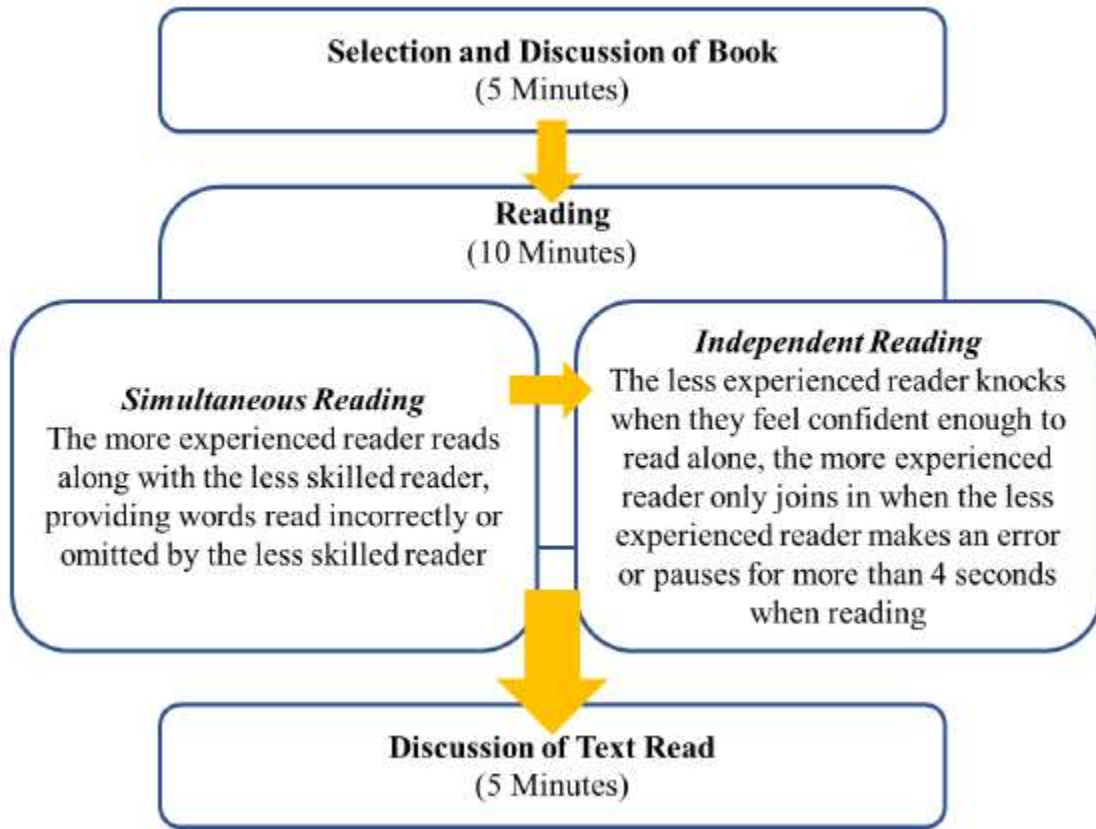
5.4.1.3. Consideration of Computer-Based Reading Programmes

Findings of the current study suggest that, for pupils experiencing reading difficulties, computer-based reading programmes may restrict choice and access to age-appropriate texts, thereby reducing reading enjoyment and value. Providing a wider range of age-appropriate texts and support in selecting interesting texts may be thus beneficial (e.g. Atkinson, 2009). In both schools in the current study, paired reading (PR) was also discussed as an alternative or addition to the computer-based reading programmes. PR matches a less experienced reader (e.g. young person experiencing literacy difficulties) with a more experienced reader. There is a focus on whole text

reading, with errors corrected by the more experienced reader but no explicit teaching of those skills underpinning reading (Figure 5.2 provides a summary of the PR process). PR is a social interaction, bookended by discussion, with the pupil autonomous in book selection. Moreover, pupils read when they feel competent to do so. It thus follows that research highlights the efficacy of PR in the development of reading accuracy (e.g. Fiala & Sheridan, 2003; Overett & Donald, 1998), reading fluency (e.g. Fiala & Sheridan, 2003), and reading confidence (e.g. Miller et al., 2010). Moreover, when implemented pupil-to-pupil PR has minimal staffing requirements. PR may thus be a useful alternative or addition to computer-based reading programmes, particularly for secondary school pupils identified as disengaged and not making expected progress.

Figure 5.2.

Paired Reading Process



5.4.1.4. Technical Reading Instruction

Pupils in the current study highlighted reading difficulties which reduced reading enjoyment and so reading value. The current study suggests that it may be helpful for technical reading instruction to continue in secondary school (EEF, 2015), particularly for those pupils who are identified as

disengaged and not making expected progress. Findings of the current study suggest that the delivery of this instruction will need to be carefully considered. For instance, a number of pupils already had reading strategies, but were not using these due to low reading value. Increasing motivation to read prior/alongside technical reading instruction may thus be helpful. Moreover, pupils reported preferring to learn through discussion and discovery. Supporting pupils to develop their own strategies rather than teaching a specific programme may thus be beneficial (Payton et al., 2008). Furthermore, a number of socio-cultural barriers to implementation were noted by pupils, exploration of the implementation of reading strategies with pupils may thus be useful in supporting implementation across the curriculum, as discussed above.

5.4.2. Implications for LA and Policy-Makers

The current study has a number of implications for LA and policy-makers. First, the Children and Families Act (DfE, 2014b) highlights that LAs should involve pupils and families in decisions concerning them in order to support the best possible educational outcomes. The current study thus highlights MI as a useful tool in supporting pupil participation. Second, proficient reading skills are recognised as essential to supporting equality of education and future outcomes (DFE, 2015b), however, around one fifth of pupils do not achieve basic proficiency (OECD, 2013; 2019), and around one third of pupils do not achieve a standard pass in their English Language GCSE (DfE, 2019). The government set out next steps for supporting reading in order to address this (DfE, 2015b). Whilst this document outlined the importance of reading for pleasure and so promoting reading motivation and engagement, there was little guidance around how to do this and

recommendations focused mainly on primary school. The current study highlights factors associated with transition as potentially reducing reading engagement, continuing support into secondary school thus seems important. Next steps proposed by the government included supporting independent book choice, the setting up of book clubs, and ensuring all pupils are members at their local library. In secondary school, providing a wider reading curriculum was recommended. Without consideration of pupil views, implementation of these recommendations may not be effective (e.g. pupils may be unlikely to attend a book club if it is seen as uncool, more texts may be selected but these may not be perceived as interesting by pupils). The current study thus advocates for the inclusion of pupil voice in developing reading provision. Providing schools with a model of how to do this may thus be helpful, discussed below.

5.4.3. Implications for EP Practice

5.4.3.1. Promoting Reading Engagement

EPs have a core role in facilitating positive change that supports positive educational outcomes for all young people, reducing disaffection has thus been highlighted as a key area of exploration and practice for EPs (Hartas, 2011). Given the negative academic and later-life outcomes associated with reading disaffection (OECD, 2019), promoting reading engagement is essential in promoting equitable access to education across the curriculum and so supporting social justice. The current study highlights MI as one tool that may be useful in supporting reading motivation and engagement, and so may be beneficial in informing EP knowledge around implementing MI techniques in this area.

5.4.3.2. Supporting School Staff to Implement MI

The current study has a number of limitations linked to the researcher's lack of knowledge around and access to specific school systems, in addition to time constraints meaning continued support for pupils was not available (See Section 5.5.3). These limitations suggest that MI may be most beneficial when delivered by school staff (Strait et al., 2012). However, Snape and Atkinson (2017) found neutral outcomes of MI when delivered by paraprofessionals who received a one-off 90minute training session. One-off MI training sessions have been challenged due to the complexity of MI, however, with Miller and Rollnick (2012) suggesting that ongoing support is needed. Therefore, the EP role may be in not only training school staff to deliver MI but providing continued supervision around this, joining staff expertise around school systems and EP expertise in MI processes. This may also be the most cost-effective method in traded Educational Psychology Services. As highlighted by Atkinson and Woods (2017), MI training and supervision will need to be carefully considered, such that the complexity of MI means it can be difficult to learn and so frequent supervision may not be enough if understanding is incomplete.

5.4.3.3. Using MI to Support Reading Assessments

The current study highlights the utility of EPs using MI to aid reading assessments (Kittles & Atkinson, 2009). Pupils were able to identify their own reading needs, strengths, motivations, and strategies to support them, providing subtle insights that may not be gained from traditional reading assessments and quantitative measures of motivation and engagement which may be confounded by social or more distal variables.

5.4.3.4. Supporting Systemic-Level Change

Atkinson (2009) suggested that EPs have a role in supporting schools to think about their reading curriculum and how this meets the needs of particular groups at risk of reading underachievement. Whilst a number of facilitating and inhibitory factors were identified in the current study, each school system will have its own strengths and constraints. As highlighted in Section 5.3.2., the findings of the current study align with Wilding's (2015) argument that SDT can be used as a cost-effective, consolidated framework to consider pupil engagement and so support systemic change. The EP role may thus be in supporting staff to use this framework to consider the reading provision in their own school. The current study highlights the importance of supporting schools to gather pupil voice, within this framework, in order to gain insight into how the school system is perceived by the pupils and so how they feel these systems impact on their reading motivation and engagement.

5.5. Limitations and Future Research

5.5.1. Evaluation of Case Study Design

The case study design facilitated an exploratory approach, supporting in-depth empirical investigation of the use of MI and pupil views around factors that facilitate reading motivation and engagement. Consistent with Yin (2009) theoretical generalisations were made, but population generalisations are limited, as acknowledged and discussed below.

5.5.2. Evaluation of Trustworthiness

A number of procedures were adopted to enhance trustworthiness in the current study, as discussed in Section 3.4.1. For instance, member-checks with pupils were frequent, multiple sources of data were analysed, and illustrative quotes were used to enhance internal coherence. However, given the ideographic nature of the current study, it is recognized that findings may not be generally transferable. Findings may be best considered in facilitating reading motivation and engagement for pupils identified as disengaged and not making expected progress to a similar degree as in the current study.

5.5.3. Evaluation of Intervention Implementation

The MI sessions were individualized for each pupil with regards to not only content but design of activities and format of sessions, with sessions being pupil-led. The fidelity of the MI sessions may thus be questioned, in that the differential outcomes may have reflected differences in the delivery of sessions. However, Miller and Rollnick (2012) highlight that MI should be led by the client and so differences across MI sessions are expected. Moreover, a fidelity checklist was used, see Table 3.3, to monitor fidelity and support reflection and practice. However, a self-report fidelity check was used, which may have been subject to bias. Moreover, whilst the researcher had received training in MI, as part of her doctoral studies, the researcher had not delivered any MI sessions prior to the study and so was still developing her practice. Specifically, there were times when the spirit of MI was not adhered to – e.g. when Adam’s commitment to change was doubted this was gently questioned, but it was later noted that Adam naturally reflected on this when the

‘Scaling – thinking about change’ activity sheet from Facilitating Chang 2 (Atkinson, 2013) was used. Inter-rater fidelity checks were considered but it was felt that this may interfere with the development of a trusting therapeutic relationship. Future research may thus benefit from digitally recording sessions and using the evaluation of these as supervision to guide subsequent MI sessions.

5.5.4. Evaluation of Data Collection Methods

The current study is meta-ethnographic in nature, such that similar to previous research (Atkinson & Woods, 2003; Cryer & Atkinson, 2015; Kittles & Atkinson, 2009), the researcher was also the intervention deliverer. The data thus comprised interview transcripts, intervention worksheets, and the researcher’s reflective log. Therefore, the researcher explored her own practice within the current study. The challenges of being a researcher-participant are outlined in Section 3.3.3.4 and the researcher acknowledges that the data gathered and so findings of the current study may be biased by her memory, theoretical assumptions, and relationship with the pupils since they may have made positive comments about the MI intervention due to socially desirable responding. Digitally recording sessions and/or using different people to deliver the intervention and carry out the interviews may increase objectivity and transparency.

No measures of reading motivation or engagement other than pupil voice were obtained (e.g. observation). Therefore, it could be argued that the changes reported reflect the relationship between the pupil and researcher as opposed to changes in motivation and engagement. Moreover, transferability is questionable as findings may only be applicable to pupils identified as disengaged

in line with expectations of the specific settings in the current study. Future research may thus want to utilise mixed methods and/or gather data from sources outside of the intervention (e.g. teachers). Another limitation is that the post-intervention interviews were carried out before the pupil-teacher consultations due to availability. Subsequently, pupil evaluations of this process, outside of the comments made during the consultations and reflections of the researcher, were not gathered. The need to be flexible and meet the demands of others is a challenge of real-world research (Mertens, 2014). Future exploration of the processes and outcomes pertaining specifically to post-MI pupil-teacher consultations is thus warranted.

A major limitation of the current study is that there was no follow-up. Subsequently, it is unknown if pupils and school staff implemented the strategies developed. The lack of follow-up also presents an ethical challenge as there was no opportunity for pupils to review and reflect, which was something they felt would be useful. Future research would thus benefit from the use of a follow-up and/or a formal handover with the school in order to ensure continued support is available. Exploration of reading achievement was not an aim of this study, partly due to time constraints meaning follow-up would not be possible, however, improved reading achievement is the ultimate goal of enhancing motivation. Future research exploring of the impact of MI on reading achievement is thus warranted.

5.5.5. Evaluation of Analysis

Thematic analysis was used in the current study, which was sufficient for the level of data analysis required for this exploratory study - key themes relating to the outcomes and process of MI and

those factors that facilitate reading motivation and engagement in the classroom were identified. However, it is possible that MI processes were noted because the researcher was looking for them and had theoretical knowledge of them. As noted in Section 3.3.4, the researcher tried to reduce this theoretical bias by initially open-coding data and keeping a reflective log to track and reflect on any biases. Second, research suggests that to evaluate causal impact, RCTs should be used (APA, 2006). Additionally, Miller and Rollnick (2012) argue exploration of how the processes lead to change comes from sequential analysis of data transcripts of the MI sessions. Future research adopting a mixed methods approach may thus be helpful in exploring the efficacy of MI as a tool to support reading motivation and engagement and highlighting specific processes that may be particularly beneficial.

5.5. Reflections on the Research Process

I was pleased to find that my confidence in pupils to reflect on their provision, and know what works for them, was well placed, with all pupils providing useful insights into their educational experience and desires. This research has further heightened the importance of pupil voice in informing educational experience and the unique role of the EP in advocating for pupil voice in order to facilitate systems-level change.

I found completing the MI interventions valuable in that doing so provided ‘practice for practice’. In particular, I felt that whilst my understanding and use of MI, particularly in relation to the plethora of MI techniques, is still developing, my use of OARS, expressing empathy, and building self-efficacy have increased. I have thus found myself adopting many of the core skills and

principles of MI in much of my day-to-day TEP practice. The transformative paradigm adopted within MI and this research also fits with my aspirations for practice, so much so, I have adopted a ‘change model’ as opposed to a ‘problem-solving model’ to guide my casework.

In gathering pupil views around facilitating reading motivation and engagement, I also gained increased understanding of some of the challenges faced by pupils, adding to my understanding of the decline in reading progress during secondary school, something which has troubled me for many years. I also gained awareness of some of the practical challenges of real-world research and the need to be flexible within this. I feel this will aid me in not only any future research projects but in my future role as an EP.

5.6. Conclusions

Proficient reading skills are linked to positive educational experiences and later life outcomes (OECD, 2019), ensuring all pupils leave school with good reading skills is thus essential to facilitating equal opportunities for all and so social justice. Around one fifth of pupils do not achieve basic reading proficiency by 15 years of age, however, with rate of reading progress appearing to slow for some (DfE, 2019; OECD, 2019). This suggests that some pupils may experience new or additional challenges during secondary school. The role of reading motivation has been highlighted as key during secondary school but is consistently found to decline (Clark & Teravainen-Goff, 2020). This thesis thus sought to explore how involving pupils as active collaborators in intervention, through the use of MI, could support reading motivation and reading engagement. Findings suggest that MI may be a useful tool in enhancing reading motivation and

engagement for secondary school pupils identified as disengaged and not making expected reading progress. Readiness for change and openness at the start of the intervention may impact on MI outcomes, however, and so should be considered when deciding if MI is the best intervention for a pupil. The findings of this study also highlight how, whilst adhering to the principles and processes of MI, adaptations can be made to ensure discussions and activities are in line with pupils' needs and preferences. Moreover, this thesis highlights how MI can be used as a vehicle to evoke pupil voice, which can then be shared with school staff in order to facilitate wider systems-level change. Specifically, pupils highlighted computer-based reading programmes and peers as core influences, with the use of discussion a key strategy in supporting reading motivation, engagement and potentially achievement. Findings also suggest that those who are disengaged and struggling may benefit from support to both enhance their reading motivation and technical reading strategies, with a reciprocal relationship described between the two. This thus supports and extends the Engagement Model of Reading (Guthrie & Wigfield; 2000; Guthrie et al., 2012). Furthermore, the findings of the current study highlight self-determination theory as a useful framework in both supporting the implementation of MI and guiding school's thinking around systems-level change for reading, with importance of gathering pupil voice within this framework seen as key. It is hoped that these findings can contribute to secondary school, policy-makers, and EP practice, with pupil participation being supported to inform educational experience.

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Appendices

Appendix 2.1 Weight of Evidence Ratings

Table A1

Generic Quality of Execution of Study - Qualitative Methodological Evaluation

| Study | Appropriateness of Research Design | Clear Sampling Rationale | Well executed data collection | Analysis close to the data | Emergent Theory related to the problem | Evidence of explicit reflexivity | Comprehensiveness of documentation | Negative case analysis | Clarity and coherence of the reporting | Evidence of researcher-participant negotiation | Transferable conclusions | Evidence of attention to ethical issues | Total /12 |
|----------------------------|------------------------------------|--------------------------|-------------------------------|----------------------------|--|----------------------------------|------------------------------------|------------------------|--|--|--------------------------|---|-----------|
| Cockfort & Atkinson (2017) | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 10 |

Table A2

Generic Quality of Execution of Study - Quantitative Methodological Evaluation

| Study | Use of randomised group design | Focus on a specific, well defined disorder of problem | Comparison with treatment-as-usual, placebo or less preferably standard control | Use of manuals and procedures for monitoring and checking fidelity checks | Sample large enough to detect effect at .05 (from Cohen, 1992) | Use of outcome measure that has demonstrated good reliability and validity | Total /7 |
|---|--------------------------------|---|---|---|--|--|----------|
| Cockfort and Atkinson (2017) | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| McQuillin, Smith and Strait (2011) | 1 | 1 | 1 | 0 | 1 | 2 | 6 |
| McQuillin, Strait, Smith & Ingram (2015) | 1 | 0 | 1 | 1 | 1 | 2 | 6 |
| Strait, Smith, McQuillin, Terry, Swan & Malone (2012) | 1 | 0 | 1 | 1 | 1 | 2 | 6 |

Table A3

Combined Evaluation

| Study | Design | Total Score | Rating |
|---|--------|-------------|--------|
| Cockfort and Atkinson (2017) | Mixed | 12 | Medium |
| McQuillin, Smith and Strait (2011) | Quan | 6 | Medium |
| McQuillin, Strait, Smith & Ingram (2015) | Quan | 6 | Medium |
| Strait, Smith, McQuillin, Terry, Swan & Malone (2012) | Quan | 6 | Medium |

Mixed: Lowest possible score = 0, highest possible score = 19, low = 0-6, medium = 7-12, high = 13-19

Quan: Lowest possible score = 0, highest possible score = 7, low = 0-3, medium = 4-6, high = 7-9

Table B*Appropriateness of Research Design*

| Study | Findings explore impact (pre- and post-measures, interviews exploring perceived impact) | Exploration of MI processes used (e.g. post-intervention interview, sequence analysis of MI sessions) | Clearly defined Participant Sample | Qualitative evaluation/descriptive studies exploring process | Full description of MI used | full description of interventionists ¹³ | Full Description of Fidelity of Intervention Implementation | Use of Objective Outcome Measures | Total /9 | Rating |
|---|---|---|------------------------------------|--|-----------------------------|--|---|-----------------------------------|----------|--------|
| Cockfort & Atkinson (2017) | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 7 | High |
| McQuillin, Smith and Strait (2011) | 1 | 0 | 1 | 0 | 0 | 2 | 0 | 1 | 5 | Medium |
| McQuillin, Strait, Smith & Ingram (2015) | 1 | 0 | 0 | 0 | 1 | 2 | 1 | 1 | 6 | Medium |
| Strait, Smith, McQuillin, Terry, Swan & Malone (2012) | 1 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 4 | Medium |

Lowest possible score = 0, highest possible score = 9, low = 0-3, medium = 4-6, high = 7-9

¹³ 1 if interventionist detailed, 2 if level of training relating to intervention also detailed

Table C

Appropriateness of Research Design for Review Question

| Study | MI Element central to Intervention (0 for a programme including elements of MI) | Reading motivation, engagement and achievement measures used¹⁴ | Total /4 | Rating |
|---|--|--|-----------------|---------------|
| Cockfort & Atkinson (2017) | 1 | 2 | 3 | High |
| McQuillin, Smith and Strait (2011) | 0 | 1 | 1 | Low |
| McQuillin, Strait, Smith & Ingram (2015) | 1 | 1 | 2 | Medium |
| Strait, Smith, McQuilin, Terry, Swan & Malone (2012) | 1 | 1 | 2 | Medium |

Lowest possible score = 0, highest possible score = 4, low = 0-1, medium = 2-3, high = 4

¹⁴ 1 for one outcome, 2 for two outcomes, 3 for 3 outcomes explored

Table D*Overall score*

| Study | A | B | C | Total |
|---|------------|------------|------------|--------------|
| Cockfort & Atkinson (2017) | Medium - 2 | High - 3 | Medium - 2 | 7 - High |
| McQuillin, Smith and Strait (2011) | Medium - 2 | Medium - 2 | Low - 1 | 5 – Medium |
| McQuillin, Strait, Smith & Ingram (2015) | Medium - 2 | Medium - 2 | Medium - 2 | 6 - Medium |
| Strait, Smith, McQuilin, Terry, Swan & Malone (2012) | Medium - 2 | Medium - 2 | Medium – 2 | 6 - Medium |

Highest score = 9, low = 0-3, medium – 4-6, high = 7-9

Appendix 3.1A. Case Study Protocol

Case Study Protocol (Adapted from Yin, 2009)

| | Description | Activity in Current Study |
|---------------------------------------|--|--|
| Overview of case study project | Summary of purposes, setting and background information (taken from Literature Review Chapter 2) | <ul style="list-style-type: none"> • Proficient reading has been linked to academic attainment across the curriculum, as well as positive social, emotional and later career outcomes (McCoy, 2013; Meneghetti et al., 2006). Therefore, supporting reading development is a key goal of education (Strommen & Mates, 2004). However, around one fifth pupils do not achieve basic reading proficiency by the end of secondary school, with rate of reading progress appearing to slow for some pupils (DfE, 2019). • Motivation and engagement, have been highlighted as key to the reading development of secondary school aged pupils (e.g. Retelsdorf et al., 2011). • However, research consistently finds that reading motivation declines from primary to secondary school (e.g. Clark & Teravainen-Goff, 2019). • Research facilitating reading motivation in secondary school settings, particularly for struggling readers, is sparse and inconsistent. • The current study aims to add to the current dearth of research, by exploring how involving pupils, identified as disengaged and not making expected reading progress, as active collaborators in intervention, through use of MI, can support reading motivation and reading engagement. • Case Studies: 6 Year 8 pupils (3 females) were invited to take part in the study. Pupils were identified by their schools as disengaged with reading and not making expected reading progress. |
| Case Study Questions | Questions asked of the individual case to be answered by the researcher | Level 1: What questions were asked of the pupils? <ul style="list-style-type: none"> • Semi-structured interviews (see Appendices 3.4 and 3.6). |

| | | | |
|--------------------------------|---|--------------------------|---|
| | | | <ul style="list-style-type: none"> • Use of OARS and frequent evoking in relation to topics pertinent to pupils frequent throughout MI. |
| | Level 2: What questions were asked of each case? | | <ul style="list-style-type: none"> • What were the outcomes of MI? • What did MI look like for the pupil? • What facilitates (or inhibits) reading motivation and engagement for the pupil? |
| | Level 3: What questions were asked across cases | | <ul style="list-style-type: none"> • What were the patterns of similarity and difference across participants (See Section 4.7) |
| | Level 4: What questions were asked of the entire study? | | <ul style="list-style-type: none"> • What does MI look like when used to facilitate reading motivation and reading engagement for pupils identified as disengaged and not making expected progress? <ul style="list-style-type: none"> c. What are the outcomes? d. What are the core processes used? • What do pupils, identified as disengaged and not making expected progress, perceive as facilitating (or inhibiting) reading motivation and engagement during secondary school? |
| | Level 5: What questions were asked around policy recommendations? | | <ul style="list-style-type: none"> • How does MI facilitate positive change for the pupils? • How can MI be used to support positive change at an individual and systems-level in schools? • How can MI be used to support and build on government policies around children and young people having an active role in their educational experience and reading development? • How can EPs use MI in their everyday practice? |
| Case Study Propositions | Description of what should be examined within the study | Research Question | Related Propositions |
| | | Research Question 1: | <ul style="list-style-type: none"> • Pupils are stakeholders as the outcomes should facilitate positive change for them. |

| | |
|----------------------|--|
| Research Question 2: | <ul style="list-style-type: none"> • During the MI intervention, pupils are afforded high levels of autonomy. • It is important to use MI to facilitate positive change for pupils and where possible wider systems-change. • It is important to explore those processes that may contribute to positive outcomes to support future MI implementation. • The pupil-teacher consultation aims to afford pupils the highest level of decision-making. • It is important to seek pupil voice to inform educational experience. • Pupils have unique insight into the class-room level factors that impact on their reading motivation and engagement. • Pupils can develop strategies and describe changes to support their reading motivation and engagement. |
|----------------------|--|

| | |
|--------------------------|--|
| Case Selection | <ul style="list-style-type: none"> • Purposive Sampling |
| Field Procedures | <ul style="list-style-type: none"> • Inclusion Criteria given to schools • MI implemented in line with Miller and Rollnick (2012), using materials from Facilitating Change 2 (Atkinson, 2013) |
| Case Study Report | <ul style="list-style-type: none"> • For Data collection schedule see Appendix 3.1B below • Debriefing of pupils (See Appendix 3.11 for debrief letters) • Sharing of findings with pupils and staff • Reporting of case study in current thesis • Dissemination of findings to EPS where research took place |

Appendix 3.1B. Data Collection Schedule and Contingency plan

| Researcher Action | Planned Timescale | Planned Action | Possible Risks | Contingency Plan | Outcome |
|------------------------------------|--------------------------|---|---|--|---|
| Pupil Recruitment | Oct-Dec 2019 | Identify schools, meet with key members of staff, staff to identify pupils and distribute information sheets and consent forms. | Little interest from schools/pupils | Review study aims, time demands may be too heavy, just complete interviews, reduce number of pupils | Pupil recruitment was slower than planned, but addressing initial aims was still feasible |
| Pilot Phase | Oct 2019 | Trial interview schedule with pupil | Pupil Attrition Interview Schedule not fit for purpose | Ask schools if they can identify additional pupils | Changes to pilot schedule were needed |
| Pre-intervention Interviews | Oct-December 2019 | Conduct pre-intervention interviews | Pupil Attrition | Ask schools if they can identify additional pupils | |
| MI intervention | October-February 2020 | Implement Intervention with pupils | Pupil Attrition | Ask schools if they can identify additional pupils Discuss the possibility of having a smaller sample size with researcher supervisor | |

| | | | | | | |
|-------------------------------------|---------------------------|---|---------------------------------|-------|-----------------|--|
| Post-intervention Interviews | Dec 2019 February 2020 | – | Conduct intervention interviews | post- | Pupil Attrition | Ask schools if they can identify additional pupils |
|-------------------------------------|---------------------------|---|---------------------------------|-------|-----------------|--|

Appendix 3.2. Expression of Interest Email to Schools

Hello, my name is Rebecca Barrett. I'm a Year 3 Trainee Educational Psychologist currently on placement in XX.

As part of my doctoral studies I have to undertake a piece of research. I'm really interested in the affective factors (e.g. motivation and engagement) that surround literacy development during adolescence. I want to explore why some young people feel they are struggling in secondary school and the changes they feel are needed to support their reading development. I am therefore keen to speak to anyone who may be interested in this research project.

I'd want to run a motivational interviewing intervention with individual pupils (in Year 8 or 9) over approximately 5 weeks. I also hope to interview pupils before and after the intervention. To support pupils in making changes, the intervention will also be followed by a meeting between the pupil and a member of staff who can discuss and support changes with the pupil. Therefore, the requirements of the school would be:

- Send out and collect parental consent forms
- Complete pupil consent forms with pupil
- Organise pupil timetable so that I can work with pupils once a week for an hour
- Arrange a quiet room for me to work in once a week for 6 weeks
- Identify a member of staff who can attend a meeting with the pupil to discuss and support changes suggested by the pupils

If your school is interested in this study, I would be delighted to hear from you. Following this, we could arrange a visit to your school to discuss the proposed study further. Your expression of interest would be greatly appreciated and will not put you under any further obligation nor affect your access to the Educational Psychology Service.

Thank you for your time.

Yours Sincerely,

Rebecca Barrett

(Trainee Educational Psychologist)

Appendix 3.3. Information Sheets and Consent Forms

Appendix 3.3.1. School Information Sheets and Consent Forms

Reading Motivation in Key Stage 3

Dear XXX,

My name is Rebecca Barrett. I am a Trainee Educational Psychologist undertaking a research study that will explore how a pupil-led approach to reading intervention can be used to support the development of young people's reading motivation in Key Stage 3.

I would like to invite your school to take part in this intervention. Before you decide if you wish to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

Why is the study being conducted?

Government statistics suggest that some young people experience reading difficulties in Secondary School and thus may not achieve age-related expectations at the end of Key Stage 4. Research suggests that there is a decline in reading motivation during this time, particularly for struggling readers. Therefore in supporting the reading development of adolescents, it is argued that interventions should target both skill development and motivation. The current study thus aims to support adolescent reading development by using a pupil-led approach to intervention which is hoped to increase ownership, relevance, skills and thus pupil engagement.

Which pupils?

I am hoping to work with young people from Year 8 or Year 9. These young people will have ***achieved age-related expectations in their Key Stage 2 reading SATs but will now be struggling to make expected progress.***

I will give you a full list of inclusion criteria if your school agrees to take part in the study.

What will the pupils be doing?

Each pupil will meet with me once a week for an hour for approximately 5 weeks. During these sessions, we will explore the pupils' feelings around themselves as a reader and their reading skills. Pupils will be supported to identify areas of reading they would like to improve, set goals based on this and develop strategies to allow them to do this. This will be followed by a meeting between the pupil and a key member of staff (e.g. English teacher), which I will facilitate. The pupil will share the goals and strategies they have developed. If there are any staff-dependent strategies, their implementation will be negotiated.

At the end of the intervention, pupils will be invited to have an individual interview with the researcher, exploring their views of the intervention. The pupils may also be invited to have a second interview approximately 6 weeks after the intervention. These interviews should last around 1 hour, but may vary depending on how much the young person wants to share.

What is needed from the school?

- A quiet space to complete the weekly pupil-researcher sessions and interviews.
- A teaching team willing to support the implementation of the pupil-developed strategies, some of which may require adult support.
- A member of staff to liaise with. It's important that this person is able to make any adaptations to pupil timetables and allocate rooms.

What will happen to the data collected?

All data collected will be kept confidential and used for research purposes only. It will be stored in compliance with the Data Protection Act (see attached GDPR document).

The written outcomes of the pupil-researcher sessions will be collected and anonymised, such that a pseudonym will be used and I will remove any information that could be used to identify the young person (e.g. their name, name of school).

I will digitally record the interviews. I will then transcribe these recordings at a later date. Once I have a written recording (transcript) of the interview the digital recording will be deleted. The transcripts will be anonymised, such that a pseudonym will be used and I will remove any information that could be used to identify the young person (e.g. their name, name of school).

You always have the right to withdraw the young person’s data from the study at any time, no questions asked. You can also withdraw any data up until the 27th March 2020.

Contact Information

Please let me know if you have any questions.

- **Rebecca Barrett:**
 - I am a Trainee Educational Psychologist, completing a three year doctoral training course at the University of Nottingham. I am in my third year and currently on placement with XX. A Senior Educational Psychologist in XX, is my placement supervisor.
 - I have over 10 years of experience working with children and young people and a full, enhanced DBS check carried out by the University of Nottingham
 - If you have any further questions please feel free to contact me on lpxrh9@exmail.nottingham.ac.uk
- **Anthea Gulliford**
 - Anthea is my research supervisor.
 - Please feel free to contact her if you have any questions or queries. Her email address is lpaag@exmail.nottingham.ac.uk

Reading Motivation in Key Stage 3

Dear XXX,

Please complete this form after you have read the Information Sheet.

Thank you for your interest in taking part in this research. Before you agree to take part you must be sure that you fully understand the project. If you have any questions arising from the Information Sheet or explanation already given to you, please contact Rebecca Barret (researcher) or Anthea Gulliford (research supervisor) – contact details below. You should keep a copy of this Consent Form to refer to at any time.

| | |
|---|--------|
| Have you read and understood the information sheet? | YES/NO |
|---|--------|

| | |
|--|--------|
| Have you had the opportunity to ask questions about the study? | YES/NO |
| Have all your questions been answered satisfactorily? | YES/NO |
| Do you understand that you are free to withdraw from the study? YES/NO (at any time and without giving a reason) | YES/NO |
| I give permission for data from this study to be shared with other researchers provided that the young person's anonymity is completely protected. | YES/NO |
| Do you agree to take part in the study? | YES/NO |

I agree that my school will take part in the research project looking at the how a pupil-led approach to reading intervention can be used to support reading development in struggling adolescent readers.

Name of School:.....

Signed:.....(Headteacher/Principal)

Date:.....

Appendix 3.3.2. Parental information sheet and consent form

Reading Motivation in Key Stage 3

Dear Parent/Guardian,

My name is Rebecca Barrett. I am a Trainee Educational Psychologist currently working with XX to explore how we can support reading motivation by talking to pupils about the challenges they feel they face and how they feel they can overcome them.

XX feels that your child may benefit from this study and I would like to invite them to take part. Before you decide if you wish your child to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

What will your child be doing?

- Your child will meet with me once a week for around 5 weeks. We'll meet each week for around 1 hour. During these meetings we will talk about how your child feels about reading, if there's anything they want to get better at and, if so, how they might do this. Your child and I will then have a meeting with one of their teachers to think about which of your child's ideas can be used in the classroom.
- After we have finished these sessions, I will also ask your child if they want to talk to me about the sessions we've had together and how the ideas they came up with worked in the classroom. This interview should take around 1 hour but may be shorter or longer depending on how much your child wants to share. I may also invite your child to take part in a follow-up interview approximately 6 weeks after we finish our sessions together.

All of these activities will take place during school time in your child's school. These activities will not take place during core lessons such as English, Maths or Science. Additionally, time of activities will be discussed and agreed with your child's teaching team and your child to ensure favourite lessons and/or lessons your child needs extra support in are not missed.

XX will make sure that your child is happy with what we are asking them to do, and that it's not having any negative impact on the rest of their schoolwork.

What will happen to the information collected?

I will keep the work I do with your child but I will remove their name and any information that could be used to identify them (e.g. name of school).

I will record the first session I meet with your child and the interview using a digital recorder. I will then listen to these recordings and write them down. After I have done this, I will delete the recording. When I am writing the interview down, I will remove or change any information that could be used to identify your child (e.g. name of school).

I may also look at your child's pupil file, previous school assessments and, if your child has met an Educational Psychologist before, I may look at this information too. I will only do this with your consent.

All data collected will be kept confidential and used for research purposes only. It will be stored in compliance with the Data Protection Act (see GDPR document)

You always have the right to withdraw your child from the study at any time, no questions asked. You can also withdraw any data up until 27th March 2020.

If you would like to come in to meet me and discuss any questions you might have please feel free to contact XX who will contact me.

If you are happy for your child take part in this study then please fill in the form on the next page and return it to XX as soon as possible.

Consent Form

| | |
|--|--------|
| Have you read and understood the Information Sheet? | YES/NO |
| Have you had the opportunity to ask questions about the study? | YES/NO |
| Have all your questions been answered satisfactorily? | YES/NO |
| Do you understand that you are free to withdraw your child from the study? (at any time and without giving a reason) | YES/NO |
| I give permission for my child's data from this study to be shared with other researchers provided that their anonymity is completely protected. | YES/NO |
| Do you agree to take part in the study? | YES/NO |

A Pupil-Led Approach Reading Intervention: OPT-IN form

I give permission for my child to take part in the research project looking at the impact of a pupil-led approach to reading intervention

Name of Child:.....

Signed:.....(Parent/Guardian)

Date:.....

Contact Information

- **Rebecca Barrett:**
 - I am a Trainee Educational Psychologist, completing a three year doctoral training course at the University of Nottingham. I am in my third year and currently on placement with XX. A senior Educational Psychologist in XX, is my placement supervisor.
 - I have over 10 years of experience working with children and young people and a full, enhanced DBS check carried out by the University of Nottingham.
 - If you have any further questions please feel free to contact me on lp xrh9@exmail.nottingham.ac.uk
- **Anthea Gulliford**
 - Anthea is my research supervisor.
 - Please feel free to contact her if you have any questions or queries. Her email address is lp aag@exmail.nottingham.ac.uk

Appendix 3.3.3. Pupil information sheet and consent form

Reading Motivation in Key Stage 3

Dear

My name is Rebecca Barrett. I am a Trainee Educational Psychologist currently working with XX to explore how helping young people to come up with their own reading strategies can support the development of their reading motivation (how much they want to read).

XX and I would like to invite you to take part in this study. Before you decide if you wish to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to listen to the following information carefully.

What will I need to do?

- You will meet with me once a week for around 5 weeks. We'll meet each week for around 1 hour. During these meetings we will talk about how you feel about reading, if there's anything you want to get better at and, if so, how you might do this.
- We will then meet with XX to see how these ideas might work in the classroom.
- After we've had our sessions together, I will also ask if you want to talk to me about the sessions we had together and how the ideas you came up with worked in the classroom. This should take around 1 hour but may be shorter or longer depending on how much you want to share. I may also invite you to take part in a follow-up interview around 6 weeks after we have finished working together.

All of these activities will take place during school time in your school. The exact time will be arranged with XX and yourself to make sure you do not miss your favourite lesson or a core lesson such as English, Maths or Science.

XX will make sure that your happy with what you are doing and that it's not affecting the rest of your schoolwork.

What will happen to the information collected?

I will keep the work we do together but I will change your name and remove any information that could let others know whose work it is (e.g. name of school).

I will record our first session together and the later interview using a digital recorder. I will then listen to the digital recordings and write them down. After I have done this, I will delete the recording. When I am writing the interviews down, I will change or not include any information that could be used to identify you (e.g. name of school).

I may also look at your school file, previous assessments you have done, and if you have met an Educational Psychologist before, I may look at this information too. I will only do this if it's OK with you.

You always have the right to stop taking part at any time, no questions asked. You can also withdraw any data up until the 27th March 2020. All data collected will be kept confidential and used for research purposes only. It will be stored in compliance with the Data Protection Act.

Do you have any questions?

If you are happy to take part in this study then please fill in the form on the next page.

Consent Form

| | |
|---|--------|
| Have you listened to and understood the Information Sheet? | YES/NO |
| Have you had the opportunity to ask questions about the study? | YES/NO |
| Have all your questions been answered satisfactorily? | YES/NO |
| Do you understand that you are free to withdraw from the study? (at any time and without giving a reason) | YES/NO |
| I give permission for my data from this study to be shared with other researchers provided that my anonymity is completely protected. | YES/NO |
| Do you agree to take part in the study? | YES/NO |

Reading Intervention: OPT-IN form

I am happy to take part in the research project.

Name:.....

Signed:.....

Date:.....

Contact Information

- **Rebecca Barrett:**
 - I am a Trainee Educational Psychologist, completing a three-year doctoral training course at the University of Nottingham. I am in my third year and currently on placement with XX. A Senior Educational Psychologist in XX, is my placement supervisor.
 - I have over 10 years of experience working with children and young people and a full, enhanced DBS check carried out by the University of Nottingham
 - If you have any further questions please feel free to contact me on lp xrh9@exmail.nottingham.ac.uk
- **Anthea Gulliford**
 - Anthea is my research supervisor.
 - Please feel free to contact her if you have any questions or queries. Her email address is lp aag@exmail.nottingham.ac.uk

Appendix 3.3.4. GDPR statement attached to each information sheet

Reading Motivation in Key Stage 3

This document should be read aloud to all pupils. Any words/phrases should be explained in simpler terms if the pupil suggests verbally/non-verbally that they do not understand what has been said.

GDPR: Research Participant Privacy Notice

An Evaluation of Pupil-Led Approach to Reading Intervention

Ethics Approval Number: S1184R/S1205

Researcher: Rebecca Barrett

Contact Details: lpxrh9@nottingham.ac.uk

Supervisor: Anthea Gulliford

Privacy information for Research Participants

For information about the University's responsibilities with respect to your data, who you can get in touch with and your rights as a data subject, please visit:

www.nottingham.ac.uk/utilities/privacy/privacy.aspx.

Why we collect your personal data

Your personal data is being collected as part of a research project. The researcher is part of a doctorate programme in Applied Educational Psychology, at the University of Nottingham. The purpose of the research is to explore:

- a) Pupil views on their reading journeys
- b) Pupil views the strategies they think will support their reading development

Legal basis for processing your personal data under GDPR

The legal basis for processing your personal data on this occasion is in line with GDPR Article 6(1e) processing is necessary for the performance of a task carried out in the public interest. We hope this research will help with meeting the needs of pupils who find reading difficult and help schools, parents and other professionals learn and develop pupil-led, appropriate ways in which to support such pupils.

Where the University receives your personal data from

Some personal data about you will be collected as part of the research, which will be kept confidential. This data will come either from yourself, as the research participant, from school records, or from DAISI (a city wide system that stores pupil assessment information).

Special category personal data

We will be collecting some 'special category personal data', in line with GDPR Article 9(2a). We will collect, with your consent, data regarding your racial or ethnic origin.

How long we keep your data

The University may store your data for up to 25 years and for a period of no less than 7 years after the research project finishes. The researchers who gathered or processed the data may also store the data indefinitely and reuse it in future research. Any data stored will be anonymised, meaning that participants will not be identifiable. Any data that might identify a participant will be left out of transcriptions. All participants will be given a 'pseudonym' (a fake name) in the research to protect their identity.

Who we share your data with

Extracts of your data may be disclosed in published works that are posted online for use by the scientific community. Your data may also be stored indefinitely on external data repositories (e.g., the UK Data Archive) and be further processed for archiving purposes in the public interest, or for historical, scientific or statistical purposes. It may also move with the researcher who collected your data to another institution in the future.

Appendix 3.4. Pre-Intervention Semi-Structured Interview Schedule

This is the first session with the pupil, so I'll first begin by introducing myself and explaining the plan for the intervention (talking about reading and thinking about things that could support their reading). I'll then ask if they have any questions. I'll then explain that today's session will explore their views on reading in primary school and secondary school. I'll remind them that the interview will be recorded but that I will keep the recording safe and delete it once I have transcribed it. I'll ask if they have any questions and if they are still happy to continue

Explore reading practices

1. *So today we're going to have a little think about reading. What do you think about reading?*
 - *What types of things do you read?*
 - i. *At home*
 - ii. *At school (in different lessons)*
 - *Who do you read with?*
2. *On a scale of 0-10, where 0 is I never read and 10 is I read all of the time, where would you put yourself?*
 - *Why is this?*
 - *Where would you like to be?*
 - *If you were there, what would you be doing?*
3. *On a scale of 0-10, where 0 is not at all and 10 is it's the best thing ever, how much do you enjoy reading?*
 - *Why is this?*
 - *Where would you like to be?*
 - *If you were there, what would you be doing?*
4. *Tell me about the best thing you've ever read?*
 - *What do you like about it?*
 - *Who writes it?*
 - *When did you last read this book?*
 - *Who would you recommend it to?*
 - *Who did you read it with, if anyone?*
5. *People read for lots of different reasons. What are the reasons you read?*
6. *Why do you think other people read?*
 - *Teachers*
 - *Parents*
 - *Family*
 - *Friends*

- Anyone else you can think of?

Explore what good/bad reading is and how the pupil sees themselves as a reader

7. Think of a person you know who is really good at reading. Tell me about how they read.
 - What makes them a good reader?
 - What do they do when they read?
 - What types of things are they thinking about when they read?
 - Why do they read?
 - What types of books do they read?
 - How often do they read?
 - How do they feel about reading?
 - What do their teachers say about their reading?
 - What do their friends say about their reading?
 - What do they do when they come to a tricky word?
 - What do they do when they come to a bit they don't understand?
 - Does anyone help them with their reading? Who?
8. If we put [good reader] here [right side of a scale] what would be the opposite of that? Let's put that here [left side of the scale]. Tell me about the [left side of scale] reader...
9. Where would you put yourself? Why have you put yourself here?
 - What do you do when you read?
 - What do you find easy?
 - What do you find tricky?
 - Why aren't you further to the left?
 - What would you have to do to be further to the right?
 - Where do you think your English teacher would put you?
 - Where do you think your mum/dad/brother/sister would put you?
 - What helps you when you read?

Explore pupil thoughts around why those who were achieving ARE begin to struggle in secondary school

10. So now let's have a think about reading in primary school. Tell me about reading in primary school.
 - How much did you enjoy reading in primary school?
 - What types of things did you read?
 - How often did you read?
 - Did you notice anything else about your reading then?
 - Did you notice anything else about how reading worked at Primary School?
 - What/who helped you?
11. Some people start to struggle with English and reading in secondary school. Why do you think that is?
 - Support provided

- *Teachers*
- *Teaching approaches*
- *Skills being taught*
- *Length of text*
- *Difficulty of texts*
- *Amount to read*
- *Expectations – (e.g. remember information for a test, use it to answer questions)?*
- *Different texts - (e.g. different types of books/comics, different genres, different lengths, different difficulty)*
- *Tests and assessments*
- *Feedback from teachers*
- *Choice*
- *Other pupils reading habits*
- *Help*

12. *How have you found reading in Secondary school compared to primary school?*

- *Why is this?*
- *Any differences?*

Opportunity to add additional information

Is there anything else you want to tell me about reading and English

Appendix 3.5. Table Matching Interview Questions with Motivational Constructs

| Interview Question | Motivational Constructs |
|---|---|
| <p>So today we're going to have a little think about reading. What do you think about reading?</p> <ul style="list-style-type: none"> • What types of things do you read? <ol style="list-style-type: none"> i. At home ii. At school (in different lessons) • Who do you read with? | Intrinsic Motivation Reading Value/Devalue |
| <p>On a scale of 0-10, where 0 is I never read and 10 is I read all of the time, where would you put yourself?</p> <ul style="list-style-type: none"> • Why is this? • Where would you like to be? • If you were there, what would you be doing? | Reading Engagement Reading Value/Devalue Intrinsic Motivation |
| <p>On a scale of 0-10 were 0 is the worst thing ever and 10 is it's the best thing ever, how much do you enjoy reading?</p> <ul style="list-style-type: none"> • Why is this? • Where would you like to be? • If you were there, what would you be doing? | Intrinsic Motivation |
| <p>13. Tell me about the best thing you've ever read?</p> <ul style="list-style-type: none"> • What do you like about it? • Who writes it? | |
| <p>Tell me about the best thing you've ever read?</p> <ul style="list-style-type: none"> • What do you like about it? • Who writes it? • When did you last read this book? • Who would you recommend it to? • Who did you read it with, if anyone? | Intrinsic Motivation Reading Engagement Peer Value/Devalue |
| <p>People read for lots of different reasons. What are the reasons you read? Why do you think other people read?</p> <ul style="list-style-type: none"> • Teachers • Parents • Family • Friends • Anyone else you can think of? | Reading Value/Devalue Reading Value/Devalue Peer Value/Devalue |
| <p>Think of a person you know who is really good at reading. Tell me about how they read.</p> <ul style="list-style-type: none"> • What makes them a good reader? • What do they do when they read? • What types of things are they thinking about when they read? | Reading Self- Efficacy/Perceived Difficulty Peer Value/Devalue Reading Value/Devalue Intrinsic Motivation |

| Interview Question | Motivational Constructs |
|--|--|
| <ul style="list-style-type: none"> • Why do they read? • What types of books do they read? • How often do they read? • How do they feel about reading? • What do their teachers say about their reading? • What do their friends say about their reading? • What do they do when they come to a tricky word? • What do they do when they come to a bit they don't understand? • Does anyone help them with their reading? Who? | |
| <p>If we put [good reader] here [right side of a scale] what would be the opposite of that? Let's put that here [left side of the scale]. Tell me about the [left side of scale] reader...</p> | |
| <p>Where would you put yourself? Why have you put yourself here?</p> <ul style="list-style-type: none"> • What do you do when you read? • What do you find easy? • What do you find tricky? • Why aren't you further to the left? • What would you have to do to be further to the right? • Where do you think your English teacher would put you? • Where do you think your mum/dad/brother/sister would put you? • What helps you when you read? | |
| <p>So now let's have a think about reading in primary school. Tell me about reading in primary school.</p> <ul style="list-style-type: none"> • How much did you enjoy reading in primary school? • What types of things did you read? • How often did you read? • Did you notice anything else about your reading then? • Did you notice anything else about how reading worked at Primary School? • What/who helped you? | <p>Intrinsic Motivation Reading Value/Devalue Reading Engagement</p> |
| <p>Some people start to struggle with English and reading in secondary school. Why do you think that is?</p> <ul style="list-style-type: none"> • Support provided • Teachers • Teaching approaches • Skills being taught • Length of text • Difficulty of texts | <p>Reading Self- Efficacy/Perceived Difficulty Peer Value/Devalue Reading Value/Devalue</p> |

| Interview Question | Motivational Constructs |
|--|--|
| <ul style="list-style-type: none"> • Amount to read • Expectations – (e.g. remember information for a test, use it to answer questions)? • Different texts - (e.g. different types of books/comics, different genres, different lengths, different difficulty) • Tests and assessments • Feedback from teachers • Choice • Other pupils reading habits • Help <p>How have you found reading in Secondary school compared to primary school?</p> <ul style="list-style-type: none"> • Why is this? • Any differences? | |
| <p>Is there anything else you want to tell me about reading and English</p> | <p>Opportunity to add any additional information</p> |

Appendix 3.6. Post-Intervention Semi-Structured Interview Schedule

Thinking about the sessions we've had together...

1. Which parts of the sessions that we did, did you enjoy the most?
 - Why was this?
2. Is there anything that you think could have been improved within the sessions?
3. Thinking about the strategies we've developed are there any strategies which have you found most helpful?
4. In what ways do you think that the sessions are useful in helping other young people who want to improve their reading?

Thinking about you as a reader...

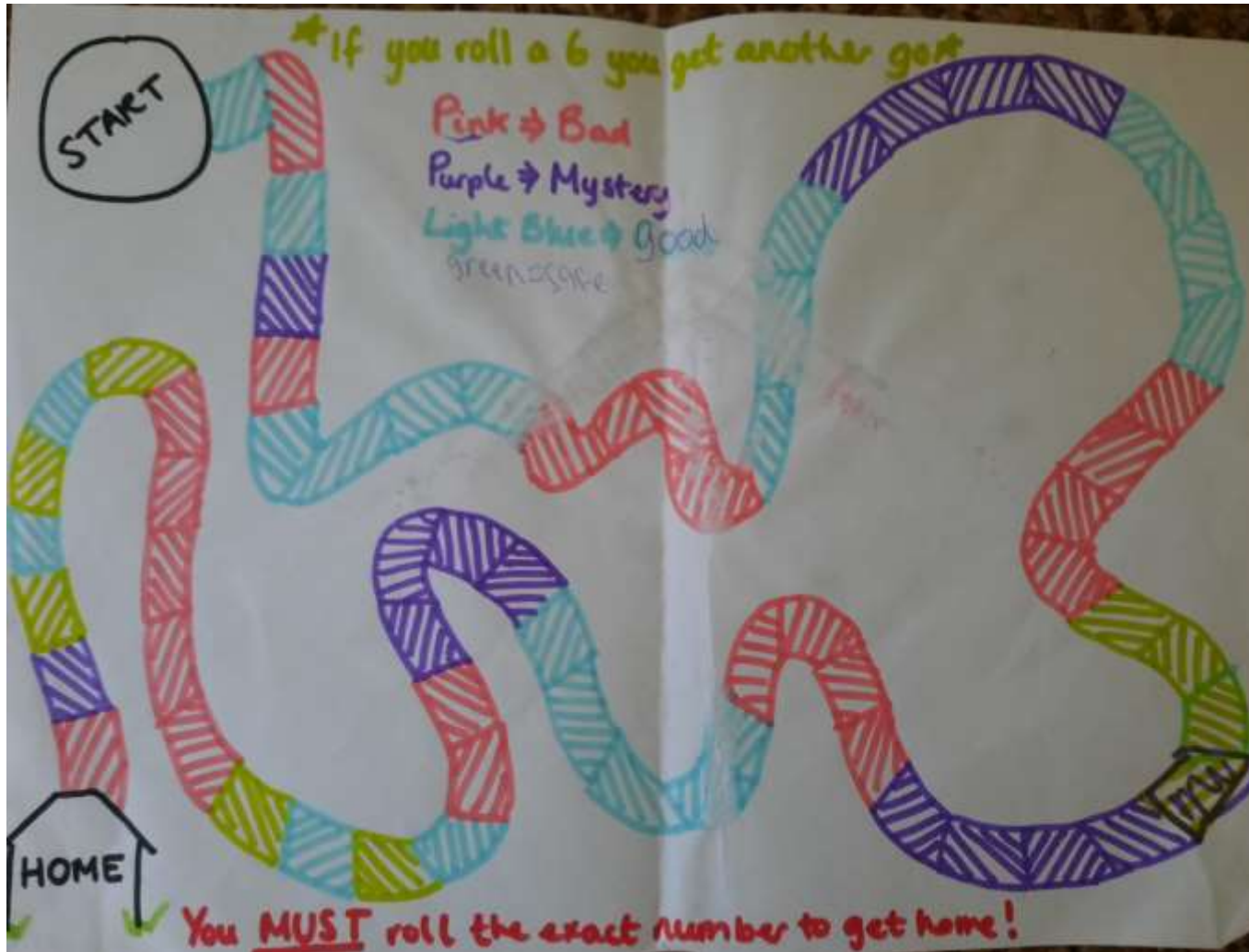
5. How much do you want to improve your reading?
6. How easy do you think this will be?
7. If we think about the best reader and the worst reader, when we started you put yourself here. Where would you put yourself now?
 - *What do you do when you read?*
 - *What do you find easy?*
 - *What do you find tricky?*
 - *Why aren't you further to the left?*
 - *What would you have to do to be further to the right?*
 - *Where do you think your English teacher would put you?*
 - *Where do you think your mum/dad/brother/sister would put you?*
 - *What helps you when you read?*
8. Do you feel your reading has changed in any other ways since we started working together?
 - Do you read more/less
 - Do you enjoy reading more/less
9. Where would you say you are now on the wheel of change?










Anything to add...










10. Is there anything else you want to tell me about our sessions together or how you feel about reading?

Appendix 3.7. Completed Intervention Activities¹⁵

¹⁵ Better quality documents can be provided once the researcher has access to an office scanner



| | | |
|--|--|---|
| <p>You've finished your book but the computers aren't working. Go back to the start.</p>  | <p>You've got 15 minutes free time. What do you choose to do?</p> <ul style="list-style-type: none"> A. Football (go forward 1 place) B. Read (go forward 3 places) C. Art (go back 2 places) D. Go to the mall (go back 2 places)  | <p>The reading teacher gives you 1 minute to choose a book. Go back 6 spaces.</p>  |
| <p>You don't have a book and the teachers asking everyone where their books are, go back 5 places.</p>  | <p>You need to choose a book, do you:</p> <ul style="list-style-type: none"> A. Go whilst the teacher is not in the room (go forwards 1 places) B. Admit to teacher you don't have a book (go back 4 places) C. Sneak a book off your friend (go back 3 places)  | <p>It's time to choose a book. Do you:</p> <ul style="list-style-type: none"> A. Find a book about something you're interest in (go forwards 2 places) B. Take lots of book from your level (go back 2 places) C. Sneak a book off someone else's table (go forwards 2 places)  |
| <p>You got out of your seat and started messing around (go back 2 places)</p>  | <p>You've been caught not talking about reading (go back 3 places)</p>  | <p>You've now earned yourself a negative for talking to a friend (go back 5 spaces)</p>  |

| | | |
|--|---|---|
| <p>You're reading and being silent - go and sit on the sofas (move forward 2 places)</p>  | <p>You've finished your reading book - go to the computer to the quiz/accelerated reader (move forward 2 places)</p>  | <p>You turn and talk about reading to your friend (move forward 1 place)</p>  |
| <p>Everyone is focused - books are open and people are reading silently (move forward 2 places)</p>  | <p>You ask your teacher if you can talk to the person next to you about your book (move forward 3 places)</p>  | <p>You come to a word you don't know. You find out the meaning by:</p> <ul style="list-style-type: none"> A. Using a dictionary (go forward 1 places) B. Going to the glossary at the back of the book (go forward 2 places) C. Asking the teacher (go back by the distance between your desk and the teacher)  |
| <p>You come to a word you can't pronounce. You:</p> <ul style="list-style-type: none"> A. Try your best and carry on reading (go back 2 places) B. Put your hand up and ask the teacher (move forward 1 place) C. Try breaking it down into little pieces (go forward 3 places)  | <p>You've come to a big word but the teacher is busy. Will you:</p> <ul style="list-style-type: none"> A. Try reading as best you can and carry on reading (move forward 2 places) B. Put the book upside down and get another one from the side (move back 1 space) C. Keep your hand up until the teacher comes to you at the end of the lesson (move back 3 spaces)  | <p>There is a disturbance in your class and no teacher in the room. How will this effect your reading:</p> <ul style="list-style-type: none"> A. Carry on doing reading (move forward 3 places) B. Get up and try to split up the fight (go back 2 places) C. Join in the fight (go back 2 places)  |

Sophia – Good and Not-so-good Reading Lesson



might be less distracted in reading lesson.

Come to a point then you don't want to go in ask random Q's

N - reading the book but at the same time doing something else is a huge distraction

Classroom

Classroom
- Reading is helpful because it fills the brain and also helps with memory

When people like to talk some people would be helpful - take like reading a book with teacher about

Should be helpful - take like reading a book with teacher about

Should talk about the book - reading the book

Should talk about the book - reading the book

Should talk about the book - reading the book

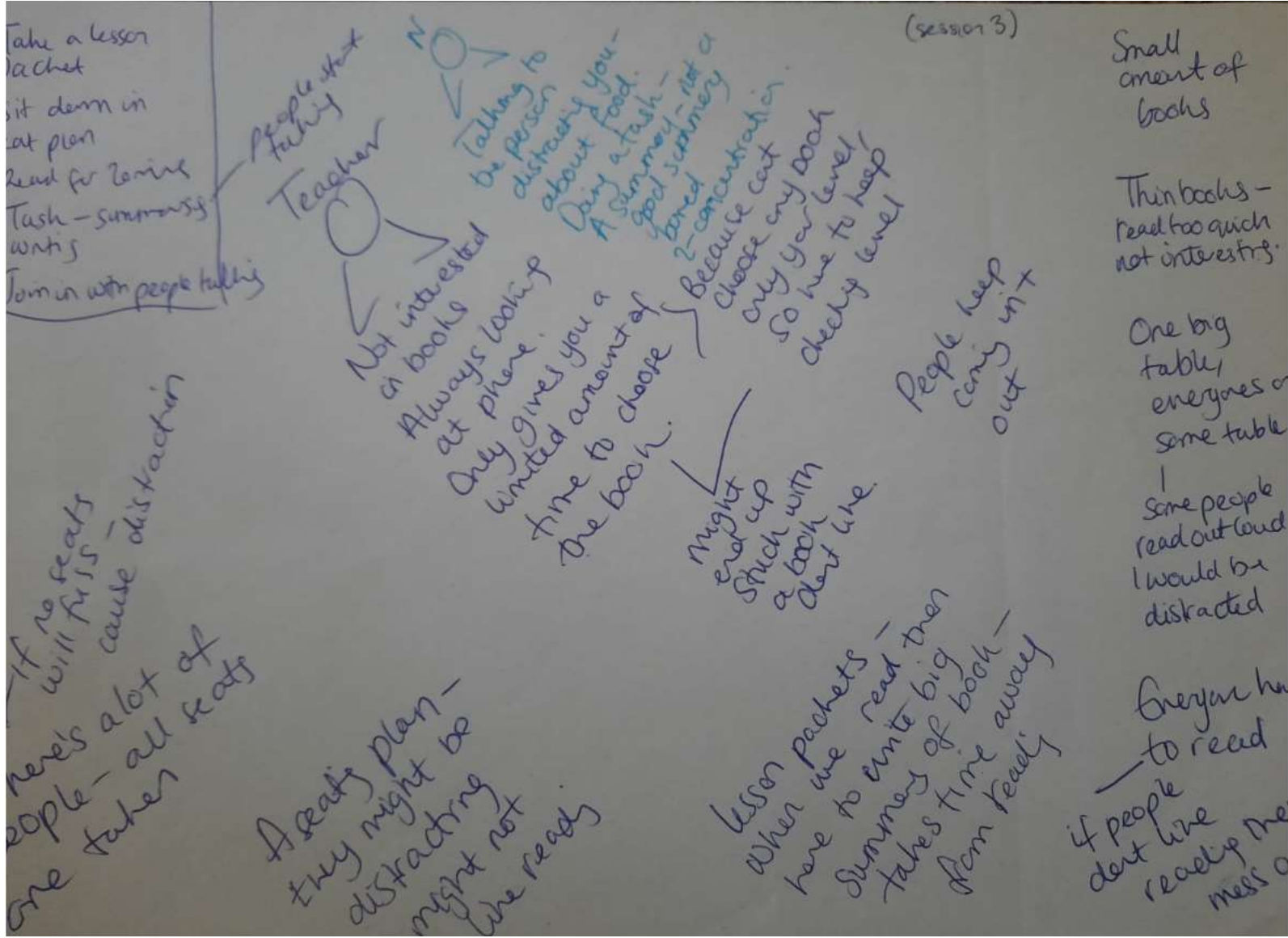
Classroom
- Reading is helpful because it fills the brain and also helps with memory

When people like to talk some people would be helpful - take like reading a book with teacher about

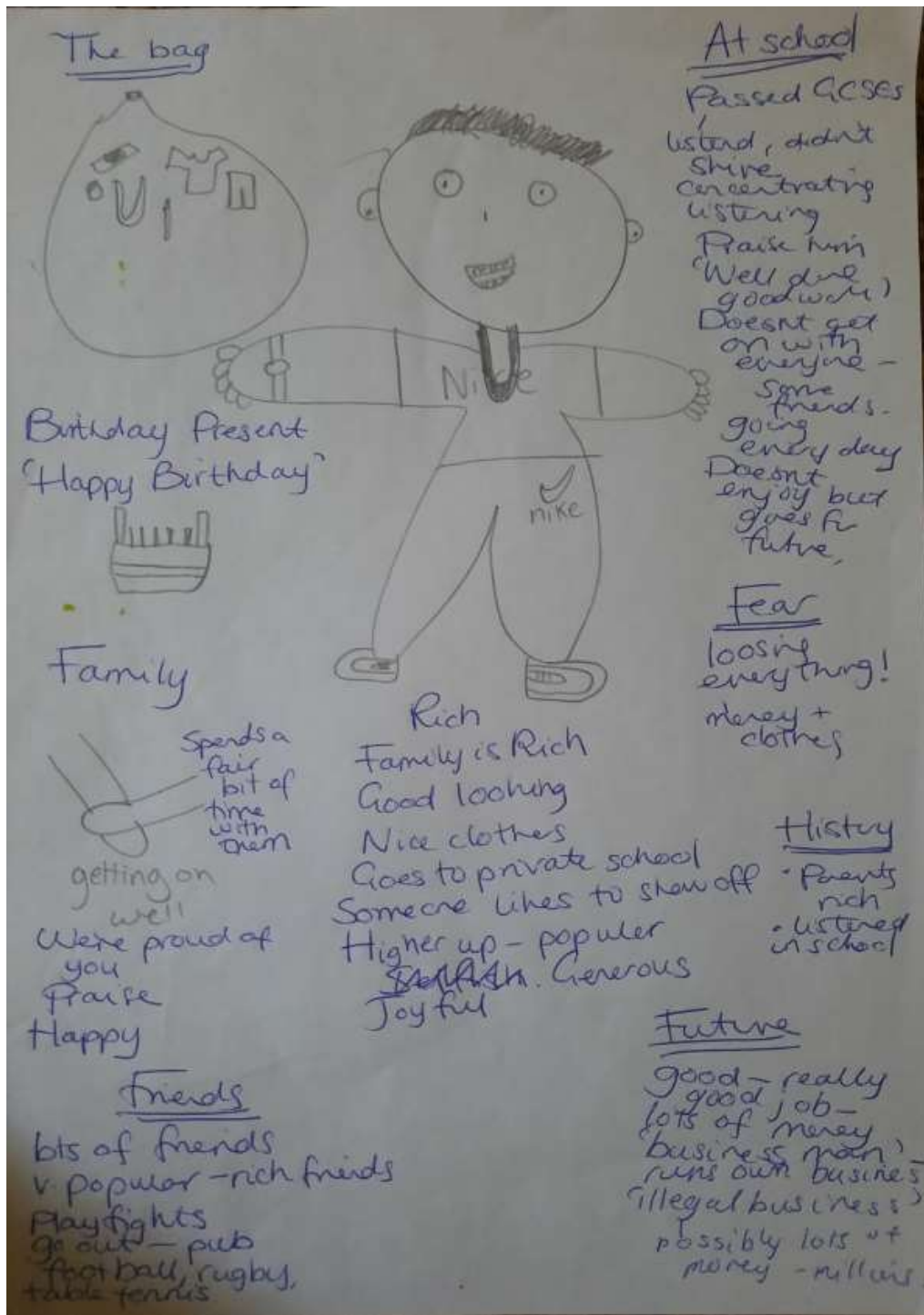
Should be helpful - take like reading a book with teacher about

Should talk about the book - reading the book

Should talk about the book - reading the book



Adam – Drawing of Ideal Self



None ideal

The bag



Birthday Present

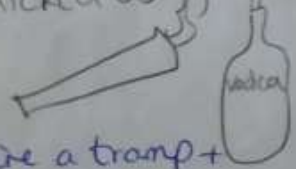


No ~~to~~ Money Help

Poor
Untidy
Homeless

Family

↑ Kicked out for



You're a tramp + an alcoholic
'give a dirty look - don't speak'
Feels upset + regrets.
Angry for himself - gives him shelter then goes +

- ### Friends
- No friends
 - take ^{him} mich, 'look at laugh at him'
 - Depressed + upset
 - lonely

- ### School
- Doesn't go to school - no uniform, can't afford
 - Refuses to go - doesn't want to go
 - keep calling home
 - Teachers scared about what's happened to him
 - Some ^{like} teachers
 - Not behaving fighting, messy about to impress his friends
 - failed GCSEs didn't learn, didn't listen - messy grounds, five class

Fear

Where he is now - living on streets, not getting money, dying on streets

that's still not talking to him

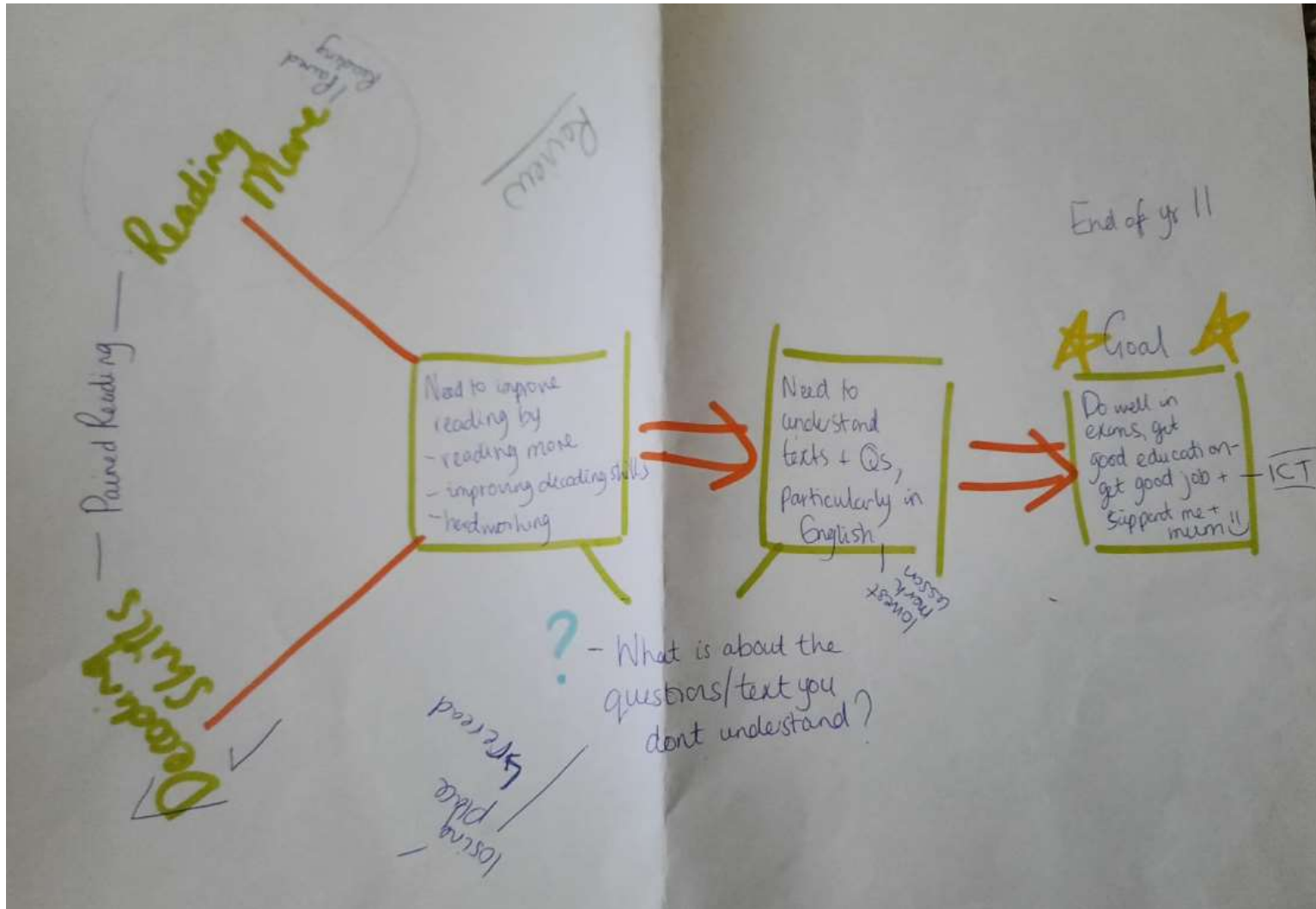
History

Smoking + drinking
thought cool + friends did it
joined a gang - my fe crime or trouble with police
given shelter but ignored

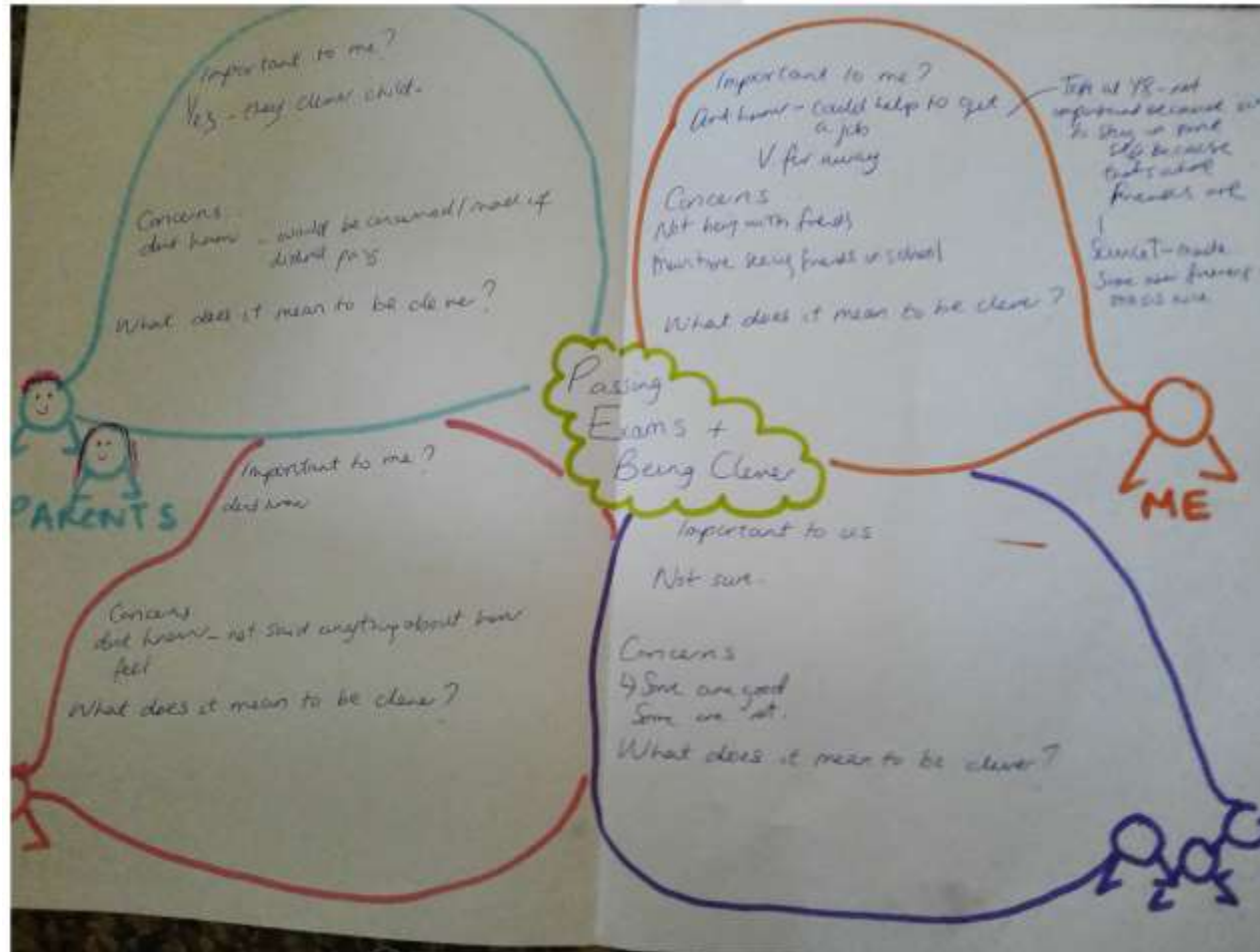
Future

- Not gonna get for money w/ R
- Sell drugs + then get hate
- Upset + but happy

Craig – Reflective Map



Mia – Exploring Other's views around Clever



Appendix 3.8. Fidelity Checklist

| Features of MI | Used in Session | Comments |
|---|-----------------|----------|
| Spirit of MI (Miller and Rollnick 2012) | | |
| Acceptance | | |
| Collaboration | | |
| Compassion | | |
| Evocation | | |
| Principles of MI (Miller and Rollnick 2002) | | |
| Express Empathy | | |
| Develop Discrepancy | | |
| Roll with Resistance | | |
| Support self-efficacy | | |
| Processes (Miller and Rollnick 2012) | | |
| Engaging | | |
| Focusing | | |
| Evoking | | |
| Planning | | |
| OARS | | |
| Open-Ended Questions | | |
| Affirmations | | |
| Reflections | | |
| Summaries | | |

Appendix 3.9. Excerpts from Reflective Log

Jessica:

| |
|---|
| <p>Activities</p> <ul style="list-style-type: none"> • My lessons – plus scaling of reading • Good reading lesson (using as a planning device for a comic strip) – looked at contextual factors |
| <p>Reflections</p> <ul style="list-style-type: none"> • Enjoys problem-solving – e.g. maths, looking at pictures and working out what’s happening in history • Likes learning new things • Supported by progression from easier to harder – examples help, consistent feedback, minimises confusion and feels confident to move on (likes the fast pace) • Doesn’t like being stuck and not being able to move on. • Supported by competition (race) and rewards • Relationship with teacher – likes maths teacher, maths teacher helpful, dislikes history – hates the teacher, doesn’t feel included in lessons • Sensory information – smell and sounds in room impact on liking of lesson and ability to concentrate. • Social – enjoys those lessons where can spend time with friends (e.g. PE), dislikes being sat next to certain people who ‘annoy’ her • Reading materials – digital and comics would be preferred • Increased range of books – new books, adventure books • Quiet, comfortable environment – calm classroom teacher in control, sofas • Organisation – books organised, labelled • Time spent reading not doing the reading packets (written book review) |
| <p>Areas of Further Exploration</p> <ul style="list-style-type: none"> • Can reading be used to support problem solving/find new information • What does feedback in reading look like, how regular is it, does Nadia find it helpful? • Are vocabulary strategies working? • What are the reading rewards? • Sensory information – how does she manage this? • What is Nadia feeling/doing/strategies using in reading lesson |
| <p>Plan for MI Session 2</p> <ul style="list-style-type: none"> • Finish good reading lesson, encourage Nadia to reflect more so on what she is doing in the lesson and the strategies she is using/able to use • Not so good lesson, encourage Nadia to reflect more so on what she is doing in the lesson and the strategies she is using/able to use. |

Ahmed:

| |
|---|
| Activities |
| <ul style="list-style-type: none">• Continue challenge cards for gameboard – Exploration of good and not-so-good reading. Began to create ‘choices’ for each card, with move forward/backwards attached to each choice. |
| Reflections |
| <ul style="list-style-type: none">• Use of choices provided helpful insight into how Ahmed views reading/reading lessons. Also helped Ahmed to begin to think about different solutions.• Discrepancy around decoding was reflected back to Ahmed (i.e. so if you come to a tricky word you skip it and then don’t fully understand, but you get to do the quiz quicker? And how do you do on the quiz?) and he then thought about a new strategy.• Vocab strategies are external (e.g. find dictionary), rather than internal (e.g. read around the word)• Decoding – thought breaking the word up was the best choice as wouldn’t have to wait for the teacher and would be more likely to understand the sentence. Although reading on seen as a good option to as would then be able to do the quiz.• Book selection – feels doesn’t get long enough to choose book. If finished book/doesn’t have a book unlikely to ask the teacher due to the behaviour system in place (e.g. no book means pupils receive a negative). Felt he needed to choose one book rather than browse a few – due to reading teacher’s response. This makes book selection difficult as limited time and limited options. Role of perceived external factors thus key here.• Behaviour – decided better to ignore distractions but reflected that unlikely to do this• Quizzing very important - might find an interesting book, but might not be able to quiz on it and so wouldn’t read it. Computers not working, not being able to quiz was seen as ‘disaster’ – go back to the start!! |
| Areas of Further Exploration |
| <ul style="list-style-type: none">• Quizzing – why is it so important can we create any discrepancy – better to finish a book without understanding and quiz, or better to go slower and quiz less?• Find out more about ‘quizzing’ – what type of feedback is provided, how does this support progress/value of reading... Does Ahmed see text as a source of new information?• Present other vocab strategies – gain Ahmed’s views on these• How can we support book selection – how does Ahmed currently choose a book/how would he like to choose a book? |
| Plan for MI Session 3 |
| <ul style="list-style-type: none">• Scaling - how important is it to improve reading/how easy. Where does Ahmed think he is currently? What does improved reading look like – in relation to act of reading and quizzing. Explore what it is Ahmed wants to change/feels he needs to change.• Introduce wheel of change - where does Ahmed feel he is currently? |

Appendix 3.10. Worked Example of Analysis Undertaken

Phase 2: Generating Initial Codes

Open coding was used to code Ahmed's data. The original pseudonym was changed from Matthew to Ahmed to be more culturally apt.

1 Rebecca: First of all then we're gonna have a little think about
2 er reading (.) tell me what you think about reading

3 Matthew: I think ^{+ve news Purpose} reading is good for like all subjects er and is
4 very helpful but most of the time I kind of struggle -difficulties/
5 value with it (.) So there's like big words and I get confused Challenge
6 with it ↳ long words = challenge

7 Rebecca: OK so the big words are the tricky words.

8 Matthew: Yeah

9 Rebecca: Yeah (.) OK (.) erm ok so what sort of things do you
10 read then

11 Matthew: ^{+ve news genre-fiction/adventure action sports}
12 Er like I read like adventure books (.) And action and
13 er action and sometimes sports books [inaudible] (.)
14 And maybe facts like factory (?) books as well
15 ↳ genre- non-fiction

14 Rebecca: Lovely (.) so you read quite a lot then (.) erm
15 [inaudible] do you have a favourite author

16 Matthew: Erm (.) na (.) not really

17 Rebecca: Not really (.) just anything that's so how do you
18 choose which books to read ^{dislike/discomfort with level}
19 ↳ reading level ↳ difficulties

19 Matthew: Err (.) so I have a level which I very low I don't really - dislike of
20 like the level (.) or how it's organised and stuff now so level
21 you got like a little range of books where you can - level - organisati
22 choose from ↳ limited ↳ restricts
23 ↳ choice ↳ choice

23 Rebecca: Ah so there's not many in that section

24 Matthew: Not many (.) yeah

25 Rebecca: But you've got to choose one from there

26 Matthew: Yeah

27 Rebecca: Even if another one looks more interesting ^{dislike}
28 ↳ of level ↳ level
29 ↳ restriction

28 Matthew: Yeah [laughs] cos I saw like a big book which I wanted
29 to read but the teacher say I cant read that one cos
30 I'm not on the right level and she gave me little like a
31 little book which I had to read that one instead / teacher book
32 ↳ level
33 ↳ restriction selection

499 secondary school (.) what else made English easier in
500 primary school

501 Matthew: Erm (.) they're easy books that that they had *book difficulty*

502 Rebecca: Easy (.) so what was easy about them

503 Matthew: They didn't have like that much vocabulary in it (.) *vocab*
504 and the words were like (.) not that hard like not that *length + complexity of words =*
505 big words *challenge,*
length of words

506 Rebecca: Ok so small words what about they way that the
507 teachers helped you (.) is that different in primary
508 and secondary school

509 Matthew: In secondary school there's only like one teacher *number of staff: pupil*
510 walking around and like helping you and sometimes *staff capacity*
511 like it's like other supply teachers come in otherwise
512 in in primary school (.) we had like one teacher in *role of teacher*
513 the front of the class and who sits on the side and *nothing*
514 then maybe looks at your work and maybe walk *round*
515 around to help and then on the table that I used to sit
516 there used to be a teacher there that'd usually help *teacher support*
517 us *set out table*
help + support
teacher's job - support

518 Rebecca: Ok so do you feel you got more help in primary school
519 or more help in secondary school? *help + support*
support

520 Matthew: More help in primary school though sometimes there
521 is other teachers who leave from their class and help *staff capacity*
522 you and stuff *help + support*

523 Rebecca: In secondary school

524 Matthew: Yeah (.) So I think primary school still help you more *support*
525 otherwise secondary school you have more
526 independence (.) and I find it like better in secondary
527 school *independence* *love news*

528 Rebecca: Ok you prefer that you like being able to do more (.)
529 why do you prefer that?

530 Matthew: Because it gives you more chance and feel like I *real life*
531 actually like you're actually going through life and *appreciate* *prepare for*
532 when you're doing things in you're life your gonna be *future*
533 doing it by yourself and feel like you do like
534 everything you're meant to be doing by yourself (.)

teacher's job

independence

independence

1 Rebecca: Ok so I'd just like us to have a little think about the
2 sessions that we've had together (.) so which part of
3 the sessions we did did you enjoy the most

4 Matthew: Er making the board game ^{pupil-led} - creativity enjoyable

5 Rebecca: OK and what did you enjoy about making the board
6 game

7 Matthew: It was fun (.) and also I used all my ideas from reading ^{enjoyment} ^{pupil-led} ^{reading ideas}
8 and I put it on there and I actually liked it ^{evocation}

9 Rebecca: So what did you like about it ^{enjoyment}

10 Matthew: Hmm (.) just with the board game it was nice and nice
11 and it'll be fun for people to like play with it and stuff ^{enjoyment} ^{social impact}

12 Rebecca: Ah ok (.) so making something for someone else was
13 important to you as well

14 Matthew: Yeah (.) it'll be fun to use it and stuff and think about ^{enjoyment} ^{thinking about}
15 reading (.) as well (.) as important as a subject ^{reading/reflection}

16 Rebecca: OK and so what do you think we could have improved ^{importance of reading/}
17 (.) what could we have done to make the sessions ^{reading value}
18 better

19 Matthew: If the sessions were longer ^{longer sessions}

20 Rebecca: Longer as in more sessions or more time each time

21 Matthew: Er ~~more sessions and more time~~ (.) so maybe an hour ^{longer duration}
22 or an hour and a half

23 Rebecca: OK and what would you have wanted to do in that
24 time?

25 Matthew: Work on my board game and also tell you my ideas ^{enjoyment}
26 about reading ^{pupil-led} ^{evocation}

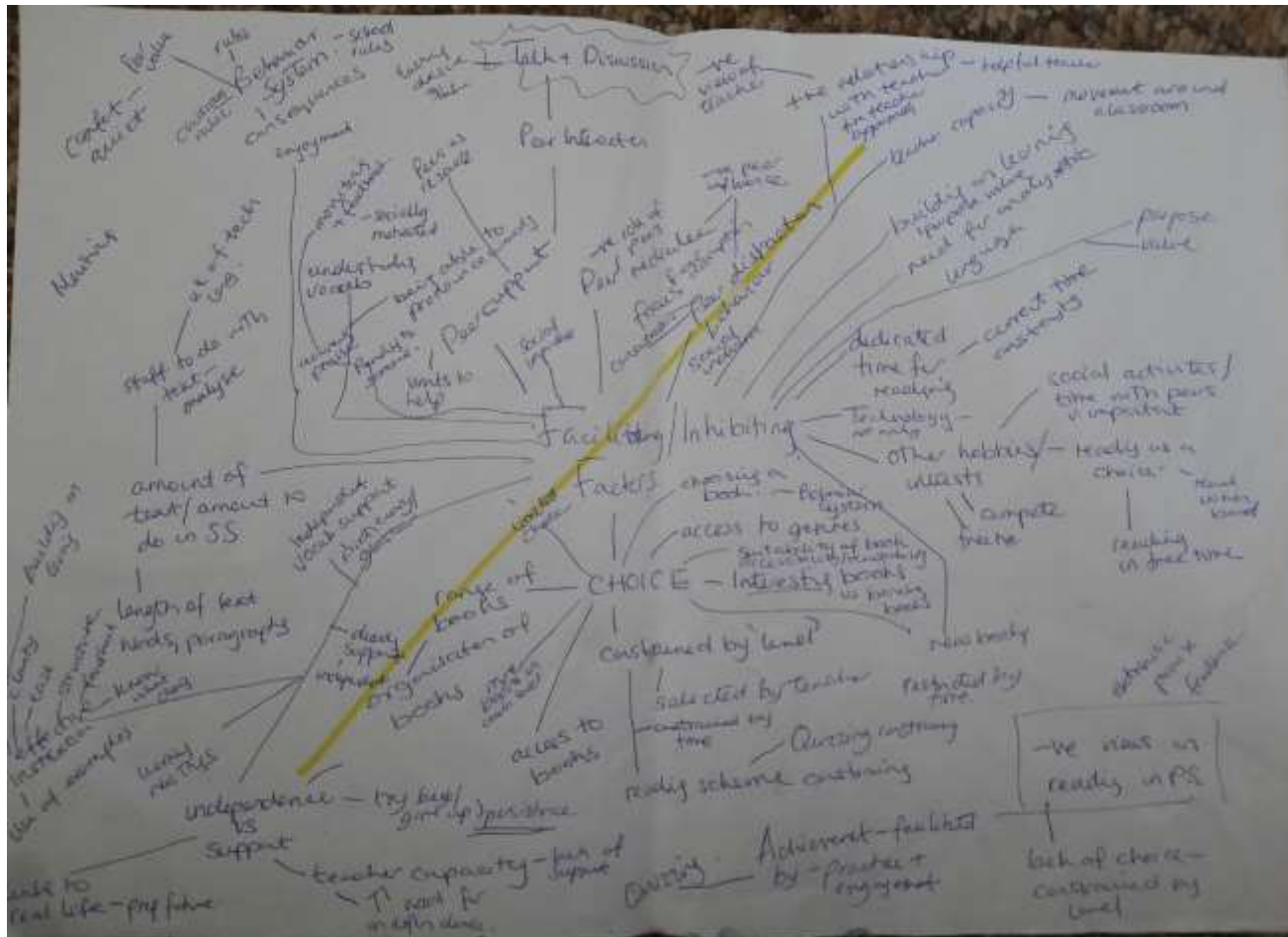
27 Rebecca: OK so think of more ideas

28 Matthew: Yeah

29 Rebecca: OK so we had a think about a reading diary and now
30 we're having a think about reading to someone (.)

Phase 3: Searching for Initial Themes

Codes were grouped together under each research question.

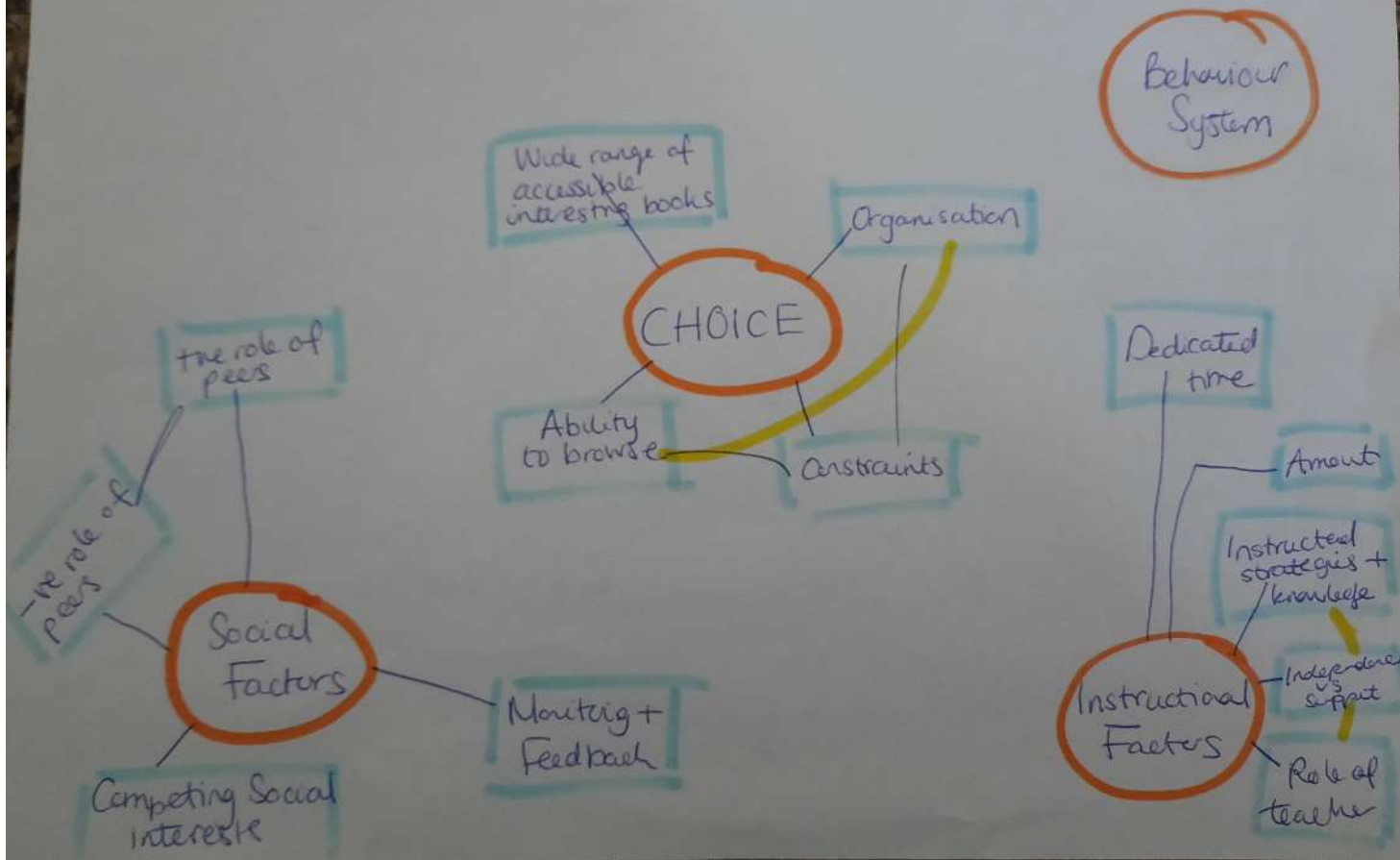


Phase 4: Reviewing Themes

Initial thematic maps were created and refined as codes were reread.

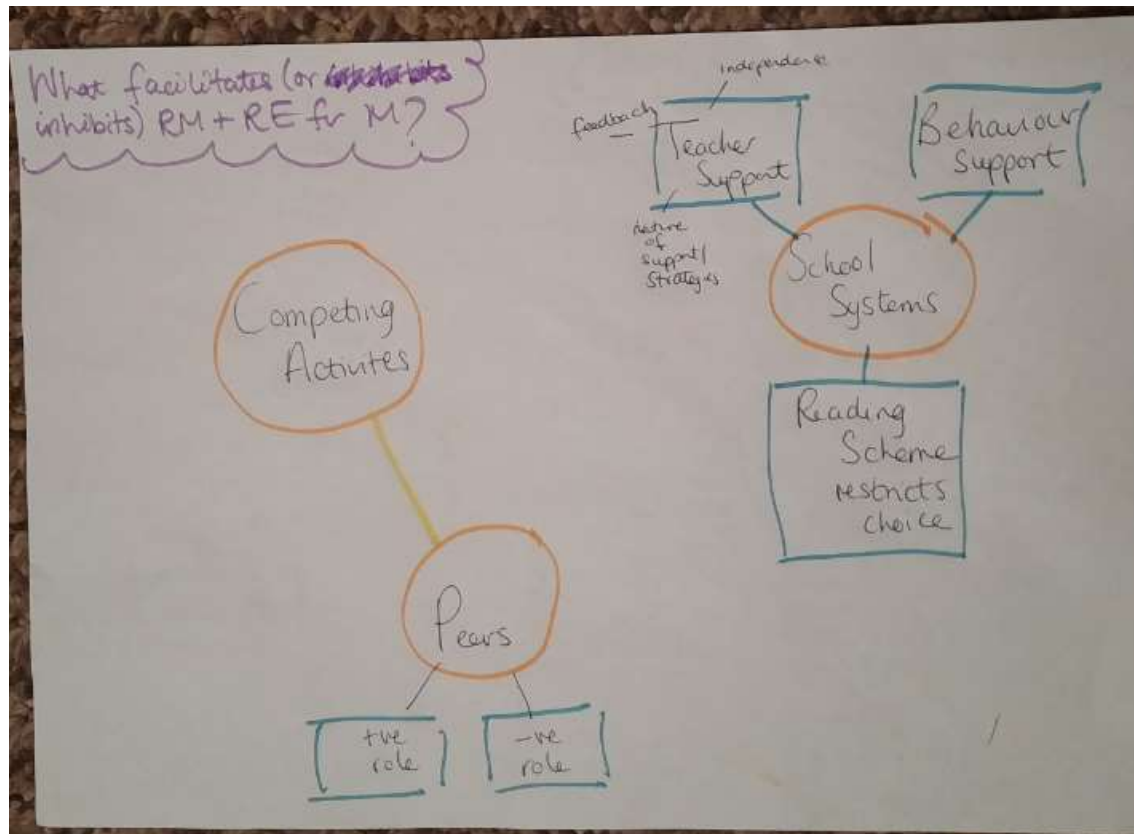


What factors does Matthew feel facilitate (or inhibit) reading?



Phase 5: Defining and Naming Themes

The researcher refined the themes to ensure the story of the data was clear.



Appendix 3.11. Debrief Letters

Reading Motivation in Key Stage 3

I would like to thank you for taking part in my study. I feel it is important for young people to talk about their experiences of reading and those strategies they think could help.

The aim of this study was to explore how helping young people to come up with their own reading strategies can support the development of their reading motivation (how much they want to read).

What will happen to the information collected?

All data collected will be kept confidential and used for research purposes only. It will be stored in compliance with the Data Protection Act.

The information you gave me will be held anonymously. This means that it will be impossible for people to know what you told me.

If you want to withdraw your data from my study this can only be done up until the 27th March 2020.

Further Information

If you would like any further information about reading please speak to XX

If you would like any further information about my research please contact me or my supervisor (Anthea) using the details below.

Contact Information

- **Rebecca Barrett:**
 - I am a Trainee Educational Psychologist, completing a three-year doctoral training course at the University of Nottingham. I am in my third year and currently on placement with XX. A Senior Educational Psychologist in XX, is my placement supervisor.
 - I have over 10 years of experience working with children and young people and a full, enhanced DBS check carried out by the University of Nottingham
 - If you have any further questions please feel free to contact me on lpxrh9@exmail.nottingham.ac.uk
- **Anthea Gulliford**
 - Anthea is my research supervisor.
 - Please feel free to contact her if you have any questions or queries. Her email address is lpaag@exmail.nottingham.ac.uk

Reading Motivation in Key Stage 3

Thank you for giving permission for your child to take part in my study. I feel it is important for young people to talk about their experiences of reading and those strategies they think could help.

The aim of this study was to explore how helping young people to come up with their own reading strategies can support the development of their reading motivation (how much they want to read).

What will happen to the information collected?

All data collected will be kept confidential and used for research purposes only. It will be stored in compliance with the Data Protection Act.

The information your child gave me will be held anonymously. This means that it will be impossible for people to know what they told me.

If you want to withdraw your child's data from my study this you can do this up until the 27th March 2020.

Further Information

If you would like any further information about reading please speak to XX.

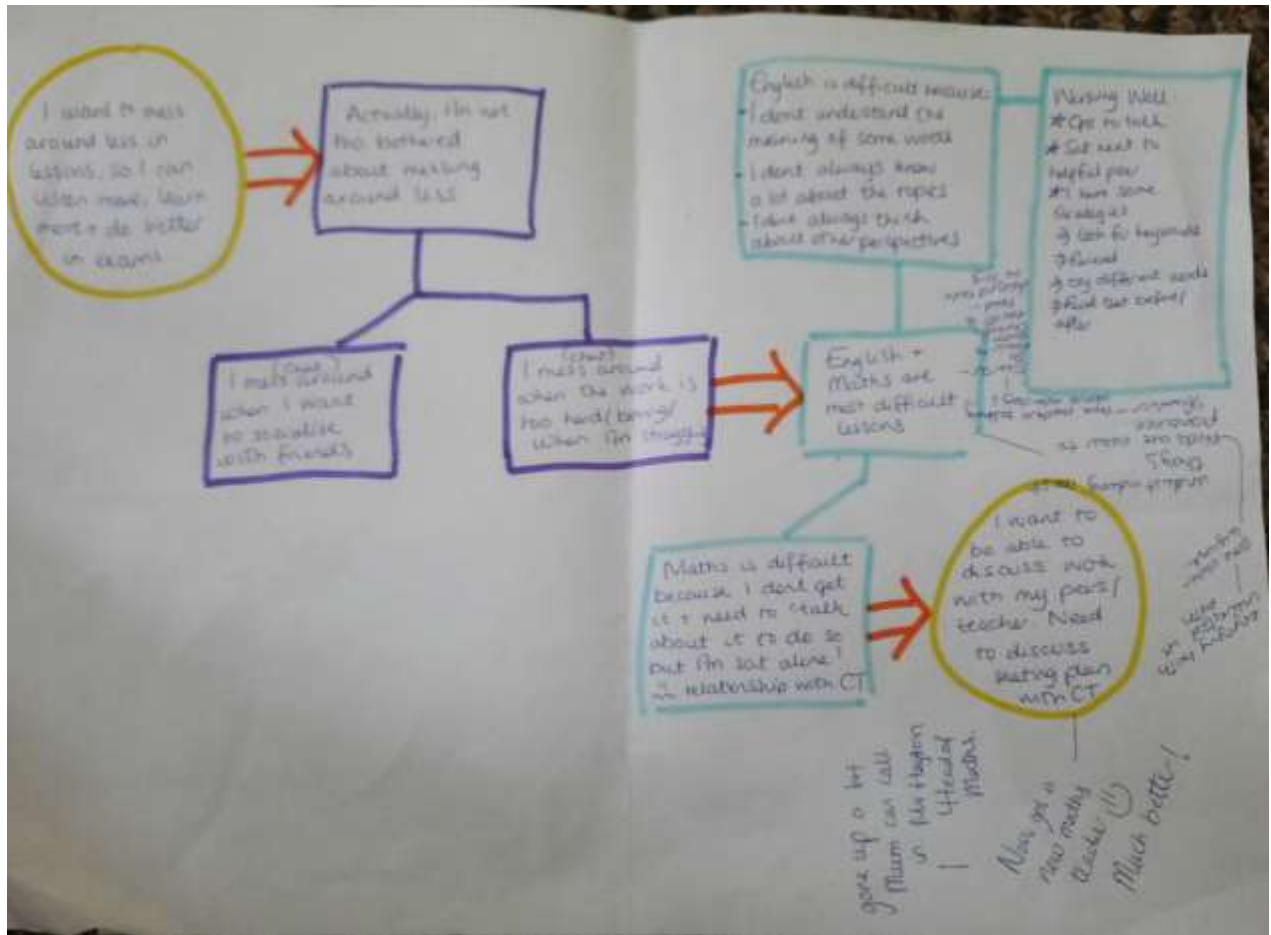
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Contact Information

- **Rebecca Barrett:**
 - I am a Trainee Educational Psychologist, completing a three-year doctoral training course at the University of Nottingham. I am in my third year and currently on placement with XX. A Senior Educational Psychologist in XX, is my placement supervisor.
 - I have over 10 years of experience working with children and young people and a full, enhanced DBS check carried out by the University of Nottingham
 - If you have any further questions please feel free to contact me on lpxrh9@exmail.nottingham.ac.uk
- **Anthea Gulliford**
 - Anthea is my research supervisor.
 - Please feel free to contact her if you have any questions or queries. Her email address is lpaag@exmail.nottingham.ac.uk

Appendix 4.1. Visual Maps

Adam's Reflective Visual Map



Craig's Reflective Visual Map

