

CHAPTER 2

LITERATURE REVIEW

For this research, the researcher reviews some literature and research related to the topics as the followings. This section is divided into six sections beginning from the meanings and importance of reading, reading interest, the reading habit and its problems, the promotion of good reading habits, the problems of arranging reading habit promotion, and arranging activities to promote reading habit.

1. Meanings and Importance of Reading

Reading has received increasingly intense attention in studies of recent years. Studies have been summarized and reviewed in the Journal of Education Research (1962, 1965, to 1967) and in the Encyclopedia of Educational Research (1969) to cover various aspects of reading in terms of sociological, psychological, physiological, and pedagogical perspectives. The World Book Encyclopedia (Farr, 1992) defines reading as an act of getting meanings of written words. According to McGee and Richgels' study (1990), children learn to get meanings from written symbols when those symbols, i.e. signs, labels, language processes, become more familiar and simultaneously emerge (Strickland and Morrow, 1989).

One of the earliest comprehensive studies on the meaning of reading was done by Michigan Department of Education (1985). It stated that reading is the process of constructing meanings through dynamic interactions among the readers' existing knowledge, the information supplied by text read, and the contexts of the reading situation. There are some implications following this finding to provide the basis for practices of reading as the followings. The first implication follows that reading is one component of communication, which includes oral language (speaking, listening), writing language (writing, reading), and viewing. The second implication followed that the characteristics of the readers interact with the characteristics of the reading to influence the process of reading. The third implication is

that the ultimate goal of reading is the development of readers who can flexibly and independently process written language for meanings.

David Pearson (1985) offered what he termed the “comprehension revolution” when he discussed about the movement from the traditional view of reading based on the behaviorism to a new vision of reading and readers based on cognitive psychology.

The following table summarizes the comparison between the traditional view of reading and the new definition of reading.

	Traditional View	New Definition
Research Basis	Behaviorism	Cognitive Science
Goals of Reading	Mastery of acts and skills	Construct meanings and self-regulated learning
Reading as Process	Mechanic decoding of words, memorize by rotting	Interaction among readers, texts, and contexts
Learner Role/Metaphor	Passive: Learner just vessel to receive knowledge from external sources	Active: Strategic reader, good strategy, cognitive apprentice

Reading has become the most significant factor in education as a means of communication in a highly literate society. Mann (1971) stressed that books were still very much part of people’s life in the modern societies in spite of the invention of the latest audio-visual materials. Books in their conventional forms were still the most important means of communication ever invented. Mann further emphasized that reading is important for acquiring knowledge and information (1971). The enrichment in knowledge would thus enable book readers to present themselves more confidently in social settings.

According to Dyson (1993) and Vygotsky (1978), there are social contexts that surround readers in classrooms, parents reading at homes, people in society, and particular stories. Readers comprehend and respond to stories or information depending on each of these social contexts.

2. Reading Interests

Huus (1964, cited in Karlin, Robert, 1971) has summarized seven common conclusions from the earlier studies about the general nature of children's reading interests. First, the interests of children varied with ages and grade levels. Second, insignificant differences between the interests of boys and girls appeared before the age of nine. Third, the notable differences between the interests of boys and those of girls showed up between the age of ten and thirteen, especially at the age of twelve. Fourth, girls read more than boys did but the latter had wider interest ranges and varieties. Fifth, girls were attracted more by adult fiction of romantic type than boys. Sixth, boys preferred books about adventures and girls liked fictions; mysteries appealed to both equally. Seventh, boys seldom showed interests on girls' books but girls read boys' books to greater degree.

A number of more recent studies reveal more specific information about the nature of children's reading interests as well as the factors that influence these interests. Despite the varied methods used in investigations to identify reading interests (from questionnaires, picture showing, read stories, observations on reading habits and library visits), the results have pointed to similar conclusions as the followings (Eman, 1968, cited in Karlin, Robert, 1971). First, the levels of intelligence, reading ability, and socioeconomic factors do not seem to influence reading choices more than sex and age do. Second, children at the ages of six and seven prefer stories about animals, fantasy, humor, heroes, and adventures. Third, older boys favor stories that deal with outdoor life, courage, adventures, animals, sports, science fiction, and humor. Fourth, older girls prefer reading stories about mystery, home and school, romantic love, heroines, and the supernatural.

It is thus obvious that reading interests of children at various age levels are varied. Therefore the sensible way to meet the reading interests of a particular group of children is to find out what they really are. One sample of this method is observation on how children respond to different stories that are read to them and what books they select for their personal reading. Naturally, their responses are limited to the kinds of selection read to them and the availability of books that they are able to choose for themselves. The wider the ranges of book types to be subjects of selection, the better these observations on reading interests would be.

The other method such as questionnaires, which require children to report on kinds of stories or book types they prefer or to select them from a long list of possible choices, probably will not as accurate as observation. There is enough evidence to assert that children's reported reading preferences are not necessarily synonymous with their actual reading choices.

Reading interests of children seem to be influenced more by factors such as age and sex than intelligence level, reading ability, and socioeconomic factors. Both boys and girls at the ages of six and seven prefer humorous stories as well as stories about adventures, heroes, sports, science fiction, humor, courage, and animals. Older girls, however, choose stories that deal with romantic love, home and school, mystery, heroines, and the supernatural. Even though groups of children appear to prefer the same types of stories, some individuals may favor one kind of story over the others. Teachers are known to have been able to broaden the reading interests of children by exposing them to a variety of reading experiences.

A program to develop lifetime reading habits requires more than just occasional library visits, book reports, or assigned numbers of books for students to read. Instead, such a program requires as careful deliberation about the plans to teach vocabulary or word-identification skills sequentially. The necessary ingredients of an effective program to induce voluntary reading are the knowledge on principles of learning, good psychology, compassion, as well as a rich knowledge about children books and the kinds of children for whom these books are intended. Hafner and Jolly (1982) suggested some guidelines that may be helpful for educators because these guidelines consider many of the factors related to effective reading program.

1. Develop a range of reading skills in a sequential program that includes continual diagnosis of readers' needs. To be pleasurable, reading program for young or reluctant readers must be almost free from the problems related to word identification or word meaning.

2. Provide good books of acceptable difficulty levels on a wide range of subjects by choosing proper books for the classroom library with students' reading interests in mind.

3. Display books in colors and use the technique commonly known among the newsstand vendors by having the appealing book's front covers in buyers' view.

4. Give students ample time for browsing and for voluntary reading as a part of the regularly scheduled school program.

5. Provide guidance to all children who need help in finding the right books. Although considerable freedom of choice is desirable, some children will still need teacher's direction in varied levels. It is here that the teacher's knowledge of the students' abilities and reading interests proves invaluable.

6. Be a teacher who reads enthusiastically. Convey the pleasure in reading. Talk about reading freely and informally. Teachers should bring books to school and be "caught" reading by their students.

7. Apply precautions about censoring particular books for students. A better approach might be to discuss the material with them pleasantly and then to try to lead them to something better that has similar characteristics.

3. Meanings of Students' Reading Habit and Problems about It.

Sangkaeo (1999), a staff at the National Library of Thailand, defines the meaning of habit as routine behaviors that express in the individual's approach to reading. This approach includes what occurs regularly in forms of types of reading, tastes of reading, usage of library, leisure reading, and objectives of reading.

The central library of Srinakarinwirot University (1998) defined the reading habit as the reading behavior of the students that occur regularly such as spending leisure time for reading, looking for books, type of reading, and taste of reading.

Arisanti (2006) develops a tool to measure the reading habit characteristics of the students in Mathayom 1 Phuket Province, by using the research basic theory concept of building personalities of Gilford and the theory of personality system arrangement of Issanc to identify the model theory in developing the reading habit. The theory of development of habits divided the behaviors and habits of persons who read well into three levels. The review of literature summarizes the characteristics of persons who love to read as follows. First, they showed curiosity that led them to learn from books or media. They always search for knowledge, concepts, and new methods of reading from various sources. Second, they

regularly sought chances to read, to follow up news from various sources. Third, their attitudes towards reading were composed of the expression of their feelings and opinions as well as their use of leisure time to study. They always bring books or printed matters along with them all the time. They read also for entertainment and they appreciate the values of reading.

Jeungklinchan (2001) defines the meaning of good reading habit as meaningful, ambitious, and routine reading. Reading has become a habit. Although sometimes there are obstacles to reading but these readers keep on reading. Persons who love reading can read anything that can be read anywhere in whatever forms, e.g. books, printed matters, advertising boards, or wrapping papers. They prioritize reading over other activities. Sakcharoen (1986) claimed that good reading habit is the main part of a successful reading. Those who have a good reading habit read books regularly. They will not wait for the necessities to force them to read such as reading books near exams or reading books according to teachers' order. Good reading habit can be trained for quite some time. Children trained at early age will usually be better than children trained at later age. This reading habit must be supported or reinforced all the time.

Wattanachai (2004), the chairperson of the project called "Ruam palang Rak kan Arn" (Join Together to Read), expressed opinion on the topics "solving the puzzle of national problems, how to make Thai people love reading" (*Matichon* 9 January 2004) that Thai people—young and old—should be aware that they have to give importance on searching for knowledge or studies. This awareness must be started from families. Parents have to support a book corner at homes. They must invest for their children's future through providing more books. Schools have to arrange libraries and times for students to read books. School should not let students study only in class but to assign students to study in library. Teaching methods must facilitate students to read books and public libraries must be taken good care of. There should be libraries in subdistrict level with librarians to develop libraries to invite more people to come and read books. The publishers must find authors, cartoonists, and translators to produce quality books. In addition Watanachai (2004) gave example of projects "Bookstart of UK" that encouraged British people to read since very early age. This project will solve the

problem of illiterate children in England. The Book Trust Foundation and local organizations in Birmingham encouraged parents to read books for their babies. This project was tested in 300 families. The findings show that after 5 years, the children of these families were clearly capable to read and calculate better than ordinary children. In addition, the children involved in this project showed three times higher of level of interests in reading books compared to other children.

From the opinion of those who identified the policy for the Thais to join together to promote reading habit, there is a movement among government sectors, clubs, and foundations to launch campaigns to help Thai people to love reading. The outcome is considered good but still in unsatisfying levels. There are still problems and obstacles for Thai students who lack reading habits or still have these habits but in low levels.

4. Promoting Good Reading Habits

Children who participate in activities to promote good reading habit that make them keenly aware of the joys of books will naturally pursue other pleasant experiences besides reading. Children seek a variety of preferred recreational and leisure activities and “reading for pleasure” will be able to withstand the competition from other activities. Teachers can promote reading through a series of measures designed to encourage and stimulate children to explore books on their own volition.

4.1 Roles of teachers in reading promotion programs

Karin Robert (1971) suggested an approach through which teachers can stimulate children’s interests in reading program. To create children who realize that reading is pleasant experience, teachers must demonstrate their feelings and commitment to reading. One of the ways to show how much they value recreational reading is to provide the surroundings and atmosphere for such purpose. These surroundings and atmosphere are composed of classroom libraries, book displays, sharing the books, reading together, and book discussion. The followings will discuss each of these surroundings.

Classroom libraries

Each classroom should have its own library where children can spend most of their school days. However, the fact that classrooms have their own collection of books does not cancel a need for a central school library. Some parts of the classroom should be set aside where children might browse the bookshelves and be able to read without too much interference. They should be able to go this area when ever they have free time such as before the start of school or after lunch or when they have completed their assignment. It would be desirable to provide tables and comfortable chairs for children's use. Some children might prefer sitting or stretching out on the floor, which could be covered with a colorful rug or mat.

Book displays

Room book displays create interest in reading. These may take the form of bulletin boards on which colorful pictures and comments and question attract children's attention. These bulletin boards might contain colorful book jacket of books by one author or on a special theme or pictures about stories and characters that children informed about books they might want to read and excite their interest in them.

Sharing the books

The effective way of bringing children and books together is the teacher's showing enthusiasm for them. This enthusiasm will be reflected in their knowledge of children books and their ability to share the values of books with their students.

Reading the books to children

It is a common practice for teachers of young children to read stories to them. Both good and poor readers will be delighted in hearing stories that is well read and later read it by themselves. Oral reading by the teacher is a way to introduce children to books that they might not know. Listening to stories can be a satisfying experience. There are some forms of reading books together with young learners, i.e. storytelling, chalk-talk, or book-talk.

Storytelling and book talks are related to reading to children. In storytelling, children gather around a teacher who has prepared a story with which she is familiar. It is a good idea to have an outline of the main characters and the sequence of events leading to their conclusion so that the most interesting parts of the story will not be forgotten. The storyteller

uses her voice, body and personality to convey the setting and mood of the story and to express the feelings of the characters as well as to create images that help make the listeners know exactly what is occurring and transport them into the world that surrounds them.

Chalk-talk is also an effective means to build interests in children for particular books. As the stories are told, the storyteller makes quick charcoal sketches on the chalk board or pencil on paper. The main characters are drawn quickly as they are introduced to produce pictures of their appearance for the children. The setting and special events may be shown to make the story more vivid and real. In order to give an effective chalk-talk the storyteller must be able to sketch the pictures as she tells the story. Teachers who do not feel capable of conducting such story sessions might use flannel or felt cutouts which they have prepared in advance and place them on a board covered with similar material as they tell the story. Simple stories with only a few characters involved are more appropriate to this form of presentation than complex tales.

A book-talk is a simple device that teachers might use to introduce children to raise their interest in books. A book-talk is intended to acquaint them with books by telling them in short form what the books are about, without giving away the interesting parts. Enough about the story is revealed so that the children are lured to decide whether to read the book or not.

Teachers must be familiar with children books in order to share the books' joys and beauties with students. They must read the books themselves if they are to present them effectively. All stories do not lend themselves equally well to either storytelling or book-talk. Some stories, whose language needs to be heard for its rhythm and character, should be read orally rather than just to be told. Stories with long descriptive passages and less action might better be subjects for storytelling than verbatim reading. When teachers introduce books to children, teachers must know the books first.

Reading and discussing about books

Book report. One of the real benefits of the individualized reading program is the controlled amount of reading children are able to do in the classroom. Children who have enjoyed reading a good story should be encouraged to share their experience with other children with expectation that other children might be encouraged to read it. One way to share

a reading of books is to asking the young readers to give oral reports or reviews of book they read. These oral reports should be informal without fixed format. It might be useful for the teacher to discuss the books with the children so that children gain some pre-knowledge about what they could include in their presentations. One of the purposes of a report is to entice the audience to read the story. Therefore, the report should cover those aspects of the book which will entice children to make up their minds about reading the book. These aspects cover the appeal of the story, its enjoyable parts, and its differences with other stories. To enliven the report children could read selected passages and show pictures that illustrate one or more of these points. Interesting information, i.e. about the authors or other books they wrote, might add interest to the reports. Teachers should take part in the discussion and guide it if it seems to lack direction or fails to enlighten.

To sum up, teachers can stimulate children's interest in reading by making the classroom an attractive place where reading is enjoyed. Each classroom should have its own library and a comfortable corner where children may select and read the books they might want to read. One of the best ways to bringing children and books together is to read books orally to them. Children experience real satisfaction from listening to a good story that adults reads well. Teachers should read regularly to children of all ages. Some books could be read in their entirety while others could be read to tempt children to finish them on their own. Storytelling and book talks are other means that teachers may adopt to acquaint children with books that they might want to read.

In the classroom, reading instruction typically focuses on specific skill such as pronouncing words and building vocabulary. However, the development of positive reading attitudes is often overlooked. Children with positive reading attitudes tend to be willing to read, enjoy reading, become proficient' and become lifelong readers. On the contrary, children with poor attitudes toward reading may only read when they have to read, tend to avoid reading, and may even refuse to read altogether. A child attitude toward reading may have a profound impact upon his or her overall academic process.

4.2 The role of parents in promoting positive reading attitudes.

As children progress from early childhood throughout their school years, they develop positive or negative attitudes toward reading. Parents, however, may underestimate their critical roles in the development and shaping of their children's attitudes towards reading. Parents are role models to follow by their children who observe the attitudes that their parents towards reading, both verbally and nonverbally. Children tend to imitate and develop similar attitudes towards reading. In addition, because children desire and seek approval from their parents, they tend to develop attitudes and cherish values that parents tend to praise and reinforce.

Joseph (2004) advised how parents and teachers can promote positive reading attitudes as the followings.

1. Provide a variety of interesting reading materials of various grade levels in the classroom, i.e. magazines, newspapers, books, dictionaries, encyclopedias, and other reference materials that may catch students' interests. Students' interests, in turn can be determined through interviews or a survey.
2. Be models who demonstrate the values of reading for children.
3. Shape children's attitudes toward reading by providing them systematic incentives when children are engaged in reading activities.
4. Spend time helping children to acquire basic reading skills. This will ease the process of gaining meaning and enjoyment from reading. Basic reading skills such as word recognition must be achieved at adequate level. Increasing language fluency through repeated readings of passages may help children to achieve word recognition skills. This will likely facilitate children's confidence, competence, and positive perceptions about themselves as readers.
5. Help student to realize that positive outcomes are likely to happen if considerable effort is made towards engaging in reading. Children can be trained to find out that successful outcomes are due to efforts rather than external factors.

It is important that teachers start with children's present interest to promote independent reading. At the time goes by, children's reading tastes are likely to improve with wider reading interests.

Children do not learn to read simply by being exposed to the right materials or methods. Children learn to read by reading, by being read to, by being enthusiastic about reading, and by seeing that reading is important and enjoyable to themselves and others. Parents are the primary models who can not ignore their influence in teaching a child to read. Most parents want their children to be good readers, and mutual cooperation between the home and the classroom can help ensure this. Parents, as well as individuals from communities, are often willing to help directly in the classroom. They can make special materials and conduct special projects. Enlisting the help of parents and other partners can help teachers to meet the individual needs of all the students and create that special atmosphere of acceptance, encouragement, and motivation for development of lifelong readers.

5. Problems in Arranging Activities for Reading Habit Promotion

Studies are trying to find ways to develop children with good reading habits. With the concept of early age learning, reading is not limited to just as a subject to be taught in schools but as a habit throughout the life. Reading is widely acknowledged as the basis of all learning. When parents teach children to love reading, they present a gift that lasts very long (Bavaria, 2001). Therefore, Asian Cultural Center for UNESCO or ACCU arranged a conference and activities to promote good reading habits. The conference was attended by representatives of Asian Pacific countries composed of librarians, authors, reading consultants, teachers, etc, to study the above issues. The issues related with reading problems and guidelines for practice in the conference were summarized as the followings.

1. The role of teachers and parents. Teachers are not clearly motivating students to read other books besides textbooks. The parents also pay no attention to students' reading. Aside from provision of materials and social activities for their children, parents do not encourage their children to learn from reading. Teachers and parents are not even aware of the

kinds of books the children like. Teachers and librarians are not fully trained to motivating students to love reading.

2. Activities on promoting books are not well coordinated. There is lack of activities to promote books from the government and other sectors. TVs and other mass media avoid active promotion on encouraging good reading habits among children. Because the costs for mass media advertisements is very expensive, book publishers do not normally use advertisements to present new books and therefore create minimum information about books. Ordinary people perceive reading as just as simple activities less than as routine habits. Therefore people do not prioritize reading and harbor negative attitude towards reading. Other social factors discourage reading. Adults and children are interested more on TV programs than on books. Schools allocate little times for children to read other books outside required readings.

3. Lack of accessible books. Lack of quality books in both content and presentation takes place because of costs and materials in book production prohibit access to target groups in various ages. Translation and publication of foreign books are inhibited. Most books are boring without interesting illustrations and professionalism of book publishers. Publishers prioritize profits above anything else. Good authors who write quality children books are so limited and their products become too expensive for most people to afford.

4. Lack of facilities or convenient libraries and lack of library staff in rural and slum areas. Lack of materials and lack of accessible facilities stop people from getting more knowledge. The benefits of libraries and the facilities in libraries are not sufficiently materialized and useful. Most librarians are not well trained to implement entertaining reading for children.

5. Policy and planning for education to promote reading are limited. The policy on education is not intending to develop students into intellectuals and seekers of further knowledge. The education system is emphasized on students' passing exams only. Therefore no other reading time is left in the curriculum to promote good reading habits. The numbers of the illiterate or near illiterate is reduced. However, some people drop out of education after they think that they can read a little or even when they still can not read at all.

6. Distribution and transportation of books throughout the system of distribution are inefficient. Books largely fail to reach their readers especially for transportation problems (Department of Informal Education, 2001).

From these causes, it is clear that every sector has to participate to support and promote reading habits and this promotion it must be done incessantly. Kuhapinan (1999) enumerated the organizations that have important roles in promotion of good reading habits as the followings. The first institution is family at homes, the first institution to induce children to love reading. Parents give love, warmth, and activities to promote reading for children such as telling tales, stories from books, reading for children, etc. The second institution is school. With interesting libraries and interesting books to read there, teachers and librarians arrange activities to promote reading so children are eager to read, study, and participate in telling tales, arranging exhibitions, telling tales competition, answering questions competitions, debating, playing/acting, discussing books, etc.

In addition, there is other research related to the house environment, caretaking of parents and reading/writing achievement. The research of Morrow (1991) found that students with high achievements in schools generally have caring parents who take great care about their children's studies. These students get compliment, acceptance, understanding, and thus gain a feeling that they are part of the families. Smith (1963) found that parents are the important persons to arrange environment that supports reading and parents have roles to promote reading along to develop children with good reading habits and successful in the future. Dallmann (1966) claimed that well-arranged home environment that supports reading is a main factor to build good reading habit of children. Children who come from families that support reading are likely to be interested in reading, which then easily become habits. The research of Raymond (1981) showed that house and environment are correlated to the achievement in reading better than the correlation between school environment and reading achievement. Another research from Sumantri (1985) stated that students with high achievements in schools have the parents who are taking good care of their students' studies. In addition, Lee (1985) noticed that parents who read books for their children, buy books or reading materials, arrange study and language activities for their children, discuss about

activities on reading in free time, and avoid watching TV programs excessively will have raised high achieving children in schools. These practices are building good reading habits among their children and high achievements in reading subjects.

From the review of literature, it is clear that homes, schools, and communities should cooperate to arrange activities to promote and implant good reading habits among children.

6. Arranging Activities to Promote Good Reading Habits

6.1 Reading for pleasure and its benefits

Reading for pleasure refers to reading that people undertake of their own volition for satisfaction that comes from the act of reading. It also refers to reading begins after a reader continues reading following someone else's suggestions about materials that reflect the reader's own choice, at time and place that suits the reader. According to Nell (1988), reading for pleasure is a form of play that allows us to experience forms of other worlds.

Hollden (2004) conceived reading as a "creative activity" that is far removed from the passive pursuit to which reading is frequently associated. Others have described reading for pleasure as a hermeneutic and interpretative activity which are shaped by the reader's expectation and experiences as well as by the social contexts in which reading takes place (Graff, 1992).

But reading for pleasure is more than just a form of play or escapism because it is also a way of connecting with texts. According to Pullman (2004), 'writing on the feather makes reading pleasurable.' "Consider," Pullman continued (2004), "of what happens when people read books. It is not like a lecture but it is more like a conversation. There is a back-and-forthness about reading: the book proposes and the reader questions, the book responds and the reader considers."

Some research from the Organization for Economic Cooperation and Development (OECD) (2002) showed that reading enjoyment is more important for children's educational success than their families' socio-economic status. Reading for pleasure could therefore be an important way to help combat social exclusion and to raise educational standards as believed by Krashen (1993), a major proponent of the value of reading for pleasure.

Although the cornerstone for lifelong reading is laid the early years, studies also show that it is never too late to start reading for pleasure (Sheldrick-Ross, McKechnie and Rothbauer, 2005).

Becoming a lifetime reader is predicated on developing a love of reading (Sanacore, 2002). Although reading for pleasure has been treated as a personal matter, studies are growingly beginning to emphasize the importance of reading for pleasure also for educational purposes. These studies show that promoting reading can have a major impact on young people and adults in their future endeavor. For example, some research done with children as samples have shown that reading for pleasure is positively linked with the following literacy-related benefits.

First, reading attainment and writing ability (OECD, 2000) are related to reading for pleasure done both in schools and out of schools (Krashen, 1993; Anderson et al, 1988; and Taylor et al., 1990). Second, text comprehension and grammar are correlated to reading for pleasure (Cipielewski and Stanovich, 1992; Cox and Guthrie, 2001), even after a variety of variables such as health, wealth and school factors are statistically controlled and measured (Ellet, 1994). Third, breadth and size of children vocabulary are affected by reading for pleasure (Angelos and McGriff, 2002), after other relevant variables such as IQ or text-decoding skills are controlled statistically (Cunningham and Stanovich, 1998). Fourth, the positive reading attitudes are related with reading for pleasure training (Guthrie and Alverman, 1999), which are also linked with achievements in reading (McKenna and Kear, 1990). Fifth, reading for pleasure training is also known to increase students' self-confidence as readers (Guthrie and Alverman, 1999). Sixth, pleasure in reading in life is also shown to be related to reading for pleasure (Aarnoutse and van Leeuwe, 1998).

The above correlations hold for first and second language acquisition among children as well as adults (Krashen, 2004). Correlational studies have also consistently shown that those who read more tend to be better readers. Indeed, reading amount and reading achievement are thought to be reciprocally related to each other—as reading amount increases, so does reading achievement, which in turn increases reading amount (Cunningham and Stanovich, 1998). According to Pressley (2000), “the frequent admonition for children to read,

read, read makes sense in that extensive reading promotes fluency, vocabulary, and background knowledge.”

There are also evidence that reading for pleasure not only affect people’s reading achievement but also increases their general knowledge (Cunningham and Stanovich, 1998), better understanding of other cultures (Meek, 1991), participation in community action (Bus, van Ijzendoorn and Pellegrini, 1995) and deeper insights into human nature and decision-making (Bruner, 1996).

Events focusing on promotion of reading for pleasure can also promote or enhance social skills in children (Allan, Ellis and Pearson, 2005). It has also been shown to combat feeling of loneliness in adults (Rane-Szostak and Herth, 1995). Overall, when individuals read for pleasure frequently, they experience the value of reading as efferent and aesthetic processes. Thus, they are more likely to read with a sense of purpose, which further supports their positive development of reading habit (Sanacore, 2002).

6.2 Programs related to reading for pleasure

One of the most important things children can learn at the beginning of their experience in literacy is the fact that reading can be a pleasant activity. When children read early in their lives, their engagement with books become a frequent activity. Book reading is also known as one of the closest activities the parents and their children can share. Children who have not had opportunities to develop a disposition to read may struggle harder when they join programs of reading for pleasure. However, these children are too scared to admit that they are not ready. Fearing ridicules from peers and reprimands from teachers as well as acquainting themselves with unfamiliar facts and rules, these children find it hard to see reading as enjoyable experience. These classroom-based experiences may be felt like emotional torture for them. Excessive pressures bear negative effects on children and adults. Teachers naturally avoid adding stress for their students. Creating anxiety among children is not harmonious in attempts to induce them to read. From time to time, children tend to build a feeling of inferiority. This is a tragedy if teachers are burdening children those feeling when teachers teach them to read (Greenberg, 1998).

World Book Organized Knowledge in Story and Pictures (“Reading,” 1929) suggested that reading lessons should be the most interesting part of the learners’ day. Teachers who have extended experience with their work and students will have no difficult in making this suggestion. Some students pronounced distaste for arithmetic while other students seem to have no aptitude for science. But any child would likely to feel a keen interest in any lesson if teachers use correct methods. A child with customs and tendency to read is usually interested in reading further. Therefore, the curriculum should include books and other reading materials of children’s interests.

Many reading programs have focused on practices and drills related with isolated skills. Reading lessons have been turned into test-like activities. Children from literacy-rich homes may have already learned the natural method that showed them what reading is naturally about. These children may become confused and lose confidence in front of time-limited exercises and tests (Kamii, 1990).

Although most teachers have stated that “creation of life-long readers” as their goal, they actually turn this goal into “making of occasional readers” when they teach reading skills. This approach brings grave consequence that students refuse reading at all. Fostering a tendency to reach for books is not a “frill activity.” Students hate to read whenever they see books as equivalent to the “never-ending pages of works and exercises” (Thomas and Moorman, 1983).

Educators must think more seriously about their long-term goals for children they have been teaching. If they really intend to create lifelong readers, they must cease the drill-and-practice methods. These methods work only for a short term before they begin to kill children’s creativity, self-confidence, and pleasures related to reading (Kamii, 1990). Teaching children to have disposition to reading must include, but not limited to, the followings.

- Time: Children need times to comfortably explore reading materials, look at the print-out, see the pages, experience all kinds of books or magazines, etc.
- Modeling: Children need to see adults who read for pleasure, who use reading to find information and share what they have read with others.

- Listening: Children need to listen to adults who read out loud to them. Children of all ages love to hear stories read aloud. This activity, however, should not stop just because these young learners already can read.

- Talking: Children need opportunities to talk to each other about things they have read or about words they do not know. They need to help each other to figure things out.

- Experience: Children need experience to which they can relate the things they read.

- Writing: Children need opportunities to try writing in different ways.

- Opportunities for expression: Children need opportunities to creatively express their reading and the things they already reading.

- Variety: Children need interesting materials that are relevant to their lives.

- Success: All children desire success, although it may not happen at the same time for all of them.

Mill and Clyde (1991) believed that children who are interested in printed materials are going to be avid problem solvers. They are usually reflective about their own learning and will perform well in a variety of settings.

Students who have the disposition to be readers tend to enjoy reading and find it to be beneficial. There is obviously much more to be learned about the processes to create dispositions to reading and the reading process itself. There are sufficient amount of data to begin further investigation and research on the education's role in develop the disposition among children to be good readers.

Nuttal (1982) suggest a reading for pleasure program can develop the students to be good readers if it has the following characters.

- enhances world knowledge;

- accounts for one third or more of vocabulary growth;

- promotes reading as a lifelong activity;

- builds vocabulary;

- builds structural awareness;

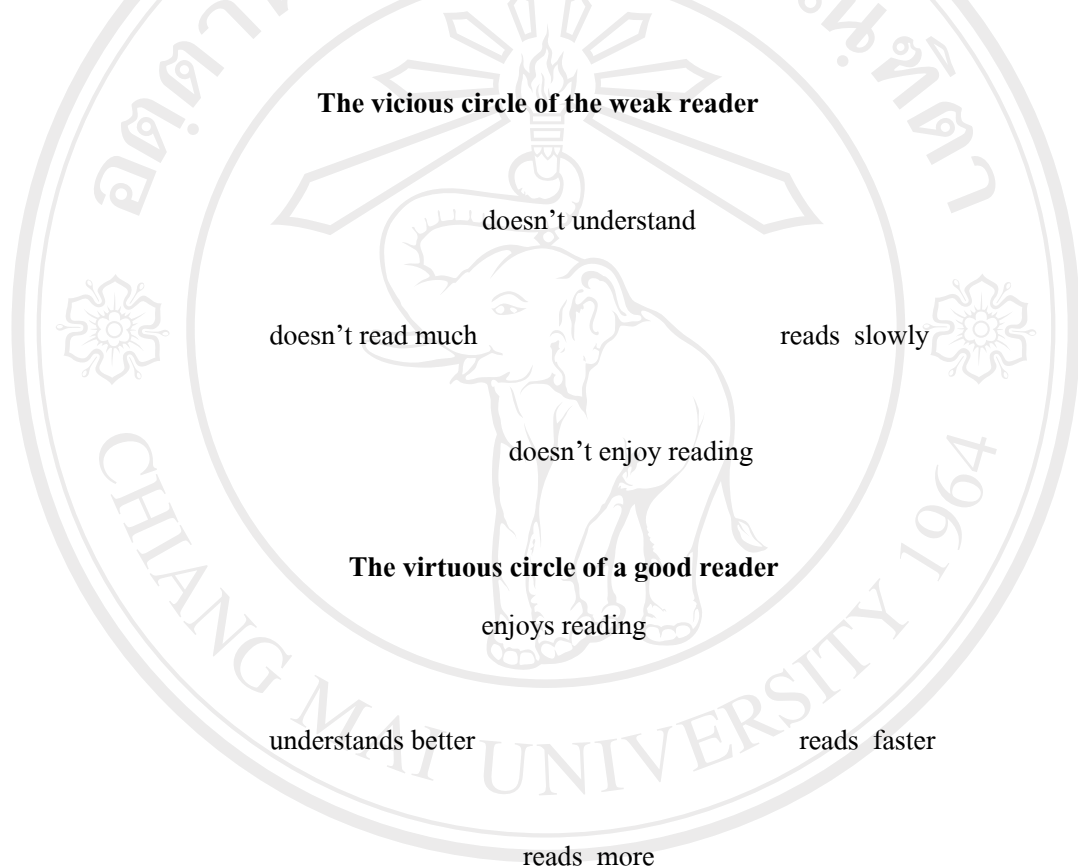
- improves comprehension skills;

- promotes motivation;

- encourage students to read fluently and to use all strategies associated with good readers;

- encourage students to progress through different levels of text and monitor their own progress;

A good reading program should provide students with enjoyable reading experiences and thus break the vicious circle below.



It is important to view a reading for pleasure program as a process. It should start in elementary school and continue up through all grade levels.

The known guidelines for implementation of a reading for pleasure program are cited as the followings.

1. Students select their own books, according to individual interest and appropriate levels of difficulty.

2. A reading for pleasure program requires students to read both at home and in schools. The school component consists of regular sustained silent reading periods in class, at least once a week. These reading periods run about 20 minutes. They are scheduled for “prime time” and should not be done, for example, during the final hour of school on Friday. Reading periods are better if they are uninterrupted. Questions and comments from each session are kept until the end of that session.

3. The role of the teacher is as a model reader who does whatever the students are doing: reading. They should not be “caught” by students in correcting papers, preparing lesson plans, attending classes, or answering questions during reading sessions.

4. Administrators need to understand that when teachers are reading to students or when they ‘relax’ with a good book during sustained silent reading sessions, these teachers are doing their set jobs. School administrators need to realize that a print-rich environment is not a luxury but a necessity (Krashen, 1993).

6.3 Reading motivation and reading enjoyment

Researchers and practitioners have become increasingly aware of the importance of reading motivation in explaining literacy behaviors. Cramer and Castle (1994) even suggested that the affective aspects of reading such as motivation may help combat the increasing disaffection from reading.

Indeed, motivation for learning is thought to be one of the most critical determinants of the success and quality of any learning outcome (Mitchell, 1992). It is therefore likely “that motivational processes are the foundation for coordinating cognitive goals and strategies in reading” (Guthrie and Wigfield, 2000). According to Baumann and Duffy (1997), motivation to read and reading ability are synergistic, mutually reinforcing phenomena. Many teachers also acknowledge that a lack of motivation causes many of problems they face in teaching (O’Flahavan, Gambrel, Guthrie, Stahl and Alvermann, 1992).

Reading motivation is defined as the individual’s personal goal, values and beliefs with regard to the topics, processes, and outcomes of reading (Guthrie and Wigfield, 2000). According to Guthrie and Wigfield (2000), reading motivation is a multifaceted construct that

includes reading goals, intrinsic and extrinsic motivation, self-efficacy and social motivation for reading.

Two related aspects of reading motivation are reading attitude and reading interest. Although these terms are frequently used interchangeably, the constructs that underlie each are different (Mazzoni, Gambrell and Korkeamaki, 1999).

Reading attitudes refer to the feeling and beliefs an individual has with respect to reading. Reading interest relates to people's preferences for books' genres, topics, task or contexts while reading motivation refers to explanation as outlined above, or to the internal states that make people read. Research has repeatedly shown that motivation to read decreases with age and students' attitude toward reading become less positive (McKenna, Ellsworth and Kear, 1995). Therefore, if people in their childhood do not enjoy reading, they are unlikely to enjoy reading when they get older.

There is some tentative evidence that reading for pleasure at home and reading for school are predicted by different variables. For example, Cox & Guthrie (2001) found that motivation was affected by reading for enjoyment over and above other factors, such as past reading achievement and cognitive strategy use (i.e. questioning).

According to Ryan and Deci (2000), intrinsic motivation refers to engagement in an activity that is based on personal interest in the activity. Readers who are intrinsically motivated are more likely to find a variety of topics that interest them and to benefit from an accompanying sense of pleasure (Hidi, 2000). Studies have linked intrinsic reading motivation to:

- greater reading frequency and greater breadth of reading (Hidi, 2000);
- greater reading enjoyment (Cox and Guthrie, 2001; Wang and Guthrie, 2004);
- greater retention of key information (Guthrie et al, 1988);
- greater persistence in coping with difficulties, mastering the required skills and becoming self-determined to accomplish reading tasks (Deci, 1982).

Guthrie and Wigfield (1997) reported that several aspects of intrinsic motivation predict the breadth of reading and reading comprehension. These are the task's importance for the reader as well as reader's curiosity, involvement and challenges. These can be described in

more detail as follows. If the importance of reading refers to the belief that reading is valuable, curiosity is a desire to learn about a particular topic of personal interest. Involvement refers to the enjoyment of reading certain kinds of literacy or information texts and preference for challenging reading is the satisfaction of mastering or assimilating complex ideas in text.

By contrast, extrinsic motivation pushes people to get involved an activity in response to external values and demands (Ryan and Deci, 2000). For example, when children read to avoid punishment or to meet teachers' or parents' expectations, they are extrinsically motivated because their desire to read is controlled externally (Hidi, 2000). Extrinsically motivated students therefore do not read because they are interested in the reading but because they want to attain certain outcomes. Guthrie and Wigfield (1997) reported that extrinsic motivation was made up of three aspects, i.e. grades, recognition, and competition. According to Wigfield (1997) these aspects can be defined as the followings. First, reading for recognition is reading to reach the pleasure in receiving a tangible form of recognition for successes. Second, reading for grades refers to the desire to be favorably evaluated by teachers in formal education. Third, reading to fulfill a competition is the desire to outperform others in reading.

Several studies have shown that both forms of motivation predict amount and breadth of reading, but that the correlation is stronger if reading is done for intrinsic motivation (Guthrie and Wigfield, 2001). Research has also shown that the intrinsic, instead of extrinsic, motivation predict better the tendency for people to perform reading for pleasure (Cox and Guthrie, 2001; Wang and Guthrie, 2004). For instance, in Wang and Guthrie's (2004) study the children who were intrinsically motivated were able to read fiction books at least once a week, and in some case almost daily. By contrast, the extrinsic motivation was negatively associated with reading for pleasure, suggesting that children who read for the externally measured outcomes for reading were less likely to get enjoyment from books.

The literature also indicates that the two forms of motivation have different correlations with text comprehension. Wang and Guthrie (2004) reported that text comprehension was positively correlated with the intrinsic motivation more than with the

extrinsic motivation. The extrinsic motivation was found as inversely correlated with text comprehension.

6.4 Reading for pleasure and reading promotion program

Thailand national school curriculum includes a focus on the reading of a range of texts to encourage reading and discussion. This not only leads to engagement in reading but also draws on the reading interests of students. Certain known elements to promote love for reading are taken for consideration, e.g. freedom to choose reading materials, a print-rich environment, easy access to a variety of texts, ample time for reading in school, encouragement to readers, and comfortable places to read. Other relevance factors have been succinctly summed up by Sanacore (2002) as the followings. Determining students' attitudes toward reading, giving them experiences with different texts, providing them with opportunities to select and read books in schools, and helping them to connect skills and strategies to interesting and meaningful contexts are only a few of the ways that support the lifetime reading habit. Other important considerations include the founding of resilience in learners, times to engage children in pleasurable reading across the curriculum, creation of picture books acceptable and respectable for older students, guiding students to solve authentic problems through reading, conducting book talk, encouraging different interpretations of text, supporting a variety of projects and outcomes, and promoting leisure reading at home.

To explore what activities could be set up in the classroom to promote reading for pleasure, students in the Reading Connect survey (Clark and Foster, 2005) were asked which activities they would like to do to help themselves and others to read more. The survey found that designing websites/magazines, meeting author/celebrities, and reading games were the most frequently chosen reading promotion activities from a list of 12 possible choices. For the sample as a whole, rating books and a writing book reviews were the least frequent chosen activities. Girls were generally more enthusiastic about reading promotions than boys. More girls than boys indicated that the following might motivate them to read more, i.e. designing websites/magazines, helping younger children read, meeting author/celebrities readers, reading for prizes, reading groups with friends, reading for charity and talking about their

favorite books. Primary students were generally also keener on reading activities than secondary students. In particular, primary students were more likely than their secondary counterparts to state that (1) reading groups with friends, (2) talking about their favorite books, (3) reading games, (4) choosing stock for the library, (5) helping younger children with their reading, (6) reading for charity, (7) reading for prizes, and (8) meeting authors/celebrities would make them want to read more.

There is a need to create a culture in which all students are encouraged to be enthusiastic readers. This is not easy goal. Teachers need to sustain intermittent engagement with reading among students with different interests and abilities within the same class. Indeed, an Ofsted report (2004) showed that schools did not adequately address their students' reading interests and schools seldom used broader ranges of material to include what students read at home as a starting point to improve their reading interests in schools. The report also stressed the importance of giving students the freedom to choose their own books with proper limitations. Recent research by Hurd et al. (2006) also showed that schools should spend more resources on books. These researchers found that higher books spending at primary schools, which can be used to support independent reading and learning, materializes into higher student performance at age of 11 (with other key factors have been taken into account). Yet, they also found that expenditures on books had declined in most primary schools.

In order to reap the benefits that reading for pleasure, schools need to implement a reading promotion program that will create reading experience that is actively sought out by students. Schools therefore need broad-ranging approaches to consult with students in order to learn about their interests and to ensure that the range of reading materials available in school serve those interests. Schools need to recognize that a diverse range of reading materials will encourage students to read and they will need to engage children in the planning and delivery of reading and library activities. Schools must offer them opportunities to select and purchase reading materials for their use. Promotion of positive reading habits and modeling of reading by parents, teachers, and friends can further encourage reading enjoyment among reluctant readers (Krashen, 1999).

It is encouraging that the importance of reading for pleasure has been recognized by the government and that a number of policy initiatives have been launched to promote wider reading and reading enjoyment in England. The DfES published a strategy manual for primary schools entitled “Excellence and Enjoyment” in 2003 to stress the importance of raising standard in primary schools while creating enjoyable learning. According to this strategy, primary schools should combine excellence in teaching with enjoyment of learning. In addition to placing reading in the context of a language-rich environment, the Ross Review (2006) stressed the importance of teaching students a love of reading and of promoting the view of reading as fun, by including play-based approaches to reading. It is encouraging that such recommendations were considered in the DfES’s recent consultations on the literacy and numeracy strategy reforms.

An Ofsted report (2005) on the national library and numeracy strategies indicated that although many teachers have started considering more creative and flexible ways of managing the curriculum, schools’ focus on the literacy hour and numeracy lessons had been unaffected. Research also has consistently shown that one the most effective strategies for fostering reading is the creation of a classroom library (Newman and Celano, 2001). Findings show that classroom books from a variety of genres and multitude of potential areas of interest increase students’ literacy-related activities, as well as promote phonetic awareness, active vocabulary retention, text comprehension, and writing capabilities. A lot more needs to be fulfilled for all children to reap the benefits that reading brings, but a joint venture can make it.

In each unit of planned activities, students are introduced to reading into three implementation phases this study prefers to term “Pre-reading, While-reading and Post-reading phases. A model of arranged activities to promote good reading habit for the second grade level students is thus based on four concepts: parental involvement, teacher and environment, reading for pleasure, and scaffolding.

1. Parental involvement in their child’s literacy (from Anderson, Hiebert, Scott, and Wilkinson, 1985), Hiebert, Pearson, Taylor, Richardson and Paris (1998), and Fen and Chan (2001).

The evidence about the benefits of parents's involvement in their children's education in general to their children's literacy activities in particular is overwhelming. Research shows that parental involvement in their children's learning positively affects the children's performance at schools (Fan and Chen, 2001) in both primary and secondary schools (Feinstein and Symons, 1999).

Anderson, Hiebert, Scott, & Wilkinson (1985) offered a suggestion that teachers should maintain the classrooms that are both stimulating and disciplining. Effective teachers of reading create a literate classroom environment. They allocate an adequate amount of time for reading and writing, sustain children's attention to reading, maintain a brisk pace, and keep the rate of success high. Moreover, children should spend more time in independent reading. The independent reading, whether done in school or out of school, is associated with better result in reading achievement.

In addition, parents and home environment are essential to the early teaching and the fostering of a love of reading. Around 84 percent of pupils in a survey for Reading Connects indicated that they had been taught by their mothers to read. Parental involvement in their child's literacy practices is a more powerful force than other variables related with family background such as social class, family size and level of parental education (Flouri and Buchanan, 2004). Surveys repeatedly show that parents are aware how important it is to read to and/or with their children. However, the Reading Connects survey also showed that a fifth of pupils surveyed felt that their mothers did not encourage them to read at all, while a third also felt that their fathers failed to encourage them to read.

2. Teachers and the environment.

Some of students might regard reading as a pleasant activity perhaps because of early encounters with books that they shared with those they loved. But some of these students, who enter schools having had pleasant reading experiences, may find that reading in school an arduous task. Such negative attitudes can be avoided by providing exciting and rewarding instructions for students.

Alexander and Filler (1976) reminded that "both the teacher and the general atmosphere of the classroom may have effects on positive attitude for development and

maintenance of reading interests.” The teachers and the classroom environment are important factors that can influence students’ attitudes toward reading. Together they may encourage students to read or listen to books so that excitement they show to good books can be fanned into fiery enthusiasm towards reading (Somers and Worthington, 1979).

In the classroom the followings should be in evidence:

(1) Teacher showing and sharing reading strategies as well as a personal joy of reading, (2) the students and the teacher reading and discussing a variety of genres; (3) the students, and often the teacher, participating in silent reading on a regular basis; (4) the students independently selecting and reading a variety of resources; (5) the teacher reading aloud to students on a regular basis; (6) the students reading aloud or practicing prior to reading aloud; (7) the teacher using integrated units of study based on curriculum objectives and students’ needs and interests; (8) the students developing their reading strategies and skills within meaningful contexts, rather than in isolation; (9) the students willing to take risks and offering diverse responses to literature; (10) the teacher using a variety of learning situations for instruction; (11) the teacher using instructional strategies that promote reflection, discussion, and critical thinking; (12) the students engaging in reading activities that access and activate students’ prior knowledge before , during ,and after reading; and (13) the students and teacher assessing reading abilities and strategies using checklists, conferences, and anecdotal notes and using the data to inform instructional decisions.

Smith and Mikulecky (1978) suggested several things a teacher could do to create an atmosphere and space that encouraged reading. These suggestions ranged from simply being an active reader (a model for students to follow), to creating, organizing and managing a number of activities that involved books.

3. Reading for pleasure (from Krashen, 1993).

Teachers have expressed concerns that they will need more time in order to implement a reading for pleasure program. The program replaces the other kinds of home and class assignments. Once the central role of reading for pleasure in foreign language acquisition is understood, teachers will incorporate it as parts of their planning of both class assignments and home works.

Krashen (1993) claimed that extensive reading will contribute more towards students' learning than other learning activities. As evidence, Krashen (1993) described an experiment called "Hooked on Books" which was done on first language acquisition with juvenile delinquents, aged 12 to 17. One group was encouraged to read two to three books a week for two years. After two years, these delinquent juvenile showed notably higher reading comprehension, writing fluency, writing complexity, positive attitudes towards schools, and self esteem. The other students who were not asked to read books remained at the ordinary level of these achievements.

Krashen (1993) went on to claim that the endless worksheets we hand out to train rules and vocabularies into the students' conscious learning (which was considered contrary to the naturally unconscious acquisition of language) had limited effects and any success appeared only for short term. This system with worksheets fails because language is just too complex in thought and structure and too rich in vocabulary items for teachers to reduce it all to "worksheet-type" exercises.

4. Scaffolding

Scaffolding (from Bruner, 1986) is a term that refers to the support, guidance, and instruction provided by adults or knowledgeable peers that help students to move to higher cognitive levels. The concept is tied to Vygotsky's notion (1978) of the zone of proximal development, i.e. the differences between what a child can do independently and what he or she can do with help. Scaffolding, then, is the support or help that learners need to progress from where they are to the next level. It may come in many forms, e.g. prompts, reminders, modeling, or answers to questions.

In addition to the type of reading scaffolding in the plans for arranged activity used by this research, strategies to develop good reading habits are also used. The researcher considers the concept of scaffolding for reading in this research from McCloskey's suggestion (2004) that the scaffolding for reading provides support through the reading process through the following steps:

1. Language Experience. After a discussion of a shared or recalled experience, teachers dictate a narrative as they write it on a chart, computer screen, or transparencies.

Students, editing the text, use this opportunity to learn language structures and conventions by creating copies of the texts. Later the students use these texts as reading texts and as the basis for follow-up activities including practice with phonics, language structures, comprehension, reading, and creative expression.

2. Read Aloud. After developing the schemes and backgrounds, teachers introduce texts by reading them to the students. Teachers may read throughout the texts the first time. Then they stop whenever questions appear from the students. Check students' understanding and provide pictures, translations, or definition as needed. Read out loud to familiarize students with the texts and to prepare them for other kinds of reading. This method becomes model for pronunciation, phrasing, and expression in language.

3. Graphic Organizers. Teachers use pictures or designs with graphics or outlined text and principles within a text. The storyboard, story map, character web, time lines, Venn diagrams and many others can be used effectively. After teachers have demonstrated the technique to organize the graphical information, they encourage student to develop their own graphics to learn from what they have read.

4. Partner Read-Aloud. Students are assigned to read in pairs of two. They are seated next to one another. Students read aloud to one another in turn. The listeners listen and the readers can ask the listener for help with difficult words.

5. Choral Reading. In choral reading students have their own copies of a text together. Teachers tell a play or story in front of the class to lead the oral reading dialogues in plays or stories while different groups read different text. After the students are comfortable with a text, one student walks around the classroom and stands behind individuals as they read in their turn.

6. Shared Reading. After initial read-aloud, the class or group reads together a big book, the texts on the projector, or on a chart. Texts usually have elements of rhyme, rhythm and are re-read many times. Teachers use the content of the text to discuss techniques to form texts, literary concepts, background or content-area concepts, vocabulary, grammars, and conventions of print.

7. Reciprocal Teaching. In this form of paired or grouped reading, readers are participating around the set text. Each person takes a turn as “teacher” by reading a short passage to the group. The other students take turns after a paragraph or a section. In the Pre-Reciprocal Teaching, students are taught the strategies to summarize, clarify, question and predict the text. Teachers become the model for the “teacher role.” Then the student “teacher” uses questioning to lead the group discussion.

8. Guided Reading. Teachers work with a small group of students who have progressed in reading. Teachers select and introduce new books as the students read the whole text to themselves. Based on the close observation of students’ reading, the teachers make relevant teaching points during and after the reading.

9. Choice Silent Reading. Teachers provide time, materials, instructions, and structures for independently chosen books at students’ comfortable reading level. After the students can produce their own picture books or books in their first language, they will move on to more challenging text they pick to read.

10. Jigsaw Reading. Teachers divide a long reading session into shorter sections. One or two students in group read each section and prepare to teach that section to the group. When the group meets teachers, the group discusses the section its members read. Teacher uses a “group quiz” or the other cooperative learning strategy to assure group responsibility for the content comprehension.

11. Intensive reading: Marking a text. Students are directed to read a text each time for different purposes. Teachers can draw students’ attention to the sounds/symbol system, patterns of language, or conventions of print.

12. Instructional Conversations. Through a challenging but non-threatening assistance students learn to discuss readings at a higher level. Teachers provide background skills or concepts for students to discuss. Teachers promote students’ use of texts and pictures and support arguments or positions about the text and picture. In the process, teachers ask many open-ended questions to collect students’ insights and ideas and encourage students to take turns.

Figure 1 A developmental Sequence of an Activity management model to promote reading habits of second grade level students

