

**LIBRARY
Michigan State
University**

PLACE IN RETURN BOX to remove this checkout from your record.
TO AVOID FINES return on or before date due.

DATE DUE	DATE DUE	DATE DUE
APR 01 1996 12-4457379		
NOV 02 1998		

MSU is An Affirmative Action/Equal Opportunity Institution

c:\prcd\datedue.pm3-p.1

READING FOR INFORMATION AND PLEASURE:
A DESCRIPTION OF FOUR COMMUNITY COLLEGE STUDENTS
READING A SELF-SELECTED ARTICLE FROM
A POPULAR MAGAZINE

By

Leroy Spiller

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of English

1991

ABSTRACT

READING FOR INFORMATION AND PLEASURE: A DESCRIPTION OF FOUR COMMUNITY COLLEGE STUDENTS READING A SELF-SELECTED ARTICLE FROM A POPULAR MAGAZINE

By

Leroy Spiller

This study describes strategies employed by four community college students as each read an article from a popular (consumer) magazine for non-study purposes: to acquire information (surveillance); to share the information (interaction); and for entertainment (diversion).

A Think Out Loud (TOL) oral protocol, produced as each student selected and read an article, was the primary source of data about each student's actual reading process. The audio taped TOL data were triangulated with other sources of information: questionnaires; students' written descriptions of their own metacognitive processes for reading a self-selected article; students' oral description of their usual or typical reading process(es); students' post TOL written description of their actual process; and a final interview.

The ethnographic research approach used in this study has produced a substantive theory, a description of what

these four students did while reading, rather than a more formal or inclusive theory which would describe the typical reading process of many students.

The data suggest that the four readers involved in this study selected and read a magazine article with the expectation of acquiring personally useful information in a pleasurable way. The data reveal very little about the bottom-up strategies employed by these readers; top-down strategies are more observable. Perhaps most notable is the evidence that these readers employed both efferent and aesthetic stances in relation to various parts of the same article. The participants also used a mix of content, function and rhetorical reading strategies to construction the meaning of the text.

More research needs to be done in order to compile a body of data which describes some of the strategies employed by community college students as well as other readers during their leisure time reading. This research could eventually produce enough information for a formal theory describing how large numbers of people select and read magazine articles during their leisure time.

Copyright by
LEROY SPILLER
1991

ACKNOWLEDGMENTS

All of our achievements are helped or hindered by a multitude of factors. Completing this dissertation is no exception. I have been fortunate to have received the encouragement, support, and prayers of many people during the months I have worked on this project.

I am particularly grateful to my family--to my wife and our children who have encouraged, praised, and, when necessary, goaded me.

I am also very grateful for all of the scholarly and personal support provided by my thesis director Professor Diane Brunner. Her guidance has helped to make this project better than it would otherwise have been.

In addition, I would like to thank the members of my committee, Professors Marilyn Wilson, Kitty Geissler, and Mark Conley, for their reading of drafts in progress and their ongoing encouragement.

I also wish to thank Professor Sharon Thomas who graciously served as the "outside" reader for my dissertation. Her perceptive questions and extensive editing suggestions have been most helpful.

All of my colleagues in the English Division at Delta College have been unfailingly supportive and interested in

my research. Their attention and affection have made my task much easier.

I owe a special debt of gratitude to those colleagues who allowed me to visit their classes in order to solicit volunteers for my study. These colleagues are: John Augustine, Nelville Britto, Liz Dewey, Julia Fogarty, Mitchell Jarosz, Jim McGinty, Leslie Prast, Sylvia Robbins, Kathy Stahl, and Nancy Woodard.

In addition to the support of all of my fellow instructors, Don Halog, the English Division Chairperson, has provided me with opportunities for my research and writing by supporting my requests for sabbatical leaves as well as reducing my teaching schedule and commitments within the division. I have been very fortunate to have Don as both a supervisor and a friend.

I am also grateful to Dean Betty Jones and others in Delta's administration for their cooperation and encouragement.

Both at Delta and at Michigan State, I have been fortunate to have had the help of outstanding secretarial staffs, especially Charlotte McGrath and Lorraine Hart, who have always been gracious and very helpful.

I have also been very fortunate to have had Betty Young as a typist during the final stages of preparing the manuscript. Mrs. Young was always accommodating and able

to produce top-quality work despite last minute schedule changes and ongoing revisions.

I have also been very fortunate to have had the support and encouragement of many dear friends. Their humor and their prayers have helped me to complete this project.

I am also grateful to all of the 156 students who participated in this study, especially Martin, Gail, Rosemarie, and Sheila, without whom there would have been no data to analyze and report on.

Finally, and most importantly, I am grateful that the Lord has answered my prayers, no matter how rushed they have been, and guided my efforts, no matter how blind I was at times to His guidance.

TABLE OF CONTENTS

CHAPTER ONE: Statement of the Problem.	1
Background	1
Initial Survey Results	3
Assumptions.	9
Questions.	10
Limitations of the Study	12
Important Terms.	13
Organization of the Study.	16
CHAPTER TWO: Review of Selected Literature	17
The Nature of the Reading Process.	17
Reading to Acquire Information	34
Reading for Pleasure	39
Ethnographic Research.	41
Studies of Community College Readers	42
Reading Popular Magazines.	44
Conclusions.	48
CHAPTER THREE: Methodology	51
"Thinking Out Loud".	51
Ethnographic Research.	57
Trial Runs	64
Data Collection for the Actual Study: Phase I . .	68
Data Collection: Phase II	69

The Final Segment of the Study: Phases III, IV, & V.	78
Phase III: The TMH Session	79
Phase IV: The TOL Session.	81
Phase V: The Final Interview	83
Procedure for Analyzing the Data	85
Conclusion	86
CHAPTER FOUR: Analysis of the Data.	90
Background	90
The Key Informants: Martin, Gail, Rosemarie and Sheila	92
Martin--Reading for Knowledge and Recognition	92
Gail--Reading for Information and Pleasure.	95
Rosemarie--Reading for Information and Affirmation	97
Sheila--Reading for Wisdom and Entertainment	104
Purposes for Reading Magazine Articles in General.	109
Purposes for Reading Magazine Articles for this Study	113
Selecting Magazines in General	116
Selecting Magazines for this Study	120
Selecting Magazine Articles in General	127
Selecting Magazine Articles for this Study	134
Reading Strategies in General.	147
Reading Strategies Employed in this Study.	165

A Description of Gail's Reading Event.	171
Some Conclusions	176
Visualization.	178
The Auditory Dimension	181
Active Involvement	184
Looking Back and Looking Ahead	190
Motivation for Reading a Particular Article. . .	191
Reader's Satisfaction after Reading.	197
Summary of the Data Presented in this Chapter. .	201
CHAPTER FIVE: Conclusions and Implications	206
Reading for Knowledge and Pleasure	208
Answers to the Questions Which Motivated the Research	209
Metacognition.	229
Top-down/Bottom-up Theories Plus Other Concerns.	234
Content, Function and Rhetorical Strategies. . .	239
The Reader's Stance.	245
Automaticity	248
Final Remarks.	251
APPENDICES	
Appendix A: Memo to English Division Faculty. .	253
Appendix B: Initial Questionnaire	254
Appendix C: Questionnaire Two	255
Appendix D: Approval to use Human Subjects. . .	258
Appendix E: Consent Form.	259

Appendix F:	Explaining How to Read a Magazine Article	260
Appendix G:	TOL Procedures.	262
Appendix H:	Guidelines for TOL Protocol	265
Appendix I:	Guidelines for the Final Interview.	266
Appendix J:	Questions for Martin's Final Interview	268
Appendix K:	Questions for Sheila's Final Interview	274
Appendix L:	Excerpt from Transcript of Martin's Final Interview.	276
Appendix M:	List of Reported Activities During Gail's TOL Session	278
Appendix N:	Magazines Available During Martin's TMH and TOL Sessions	280
Appendix O:	Transcript of Martin's TOL Session.	282
BIBLIOGRAPHY.		291

LIST OF TABLES

Table 1.1:	Frequency of Magazine Reading	5
Table 2.1:	Circulation Figures of Magazines Available to Key Informants	46
Table 3.1:	Finding Key Informants.	69
Table 3.2:	Information about Ten Potential Key Informants.	70
Table 3.3:	Reading Preferences of Ten Potential Informants.	71
Table 3.4:	Frequency of Magazine Reading as a Leisure time Activity	73
Table 3.5:	Titles of Magazines Respondents "Like" to Read	74

LIST OF FIGURES

Figure 3.1:	Research Design: Selection, Data Collection, Analysis.	67
Figure 3.2:	Strategies Reported in Written Protocol # One.	76
Figure 4.1:	Purposes for Reading Magazine Articles in General	110
Figure 4.2:	Purposes for Reading Magazine Articles for This Study	115
Figure 4.3:	Selecting Magazines in General.	117
Figure 4.4:	Selecting Magazines for this Study. . .	123
Figure 4.5:	Selecting Magazine Articles in General	128
Figure 4.6:	Selecting Magazine Articles for this Study.	136
Figure 4.7:	Reading Strategies in General	149
Figure 4.8:	Reading Strategies in This Study. . . .	166
Figure 4.9:	Motivation for Reading a Particular Article (TOL Session)	192
Figure 4.10:	Reader's Satisfaction after Reading Article During TOL Session.	198
Figure 5.1:	Types of Reading Strategies	241

Chapter One: Statement of the Problem

Background

Studies of community college readers are almost always concerned with the deficiencies of these students as readers rather than their strengths or successes (Holbrook, Piepmeier, Reed, Friedlander and Grede). This focus is understandable, of course, in light of the community college's traditional mission of educating all adults whether they have graduated from high school or not. This "open door" policy usually offers the opportunity to pursue vocational and/or academic education to any person eighteen years of age or older who has a high school diploma or its equivalent (usually the GED). The door is also open to any person eighteen or older who has "dropped out" of high school and not returned for at least six months.

In addition to the "open door," community colleges, though not Delta College (a community college serving Bay, Midland and Saginaw counties in east central Michigan where I have taught English for nineteen years), have begun to enroll more Adult Basic Education (ABE) students, the illiterate and semi-literate adults who once were only served by the adult education programs in local school districts (Grede and Friedlander 3-5). Finally, Delta as well as other two year institutions have begun to offer

services and programs for the learning disabled. These students often must cope with a wide range of learning disabilities, such as dyslexia, plus physical and emotional problems in their quest for academic and/or vocational education.

Thus, the community college, in general, may be described as attempting to remediate the entire range of educational problems experienced by a large segment of the adult population. As Grede and Friedlander point out in their article, "Adult Basic Education in Community Colleges," while the extent and nature of ABE in community colleges is not totally clear, the percentages of such students have risen steadily since the late 1970s in many states (3-4). While Delta has so far not wanted to become the Adult Basic Education center for the tri-county area it serves, the developmental education program has grown dramatically in the last five years. For instance, almost one-third of all English courses are now "Basic" or developmental. These courses serve students whose reading and writing skills, as measured on the ASSET test, make it unlikely that they will succeed in their college courses.

Given the situation at Delta and most other two year public institutions, it is not surprising that researchers have concentrated on identifying the remedial and developmental needs of community college students (Reed, Holbrook, Purvis and Niles). Some other researchers and

authors have concentrated on establishing viable programs for the Adult Basic learners who are coming to the community college in increasing numbers (Cross, Piepmeier, Roueche and Comstock).

Very little has been written, however, about the self-directed, leisure-time reading processes of individual community college students or groups of such students. This study will be a beginning.

Initial Survey Results

During my nineteen years of community college teaching, I have noticed that some students are avid readers while others report little or no reading experience. A common thread in both situations, however, is that most students read some sort of magazine at least once in awhile.¹ For instance, in a survey of 156 community college students conducted in conjunction with this study, 129 students (87%) reported that they "like" to read magazines as a leisure time activity. Only 26 students (16%) indicated that they do not enjoy reading magazines as a leisure activity. The same survey revealed that 58 of these students read magazines "often," while 78 read magazines "not too often" and only 20 reported reading magazines "hardly at all."

The categories presented to the students are, admittedly, open to much individual interpretation, but, nonetheless, 37% of the respondents chose "often" as the

term which best described their reading of magazines, and 50% chose "not too often" as an accurate description of the frequency with which they read magazines during their leisure time. (Note: At various times some of the students surveyed for this study, as well as students surveyed during trial runs for this project, have told me that the frequency of their magazine reading has decreased since they have entered college. This decrease is due, they say, to the limited leisure time they have after trying to complete out-of-class assignments, meet family responsibilities, and hold down a job. Sixty-four percent of the students surveyed for this study, for example, work on either a full or a part-time basis.)

Later in the study, I asked the ten students whom I had selected to participate in the second of the three stages of the study to clarify their interpretations of "often" by which they meant at least three to four times per week. Three of these students reported reading magazines "not too often" and indicated this category includes reading periodicals two to three times per week. None of these ten students reported reading magazines "hardly at all." (See the following chart, Table 1.1)

Table 1.1

FREQUENCY OF MAGAZINE READING

<u>Name</u>	<u>Age</u>	<u>Employed: F/P*time</u>	<u>Frequency:Xs per wk</u>
Abdul	23	Not employed	three--four Xs
Valentina	31	Not employed	three--four Xs
Martin	18	Employed part time	four Xs
Rosemarie	38	Employed part time	four or more Xs
Fabio	18	Not employed	four or more Xs
Diana	21	Not employed	one--two Xs
Gail	39	Not employed	two--three Xs
Sheila	20	Employed full time	four or more Xs
Joe	19	Employed part time	four or more Xs
Mark	23	Employed part time	two--three Xs

* F/P time refers to full time or part time employment.

In my experience, those students who report reading magazines do so in order to acquire information, whether highly specialized or very general in nature makes no difference; they read to learn. This acquisition of knowledge is not onerous, however; instead, the readers who responded to my survey describe their leisure time magazine reading as pleasurable because they enjoy knowing more about a particular subject. Finally, three of the four students who were the key informants for this study described their reading of the magazine articles during the data gathering session (Think Out Loud or TOL sessions) in "aesthetic" as well as "efferent" terms to borrow Louise Rosenblatt's terminology.

In her seminal work, The Reader, The Text, The Poem, Rosenblatt describes aesthetic reading as our "transaction" with art, literature for instance, as a "lived through experience" during which we "evoke" or imaginatively create scenes, action, people, and so on under the guidance of the author's text and conditioned by our attitudes, values, expectations, prior exposure to the genre and other factors. In the same work, she describes efferent (from the Latin effere, to carry away) reading as our processing of text for the purpose of acquiring information. This reading experience, as with the aesthetic, is guided by the author's text and conditioned by the attitudes, values, expectations, needs, prior exposure to such material and so on (22-30).

Rosenblatt in her article, "On the Aesthetic as the Basic Model of the Reading Process," argues that the same cognitive processes operate whether one is reading aesthetically or efferently. That is, a reader adopts a certain "stance" or primary mind set (aesthetic or efferent) toward the text; he or she selectively processes textual material in the light of this stance and the reader's needs; further, the reader develops a tentative conceptual framework or sense of the overall pattern or structure of the text; and, in any reading event, he or she adjusts and modifies expectations as the transaction proceeds until, finally, an overall synthesis or

understanding is achieved (17-32).

This transactional view of reading, as Rosenblatt explains in The Reader, The Text, The Poem, also assumes that a reader may choose to read any text aesthetically or efferently, depending upon the reader's perceptions of the textual cues and his or her own motives for reading (25). In order to test the accuracy of this perception, we only have to remember instances when students have read a poem efferently rather than aesthetically. The reader's control over his or her stance toward a text is also evident in our own reading of "informative" material, such as a magazine article, when we have visualized actions and locales or appreciated an author's use of metaphor.

Similarly, a reader may vary his or her stance toward the same text during a single reading event (36-38). Thus, a reader may concentrate on understanding certain historical information in one segment of a novel, but the same reader may be imaginatively participating in the action described in another segment of the same novel during the same reading session.

All of this information is offered as a reminder of what most of us will recognize as having occurred during our own transactions with texts. Recognizing the accuracy of some aspects of the reading process is, however, not the same as being able to describe the process as it occurs. Thus, during a research project, informants find

it difficult to describe with much certainty the actual process they are engaged in when transacting with a text. This is probably due to some fairly obvious factors such as the mind's inability to attend to both the process and the product of an activity simultaneously (Baker & Brown, 377).

This difficulty has a positive side, however, because readers can and do profit from attention to the product. We acquire knowledge, experience entertainment, engage in imaginative evocation of incidents and feelings, and so on. If we were to focus on process, we probably would not have many of these satisfying experiences. In fact, according to Stanovich's Interactive-compensatory model of reading, the more proficient the reader, the less conscious the reader is of the lower level skills needed for decoding and processing text (213).

In the project to be reported upon in this paper, each of the key informants experienced greater or lesser degrees of difficulty describing his or her reading process as the event was taking place (the TOL procedure). This difficulty was caused by various factors, but because more than one type of data collection was used each person was able to provide quite a lot of detail about his or her transaction with a particular magazine article which he or she had selected and read as a leisure time pursuit.

Assumptions

My review of the literature in the field, as well as other factors such as my own experience as a reader, plus the trial runs I have conducted, have influenced me to make the following assumptions:

- (1) Leisure-time reading, as opposed to study, is mostly a self-directed and purposeful activity.
- (2) Leisure-time reading may occur at any time in almost any setting if a person is in a frame of mind to satisfy his or her own needs as a reader.
- (3) Such reading may produce satisfaction, frustration, pleasure, and/or a multitude of other emotional reactions.
- (4) Leisure-time reading is more likely to involve magazines than study reading does.
- (5) The reading of magazines during leisure-time reading is mostly an unselfconscious activity by which readers acquire knowledge in relatively brief amounts of time.
- (6) Reading--whatever the purpose--is a complex cognitive activity which involves a vast range of decoding and interpretative skills.
- (7) Research into the process of reading must of necessity rely on indirect evidence of the mental activity in which the reader engages as he/she transacts with a text.
- (8) At present no complete model of reading exists; thus, further research is needed in order to verify current ideas and/or propose alternative models.
- (9) Such research can use ethnographic methodologies since approaches such as case studies, interviews, and observation have provided important data about many types of human activity.

- (10) Pursuing ethnographic or qualitative research may result in a "substantive" theory which explains the process used by a few readers as they selected and read a magazine article as a leisure-time activity.
- (11) This substantive theory may be compatible with one or more formal reading theories and/or models.

Overall, then, my research seeks to describe and infer information about a complex mental activity as experienced during a specific reading event by several adult readers who have volunteered to participate in the study of their reading processes while engaged in reading a self-selected magazine article.

Questions

The most basic questions which motivate my research are the following:

What can be discovered about the reading processes of a few adult readers when each is reading a magazine article he or she has selected to read as a leisure time activity?

What purpose(s) motivate their selection and reading of these articles?

What might Rosenblatt's Transactional Theory of the literary reading process clarify about these readers' leisure time reading of an informational article each had selected?

What implications might the data from this study of a few readers have for studies of larger numbers of adults reading magazines during their leisure time?

What implications, if any, would this study have for the instruction of adult readers, especially those enrolled in community college developmental reading courses?

When engaged in an ethnographic study, the initial research questions are of necessity rather vaguely stated until the data from each of the participants in the study has been analyzed. Once this analysis is completed, further issues which require attention will emerge. My research questions, which are based on the review of the literature relevant to this study and to some anticipated results of the study itself, are as follows:

What evidence of metacognition will the data provide?

Will the readers indicate an awareness of their process and any regulation of that process?

Will the readers demonstrate any split between declarative and procedural knowledge relative to metacognition?

More specific concerns are:

- (1) The usefulness of McClelland and Rumelhart's interactive-activation model for analyzing the data.
- (2) Whether the data will show that readers read rapidly and without much conscious attention to context per Stanovich's interactive-compensatory model or will the data show that they consciously consider such matters.
- (3) Whether the data will show that readers are aware of context, author's purpose, etc. as proposed by Haas and Flower, or whether they are not so consciously aware of such matters as Stanovich believes.
- (4) Whether the reader's stance will reflect his or her prior knowledge of genre, textual cues and unique personal motives in relation to a particular text.

- (5) Whether various concepts of the reading process, such as those proposed by Taylor and Taylor, Perfetti and Rayner and Pollatsek will help me to categorize and interpret the data.

Limitations of the Study

The purpose of this study is not to produce what Goetz and LeCompte term an all-encompassing explanation of the reading process, a "Grand Theory," nor an elaborate, almost inclusive view, a "Theoretical Perspective," nor an explanation of a particular type of reading, i.e., leisure-time reading of magazine articles, "Formal Theory" (36-38); the purpose of this study is, rather, to produce a concrete description of the actual processes used by a few readers during a single reading event with a self-selected article from a mass circulation magazine read for personal gratification as opposed to study or work related purposes. In view of the limited scope of the research, I do not seek to provide explanations of the reading process which are applicable to all readers nor even to readers who possess one or more characteristics in common with the informants in this study.

Other limitations include the focus on mass circulation periodicals to the exclusion of learned journals or hobby or special interest magazines. Likewise, this study is limited to a few readers reading for personal satisfaction as opposed to other purposes; therefore, no

conclusions will be offered about the applicability of these individuals' reading strategies to study or work connected reading. Since the study focuses on a particular reading event as opposed to a number of such events over time, no predictions will be made concerning the likelihood of certain reading behaviors being repeated in similar circumstances by these same readers.

Overall, then, this study is quite modest in its scope and yet intensive in its examination of the data provided by the four participants. This examination seeks to elucidate the experiences of these readers in a way that may fruitfully suggest similar studies to other researchers. Finally, I expect that this type of qualitative study will produce a body of data about individuals and their reading processes which will help to illuminate and, perhaps, challenge various paradigms and theories which are based on more quantitative data which usually offers very little examination of individual readers engaged in the reading process.

Important Terms

Key terms used in the study are defined for research purposes as follows:

Reading--the construction of meaning under the guidance and the constraints of a printed text but also influenced by the reader's own purposes and prior knowledge.

Meaning/construction of meaning--both the knowledge (product) and the activity (process) of making sense of the text; interpretation.

Transaction--the reading activity itself in which the reader's expectations and strategies are modified and influenced by the text, plus the reader's evolving sense of the meaning of the text while various textual features are emphasized or de-emphasized by the individual reader's attention to diction, structure, manuscript form, personal associations, miscues, and so on.

Efferent purpose--reading to acquire information.

Aesthetic purpose--reading to experience the special sensation of living through the experience of a poem, story, etc.; reading for literary pleasure.

Reading event--the actual time during which the reader is engaged in transacting with the text.

Higher level cognitive processes--inferencing, synthezing and interpreting text.

Lower level cognitive processes--decoding text.

Top-down theories of reading--explanations of the reading process which emphasize the reader's search for meaning as both the primary goal and source of activities in which the reader engages; view of reading as confirmation of predictions.

Bottom-up theories of reading--explanations of the reading process which emphasize the reader's phonological, lexical and semantic processing of text; view of reading as decoding.

Interactive theories of reading--explanations of the reading process which emphasize the reader's concurrent use of both lower and higher level reading skills in order to produce meaning; view of reading as a flexible mix of bottom-up and top-down activities.

Author's intended meaning--meaning constructed by reading a text in such a way as to approximate the meaning encoded by the author; the interpretation some readers refer to as the "meaning of the article."

Reader's interpretation--meaning constructed by reading a text in such a way as to produce an interpretation which satisfies a reader's expectations, purposes and needs; the interpretation some readers refer to as the "meaning of the article."

Reader's stance--the relationship of the reader to the text, i.e., more-or-less an aesthetic or an efferent relationship to text. (Note: This relationship can vary with the same text and same reader but different purposes and/or contexts.)

Context for reading--the overall situation in which a reader reads a text: for example, the purpose for reading, the sense of the author's intention for writing a particular article; the time and energy available to the reader; the physical location of the reading event and so on.

Ethnographic research approach--use of techniques such as case study usually associated with ethnography; a more qualitative research design rather than a quantitative design.

Interaction--use of a medium such as magazines as preparation for anticipated conversations with others or for other interpersonal activities in a social setting.

Surveillance--use of a medium for the purpose of obtaining information about the world.

Diversion--use of a medium for the purpose of relaxation, escaping or passing time with entertainment material.

Consumer magazines--mass circulation periodicals whose advertising, content and vocabulary do not require specialized education or training to understand. Such magazines are not named on the Standard Rate and Data Service (SRDS) list of business publications, but they are readily available to the general public at newsstands and through subscription.

Trade magazines--limited circulation periodicals whose advertising, content, and vocabulary require specialized education or training to

understand. Such magazines are not named on the SRDS list of consumer magazines. Trade magazines are available exclusively through subscription.

Organization of the Study

Chapter One includes the background of the problem and the theoretical orientation, a statement of the problem, assumptions and limitations of the study plus definitions of important terms. Chapter Two is a review of selected literature in six major sections: the nature of the reading process; reading for information; reading for pleasure; ethnographic research; studies of community college readers; and, finally, reading popular magazines. The research design and procedures for selecting informants, collecting data, and analyzing that data are presented in Chapter Three. A brief summary of the pilot project is also included in this chapter. Chapter Four presents the data and the analysis of that data. The final conclusions, plus implications of the findings, are presented in Chapter Five.

¹Even though my students had told me that they read magazines during their leisure time, I did not realize the potential of such a study until Professor Stephen Tchudi urged me to consider the possibilities of such a study.

Chapter Two: Review of Selected Literature

This chapter includes six sections of literature related to the study of reading as both an informative and pleasurable activity. The sections are as follows: (1) the nature of the reading process, (2) reading for information, (3) reading for pleasure, (4) ethnographic research, (5) studies of community college readers, and (6) reading popular magazines.

I have included those studies which have been the most helpful to me in my quest to understand more about the nature of the reading process, especially as it occurs during the leisure time reading of periodicals. This review encompasses a wide range of such useful information from a variety of perspectives. One aspect of this variety, in fact, is the inclusion of various literary theories such as Transactional theory and Phenomenology because I believe that these descriptions of aesthetic reading reveal aspects of the reading process which appear in all reading activities, no matter what purpose or type of text is involved.

The Nature of The Reading Process

The preceding two decades have witnessed a change in thinking about the nature of the reading process from a "bottom-up" (decoding) to a "top-down" (schemata or concept-driven view) and, more recently, to an interactive

process made up of both top-down and bottom-up processing. Kenneth Goodman's description of reading as a "psycholinguistic guessing game," for instance, was one of the early challenges to models of the reading process based solely upon bottom-up principles (498).

Goodman has called reading a "psycholinguistic guessing game" because the reader when faced with a reading task creates hypotheses about meaning and then samples text to confirm his or her predictions ("Reading: A Psycholinguistic Guessing Game" 126). Reading, then, is a process of making meaning, i.e., the reader processes some but not all of the available textual information in terms of his or her purposes and experience in order to arrive at a satisfactory synthesis (127).

Frank Smith's views are compatible with Goodman's because Smith points out that the acquisition of information is always a matter of reducing uncertainty. In reading, according to Smith, this reduction of uncertainty involves three areas: letter identification, word identification, and comprehension (Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read 23).

Smith describes textual redundancy and reader's context (relevant prior knowledge) as two main factors which help a reader reach synthesis. The more context the reader brings to the text, the less visual cues he or she

needs (1-8). Smith's point about textual redundancy can, it seems to me, be extended in this way: such redundancy helps the reader confirm or revise his or her relationship to the text (stance, framework and expectations). Furthermore, if the reader is unfamiliar with the textual cues (diction, syntax, format and so on), redundancy cannot help reduce the reader's uncertainty because the reader cannot use these textual redundancies to develop an appropriate relationship to the text (stance, framework, expectations and so on).

Smith in his discussion of cognitive theory and its implications for reading gives us another way to describe the mental processes underlying reading. Smith notes that there are three components of the perceptual process which are compatible with Goodman's explanation of the reading process: prediction, identification and interpretation.

Smith also deals with the concept of "significant differences," which supports Rosenblatt's concept, which will be discussed later in this chapter, of each reading as an unique "event in time." "A difference," Smith tells us "that is not significant is rarely perceived" (53). Significance is determined by the individual and reflects his or her personal interests and experience as well as the way in which the world is constructed. When we are involved in any event, the situation determines what will

be most significant, i.e., what alternatives will be excluded as the event is perceived. (This view, it seems to me, is very similar to the model presented by Haas and Flower and Flower, as well as various models which emphasize the importance of schemata.)

In discussing the connections between the physiological and cognitive during reading, Smith points out that not only does the brain direct eye movement in a search for meaning, but the eye is limited by the "bottleneck" between sensory store and short term memory. Thus, four eye fixations a second are the maximum possible given these limitations. The reader's prior knowledge brought to the page affects comprehension. And the fluent reader can identify much more in a single fixation and thus know much more than a beginning reader who is often afflicted with "tunnel vision" which focuses only on a few items during a fixation. A fluent reader "sees" more: that is to say, he or she has a lower level of uncertainty and requires much less time to reduce the uncertainty he or she does have. The beginning reader will need to use regressions and more fixations to reduce uncertainty. Of course, different texts and subjects will require a change in the fluent reader's number of fixations and use of regression (77). The important point of all of the above is that, seen in a certain light, reading is an activity which reduces uncertainty or produces new knowledge.

During these past couple of decades, a number of other researchers in reaction to the top-down emphasis of Goodman and Frank Smith have proposed "interactive" models of the reading process. For instance, according to Samuels and Kamil in "Models of the Reading Process," McClelland and Rumelhart have proposed an interactive-activation model based upon word recognition research. This model emphasizes the flexible processing and multiple sources of information used by readers as well as their attention to contextual circumstances (187). As Kamil and Samuels point out, linear models do not account for such aspects of the reading process as identification of whole words by our higher level thinking processes; recognition of words because of knowledge of syntax; word perception influenced by semantic knowledge; and the effect of context on word perception (209-210).

Kamil and Samuels also describe the Interactive-compensatory model developed by Stanovich. The key concept of this model, which seeks to incorporate knowledge about both skilled and unskilled reading, is that "a process at any level can compensate for deficiencies at any other level" of cognition (213). Stanovich's model helps to explain the situation when poor readers are more alert to lexical and syntactic matters than better readers are. In a discussion which is very similar to Frank Smith's description of the same

phenomenon, Stanovich's model asserts that less proficient readers attend to lexical and syntactic information when their knowledge of word meanings or textual organization fails them. "Good" readers, however, are sometimes less sensitive to such matters because their "lower level" knowledge (lexical meanings and structure of texts) is seldom weak (213). These good readers, consequently, process text quickly and efficiently without confusion or uncertainty regarding vocabulary or text structure. Furthermore, they usually do not need to consciously attend to discourse level matters such as authorial purpose, organization of an argument and so on. However, if the automatic processing breaks down, even the good reader's efforts may be given to working out lexical meaning with a resultant loss of comprehension (Stanovich and West 2). Prior to undertaking this study, I was interested in knowing if the readers who were to participate in my study would process text rapidly and without much conscious attention to lexical and syntactic matters, or whether they would consciously consider such matters at all during the specific reading event which I would monitor through a Think Out Loud procedure.

Haas and Flower have recently reported on various types of reading strategies employed by more and less "experienced" readers while processing "difficult" text material whose meaning was not easily discernible.

Haas and Flower identified three types of strategies used by these readers: content, function and rhetorical (174). The first strategy, which all readers in the study spent "a lot" of time using, is concerned with answering the question: What is the meaning of this text? The second strategy, function or feature, refers to the attention given by a reader to easily recognizable aspects of context such as obvious introductory segments and so on. This strategy was employed three times less often by the participants in Haas and Flower's study than the first strategy. The third strategy was the least used overall and can be thought of as the traditional use of "critical reading" techniques, e.g., trying to account for the author's purpose, context for writing and intended effect on the audience. The more practiced readers used this type of approach 13% of the time, while the less practiced used rhetorical strategies only 1% of the time (175-176).

Haas and Flower do not view rhetorical or critical reading as an "extra" strategy but as a "progressive enlargement of the constructed meaning of a text" which is useful for achieving a more "complete" understanding of the material (177-178).

Flower has also published an article entitled "Cognition and Construction of Discourse" in which she suggests that a new focus on the reader may help to do away with the concept that the author totally controls the

reader's responses. Flower believes that both reading and writing are opportunities to construct "an image of a given discourse," a schemata which both the reader and the writer "construct" as each interacts with the text. Thus, just as writers have a "mental representation of meaning" as they compose, readers likewise compose a representation of the text (1-3).

These representations, according to Flower, are influenced by the overall social context in which the reading event occurs, e.g., a school assignment or an at-home, leisure time reading period. Flower also contends that the reader's mental representation of the text's meaning is influenced by the reader's awareness of the conventions of various types of discourse conventions such as narrative, explanation, argument and so on. In addition to such "background" information, the reader's purpose(s) and goals for reading as well as his or her "activated knowledge" also influence the reader's sense of what a text "means." This mental representation is not, of course, the actual text. Rather, it serves the reader as a tentative construct which he or she may modify as the reading event proceeds (1-10).

In addition to the models briefly described above, other researchers have proposed various paradigms of the reading process. Taylor and Taylor, for instance, have proposed a Bilateral-cooperative model which posits two

"tracks of processes that compliment one another" (The Psychology of Reading 266). This model describes one track as operating quickly and "globally" to find similarities between the incoming data and prior knowledge while the other track operates more slowly and analytically, sorting data into elements and attempting to find differences (266).

The automatic-processing model proposed by LaBerge and Samuels was initially a bottom-up explanation of the reading process, but it now includes "feedback loops" to indicate that readers move back and forth between lower and higher levels of processing as needed. This automatic processing of words frees cognitive space for thinking about the meaning of what was read ("Toward a Theory of Automatic Information Processing in Reading" 40).

This theory of Automatic-information processing is based on the premise that the interpretation of graphic stimuli into meaning involves sequential stages of information processing. Overall, LaBerge and Samuels have described a process of reading development during which readers begin with attention and practice of subskills until these skills are "automatic." Thus reading seems to be a "holistic process" to the practiced reader whose attention is no longer focused on basic decoding skills. Instead, the practiced reader's attention is devoted to constructing meaning (37-38).

Discussing their own model, LaBerge and Samuels point out that while decoding and comprehension eventually occur simultaneously, this "automaticity" is not sufficient to guarantee comprehension, which is a complex activity in its own right (46). So while the Automatic-information processing model is useful, it is not complete because it does not explain how comprehension occurs.

Perfetti and Grabe have also offered two distinct models of the process, the Verbal-efficiency model and the Textual-interaction models. The first of these two models emphasizes that reading is a unique process rather than a specialized use of regular cognition, while the second model asserts that linguistic forms interact to signal the reader that he or she is reading an intentionally meaningful text rather than something else (Grabe 62-64).

Perfetti offers a much more complete discussion of the comprehension process than either Grabe or LaBerge and Samuels. In his book Reading Ability, Perfetti makes the point that his theory is a psycholinguistic approach based upon his observations as a cognitive psychologist. While he emphasizes the language dependency of reading, Perfetti does not believe that reading is a psycholinguistic guessing game, and he asserts that such a metaphor presents an obstacle to a more serious understanding of reading because it emphasizes chance rather than the reader's extensive knowledge of syntax, semantics and

orthographic systems (8-9).

As Perfetti points out in his article, "Reading Acquisition and Beyond: Decoding Includes Cognition," his verbal efficiency theory is based on the assumption that the reader must use some of his or her limited mental capacity to achieve comprehension through the use of some of the higher level mental processes. But if word identification also requires a significant share of these limited resources of the reader's attention, then comprehension will be at risk. Verbal efficiency theory predicts that comprehension ability will be related to word identification speed and short-term memory. It also predicts that readers of low ability will be more dependent on phonological and orthological context for word identification than proficient readers would be (53-54). This latter point is, of course, also made by Stanovich.

Verbal efficiency theory does not ignore higher level cognitive functions in favor of decoding. In fact, Perfetti's theory emphasizes the importance of schemata in comprehension. Schemata allow the reader to organize textual information into mental representations. The critical difference between verbal efficiency theory and schema theory is that the latter assigns superior status to schemata. Perfetti in his article "Reading Acquisition and Beyond: Decoding Includes Cognition," makes the

point that schema theory seems to assume that schemata are the central causal elements in comprehension; whereas, his theory assumes they are one of several necessary causal components (56).

In their book The Psychology of Reading, Rayner and Pollatsek offer a model of reading which is essentially a bottom-up model, but they do point out that top-down processes interact with the bottom-up processes to produce comprehension. Rayner and Pollatsek base their as yet unnamed model on extensive attention to the decoding processes such as saccade and eye fixation which can be observed, and they describe how the reader's eyes both fixate on individual letters and scan text immediately to the right in order to determine where next to direct his or her attention (472).

When considering the reader's attention to the fixated word, the authors discuss lexical access. While word identification occurs after the reader processes the initial visual information, it may happen very rapidly. This word identification happens either through the direct use of textual information (letters) or by the indirect route involving the application of various rules and analogies to create an auditory code, i.e., a way for the reader to hear the probable sound of the word (473).

The meaning of the word is presumably obtained very quickly from the lexicon which the reader possesses. In

addition, both the direct and the indirect routes of word identification activate an acoustic representation (as well as activity in the speech tract) which Rayner and Pollatsek term inner speech. Inner speech, the authors assert, is used as a "system for temporally holding information for comprehension processes because it holds a sequential and relatively literal record of the recently read information in working memory (possibly with some added intonations from speech)" (474).

When word identification and meaning is completed, attention shifts to the next word and the meaning of the currently fixated word is integrated into an ongoing text representation which the reader is constructing in the working memory. Working memory is conceptualized as having various subcomponents which are used in comprehending the text. Inner speech is part of the working memory and serves to hold in the reader's consciousness an ordered and relatively literal record of what has been read. Thus, when readers experience difficulty comprehending, they either say the word to themselves or they reread it in the text (475).

The other two major subcomponents of working memory, according to Rayner and Pollatsek, are the parser and the thematic processor. The parser constructs a syntactic representation from the lexicon and the thematic processor provides an ongoing semantic representation (475).

As the authors admit, their description of the complex mental operations involved once they leave the lexicon is based on quite a bit of conjecture.

Processing is probably quite interactive (although syntactic processing is very likely prior to most of the semantic construction) and reasonably on-line (although most of the semantic processing probably lags behind the eye by at least one fixation) (476-477).

Walter Kintsch in his article "Construction-Integration Model," sets out to explain a bottom-up mode; of reading which is not dependent on context but which creates its connections through "a spreading activation process" (163). Kintsch goes on to say that other theories do not adequately explain comprehension, i.e., top down explanations are not supported by empirical data: in fact, fluent readers use textual information, even going so far as to look up the meaning of unfamiliar words. (Note: Readers in my study did this. See discussion in Chapters 4 and 5.) Thus, according to Kintsch, schemata alone cannot help the reader achieve comprehension (163-164).

Kintsch's model combines construction process and integration into a coherent whole, i.e., linguistic input is used to construct a "text base" and it is integrated via schemata into a unified whole (164).

These models indicate the increasingly sophisticated explanations of the reading process which have been offered recently. And, while no full model of the reading

process yet exists, all of these models, according to Grabe, suggest that:

- (1) Top-down explanations do not account for the entire process.
- (2) Many lower level processing skills are basic to good reading.
- (3) The reader must possess a massive receptive vocabulary which is rapidly, accurately and automatically accessed when he or she reads.
- (4) A reader's apparent over-reliance upon the text might be explained by Stanovich's model.
- (5) The development of reading abilities should be viewed as stages of skills development, such as pre-reading, initial reading or decoding, confirmation and fluency, reading for new information, multiple viewpoints, as well as construction and reconstruction of the author's point (63-64).

In addition to the insights offered by researchers such as those mentioned above, theorists and researchers seeking to explain literary interpretation have proposed a number of stimulating views of the reading process during the last twenty years as well.

Louise Rosenblatt in The Reader, The Text, The Poem has offered a "transactional" model to explain how readers "evoke" or bring to life a poem (her generic term for any literary work) by transacting with the text. In "On the Aesthetic as the Basic Model of the Reading Process," Rosenblatt suggests that in addition to explaining the reader's unique and necessary contribution to the

experience of literature, transactional theory provides an explanation and model of the reading process overall:

In a reading event, or a reading act (with all that implies of a particular situation and time), a particular reader (with all that implies of past experience and present preoccupations) enters into a transaction with a particular text. A two-way or circular process must be postulated. The text offers guidance and constraint, yet it is also open, requiring the reader's contribution. The reader must draw selectively on the resources of his own fund of experience and sensibility to derive verbal symbols from the signs of the text and to give substance to these symbols, and he organizes them into a meaning that is seen as corresponding to the text (19).

Thus, the reader "evokes" meaning; he or she does not simply decode the meaning from the text. Nor does the text totally determine what will be evoked. Rosenblatt notes that "the text alone cannot dictate the result: any text can be read either nonaesthetically or aesthetically" no matter what the author's intentions may be (19).

William James' concept of "selective attention" provides Rosenblatt with a psychological explanation for the continuing stream of choices which the reader makes as he or she adopts a stance - an orientation or relationship to the text - creates a "tentative framework" (an overall sense of how a particular text is organized), develops expectations about various aspects of the text and its meaning, and revises these expectations until a "final synthesis" is achieved (The Reader, The Text, The Poem 54).

Phenomenological literary theory in such works as Wolfgang Iser's The Act of Reading and Roman Ingarden's The Cognition of The Literary Work of Art also stresses the reader's active contribution to making meaning and seeks to describe that process in detail.

Ingarden, for instance, distinguishes among various types of reading activity: aesthetic concretization (the aesthetic experience); preaesthetic investigative cognition (scholarly study); and reflective cognition of the aesthetic concretization (study of reader response). Ingarden also emphasizes the value of rereading no matter which of these various types of reading activities one may pursue (pp. XIXXX). In each type of reading activity, the reader's purpose determines how she or he processes the text.

Other literary theorists, such as David Bleich and Norman Holland, have offered insights about the unique, subjective experiences each reader has when engaged with a literary text. In Subjective Criticism, for instance, Bleich emphasizes the uniqueness of perception by noting that any perceived object is "circumscribed and delimited by a subject's motives, his curiosities and, above all, his language" (18). Holland, on the other hand, emphasizes the reader's use of an "identity theme," a personal style of response which "permeates all aspects of the reader's life" (128). Thus, in Holland's view each

reader's response to literature is part of the individual's ongoing adaptation to experience - an understanding of events on one's own uniquely personal terms (62-63).

These models of the literary reading process are intriguing and potentially useful in studies such as this one if they can suggest an even more complete description of the reading process in general when they are combined with various aspects of other models and theories such as those which I have previously described. Furthermore, although I was not seeking to produce a "Grand Theory" or even a "Formal Theory" of the reading process (Goetz and LeCompte 36-38), I assumed that concepts borrowed from these various theories and models would assist my analysis of the data gathered in my study and, eventually, help me to produce an accurate "substantive" explanation of how the readers involved in my study went about reading a self-selected magazine article. I expected that concepts such as interactive processing, stances, selective attention, reading for various purposes, automaticity of proficient reading and so on would help me to categorize and understand the data.

Reading to Acquire Information

Various authors and researchers have written about the acquisition of information through reading. For instance, Vipond and Hunt in their article, "Point Driven Understanding," offer their view of how and why readers

acquire information. The authors discuss listening and aesthetic reading as "point driven," i.e., the listener/reader tries to ascertain the speaker/author's motive for telling a story. Thus, according to Vipond and Hunt, meaning is not so much the issue as the question: "Why does the author want me to know this?" (261-262).

The authors go on to distinguish among various modes of reading: point-driven, story-drive and information-driven types (264). They assert that various types of readings can be used by a fluent reader during a particular reading event, but they distinguish their view from that of Louise Rosenblatt who identifies two poles, efferent and aesthetic, on a continuum of possible purposes for reading. Vipond and Hunt contend that point-driven and story-driven readings are both aesthetic but that only the former expects an answer to the question "So what?" while the latter only wants to experience an entertaining story (268-269).

Harste's article "Good Readers as Informants" emphasizes the point that all reading is "embedded" in a context, i.e., the reader's stance and the outcome of the reading vary depending on the reader's perception of the situation in which the material is being read (10). I have some concerns, however, because Harste's informants were reacting to an excerpt from Eco's novel, The Name of the Rose, rather than more typically efferent material. I

am also concerned because Harste presents his findings as if they constitute a formal or even a meta theory when he has only studied the responses of a limited number of readers (five key informants). Still, he makes some interesting observations: good readers spend "a lot of time" away from the text making connections; they reconsider new material in light of what is already known; they criticize their own as well as the author's performance; and, finally, Harste's informants saw similarities between their use of reading to acquire information and their acquisition of knowledge through other means (3).

As previously stated, Haas and Flower in their article "Rhetorical Reading Strategies" report on the results of a study in which they gave a "complex, college level" informative text to ten readers and observed the process by using TOL procedures (167). Their description of the reading process in general is very transactional in its attention to the reader's contribution to the construction of meaning. One strategy they observed they termed "rhetorical reading," i.e., "an active attempt at constructing a rhetorical context for the text as a way of making sense of it" (167-168).

The authors report a difference between the experienced readers (graduate students) use of this strategy and the inexperienced (college freshman) readers

limited sense of the overall rhetorical situation that might have produced a specific text. The freshman readers primarily relied upon textual-based strategies to construct meaning (168).

Haas and Flower also report that reading any "sophisticated" text requires not only careful attention to the text and the use of prior knowledge but also the ability to read the text on several levels (170). They go on to say that the problem for readers of sophisticated texts is that they "fail to construct" meaning and only settle for a paraphrase of the content. They, in short, fail to read critically (170). Again, this is a concept I might apply to my analysis of the data.

More specifically, Haas and Flower describe the three strategies used by the readers in their study as: (1) content strategies which are concerned with content or topic and seek to answer the question: What is the text about?, (2) function or feature strategies which are used to refer to conventional features and functions of discourse such as example, introduction and so on, and (3) rhetorical strategies which are concerned with trying to account for the writer's purpose, the context in which the material was written and the intended effect on the audience (175-176).

Linda Flower in her 1987 article, "Cognition and Construction of Discourse," already mentioned in segment

one above, points out that the readers in her study did try to approximate the author's intended meaning. This leaves aside the epistemological question of whether this is possible. The reality is that readers do read with this purpose in mind (11). Given this fact, Flower believes that we can make some predictions; inexperienced readers' goals may be very different from each other and from the goals of more experienced readers; with sophisticated goals, readers may or may not possess strategies for achieving these goals; experience or education might make a difference in the goals and strategies readers have (12).

Overall, Flower contends that readers construct multiple representations of a text, keeping their different intentions or purposes for reading distinct. Some readers, according to Flower, want to identify the author's main points by keeping track of the thesis, topic sentences, examples and so on, but this is difficult to do because of limitations of short term memory. On the other hand, this approach to reading is often desirable in academic settings. Some readers read for the personal connections they can perceive between their experiences and the information presented in the printed material. Other readers work to make their representation of the text fit their goals, and they monitor their own progress toward this goal and they deal with the incongruities in

such a fashion as to produce a reading which is acceptable to themselves (14).

Thus, Flower presents reading the "same" text as a uniquely personal event for each reader, and her insights concerning the reader's purposes plus her identification of the reader's various strategies were helpful when I analyzed my data.

Reading for Pleasure

Once again, it seems to me, Kenneth Goodman has something useful to say about another aspect of the reading process: reading for pleasure. As already noted, Goodman describes reading as an active process whose goal is meaning and one which must provide some sort of "payoff" for the reader such as literary pleasure and satisfaction or the desire for more new knowledge through informational reading.

Goodman says that language and thought are "interactive in reading, but at some point thought processes leap out and away from the message of the writer" (20). Thus, in Goodman's view, reading is a meaningful activity engaged in not for its own sake but for the benefits (pay-offs) derived from it. Furthermore, reading is very much a matter of reconstructing the writer's intended message although reflection and "flights of fancy" may be involved in the process (20).

Rosenblatt also recognizes that readers attempt to reconstruct authorial meaning, though this is only one of many possible purposes and types of understanding which may be sought with a given text by different readers or by the same reader at different times (The Reader, The Text, The Poem 67). The transactional concept of stance (the reader's relationship to the text) is relevant here because Rosenblatt posits a range of possible relationship from the totally efferent to the purely aesthetic. She notes, however, that there is probably a mix of stances in any reading experience as the reader's needs, attention and understanding influence his or her expectations or use of the text. Thus, a novel might be read for the lived through experience at some points and quite efferently at others, or in a rapid, almost simultaneous and shifting mix of stances (38).

(The Think Out Loud and other protocols used in this study reveal that the four key informants do indeed use a mix of stances and experience magazine articles in a variety of ways, both efferently and aesthetically. Or, put another way, these readers report pleasure and satisfaction through both the acquisition of information and the imaginative experience of various aspects of the magazine articles. See Chapters Four and Five for more detail.)

Ethnographic Research

This study has been carried out using an ethnographic or qualitative rather than a quantitative approach. Thus, only four readers have served as key informants and their transactions with a self-selected magazine article has produced the data analyzed in Chapter Four. The goal has not been to produce a complete description of the reading process as most people experience it, but rather to produce an accurate description of what these four readers did in transaction with a specific article. The precedent for this kind of research is in I. A. Richards' studies in the 1920s and reported in Practical Criticism. By conducting his study with the use of written protocols, Richards places himself in a qualitative or ethnographic context because he is concerned to know what individual readers are doing as they read rather than counting the number of times an item has been mentioned or an activity reported on a survey.

In a similar vein, Louise Rosenblatt has elicited numerous written protocols from her university students. She has done this in order to gain a window into the complex activity of reading. (The result of this exploration has been the production of the transactional theory of reading--see above.)

In each case, the researcher has focused on individuals and their actual behavior as they read. The

written protocols, then, require a different type of analysis than the statistical approach of qualitative research. (For a more complete discussion of qualitative research, see Chapter Three.)

Studies of Community College Readers

Studies of community college readers are almost exclusively concerned with the deficiencies of these students as readers (Holbrook, Piepmeier and Reed). As Piepmeier points out in her article, "Reading and Developmental Education," this focus is understandable since the community college operating with an "open door" admissions policy has traditionally attracted older adult students without high school diplomas (15-16). Purvis and Niles place these adults in three categories: (1) those students who possess excellent reading and study skills; (2) others who have only superficial skills; and (3) still others who are unable to read the simplest materials. Friedlander and Grede have estimated that over 50% of all students entering community colleges read below the eighth grade level and that 20 to 35% read at or below the fourth grade level (3). Thus, large numbers of adults entering the community college system in this country lack the reading skills necessary to achieve their vocational and academic goals.

Roueché and Comstock in the Preface to their study of literacy development in the community college define

literacy as "the ability to perform reading, writing and figuring tasks consonant with the expectations and needs of the individual" (v). These needs, of course, change as the student becomes involved in the academic and vocational education available at the community college. Therefore, while the person may have functioned effectively in other circumstances without more proficient reading, writing, and mathematics skills, the new demands he or she encounters at the community college tax the student's abilities in all these areas.

In addition, some researchers question whether standardized reading tests can provide community college staff with the information they need to help these adult students achieve success. For example, in Adults as Learners: Increasing Participation and Facilitating Learning, Patricia Cross asserts that standardized reading tests do not measure the reading abilities of adult students because the results of the tests depend on test taking skills, reading speed and acculturation--factors which will vary greatly in the diverse adult population which enrolls in the community college (7).

Given these concerns, it is not surprising that researchers have concentrated on reading levels, remediation, and study skills. My research is different, however, because while I encounter functionally illiterate students every day, I also interact with adults who have

made tremendous strides in their ability to comprehend written material. In addition, by conversing with them and teaching them in a variety of courses, I know that many of these students read magazines to acquire personally useful information and as a diversion from everyday stresses. These adults may not subscribe to The New Yorker or buy The Atlantic, but they do read a wide variety of consumer magazines (mass circulation periodicals) and even some trade magazines (specialized, often career related periodicals).

In light of this knowledge, I decided to find out more about the reading processes of a few of these adult community college students when they read magazines as a leisure time activity.

Reading Popular Magazines

In 1985, Fran Lehr in her article, "A Portrait of the American as Reader," reported that according to a study commissioned by the Book Industry Study Group (BISG), a nonprofit organization of publishers, librarians and others associated with the book industry, "96% of the U.S. population aged 16 and older read books, magazines or newspapers." This would mean that 170 million Americans read either books or magazines regularly (170).

Citing studies by the Magazine Publishers Association, Kent Rhodes in "The Magazine Industry in a Time of Change" reports that as of 1985 magazine

circulation was up 92% since 1954, with 63 magazines having a circulation of a million per issue. To refute arguments that the magazines have become focused on celebrities and scandal, Rhodes points out that Time, Newsweek, and U.S. News and World Report, the leading news magazines, all enjoy their highest circulation figures. For example, Time circulates 4.3 million copies an issue.

In this study, the key informants selected their reading material from fifteen of the three hundred periodicals listed in World Almanac and Book of Facts: 1990 as the most widely circulated magazines. These magazines and their circulation figures are listed in Table 2.1.

Table 2.1

CIRCULATION FIGURES OF
MAGAZINES AVAILABLE TO
KEY INFORMANTS
DURING TMH SESSIONS

<u>Magazine</u>	<u>Circulation*</u>
1. <u>Reader's Digest</u>	16,452,422
2. <u>National Geographic</u>	10,574,562
3. <u>Time</u>	4,648,454
4. <u>Redbook</u>	3,950,489
5. <u>People</u>	3,349,401
6. <u>Sports Illustrated</u>	3,329,415
7. <u>Cosmopolitan</u>	2,760,010
8. <u>Field and Stream</u>	2,032,020
9. <u>Money</u>	1,821,625
10. <u>Popular Mechanics</u>	1,668,096
11. <u>Health</u>	1,026,164
12. <u>Car and Driver</u>	935,315
13. <u>Psychology Today</u>	931,859
14. <u>Omni</u>	925,345
15. <u>Personal Computing</u>	501,440

* Circulation figures are based on total paid circulation during the six months prior to December 31, 1988. World Almanac and Book of Facts, 1990.

John T. Guthrie and Mary Seifert in their research concerning the average time spent reading each day in one community discovered that people from all occupational groups in the city studied spend an average of 39 minutes per day reading newspapers. These same people average 24 minutes reading books, and eight minutes a day reading magazines ("Profiles of Reading Activity in a Community" 499-500).

According to Rhodes, nine out of ten adults surveyed by the Magazine Publishers Association read at least one magazine a month, and the average American reads eight periodicals a month. Rhodes also cites the same source as identifying Reader's Digest with 17 million readers as the most popular magazine, followed by TV Guide (499).

In addition to studies of magazine popularity, circulation figures, time spent reading, and so on, researchers have also studied the reasons people read magazines. In their article, "Use and Gratifications Motives as Indicators of Magazine Readership," Payne, Severn and Dozier use three categories common to media research to identify magazine readers' conscious objectives. These categories are: (1) surveillance, reading to acquire new information or confirm information in a particular area, (2) interaction, reading to acquire information or insights for use in conversation or social intercourse, and (3) diversion, reading to relax, to escape from normal pressures through entertaining reading (910).

Payne and his colleagues conducted a national telephone survey of one hundred subscribers to a trade magazine (one which is produced for members of particular profession) and an equal number of subscribers to a consumer magazine (one which is produced for a general audience) (911).

Their data confirmed their hypothesis that diversion

was a more common goal among readers of consumer magazines than readers of trade publications. The data also confirmed that interaction was a more common goal for the readers of the trade magazines than for the other group. Their hypothesis that surveillance would be a more prominent goal among trade magazine readers was also proven correct. Overall, Payne and the others found that they could predict the goals of the readers in the study 84% of the time based upon whether an individual was reading a trade or a consumer publication (912).

These categories would prove useful in analyzing the data provided by the four key informants in this study. The concepts of surveillance, interaction, and diversion helped me to understand statements the informants made concerning their motives for reading a particular magazine. Unlike the Payne study, however, I found that these four readers combined both surveillance and diversion as goals in their leisure time reading of consumer magazines. Two of the readers did, however, also read with an expectation of eventual interaction. (See the discussion of the data in Chapter Four and the results presented in Chapter Five.)

Conclusions

As this review of the literature indicates, while there is no definitive model of the reading process, much agreement exists as to some of the strategies and skills

which reoccur among various readers processing different types of texts for a variety of reasons. Furthermore, the acquisition of information through reading is not a simple one-way transfer of data from page to reader. Instead, it involves a complex and individualistic interplay between text and reader until a construction of meaning occurs. Reading for pleasure is similar to reading to acquire information in that it involves a complex and individualistic interplay between the reader and the text. While ethnographic or qualitative research will not provide data upon which an all inclusive model of reading can be developed, such research methods will produce very specific data about the reading processes of a few readers during an actual reading event. This research is different than the traditional reading research studies done with community college students. Unlike those studies, this project seeks to describe and analyze the transactions between a few students and the magazine article each has selected to read for pleasure. Thus, this research proceeds from the premise that community college students are not automatically deficient as readers. Finally, the review of the literature presented in this chapter shows that magazines are indeed a mainstay of adult leisure time reading in contemporary America.

The next chapter will describe ethnographic research methods in more detail than presented in this chapter and

also explain how those methods were employed to gather and analyze the data for this study.

Chapter Three: Methodology

I cannot say with certainty when I first thought of tape recording the comments of individuals as they read, but I think that exposure many years ago to The Reading Miscue Inventory plus discussions with various MSU faculty members¹ helped me to realize that readers can verbalize at least some of what they experience while reading. I was also intrigued by the use of oral protocols in composition research by people such as Nancy Sommers.

Over a period of several years, I did some preliminary trials of an oral protocol technique with approximately seven students. Although some of the taped comments provided glimpses into the individuals' reading processes, many of the students found it difficult to provide an oral commentary about their activities as they read. Part of that difficulty, I believe, was my lack of effective prompts or an overall format which the students could use as an aid in this very atypical activity of reporting on one's thinking as a reading event occurs.

"Thinking Out Loud"

A colleague² suggested that I become acquainted with the work of cognitive psychologists Gary M. Olson and Susan A. Duffy, and Robert L. Mack from IBM, who have developed a number of different ways to elicit information from readers. In their article, "Thinking-Out-Loud as a Method for Studying Real-Time Comprehension Processes,"

they state that "the analysis of cognitive processes in real time is one of the most methodologically difficult tasks in all psychology." Olson and his fellow researchers also recognize that much of what occurs as we read happens "outside of our awareness." Nonetheless, "sophisticated" (i.e., practiced) readers are aware of "much cognitive activity" during reading (253).

Thus, Olson and his colleagues believe that "one simple strategy," the Think Out Loud procedure (also referred to as TOL), can be used to obtain information about cognitive process. And, since "successful" reading has "many affinities with problem solving," an activity in which TOL protocols have "proven to be a useful research tool," Olson, Duffy, and Mack have used this procedure extensively in their reading research (253).

Other researchers, beginning with I. A. Richards in the 1920s, Louise Rosenblatt over many years, and, more recently, Christina Haas and Linda Flower, have also found that asking readers to "Think Out Loud" as they read reveals at least some of a reader's cognitive activity. The work done by Olson and his colleagues proved to be the most immediately useful to me, however, because their discussion of the procedure and their description of actual protocol sessions provided me with the information I needed to develop a usable format for my study.

Because there has been much debate among psychologists about the reliability of verbal reports as data, Olson and his colleagues base their protocol research on premises provided by Ericsson and Simon in their 1980 article entitled "Verbal Reports as Data." Using this article as a guide, Olson and his group developed the following points: (1) the focus of the TOL should be to get subjects to report "the content of their immediate awareness" rather than to report "explanations of their behavior"; (2) subjects should be asked to report their present thoughts rather than their memory of their thoughts at some time in the past because some "processes are unavailable to introspection or are difficult to verbalize"; (3) the researcher must accept that (a) there are limits to what can be reported by an informant, (b) memory is limited, and (c) people have a tendency to explain or justify their behavior after the fact (254).

Olson and the others also caution that TOL data "should not be taken as direct reflections of thought processes but the data which are correlated with underlying thought processes." Thus, TOL data provide a "sample" of what is on the informant's mind during the reading event, but such data will not "necessarily" reveal all of the person's strategies or thoughts. This information must be inferred from the data much as inferences about reading process are drawn from the measurement of

eye movements or reading time. In view of these limitations, other sources of information should be used to corroborate and extend the results of the TOL procedure (254).

Reading, of course, involves an extensive array of processes, including sensory and perceptual activity, as well as reasoning and inferencing. Since much of this activity occurs too rapidly for the reader to be consciously aware of it, the TOL method probably will not reveal the lower level processes. TOL procedures, therefore, are most useful in the study of higher level processes such as "the inferences, predictions, schema elaborations, and other complex cognitions that occur as part of the skilled reading" (255).

If, as Olson and his colleagues point out, we accept Neisser's description of reading as "externally guided thinking," the Think Out Loud method is an acceptable tool for research because it provides some indication of the reader's processing of the textual cues which serve as this "external guide." Using the TOL procedure allows the researcher to gather samples of predictions, schema, interpretations, and so on from which inferences can be made about the higher level reading processes used by that individual reader under the guidance of the text (255).

In their research, Olson, Duffy, and Mack have used two basic approaches with the TOL procedure: sentence by

sentence talking and selective talking. In the first, the text is revealed to the reader one sentence at a time. In the second procedure, the reader is made to stop at pre-selected points on the text to report on his or her thoughts. Instructions are provided for the informants in light of the nature of the task and the goal of the research, e.g., the study of sentence by sentence inferences or predictions. When using the second procedure, selective talking, the reader is also asked to comment on specific processes such as inferencing (258-259).

Citing Ericsson and Simon's caution about the risk of having informants report on their cognitive experiences after the fact, Olson and his colleagues avoid retrospective TOL sessions. They do, however, accept the possibility of using such a procedure with very brief texts (three to four sentences) since the brevity of the texts allows the reader to remember immediate interpretations which they had just generated (260).

Since my goal is to discover some of the processes actually used by several readers during a reading event, I did not want to design my research to verify certain preconceptions about reading, e.g., that the reader is predicting and confirming as he or she proceeds through the text. I have attempted, rather, to describe the phenomena as they have occurred and to analyze this data

without trying to support one or another theory or model of the reading process. I do admit, however, that my analysis is weighted toward a Transactional view of reading--and of all language processes--rather than other explanations of the special relationship between reader and text.

In addition, I certainly did not want to interfere with the reading for leisure aspect of the research more than was unavoidable because of the research situation itself. Thus, I did not design the TOL sessions on a sentence by sentence or a selective talking model.

Furthermore, although Olson and others (Nisbett and Wilson) advise against the use of retrospective TOL sessions, I decided to include a post TOL interview in my research. I made this decision for a number of reasons. First, I considered my experience using the Reading Miscue Inventory (RMI). In the RMI sessions I have conducted, readers were not only able to retell stories or report on information from efferent texts. They also often volunteered information about reading process without any prompting.

My thinking was also influenced by the descriptions of qualitative or ethnographic research from the fields of educational psychology and sociology.

Ethnographic Research

Sevigny in Green and Wallat's Ethnography and Language in Educational Settings defines the task of qualitative research as recording what people say and do as part of how they interpret the world. The researcher seeks to understand human behavior through the informant's perspective by using a number of techniques--some of which are retrospective (68-70).

Other ethnographic researchers also make use of retrospective accounts of events as one of several methods to understand the informant's perspective about an event.

In their book, Ethnography and Qualitative Design in Educational Research, Judith Preissle Goetz and Margaret Diane LeCompte point out that ethnography is both a product and a process, i.e., both the description of the actual characteristics of a phenomenon and also a way of studying human life. Ethnographic research methods elicit phenomenological data: the participants' "world views" are being investigated and these views structure the research. Furthermore, these methods are "empirical and naturalistic." Participant and nonparticipant observations are being used to acquire firsthand, detailed descriptions of actual phenomena while being careful to avoid manipulation of the variables in the study. Ethnographic research is also holistic and eclectic. Researchers seek to describe the total phenomena in

contexts and to produce descriptions of causes and effects by using a variety of techniques to gather data (1-3).

Goetz and LeCompte identify four dimensions of research in the social sciences: (1) inductive/deductive, (2) subjective/objective, (3) generative/verificative, and (4) constructive/enumerative. Ethnographic research is usually more generative, inductive, constructive and subjective than otherwise (4).

The authors say that generative research may be started without a theoretical framework or it may be "informed" by theory. Goetz and LeCompte also point out that, although traditional or quantitative research usually begins with "some theoretical proposition, it may be initiated with no theoretical framework whatsoever..." (5).

Goetz and LeCompte also believe that the usual qualitative versus quantitative distinction is "inexact and artificial" and they prefer to view research as taking place on a continuum of modes as noted above. Furthermore, studies may contain elements of both types of research and being aware of these dimensions of research can help the investigator choose strategies that are "compatible with the overall design considerations" of the study (5-6).

Congruent research strategies, i.e. phenomenological, empirical and naturalistic, holistic and multimodal are

more likely to reflect modes of induction, generation, construction, and subjectivity than traditional experimental research. Another way to distinguish these two types of studies is the following: ethnography relies on qualitative methods, validity of results, holistic analysis and process variables while traditional experimentation relies on quantitative methods, reliability of measures, analysis of parts of a phenomena and outcome variables (7).

In ethnographic research, data gathering often has to come before formulation of a hypothesis, or an hypothesis may be developed in exploratory studies and then applied. Another basic difference between ethnography and experimentation is in the type of research goals each has. Ethnography first describes and then proposes, while experimentation tends to seek verification or testing of propositions previously developed (8).

Traditional research seeks generalizable results, but, according to Goetz and LeCompte, this is warranted only when random sampling is used. It is customary, however, for researchers to substitute design controls, sample size and assumptions of equivalence for true random sampling (8).

Ethnographic research is both pragmatic and theoretically informed according to the authors. The aim of such research is comparability and translatability.

Comparability requires the use of standard, nonidiosyncratic terminology and analytical frameworks. Furthermore, the subjects studied must be well described so they can serve as a basis for comparison with other groups. Translatability assumes explicit identification of methods, categories and characteristics so that comparisons can be made across groups and disciplines. The foundation for comparisons is analogous to generalizability and cause/effect of quantitative research (8-9).

According to Goetz and LeCompte, ethnography recognizes the subjective experience of both the investigator as well as the subjective experiences of the participants in an attempt to control for observer bias and reactions of the participant. Thus, ethnographers often provide readers of their work with their pre- and post-conceptions so the audience can be aware of bias, etc. (9-10).

In dealing with the phenomena being studied, the researcher can assume total ignorance of the subject or attempt to suspend any preconceived notions and even existing knowledge. According to Goetz and LeCompte, the benefit of these actions is an increased focusing on the participants' views and actions plus sensitivity to the researcher's own subjective responses (9-10).

Ethnographic researchers use a variety of techniques to gather data, and data collected by using one method can

be used to cross check the accuracy of data gathered by using a different method. This is similar to the surveyor's technique of triangulation. Citing Glaser and Strauss's The Discovery of Grounded Theory, Goetz and LeCompte point out that triangulation helps the researcher avoid accepting his/her first impressions as the whole explanation. In addition, triangulation adds scope, density, and clarity to the theories which are eventually developed. Note, too, that triangulation often occurs after the investigation has started (11-12).

Goetz and LeCompte go on to say that research is always conducted within the framework of theory, whether conscious and explicit or unconscious and implicit. Thus, researchers should specify the theoretical frameworks that inform their studies. This may mean identification of biases and assumptions, philosophical views and prior knowledge about the subject plus interdisciplinary paradigms or models adopted from one's discipline plus other strictures such as funding (33-34). It seems to me that the amount of time available for the research could also be a factor.

Noting Denzin's view that social science research is interactive inquiry that is guided in a systematic way by the scientific method, logic, and scholarly theory and frameworks, the authors proceed to present seven "decision points" encountered in thorough ethnographic or quasi

ethnographic research studies. They are the following:

- (1) Focus and purpose and questions.
- (2) Research model or design plus justification for its choice.
- (3) Investigation of the subjects in context.
- (4) Identification of the researcher's roles and experience.
- (5) Statement of the strategies used to collect data.
- (6) Identification of the strategies used to analyze the data.
- (7) Presentation of the findings, interpretations and applications.

Note: (1) Each stage is influenced by the others and each may be informed by theory (34-35); and (2) these seven points serve as the basis for the presentation of my research in this dissertation.

Drawing on Denzin and other researchers, the authors identify three levels (four types) of theory. These are grand theory, theoretical models or perspectives, formal and middle range theories, and substantive theories. They are:

- (1) Grand theory or theoretical paradigms which comprehensively describe, predict, or explain large categories of phenomena, e.g., Newton's laws;
- (2) Theoretical models or perspectives which combine assumptions, concepts, and propositions that constitute a view of the world, e.g., behaviorism; (Note: Such theories are applied to ethnographic research and may lead to research questions.);
- (3) Formal or middle range theories which are inter-related propositions designed to explain some type of human behavior, e.g., social mobility;

(Note: These theories are more limited in scope than either grand theory or theoretical perspectives.);

- (4) Substantive theories which are interrelated propositions or concepts characteristic of particular populations. These theories are restricted to features which can be concretely identified, e.g., teaching in a formal school setting (36-38).

According to Goetz and LeCompte, most ethnographers remain "close to substantive theory in daily research activity" while the impact of theoretical perspectives and middle range theory is more subtle and mostly in evidence in shaping assumptions and premises. Many researchers limit the use of these theories to shaping initial questions and formulating conclusions or comparing data. Other researchers develop "typologies" or categorical systems which may be seen as substantive theory if they offer a view of how these categories of the data are interrelated (38).

Goetz and LeCompte go on to point out that the research question or problem defines the study and that such questions, etc., will vary in "scope, abstractness, and precision" (40). The researcher must distinguish between purpose and the questions; they are not synonymous.

Purpose/goal/focus equal the desired overall product: How this study will fill a gap in knowledge about "X" and this problem should be elaborated according to theoretical frameworks. The questions, on the other hand, define

specific "hypotheses or problems" and are empirically stated (40-41).

When dealing with the sources of research goals, the authors state that the researcher's questions may be influenced implicitly or explicitly by personal experience plus certain theories which the researcher views as compatible with the phenomena, and there may be other causes such as ideology, curiosity, speculation, cultural context, philosophy, ethics, and so on. Throughout the process, the researcher may continue to deal with these influences (41-43).

Trial Runs

In January of 1990, I embarked on a series of trial runs using the specific details provided by Olson, Duffy, and Mack as guidelines. Thus, I asked for volunteers from one of my developmental composition courses to participate in a trial run of a procedure (the Think Out Loud) which I hoped to use in my actual research. Two students volunteered. Both were female and had been students of mine in a previous developmental course. Each is highly motivated, but deficient in one or more skills necessary for success in college. Shandelier, a twenty-one year old black woman, has difficulty producing clear, fluent, and focused writing, while Ronda, a twenty-six-year-old Caucasian student, tends to have difficulty with reading comprehension. Both students produced a great many surface

errors in their writing, especially Shandelier whose drafts were very difficult to understand because of the fragmentary and vague nature of her writing.

Each student participated in a TOL session during which she selected a magazine to read from a group of six popular periodicals which I made available. Both Shandelier and Ronda chose the same issue of Psychology Today, but each read different articles. I tape recorded their statements as they read, and then I met with each of them a day or two later for a follow-up interview.

Upon reviewing the taped protocols, I found that both students had selected articles because of a personal interest (a pattern which was to be repeated in the actual research sessions). Although Shandelier's comments revealed more than Ronda's protocol about motivation for reading the article and awareness of the articles' pertinence to the reader's experience, both protocols were interesting glimpses into each person's motivations and comprehension, but they provided relatively little information about reading process.

After reviewing the tapes of the TOL sessions, I met with each of the students in order to clarify statements they had made during the TOL session. In each case, the student not only clarified statements made during the TOL session, but she also elaborated on points only mentioned in the oral protocol.

Since the interview sessions revealed more about each reader's progress through the text (for example, each reader had surveyed the article before reading and each had predicted the content of the article based upon an accompanying photograph), I felt comfortable with my decision to use the TOL method in conjunction with the retrospective interview. I realized, however, that my actual research study would have to provide much more definite information about the subjects and their reading habits as well as eliciting much more detailed data about reading process.

I designed a four part sequence intended to elicit the following data from my informants: (1) background information about themselves and their reading habits; (2) more specific information about themselves and their conception of reading, including a written protocol about their selection and reading of an article; (3) oral comments tape recorded while each person read an article selected by him or herself, which was followed by a written protocol; and, (4) further clarification and elaboration about this actual reading event through a final interview session. (See Figure 3.1 which indicates the time spent completing each of these four steps, as well as the trial runs.)

Table 3.1

Research Design: Selection, Data Collection, Analysis

Subjects	Selection Procedures	Information Desired	Data Sources	Analysis	Months & Days
<u>Phase I</u> 156 students 9 courses 11 sections	Criteria-based 1. Willingness of instructor 2. Willingness of student	1. Identification of students willing to participate in study 2. Identification of students who report some metacognition regarding reading process	Questionnaire # One	Informal criteria-based analysis: willingness to participate and metacognition	May 4 days for surveying 1 day for analysis
<u>Phase II</u> 56 students willing to participate 10 selected	Criteria-based 1. Willingness of student 2. Report of metacognition	1. Preferences, frequency, motives and titles of leisure-time reading 2. Description of process used while reading a self-selected magazine article	Questionnaire # Two Written Protocol about article read	Informal criteria-based analysis: preferences, frequency, motives and titles of leisure-time magazine reading; plus individual characteristics of reading process	June 7 days for data gathering; 14 days for analysis
<u>Phase III</u> 4 students willing to participate	Criteria-based 1. Willingness of student 2. English as first language	Student description of typical leisure time reading process (TMH)	Oral Interview Tell Me Session	Description of individual accounts of reading process	July & August 4 days for TMH 4 days for initial analysis
<u>Phase IV</u> same students willing to participate	Criteria-based Continued willingness of student	1. Concurrent oral description of an actual reading event (TOL) 2. Retrospective written description of that actual event	1. Oral Protocol (TOL) 2. Written Protocol	Description of individual accounts of reading process	July & August 4 days for TOL & protocol plus 4 days for initial analysis
<u>Phase V</u> same 4 students	Criteria-based Continued willingness of student	1. Elaboration about all previous oral & written descriptions 2. Clarification of previous oral & written descriptions	Retrospective Interview	Description of individual accounts of reading process and clarification of earlier protocols & surveys	July & August 4 days for interviews plus 4 days for initial analysis

Data Collection for the Actual Study: Phase I

I contacted ten colleagues at Delta who were teaching a variety of English courses during the Spring term of 1990. (See Appendix A for the memo and information each person received.) These courses included one section of English 100: Introduction to College Reading and Writing, and one section each of English 107: Applied Grammar Skills, and English 108: Effective Reading One (developmental courses), plus two sections of English 111: College Composition One, and two sections of English 112: College Composition Two. In addition, courses included one section of English 113: Technical Writing, and one section of English 241: Introduction to Mythology, plus English 277: Early African American Literature, and an interdisciplinary honors seminar, IHU 201.

In every case, each of my colleagues graciously invited me to visit his or her class to distribute the initial questionnaire (See Appendix B) and to briefly explain my study.

I distributed the questionnaires in the eleven classes which I visited. Of the 156 students who completed this initial questionnaire, 56 indicated they would be willing to participate in the study. This number provided a pool of potential participants for the next stage in the data collection process. First, however, I needed to follow Graves' procedure of narrowing down the

possible subjects to a manageable number for an ethnographic approach. The results of this procedure are indicated in Table 3.1.

Table 3.1 Finding Key Informants

N = 156 surveyed
N = 56 expressed interest
N = 10 possible subjects
N = 4 key informants

Data Collection: Phase II

I decided to proceed with ten of those who expressed an interest in the study. The decision to ask these ten students to participate was based on their positive response to the question: "Have you ever thought about the process you use when you read a magazine article for pleasure?"

The following table (3.2) lists these ten students by first names and provides other information: age, sex, full or part time enrollment, academic major, completion of one or both effective reading courses (English 108 or 109), and frequency of reading magazines during leisure time periods.

Table 3.2

<u>Name</u>	<u>Age</u>	<u>Sex</u>	<u>F/PT</u>	<u>Major</u>	<u>108/109</u>	<u>Freq.</u>
Abdul	23	male	pt	none specified	yes	often
Valentina	31	female	ft	social work	yes	often
Martin	19	male	pt	design graphics	yes	often
Rosemarie	38	female	ft	legal assist.	yes/ both	often
Fabio	18	male	pt	electronic eng.	yes	often
Diana	21	female	ft	engineering	no	not too often
Gail	39	female	pt	legal assist.	yes	not too often
Sheila	20	female	pt	undecided	no	often
Joe	19	male	ft	communica/film	no	often
Mark	23	male	ft	music	no	not too often

When I contacted the ten students, each agreed to participate in the next stage of the study which involved completing a questionnaire and producing a written protocol in response to seven prompts about their selection and reading of a magazine article. Each student was also asked to sign a permission form as required by the university. (See Appendices C, D, and E.)

In Part A of the questionnaire, the students were asked to explain in writing why they "like" or "do not like" to read magazines as a leisure time activity. (Note: Each of the ten students had reported "liking" to read magazines.)

Table 3.3: Reading Preferences**Preference****(a) Like to read magazines:**

All ten students who completed the protocol are in this category.

(b) Explanations of preference along with number of respondents:

Read for info (9)

Read for entertainment/humor (3)

Read because of brevity (4)

Read as leisure time activity (2)

Read in place of television (1)

Read for stimulation of the imagination (3)

Read for stimulation of the emotions, i.e., empathy and sympathy (1)

These responses are interesting because they both confirm some generally held view points about the attraction of magazine reading (periodicals as sources of information and the brevity of the articles) and they suggest another possible attraction (the reader's enjoyment or pleasure). Throughout the rest of the study, the key informants provided evidence in one form or another that their selection and reading of magazine articles for leisure time reading is predicated on expectations of acquiring personally useful information and engaging in a pleasurable reading experience. In fact, as will be demonstrated in subsequent chapters, the readers

often find the acquisition of information during their leisure time reading of magazines as pleasurable in itself. The reverse was also true: when the reader's expectations of learning new, personally-useful information were not met, he or she experienced frustration and disappointment. (See the presentation and discussion of the data in Chapters Four and Five.)

The ten students who completed the second questionnaire and wrote a protocol after reading a self-selected article were also asked to explain their choice of "often," "not too often," or "hardly at all" as the amount of magazine reading they engage in. (Note: Seven students indicated they read magazines often, while three indicated they read not too often. None indicated that they read magazines hardly at all.) The following Table 3.4 is a list of the reasons given by these readers for the frequency of their magazine reading:

Table 3.4: Frequency of Magazine Reading as a Leisure Time Activity

Seven of the ten students reported reading magazines "often" while the other three students read "not too often."

(a) Reasons for reading "often"

Availability/easily attainable (2)
 Subscription to one or more magazines (1)
 Convenience/easy to carry (1)
 Brevity (1)
 Interest in a subject (1)
 As a break from study/leisure time activity (2)
 Antidote to boredom (1)
 Keeping up with current news/information (3)
 Learning from other people's experience (1)
 Learning how to cope with difficult situations (1)

(b) Reasons for reading "not too often"

Subscribes to only one magazine (1)
 (limited availability)
 Lack of free time to read (3)
 Prefers books to magazines (1)
 Lack of interest in the subject (1)
 Heavy homework load (1)

The students were also asked to identify three of the magazines which they "like" to read. Thirty different titles were given, and issues of seven of these magazines were made available during the third part of the project, the Think Out Loud session. The titles listed by the students are indicated in Table 3.5.

Table 3.5: Titles of magazines respondents "like" to read

<u>TV Guide</u>	(2)			
<u>Time</u>	(4)			
<u>Readers Digest</u>	(3)			
<u>Newsweek</u>	(1)			
<u>Car and Driver</u>	(1)			
<u>Superinteresting</u>	(1)			
(Brazilian magazine)				
<u>Rolling Stone</u>	(1)			
<u>Stereo Review</u>	(1)			
<u>Sports Illustrated</u>	(2)			
<u>National Geographic</u>	(1)			
<u>Field and Stream</u>	(1)			
<u>Rifleman</u>	(1)			
<u>Health</u>	(1)			
<u>Mademoiselle</u>	(1)			
<u>People Weekly</u>	(1)			
<u>Hastings Center Report</u>	(1)			
<u>Phillip Morris</u>	(1)			
(complimentary corporation)		periodical	supplied	by the
<u>Personal Computing World</u>	(1)			
<u>Redbook</u>	(2)			
<u>Omni</u>	(1)			
<u>The Plain Truth</u>	(1)			
<u>Ladies Home Journal</u>	(1)			
<u>Family Circle</u>	(1)			
<u>Better Homes and Gardens</u>	(1)			
<u>Women's Day</u>	(1)			
<u>Jeune Afindi</u>	(1)			
(a French language magazine)				
<u>The Arabic World</u>	(1)			
(an Arabic language magazine)				
<u>Cosmopolitan</u>	(1)			
<u>Guitar Player</u>	(1)			
<u>Mother Earth News</u>	(1)			

Over the course of a week, I met with each of the ten students and had him or her select a magazine from seventeen of the most popular titles (according to the World Almanac and Book of Facts, 1990), twelve of which had been identified by one or more of the students as magazines they liked to read. Each student then selected and read an article and produced a written protocol about the experience. The guidelines I provided for the students are included in Appendix C as mentioned previously.

These protocols served as the basis for the Figure 3.2 (see next page) which details the strategies reported by those readers who read magazines "often" and "not too often." (Note: None of the ten potential volunteers indicated that they read magazines "hardly at all.") Those three respondents who read "not too often" reported using nine active reading techniques which are usually taught in Delta's Effective Reading Courses. (Six of the ten students, in fact, had taken at least one of those courses.) In addition, the seven students who reported reading magazines "often" reported using twelve active reading techniques, and they also used techniques usually associated with "critical reading." (Five of these students had taken at least one of the Effective Reading courses where such skills are emphasized.)

0

1

8

9

10

Figure 3.2 Strategies reported in written protocol # one

Students Who Read
Magazines "Often"
N = 7 (5 had
Reading Course)

Strategies

1. read cover
2. consulted index
3. perused length & headings before reading
4. noticed photo on first page
5. read photo caption
6. previewed article: read first & last paragraphs
7. skipped introduction
8. noticed illustration
9. reread some paragraphs to improve comprehension
10. varied reading speed

ACTIVE READING
PROCESS

Students Who Read
"Not Too Often"
N = 3 (1 had
Course)

Strategies

1. scanned cover
2. looked for title in table of contents
3. checked length before reading
4. glanced at subtitles
5. read straight through after scanning
6. read first and last paragraphs
7. read straight thru, glancing back at illustration
8. read list of suggestions included in article
9. stopped reading straight thru & read italicized sentences

Figure 3.2 (continued)

		10. skipped highlighted segments
	PERSONAL INVOLVEMENT	
11. read intensely and with concentration		11. read title & then article
12. read with awareness of varying emotions and empathy		12. withheld commitment to finish article until article partially read
13. read for author's slant		13. checked for source of excerpted material
	CRITICAL READING PROCESS	
14. analyzed content and style		

Categories of
Reading Strategies

Of the ten students who responded favorably to my request, two (Abdul and Fabio) had learned English as a second language. Although it would have been quite interesting to work with these students, I decided to ask only those individuals whose first language is English to participate in the final segment of the project because of the difficulties associated with analyzing the possible influences of one's first language on his or her reading in English. Of the eight students I contacted, four agreed to participate in the remainder of the study, i.e., the Think Out Loud session and the final interview.

My invitation was extended with the awareness that, as Baker and Brown point out in the Handbook of Reading Research, one must be careful not to assume that readers, even adults, are totally reliable in their metacognitive reporting (377).

The Final Segment of the Study: Phases III, IV, & V

The final segment of the study involved three separate sessions with each of the four students and several distinct activities during those sessions (Phases III, IV, and V). Each of these sessions took place in a private conference/meeting room in the main building of Delta's campus. Thus, our activities were conducted at a seminar table while sitting in swivel chairs. I always brought two cans of soda pop to share with the student, and on several occasions students brought pop which they

had purchased for themselves. Overall, then, I believe the atmosphere was relaxed and congenial.

Phase III: The TMH Session

Phase III was devoted to a session which I labeled the "Tell Me How" protocol. The purpose of this session, as I told the students in writing prior to the TMH session (See Appendix F) and orally at the beginning of the session, was to help me to understand how each of them read magazine articles in their leisure time.

I informed each student that his or her task was to explain to an alien from outer space (played by myself) how he or she selects and reads a magazine article for pleasure as opposed to reading to study or use the material for some job or work related purpose.³ The student could take as much time as he or she needed to when giving this explanation because the important purpose was to explain the process as completely as possible. I further emphasized that there was no right or wrong answer or viewpoint. Instead, I wanted to know what that person does when reading this sort of material for pleasure.

At each TMH session, I provided a variety of fifteen magazines which were identified by the ten students who completed questionnaire two as ones they enjoyed reading. (See Tables 3.5 for all titles identified on the questionnaire and 2.1 for the fifteen titles available during the TMH procedure.) The students were free to

handle and refer to any of these magazines as they explained how to select and read articles for pleasure. The student's comments during this session, as well as the Think Out Loud and the final interview sessions, were tape recorded. (Note that each participant had agreed to this activity when he or she signed the consent form prior to beginning the study.)

I began each Tell Me How (TMH) session by reviewing some of the student's answers on the second questionnaire. I did this for two reasons: first, to set the person at ease by going over familiar ground; and, secondly, to clarify one of the responses given on that questionnaire. Thus, I asked each student to explain what was meant by indicating that he or she read magazines "often," "not too often," or "hardly at all."

I also wanted to establish how closely the person's actual reading matched his or her statement about the amount of magazine reading the person usually does. To do this, I asked each student to tell me: (1) what types of printed material he or she had read that week; (2) the title or some other identifying information; and (3) what happened as he or she read the material, i.e., process rather than comprehension.

Next, I asked each person to pretend that I was an alien from another planet who could understand English and that I was curious about magazines and the activity called

reading. To accomplish this, I asked each student to tell me the following: what magazines are; why that person reads magazines; and what the process is that the person uses to read magazines. (As always, as the protocol session was ending, I asked each person to state any questions or make any comments he or she wanted to make about that day's session or any of the future sessions.)

Each student entered into the process without hesitation, and I was able to audio tape record an average of forty-one minutes of comments from each person.

At the conclusion of the session, I reconfirmed the time for the next meeting--the Think Out Loud session.

Phase IV: The TOL Session

The purpose of the Think Out Loud (TOL) session, as I told each student in writing (See Appendix F) as well as orally at the beginning of the session was to gather information about his or her reading process. More specifically, the information would, hopefully, reveal how and why the person selected and read a particular article.

Prior to the TOL session, I collected a group of twelve recent issues of magazines at least one of which the particular student had listed on his or her questionnaire two in response to the request for a list of three periodicals the person "liked" to read. (See Appendix N for list of magazines available during Martin's TOL session.)

The TOL sessions, as had the TMH sessions, were conducted in the small meeting room on campus and typically began with a bit of socializing, getting comfortable, and sharing some of the soda pop.

As with each of the other steps in the research study, the student had been supplied with a written guideline (Appendix G) a day or two prior to the TOL session. I always asked each student if he or she had any questions about the project or its procedures, and I gave each person a new guideline sheet to refer to before we began the actual taping. (See Appendix H.)

The guidelines and the procedure itself basically used the following approach: the student selected and read an article from the magazines available to him or her; there was no time limit imposed; the student was urged to read the article for pleasure rather than for study or a work related purpose; and the student was also urged to talk out loud about anything which occurred to him or her as the reading progressed. And, in order to make the situation as similar to leisure time reading as possible, the guidelines also reminded the student that any of the magazines could be handled during the selection process. Furthermore, the guidelines assured each student that she or he could read as much or as little of any article as the person wanted to. If the person stopped reporting his or her thoughts aloud, the guidelines

reminded him or her that I would say something, such as the following: What are you thinking about now?

Another aspect of the TOL session was the written protocol done after the oral session concluded. As the written directions (Appendix H) assured the student, this was not a test of reading comprehension and correctness, spelling, punctuation, and so on, did not matter. The purpose was to have access to an account of the selection and reading event in another form, i.e., a written description. To help the student accomplish this goal, I provided seven written prompts which the student was to complete. The prompts are:

- (1) The title of the magazine I decided to read is. . .
- (2) I selected this magazine because. . .
- (3) The title of the article I read is. . .
- (4) I selected this article because. . .
- (5) After reading the article, I have learned that. . .
- (6) The following is my description of the method or steps I used to read the article:
- (7) Something else that I want to say about how I selected and read this article:

Phase V: The Final Interview

One to two days later the student and I met again for the final interview. This interview had four purposes: to clarify and elaborate on statements made during the TMH session and/or written on any of the questionnaires; to

provide additional information about the selection and reading of the article during the previous TOL session; to clarify statements made during the TOL session and the subsequent written protocol; and to elicit any further information which the informant might disclose during the session.

Prior to the interview, each student received a written statement describing the purpose and procedures to be used during the interview. As always, the student was assured, both in writing and orally, that this procedure was not a test of any kind, but rather another way for me to find out what the person did as he or she selected and read an article. Also included in the written statement was a list of specific procedures to be used during the interview. (See Appendix I.)

After reviewing each of the questionnaires and written protocols, plus listening to the tapes of the TMH and TOL protocols, I prepared a series of interview questions. I gave each student a copy of the questions so that the person could read the questions along with me if she or he wanted to do so.

The questions were arranged in the following sequence: selection of the magazine; selection of the article; reading of the article; questionnaires one and two; and any issues which the informant wished to raise. The number of prepared questions ranged from a high of 69

for Martin's interview and a low of 16 for the interview with Sheila. (See Appendices J and K.)

I began each interview with the questions in order, but I sometimes modified the sequence and/or added questions as the interview progressed since each interview really evolved into a conversation which dealt with a great many issues. As I monitored the comments made by the student, I passed over certain questions which his or her conversation had already covered. Thus, during Martin's interview, I did not ask questions five and six in the section dealing with his selection from Redbook of the article "Fix It Quick? Twenty-five Amazing One Minute Home Remedies Doctors Recommend" because Martin had already explained how his concept of reading to acquire information had affected his decision to read this article. (See Appendix L.)

Furthermore, because the sessions were more conversational than formal in nature, each informant raised issues which I had not anticipated. For example, Gail began to describe how she taught herself to read as an adult. (See the discussion of Gail's final interview in Chapter Four.)

Procedure for Analyzing the Data

After the interviews were completed, I began my analysis. I first reviewed the protocols each person had

composed as part of the second questionnaire. I sought to ascertain the extent to which these behaviors reported during a previous reading event had reappeared during the second event, the TOL session. My examination, of course, was limited to the types of data I had secured during my study. Overall, as mentioned in the results chapter, I found that the participants used more strategies during the actual reading event than they reported as typical during the TMH session. In fact, they used double the number of strategies. They did, however, employ most of the strategies they had identified during the TMH session.

Meanwhile, I had the tape recordings of the TMH and TOL sessions and the final interviews transcribed and copies printed. I annotated each of these transcriptions, and then I proceeded to summarize the data in list form so that I could quickly refer to these lists when I needed specific information about each reader's reported process rather than having to skim or even reread the entire transcription. (See Appendix M.)

These lists were also used to guide my presentation of the research data in Chapter Four.

Conclusion

This, then, is an overview of the process I used to elicit and analyze the data which make up this study. I have used a qualitative or descriptive approach as previously described rather than a quantitative or

statistical approach. In addition, as the preceding information reveals, I used ethnographic techniques which are typical of descriptive research: document analysis, observation, survey, and case study.

Furthermore, as pointed out earlier in this chapter, this approach cannot result in a formal theory, a theoretical model or a grand theory. Instead, I am attempting to produce a substantive theory about a small group of readers. Therefore, my study does not require extensive analysis of a large number of subjects.

I chose to study the experience of several adults while reading magazine articles because most of the research I am familiar with either asks readers to deal with literary texts or with materials composed especially for the study. By providing the participants in my study with actual magazines and asking them to select articles to satisfy their own interests, I hoped to learn how these individuals processed this non-literary material. As I mentioned earlier in this report (Chapter One), it is important to gather data about readers actual processing of non-literary material because many more people read magazines during leisure time than read imaginative literature.

The sequence of activities which I have described earlier in this chapter were designed to elicit a substantial body of data without taking up an inordinate

amount of the informants' time. Furthermore, the triangulation of sources of data (the Tell Me How protocol which precedes the actual reading event; the Think Out Loud protocol done during the actual reading event plus the written protocol; and the retrospective interview about the event) provides information from a variety of procedures. This variety, in turn, has enabled me to produce the substantive theory (stated in Chapter Five) explaining how these four readers went about processing the materials they selected.

Another of the qualitative techniques used during this study is nonparticipant observation. By unobtrusively observing the nonverbal behavior of each of the four key informants while they read, I have been able to describe a few recurring actions which are common to the four readers. (These actions are discussed in Chapter Four.) It should be noted, however, that my primary concern was to monitor the verbal data being offered during the TMH and TOL sessions; therefore, my description of nonverbal behavior is rudimentary.

The research questions with which I began my study plus those questions which I added as each stage of the research unfolded deal mostly with particular adult readers processing a specific text on one occasion. Thus, my study can best be described as synchronic rather than diachronic (Goetz and LeCompte). A diachronic study would

examine the reading process of these, or other readers, over time as they read various texts. My present study is not involved in such longitudinal issues as discussion of the data in Chapters Four and Five will reveal.

¹In earlier years, MSU Professor Jay Ludwig helped me to consider the possibilities of readers providing data about their reading process and comprehension in procedures similar to The Reading Miscue Inventory retelling procedures developed by Goodman and Burke.

²My colleague Margot Haynes, a Ph.D. graduate of MSU, suggested that I read Olson, Duffy, and Mack's article about the Think Out Loud procedure in New Methods in Reading Comprehension Research edited by Edward Kieras and M. A. Just.

³Professor Clark from the Department of Education suggested the use of the "Tell Me How" technique to gather more evidence.

Chapter Four: Analysis of the Data

Background

The preceding chapters describe this project in some detail, but as a reminder for the reader I should like to point out some of the most important features of this study before proceeding to describe and analyze the data.

First, this is a qualitative rather than a quantitative examination of the reading processes actually used by several community college students as each read an article which he or she had selected from a representative collection of consumer magazines. Secondly, these students were asked to read the article for their own purposes rather than to "study" it in preparation for some sort of comprehension test, such as oral retelling or a written multiple choice examination. Thirdly, the data gathering involved face-to-face, individualized sessions during which oral and written protocols were produced. Finally, the data has been analyzed in an attempt to reveal at least some of each reader's expectations and strategies, as well as to compare and contrast this information among and between these readers.

Furthermore, because only four readers have provided protocols, the conclusions reached can apply only to these individuals. That is to say, the research design is one which produces a substantive theory, or limited description which applies to only the informants who provided the

data rather than a formal theory about some aspect of reading which is applicable to all readers; likewise, this research design does not provide sufficient data to justify the creation of a theoretical model about several aspects of the reading process which is applicable to all readers. Finally, this research design does not provide the extensive data necessary for the development of a grand theory or theoretical paradigm which would explain the nature of the entire reading process. (See the discussion of ethnographic research in Chapter Three.)

The majority of the data, both written and oral, presented in this chapter were collected at a series of sessions as follows: (1) an initial interview and written protocol session, (2) an oral protocol session dubbed the Tell Me How session, (3) an oral and written data gathering segment called the Think Out Loud session during which the informant actually selected and read an article, and, (4) a final interview session during which the researcher questioned the informant about his or her actual experience while reading the self-selected article.

In addition to the sources listed above, some data have been garnered from an initial questionnaire which was distributed to 156 students in ten different classes at Delta College. Other data presented in this chapter have been collected in a second questionnaire which was completed by only ten students, four of whom became the

key informants for this study. (See Table 3.1.)

The Key Informants: Martin, Gail, Rosemarie and Sheila

Martin--Reading for knowledge and recognition

Martin is an eighteen year old design graphics major who appears to be self-assured and inquisitive. Prior to participating in the study, Martin had completed English 109: Effective Reading II. As a result of this experience, Martin reported on the initial questionnaire that he now thought about the process he uses when he reads a magazine article. This metacognition concerning his own reading process is a new aspect in Martin's relationship to reading, however, he has always used reading as a source of information which, as will become clear later, is a source of personal power for Martin.

On the initial questionnaire, Martin also reported that he "likes" to read magazines as a leisure time activity and that he does so "often." (During the Tell Me How session, Martin defined "often" as approximately four times a week.)

As part of the preparation for our first session, Martin and each of the other informants completed questionnaire two. By doing so, Martin elaborated on information he had provided on the first questionnaire. Regarding reading magazines as a leisure activity, Martin wrote:

It gives me information about a specific topic in a short column or a few pages. Now that I'm in college, I don't have as much leisure time as I used to so magazines and newspapers are all I read. I can choose a magazine that might have a few articles on the topic I'm interested in at that time or flip threw [sic] a magazine till something catches my attention.

Martin states views which all of the informants shared to some degree: magazines are seen as sources of information and reading magazines is motivated by personal interest and time constraints. For Martin, the convenient size of magazines, plus the brevity of their articles which are also personally interesting, explain his reasons for reading magazines "often."

Martin identified National Geographic, Field and Stream, Rifleman, and Sports Illustrated as magazines which he likes to read. These periodicals, of course, indicate a strong interest in sports and, possibly, hunting and marksmanship. (Each of these magazines except for Rifleman was available for Martin to read during the initial session.) For comparison, see Appendix N which lists the magazines available to Martin during the TMH and TOL sessions.

In his written protocol, Martin revealed that he had selected Popular Mechanics because, as a member of a family of engineers, "mechanical and scientific processes and observations" interest him. In addition, Martin looks to such reading as a source of information about repairing car engines.

Martin chose the article "Saturday Mechanic" because he thought it might be "slightly humorous to see how someone tries to explain in enough detail how to fix something." Furthermore, the title evoked an image of a neophyte mechanic. This idea seemed to be humorous to Martin. I assume that Martin does not see himself in this light. Instead, Martin, I assume, felt superior to the type of person he inferred he would read about in the article.

In spite of his certainty that he is well informed about engine repair, Martin mentioned in the protocol that he learned some new things by reading the article. For instance, he now has added checking the oil to his concept of an internal coolant check.

When describing the method he used to read the article, Martin revealed that he read straight through the article one time. He then reread any paragraphs which he did not understand initially. If the article referred to any illustration, Martin read the caption first; he then gave careful attention to details in the illustration. Martin also checked the length and the subheadings before reading. (Perhaps at this point, as well as at other times during this initial session, Martin applied some of the techniques he learned in the Effective Reading II course.)

Finally, Martin also reported using the table of contents as part of his selection process. Martin went on to explain that because of his prior experiences on his high school newspaper he knows how difficult and yet how useful it is to create a "catchy" title. (Note: Martin would refer to his high school journalism experience a number of times in later sessions.)

Gail--Reading for information and pleasure

Gail is a thirty-nine year old divorcee who is enrolled in the legal assistant program. On the day of our initial meeting, she had just completed the Effective Reading I course (English 108).

At our initial meeting (the reading and written protocol session), Gail appeared to be in some distress. Over coffee, she reported her anxiety and helpless feelings as a result of her recent divorce from an alcoholic spouse and her son's accidental destruction of a friend's home through fire the previous evening.

In the face of these events, Gail was considering dropping out of college, but she wanted to participate in that day's session and in the entire study. I admired her courage and determination. (Note: Gail did not drop out. She registered for summer classes and completed the entire study.)

Gail reported that she felt "better" after talking about the fire and her fears, and she proceeded to select

an article entitled, "Don't Fear Failure" in the June 1990 issue of Reader's Digest.

In her written protocol, Gail reported that she selected this magazine for two reasons: because she wanted to read that particular article; and because she was familiar with the magazine and considered it to be "real to life" and most [sic] "accurate." Obviously, Gail expects magazines to be useful, i.e., informative, and she selects reading material in light of her personal interests and needs. Thus, Gail wrote:

I selected this article because it fits into my life now. I'm also interested in different ways a person can handle situations. For example, a person can change a bad event in his life to an acceptable event simply by his way of thinking.

Gail went on to summarize the article very accurately and then she described the steps she used when reading:

- < 1) Read bold print.
- < 2) Looked over number suggestions.
- < 3) Read first two and final paragraphs.
- < 4) Checked for source of the article.
- < 5) Read italicized sentences.
- < 6) Read the article.

It seems that Gail applied the techniques she recently learned in her Effective Reading course to her reading of the article in the Reader's Digest. While it is not possible to say with certainty that Gail did in fact employ these techniques during the reading of the

article, she believes that she did. Furthermore, her Think Out Loud protocol revealed that she did indeed employ various techniques which had been practiced in the Effective Reading course. In fact, all three of the participants who had completed one or more of the developmental reading courses reported using techniques practiced in the courses. (See Figure 4.)

In our subsequent sessions, Gail was to describe the effect of her reading course on her attitudes and reading strategies. In these later sessions, Gail also described how as an adult she taught herself how to read with greater comprehension rather than simply decoding text.

In addition to reading magazines in order to acquire personally useful information, Gail also reads periodicals for pleasure.

Rosemarie--Reading for information and affirmation

Rosemarie is a thirty-eight year old student who is attending Delta to prepare for a career as a legal assistant. Rosemarie's intelligence is obvious. She does not attempt to cultivate this impression; it is produced, rather, by Rosemarie's genuine inquisitiveness and unselfconscious theorizing. Thus, she reports reading magazines to learn more about the health dangers associated with living near nuclear power plants or to learn about new developments in computer software and hardware. Rosemarie's motive in each instance is quite

definite: in the first case, she is concerned about the dangers a relative has exposed herself to by living near a nuclear facility; in the second instance, Rosemarie is pursuing her self-imposed goal to be well informed about new technology since she works as a student assistant in one of the computer labs at Delta. In addition to her self-directed inquisitiveness, Rosemarie theorizes about a wide variety of topics such as her own reading process or the reasons why her eldest daughter does not enjoy reading while her youngest daughter does. Neither Rosemarie's inquisitiveness nor her theorizing seem phony. She has her own agenda and pursues it without pretense.

Rosemarie describes herself as highly motivated and hard working. She, as most students at Delta, receives financial aid. Part of her aid package is the college work study job she has in the computer lab. At the time of this study, Rosemarie was anticipating beginning another job with a law firm in addition to her on-campus employment. This second job will help Rosemarie meet her expenses, of course, but she is also planning ahead. She expects that her part time employment will be of some help when she applies for a full time position after she earns her associate's degree. For Rosemarie, as for many community college students, a degree is a means to self-sufficiency.

Rosemarie is pursuing an education as well as a degree. Thus, Rosemarie describes how she enjoyed reading John Knowles' novel A Separate Peace because it presented her with a new world, that of an all-boys prep school. She reports reading poetry for enjoyment and pursuing her own current reading project, important women in history.

Rosemarie has taken both of Delta's developmental reading courses, but not for the usual reasons, i.e., low scores on the ASSET reading and writing skills tests. Instead, Rosemarie enrolled because she needed more credits to be considered a full time student and, thus, be eligible for more financial aid. In addition, she had heard that the courses required a good deal of writing and she thought the practice would be beneficial. Finally, she predicted that she would receive high grades, which she did, because she had always done well in English courses. Although her motives for enrolling in the effective reading courses may not be the most academically appropriate, Rosemarie has benefited as a reader. She previews, scans, varies her reading pace and summarizes what she has read. Furthermore, she is very attuned to the diction of what she reads and invests time in learning the meaning of unfamiliar words and developing correct pronunciation.

During the final interview, I asked Rosemarie why she was so concerned about correct pronunciation of magneto-encephalography, a term from the article she had read. Rosemarie's answer was another indication of her motivation and constant desire to learn:

I do watch cable television, and they have a health show on. And if I should see that or hear that word, I would know what they were talking about then. And I would know that this was a little bit of (a) new system that was out. And if they were talking about it there (on the cable station), then chances are it will be used more widely, you know, from then on.

As I have already mentioned, Rosemarie plans ahead. Having encountered a new term, she expects to see or hear it again, and she wants to be sure that she will recognize it.

In the questionnaires she completed during the initial phases of the study, Rosemarie indicated that she "likes" to read magazines as a leisure time activity because they "aren't as lengthy as a novel, and I don't usually have much spare time. . . . Magazines give me a lot of information and they're also very entertaining." Time, Redbook, and P.C. World were the three magazines Rosemarie indicated in Questionnaire Two that she "likes" to read. In addition, her comments during the TMH, TOL and final interview sessions also revealed that she has read a variety of magazines because they have appealed to her in one way or another. For instance, Rosemarie reads Omni at times because it "deals a lot with psychology."

Rosemarie's motives for reading vary. In the written protocol Rosemarie produced as part of Questionnaire Two, for example, she reported her reason for selecting an article about lawyer and novelist Scott Turow in the June 11, 1990 issue of Time. Rosemarie initially chose the article "Making Crime Pay" because of its connection to her own career plans. Her interest in the article intensified when she read that Turlow is the author of Presumed Innocent, a novel one of Rosemarie's friends had "thoroughly enjoyed."

At the conclusion of the final interview session, I asked Rosemarie whether she has anyone with whom she can talk about her reading experiences. At this point she revealed that, although she is divorced, her ex-husband lives with her "a lot" and that while he is "very understanding. . . He is not much of a reader." To fill this need in her life, Rosemarie turns to girlfriends who also enjoy reading in order to share impressions of books she has read and to clarify information she has acquired from magazine articles.

Although she has peers with whom she can talk about her reading, Rosemarie feels she must justify the leisure time she devotes to reading. I did not think to ask to whom she feels she has to answer, nor did I ask why she feels this way. Nonetheless, Rosemarie has this need as is evidenced by her continuation of an assignment from the

second developmental reading course she took in 1989.

In that course, most instructors assign an individualized reading project wherein each student is required to read and summarize a variety of materials about a specific subject which the student has selected. Rosemarie has continued this project on her own, but not with the instructor's original goal of having the students experience reading as a personally rewarding activity. Instead, Rosemarie states her goal in defensive terms: proving that she is not wasting her time.

A more positive aspect of Rosemarie's continuation of this activity is her desire to leave a record of her interests to her daughters. Thus, in her "book" she includes copies of various articles she has read during her leisure time, as well as summaries of many of these articles. Rosemarie hopes that this collection of material will reveal to her daughters the sources of many of her ideas and prove to them, as well as to others she did not identify, that she did not waste her time reading.

This evidence of insecurity aside, Rosemarie is a confident and inquisitive reader. For instance, in the final interview Rosemarie stated:

Usually I look for color. A colorful magazine. I find usually if they are inventive enough to use a lot of colors, attractive colors in the magazine, then usually they are inventive enough to have good articles.

She went on to hypothesize that:

Newer magazines (more recently developed titles) that haven't been out too many years. . . are up- to-date and have modern views on things. And I like to see if their views conflict or agree with my own.

Thus, Rosemarie exhibits quite a lot of self-confidence as a reader when she is not concerned about justifying her behavior.

Another aspect of Rosemarie's behavior as a reader is her application of active reading techniques she learned in the developmental reading courses to her leisure time reading of periodicals. In each of the protocols and interviews, Rosemarie described her reading process in basically the same way. She reads the first and last paragraphs of articles, uses illustrations to develop expectations about content, and scans the remainder of any article until she locates one which interests her enough to deserve a slower, more reflective reading.

Rosemarie's interests are eclectic. She reads about health issues and the environment. For example, she was intrigued by blurbs on the cover of Omni which promised information about AIDS and the appearance of ghosts in South Carolina. In addition, she is attracted to information related to the legal profession, and she reads to stay informed about educational problems as well as computer technology. She also reported that when she reads Time magazine she will not read anything about politics.

She will, however, read advertisements in various magazines in order to learn about new products. As she told the alien during the TMH session, these advertisements "are the way they pay for their magazines. . . asking you to buy their products. Sometimes they give a coupon. . . that is another way to read magazines (using the ads as sources of information)." Thus, she has specific interests and also non-interests. Rosemarie also tends to view reputable magazines as reliable sources of information. She does not trust some periodicals which print rumors and gossip about famous people.

Finally, examination of the data reveal that Rosemarie reads for a number of reasons: to be informed (surveillance); to be entertained (diversion); and as a basis for some of her conversations with others (interaction).

Sheila--Reading for wisdom and entertainment

Sheila is a twenty-year-old woman who is undecided as to a major or career. At the time of this study, Sheila was working as a waitress at a Mexican-style restaurant which is part of a national chain and attending Delta on a part time basis. She was about to move to California when we met for the final interview in August.

According to her responses on the initial questionnaire, which she completed during my visit to the English 241 course, Introduction to Mythology, Sheila had never

taken either of the Effective Reading courses at Delta. She indicated on that questionnaire that she likes to read magazines as a leisure time activity and that she reads magazines "often," which as she explained during the Tell Me How session means that Sheila engages in this type of reading approximately five times a week on the average. Sheila reads to relax in the early morning, around midnight or 1:00 a.m., when she returns home from work.

On the questionnaire, Sheila also indicated that she had previously thought about the process she uses when reading magazines. This response and her willingness to participate in the study were determining factors in the decision to invite Sheila to be one of the key informants.

In her written comments on the initial questionnaire, Sheila described her reasons for liking to read magazines in the following manner:

I feel that people need to be informed on today's issues intellectually and globally. I like to learn about many different things, such as U.F.O.'s and our solar system, dreams and what they mean, and even down to the newest clothes.

During the Tell Me How session, Sheila's comments revealed that she is on a quest for knowledge about the overall relationship of God and man, as well as an understanding of environmental issues and social problems such as crime and drugs. As Sheila said, she wants to learn what "a single person can do" to solve these problems. She is also interested in personally relevant information

such as dream analysis, headache remedies, and information about the characteristics of healthy relationships with men.

These interests and concerns have led Sheila to enroll in The Literature of Mysticism and Introduction to Mythology courses at Delta. Her quest has also led Sheila to reading material of all sorts in order to acquire the knowledge she so very much wants to obtain. Thus, she subscribes to both Omni and the Plain Truth. Sheila also reads Cosmopolitan at times, and she is inquisitive about other periodicals and has read them when she has had an opportunity. For instance, Sheila described her exposure to Mad magazine in this way:

It is supposed to be a funny little magazine, but yet it is so in-depth in political issues that if you don't really know what is going on you are not going to get it. I don't really read these (politically oriented) magazines, but ... he (a man Sheila dated) had a Mad magazine, and I was just looking through it, and I thought it was like [sic] so funny because it was so into what is going on. Like with the labeling on the albums now.

During the TMH session, Sheila defined magazines as "forms of information" which are also "pleasurable." She went on to say: "You read them in your spare time and just for pleasure." Thus, Sheila perceives her leisure time reading of informative material as a pleasurable activity, a view shared by all of the participants in the study. When Sheila described a few of the magazines with which she is familiar, it became apparent that, although

she thinks of all magazines as enjoyable leisure time reading material, Sheila views some of these magazines as more worthwhile because they contain important information. Thus, Sheila values Omni more than People Weekly. For instance, note her comments below:

There are some, like Omni or Psychology Today, that are for facts, to learn something. I think People is more of a leisure magazine than (a magazine) about famous people (i.e., informative), but I guess that (the magazine) doesn't really help you out in life. It is just kind of [sic] for leisure. I think maybe Omni or something (else) gives you more insight on what is going on in the world, like UFO's and aliens, how far research has come. . .

Sheila buys People and other magazines (which she did not name) for her father, and also reads these magazines at times. Another source of exposure to periodical literature for Sheila is her doctor's waiting room. Sheila enjoys paging through Smithsonian and Architectural Digest. As she explained:

I don't read anything in those magazines. I just look through them because I like the designs. . . I just think of my room. I like to do interior designing, that's another one of my interests. . . I think I'd love to have a room like that (depicted in one of the magazines).

Sheila, however, will not read in the doctor's waiting room because when she has done so she has been interrupted and unable to complete the articles she has chosen.

When visiting the home of a friend, Sheila enjoys reading her friend's copies of Cosmopolitan. This enjoyment is, perhaps, a more uncomplicated experience

than most of Sheila's other reading. During both her study sessions and her leisure time reading, both in magazines and books, Sheila typically chooses material which is serious in content and purpose, for example The Plain Truth or the anthology of science fiction classics. Her reading of Cosmopolitan, however, seems to occur as an escape from the more serious concerns which take up a great deal of her waking hours. Sheila simply does not think fashion and beauty information measure up to information about space travel, mythology, or environmental concerns.

In addition to her perception that some magazines are more useful than others, Sheila also varies her expectations and approaches to various magazines. As she described above, Sheila experiences some periodicals in a primarily visual manner, looking, imagining, perhaps engaging in "day dreaming" about changes she would enjoy making in her own room. Sheila's experience of some other magazines is very different. When reading Cosmopolitan at her girl friend's home, for instance, she reports being "engulfed." Sheila reads the entire magazine during one lengthy reading episode. She enjoys all of the information, whether she is learning about nail care or reading about "love and marriage" or pondering "does he cheat on you?".

(they) can get the wheels cranking in your head if you are with someone. Like, 'Huh, does he have any of these signs?' or they have. . . all kinds of little quizzes. . . like "Rate Your Mate". . . it is just fun. . .

Overall, Sheila's reading preferences and goals can be described as internally consistent within her individual framework: (1) all reading is part of her quest for personally useful information, (2) this quest is tremendously important to Sheila, (3) the leisure time reading done as part of her quest is pleasurable to Sheila, and, finally, (4) magazines are consistently part of her leisure reading.

Purposes for Reading Magazine Articles in General (Figure 4.1)

Mass media research uses three categories to describe the purposes for reading magazine articles. These categories are the following:

- (1) Interaction--use of a medium such as magazines as preparation for anticipated conversations with others or for other interpersonal activities in a social setting;
- (2) Surveillance--use of a medium for the purpose of obtaining information about the world;
- (3) Diversion--use of a medium for the purpose of relaxation, escaping or passing time with entertaining material (Payne, Severn, and Dozier 910).

These categories have proven useful in analyzing the data provided by the informants concerning their purposes for reading periodicals as a leisure time activity. (See Figure 4.1.)

FIGURE 4.1

PURPOSES FOR READING MAGAZINE ARTICLES (in general)

	Surveillance	Interaction	Diversion
Martin	X	X	X
Gail	X		X
Rosemarie	X	X*	X
Sheila	X		X

* In addition to the usual conversational aspects of interaction, Rosemarie writes about her reading. She includes information in letters to a relative, and she summarizes articles she has read for her scrapbook.

While each of the informants described purposes for reading which involve surveillance and diversion, only two (Martin and Rosemarie) reported that they read in anticipation of eventually having a conversation with someone or writing someone a letter in which information gathered from their leisure time reading will be useful.

During the TMH session, Martin revealed that his quest to acquire knowledge and his use of reading as a primary source of knowledge have been influenced by parental modeling and sibling encouragement. I think that Martin's personality and family values have also influenced his goals as a reader. By this I mean that Martin wants other people to appreciate his intelligence and his extensive knowledge as is evident in a story Martin told during the final interview.

Martin related how he has been able to join in conversations with his father and his father's cronies. Martin has been able to impress these older adults (his father has recently retired) with his extensive knowledge about a wide range of subjects and that knowledge has been acquired through reading. Thus, it seems to me that Martin acquires a good deal of his self-esteem, and therefore his confidence, through his reading. If this is the case, I am not surprised that Martin is highly motivated to read to acquire information and to retain what he reads for use in conversation.

In addition to the acquisition of information to satisfy his own interests (surveillance) and learning in order to use that knowledge in conversation with others (interaction), Martin also reads for diversion. Thus, during the TMH session he reported that when he had been working a late shift at a fast food restaurant during the Spring term, Martin would not come home until one or two o'clock in the morning four days during the week. He then would read for an hour or more to relax (for diversion) before going to bed. Martin would not always read a magazine "cover to cover." He might read a number of articles in a few different magazines or parts of most of the articles in one magazine.

During the period of data collection (Summer, 1990), Martin was not on the same schedule at work and, therefore, his reading habits had changed. He was reading less and only if other recreational activities were not available.

Even though the amount and regularity of Martin's leisure time reading had changed, he was still reading a variety of periodicals (National Geographic, American Hunter, and Rifle, for instance) several times a week. Martin also reported that he reads magazines which he notices that other family members have been reading because he is curious about their choices. In addition to his wide ranging curiosity, Martin has some very definite

interests which guide his selection of periodicals.

Music is the primary interest in Martin's life at present; therefore, he tends to read magazines which provide information about this subject. He reads these magazines for the information they provide (surveillance) and for the relaxation they afford him (diversion). Thus, Martin's fundamental motivation as a reader of magazines is to satisfy his own interests, i.e., to find out what he wants to know about a given subject at a particular time.

Each of the other informants also reads to satisfy her own interests, whether it be Gail's interest in the life styles of celebrities, Rosemarie's interest in new developments in computer products, or Sheila's desire to know how to cope with severe headaches.

Purposes for Reading Magazine Articles for This Study

(Table 4.2)

Not surprisingly, each of the four students reported reading one or more articles during the TOL session for the purpose of acquiring information which he or she expected to be personally interesting and useful (surveillance). Only Rosemarie reported that she had an interactive purpose in mind, i.e., she explicitly stated that she read anticipating the conversation with the researcher. (The other informants may have also done so, but no one other than Rosemarie volunteered this information.) Sheila was the only one of the four who

reported having a diversionary purpose in mind when reading the article about actor Mel Gibson in Redbook magazine. (See Figure 4.2)

Gail, for instance, read an article about Lyme Disease because she has a friend who suffered from the disease for a number of years before it was diagnosed. She is so distressed by what has happened to her friend, that she has not been able to talk with him about either the symptoms or the prognosis of the disease. Thus, she read very intently, after "surveying" the article for the information she wanted and needed to have. Gail did not, however, anticipate any interactive use of the information, and the reading event was certainly not diversionary.

Rosemarie shared Gail's desire to acquire personally useful information. Rosemarie read about using Magnetoencephalography (MEG) to treat brain disorders because both her mother and a good friend suffer from chronic conditions. (Her mother is schizophrenic, while her friend has epilepsy.) Furthermore, as already mentioned above, in answer to a direct question, Rosemarie also admitted that she had read in anticipation of discussing the article with the researcher.

Sheila, on the other hand, did not report any interactive purpose for reading the article about Mel Gibson. Sheila's purpose involved both surveillance and diversion.

FIGURE 4.2

PURPOSES FOR READING MAGAZINE ARTICLES (for this study)

	Surveillance	Interaction	Diversion
Martin	X		
Gail	X		
Rosemarie	X	X*	
Sheila	X		X

* Rosemarie read in anticipation of interacting with the researcher.

As she reported, she selected the article in order to learn more about him because she "loves" him. Her attraction to the actor initially motivated her to read for any and all information the article could provide until she tired of the focus on Gibson's wife and their relationship. At that point, Sheila abandoned the article.

Selecting Magazines in General

(Figure 4.3)

As Figure 4.3 indicates, the key informants share five of nine factors which usually lead to their selection of individual magazine articles when they engage in leisure time reading. (The nine factors are those identified by the informants during their initial interviews, the first written protocols, the Tell Me How sessions, the final interviews and, sometimes, even during the Think Out Loud session.) Thus, all four reported that information on the cover about article content, as well as magazine availability are two basic factors which influence article selection as do familiarity with the magazine, interest or lack of interest in content as well as the anticipation of an enjoyable reading experience.

Other factors such as the visual impact of the cover and the reputation of the magazine influence these readers to select particular magazines for their leisure time reading. As Rosemarie said during the final interview:

FIGURE 4.3

SELECTING MAGAZINES (in general)

	Visual Impact of Cover	Info ab. content on Cover	Availability (includes subscriptions)	Familiarity with Magazine	Lack of Familiarity	Reputation of Magazine	Interest or lack of interest in content	Avoidance of complex reading material	Anticipation of enjoyable reading experience
Martin	X	X	X	X			X		X
Gail		X	X	X			X		X
Rosemarie	X	X	X	X	X	X	X		X
Sheila	X	X	X	X	X	X	X		X

8 Rosemarie and Sheila often choose to read unfamiliar magazines in order to find out what these periodicals have to offer.

Usually I look for color. A colorful magazine. I find usually if they are inventive enough to use a lot of colors, attractive colors in the magazine, then usually they are inventive enough to have good articles.

Sheila also responds to the visual impact of magazine covers. In fact, she has reproduced in oil paintings several of the Omni covers which have particularly appealed to her. Sheila, whose leisure reading is usually motivated by her intense desire to find answers to the "important" questions, such as the nature of God and how mankind can reverse the destruction of the planet, sometimes allows herself to totally enjoy the diversion of reading Cosmopolitan. She is familiar with this publication and aware of its reputation as a guide to sophisticated fashions and contemporary lifestyle. When Sheila permits herself to read for diversion, she is intensely interested in such subjects as hair styles and self administered tests which purport to reveal whether "he is cheating on you." Thus, Sheila selects magazines for reasons which she shares with each of the other informants in this study.

Gail is the only one of the four readers who did not identify the visual impact of a magazine cover as one of the factors leading to selection of a particular magazine. There are, however, a number of similar factors which enter into Gail's selection of magazines to read during

her leisure time. One of the most influential factors is her interest or lack of interest in a particular subject. Thus, Gail reported reading People Weekly from beginning to end while being much more selective with other magazines such as Redbook and National Geographic. As she said during the TMH session, "I don't read anything I am not interested in reading unless I have to (for school)."

As with each of the other informants, Martin's familiarity with certain magazines, as well as his interest in particular subjects, guide his selection of magazines when he is reading for his own pleasure. He prefers various magazines which focus on popular music, as well as sports magazines such as Sports Illustrated, Field and Stream and Rifleman. Martin also enjoys National Geographic. Each of these periodicals, except for the music magazines which Martin buys for himself, are available in his home through subscription. Unlike Gail who, because of her limited income, must rely upon her sister's generosity in providing People magazine for her, Martin has easy access to a variety of publication. Nonetheless, whether affluent or not, each of these four readers reported selecting leisure time magazines using much the same criteria as is indicated by Figure 4.3.

Selecting Magazines for this Study

(Figure 4.4)

When selecting magazines for this study during the Think Out Loud session, each of the key informants was influenced to make his or her selection by most but not all of the factors he or she had identified as usually influencing the decision to select a particular magazine for leisure time reading. Comparing Figures 4.4 and 4.3 reveals the following:

- (1) Martin selected the August 1990 issue of Redbook based upon the same factors which usually affect his selections except for his familiarity with the magazine. As Martin made clear during the final interview, he is familiar with the magazine and he is aware of its reputation as one of the "good" women's magazines. This prior knowledge did not, however, affect his selection. Martin's choice was primarily based upon his interest in the content of one article as presented in a blurb on the cover.
- (2) Gail's selection of the July 31, 1990 issue of People Weekly was also based upon the same factors such as her desire to avoid complexity. In addition, Gail reported reacting to the visual impact of the cover as well as considering the magazine's reputation. Gail did not, however, report familiarity with the magazine as a factor in her decision, but she had earlier identified People as one of her favorite magazines.
- (3) Rosemarie reported five of the factors as influential in her selection while three others (familiarity, lack of familiarity, and reputation) which she had identified as typical factors in her selection process were unreported during the TOL session. Unlike Gail and to a degree Martin, Rosemarie was primarily attracted to the magazine she chose, the December 1989 issue of Omni, by the cover of the magazine, both its visual impact and the blurbs indicating its contents.

- (4) Sheila chose the same issue of Redbook as had Martin and for much the same reason: her interest in the content. Sheila also was strongly attracted to this magazine by a small photograph on its cover. Like the other readers, Sheila did not report familiarity or reputation as factors in her selection.

These, then, were the factors which influenced each of the students to select a particular magazine to read. For each of them except Gail, the selection of the magazine and the selection of a particular article to read were concurrent choices. In Gail's case, the selection of a particular article came later as she paged through the magazine. (See the discussion accompanying Table 4.6.) In Rosemarie's case, her eventual selection of the article she read was made after she could not locate the article she had intended to read, an article a blurb about which had attracted her interest to the magazine she selected.

More specifically then, Martin began his selection process by quickly sorting through the available magazines and selecting Redbook. In doing this, he put aside other magazines such as National Geographic which he reads regularly. Martin also did not display any interest in a magazine entitled Hispanic with which he is unfamiliar but which I included because Martin is of Hispanic descent.

As he later explained during the interview, Martin was attracted by the blurb which appeared on the cover of the August 1990 issue of Redbook: "Twenty-five One Minute Remedies Recommended by Doctors." In essence, when Martin

reacted to the blurb he chose both the article and the magazine.

Gail, on the other hand, excluded magazines from consideration based upon the visual impact (illustrations and photographs) of the covers and the blurbs about the content of the articles contained in the magazines. As she sorted through the magazines during the TOL session, Gail mentioned that she does not usually read about health related subjects unless the particular subject is personally interesting. Later, when paging through People magazine, she would react intensely when she noticed an article about Lyme Disease, a condition which afflicts a close friend.

As she sorted through the magazines, Gail volunteered information about her reactions to some of them. For instance, she remarked that she does not like to read Time because it is "too businesslike" and that money "doesn't bother me." (This is perhaps an indication that Gail for some reason equates Time more with business or financial news than with a wide range of subjects.) She also remarked that Omni's cover did not attract her interest because it referred to science and science fiction, subjects which Gail, unlike Sheila, does not find interesting as leisure time reading.

Figure 4.4

SELECTING MAGAZINES (for this study)

	Visual Impact of Cover	Info ab. content on Cover	Availability	Familiarity with Magazine	Lack of Familiarity	Reputation of the magazine	Interest or lack of interest in content	Avoidance of complex reading material	Anticipation of enjoyable reading experience
Martin	X	X	X	<input type="radio"/>			X		X
Gail	<input checked="" type="checkbox"/>	X	X	<input type="radio"/>		<input checked="" type="checkbox"/>	X	<input checked="" type="checkbox"/>	X
Rosemarie	X	X	X	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	X		X
Sheila	X	X	X	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	X		X

* Reading unfamiliar magazines in order to find out what these periodicals have to offer.

☒ Indicates factor not identified in Figure 4.3

☐ Indicates omission of factor identified in Figure 4.3.

Gail did not immediately select a magazine. Instead, she separated the magazines into two piles; those she was definitely not interested in such as Omni, and those which she might read such as Redbook). As she separated the magazines, Gail mentioned (perhaps in reaction to various blurbs and photographs on the covers of some of the magazines) that she often reads about actors and actresses because she is interested in their lifestyles.

Eventually, however, Gail would choose Reader's Digest rather than one of the magazines, Hispanic or Redbook, which featured actors on their covers. Later, Gail would make another selection, People Weekly, which would produce the oral and written protocols analyzed in this chapter.

During Rosemarie's selection process, her attention, as she reported in the written protocol completed after the TOL session, was taken by the "colorful" cover of the magazine. During the final interview, Rosemarie also mentioned that the stylized figure of a human head on the cover also attracted her attention because she is very interested in how the brain works. Furthermore, Rosemarie revealed that blurbs on the cover, such as "The Ghost of South Carolina" aroused her interest.

Sheila, although very distressed because of a number of problems she had encountered during the morning of the day the TOL session was scheduled, wanted to meet her

obligation to participate in the study. Although I would have preferred to reschedule the session, I knew that it would be quite difficult for Sheila to do so since she would be leaving for California very soon. Therefore, I proceeded with the session.

Because she was so tense, Sheila found it very difficult, even with my prompting, to verbalize much during the TOL session. Her written protocol and the final interview the following day, however, produced a great deal of information about Sheila's experience of reading the article about Mel Gibson. These sources also produced a small amount of information about Sheila's selection of the then current issue (August 1990) of Redbook.

Sheila initially chose the copy of Psychology Today which was available because she had previously noticed during the TMH session a blurb on the cover which indicated that it contained an article about peace. She decided not to read the article, however, when she discovered it was primarily about the Soviet Union and Gorbachev rather than having a broader scope.

After deciding not to continue with the Psychology Today article, Sheila turned her attention to Omni magazine to which she subscribes. Sheila's familiarity with this periodical extends to her conscious awareness of the typical arrangement of the major article titles on the

cover, plus the existence of briefer articles inside the magazine.

As she paged through the magazine, Sheila was holding her options open. Thus, Sheila revealed during the interview that she was quite willing to put aside the magazine if she was unable to find an article which interested her. In fact, she was not able to find an article which interested her so Sheila put aside this magazine as well.

Sheila is quite aware of the need for motivation to read. The cover has to present an article which says: "Read me." None of the blurbs or titles was doing that during the selection process at the TOL session. Sheila reiterated that her stress level was too high for her to relax enough to become interested in much of anything. In saying this, I think that Sheila recognized that, while titles or blurbs might be verbally clever or informationally intriguing, her own emotional state influences what she perceives as attractive or interesting.

Sheila continued to sample a number of magazines by perusing their covers and paging through the magazines themselves until she noticed the small photograph of Mel Gibson on the cover of Redbook. Articles about celebrities are not a usual choice for Sheila, however, unless the piece is about someone she "really likes," and she likes Mel Gibson a great deal! In this case, Sheila was also trying to be cooperative and make a selection,

even though, as Sheila had already reported, she was not really "in the mood" to read.

Overall, then, each of the readers involved in the study eventually selected a magazine in partial compliance with his or her usual practice and in some ways differently than usual. In each instance, whether the selection was expeditious or time consuming, the reader attempted to find a periodical which would provide personally satisfying and interesting information. For each of the informants except Gail, selection of the magazine was concurrent with selection of an article which the reader expected to be worth reading. Thus, three out of four of these readers essentially chose the magazine in light of their interest in a specific article.

Selecting Magazine Articles in General (Figure 4.5)

Overall, the four key informants share more similarities than differences in their manner of selecting magazine articles to read during their leisure time. During the Tell Me How sessions and in their written protocols at the initial interviews, Martin, Gail, Rosemarie and Sheila all emphasized that the following factors typically influence their choice of which articles to read: (1) interest in the subject matter, (2) the photographs and illustrations, (3) their expectation that the information will be personally useful, (4) familiarity with the magazine itself. (See Figure 4.5.)

Figure 4.5

SELECTING MAGAZINE ARTICLES (in general)

	Illustration or Photo on Cover	Info About Content on Cover	Length of Article	Title of Article	Info in Table of Contents	Inclusion in Specific Section of Magazine	Available Time	Interest in Subject Matter	Photos & Illustra- tions
Martin	X	X		X			X	X	X
Gail		X		X			X	X	X
Rosemarie	X	X		X			X	X	X
Sheila	X							X	X

	Reader's "Mood"	Expectation of Effect of Article on Mood	Interest in Articles Read by Others	Anticipation of Conversa- tions About Subject	Expectation of Useful Info	Familiarity with magazine	Reputation of magazine
Martin	X		X	X	X	X	X
Gail		X			X	X	
Rosemarie				X	X	X	
Sheila	X				X	X	

As the table shows, other factors were mentioned by two or three of the informants. Martin, Gail and Rosemarie all indicated that information about an article's content plus the title of an article and the available time all typically affect their selection of articles to read. In addition, Martin and Sheila share an awareness of their "mood" as a factor in their choice of articles. Both Martin and Rosemarie reported that their anticipation of future conversations (the interactive purpose for reading) about the subject matter also influences their selection of articles.

Only Martin reported that his interest in reading an article may be engendered by the knowledge that others in his family have already read the article. Thus, when he was arriving home from work early in the morning and reading for diversion and relaxation before going to bed, Martin often selected articles to read because he noticed that the magazine was open, often with the pages of a certain article folded or a corner turned down. Martin would then read some or all of such articles. (Perhaps this activity is another indication of Martin's need to know as much or more than other people in order that he maintain his reputation for extensive knowledge within the family and with friends as well.)

Note, too, that earlier in his life family members passed on or encouraged Martin to read certain articles.

As Martin described it, during the summer before he entered high school, one or another of his older brothers and sisters would bring him a magazine article he or she had already read and say, "Check this out, Marty." Martin remembered: "And I'd check it out, read it." Thus, Martin became used to reading a wide variety of articles on the recommendation of others. None of the other informants reported this particular factor as influential in her case. Finally, Martin was the only informant who reported that the reputation of a particular magazine helped him select an article. (See Figure 4.5.)

Gail went on to say that she also selects articles on the basis of her expectation that they will affect her "mood" or emotional status. Thus, Gail avoids reading "depressing" books such as The Valley of the Dolls or certain magazine articles because they affect her mood. Similarly, Gail finds that her emotional state can be positively affected by reading a "good mellow story."

"Mood" is also a consideration for Sheila in her selection of magazine articles during her leisure time reading. As has been pointed out, even during her recreational reading Sheila pursues her serious goals. She reads to understand the spiritual, psychological, and environmental aspects of existence. Sheila does not perceive any oddity in pursuing such questions during her leisure time. However, Sheila does have a lighter side to

her personality. At times, she feels the need to read for diversion, for entertainment. When this mood strikes, Sheila chooses magazines such as Mademoiselle and Cosmopolitan and reads the magazine from cover to cover in one lengthy session. Even though Sheila extracts useful information about grooming, health, and relations from many of the articles she reads in these magazines, she does not consider such information to be as important as the information she acquires when she reads about the environment, the existence of God, unexplained phenomena, and so on. But she chooses the less important magazines and their articles when her mood or emotional state motivates her to do so.

Sheila also is quite aware of her expectations regarding useful information in the articles she selects. In fact, if an article does not fulfill her expectations, she will abandon it and select another. During the final interview, Sheila also reported that unfamiliar vocabulary and content lead her to abandon articles after a certain point. She explained her experience this way:

If I start reading something that I think is interesting or that I would like to learn a little bit about, some of the articles are written assuming that you know what they are talking about. Where [sic] they use high tec words or certain instances that have happened, maybe in the past, which they just assume if you know the magazine or if you are reading about it that you know already what has been going on, and sometimes I don't. And so I'll be reading it and they'll say different things and I'll say, 'Well, I don't know about that.' And so

the rest of the article will focus on (something) coming out of that. . . And because I don't know what happened to begin with, I'm not going to understand what the rest of the article is going to be about, so I kind of like think, 'Well, I don't know that, so I might as well stop reading.'

As mentioned previously, when asked by the alien during the TMH session to define magazines, Sheila responded by stating that magazines are "forms of information" which people read in their spare time for pleasure. She went on to make a distinction among some magazines as being more informational or worthwhile and others being entertaining, i.e., information is not of much importance, e.g., celebrity stories in People. Questions of worth aside, Sheila stated that each type can be pleasurable for a reader.

Further, Sheila is obviously a knowledgeable and experienced reader because she is very aware of the features of magazines, such as titles, covers, size, etc., and how these features affect the choices readers make. As she said:

The cover tells you the different kinds of magazines. For instance, this is Health (Sheila held up the magazine). This would be about body health and this (referring to National Geographic) would be about animals. This (Money magazine) is about money. The different titles will tell you about different contents of the magazines. Sports (she pointed to Sports Illustrated). And the size really doesn't matter. Thickness will tell you that there is more information inside, but the size doesn't really make a difference as much as the cover with the different titles. . . And then we have the (titles of) the articles on the front. . .

to see if you would like to read this magazine (article). Something that would interest you. If you are interested in Princess Di, then you would like to read that magazine (she pointed to the July 30 issue of People which featured a photograph of Princess Diana on the cover).

As Sheila proceeded to explain the mysteries of magazine reading to the alien, she revealed that her usual practice when reading for pleasure is to survey the entire magazine before selecting an article. As she continues to survey the text, Sheila uses her finger to indicate articles she might read. (During the final interview she said this behavior had become an unconscious habit.)

As her description of her reading experience with the science fiction story "Chronopolis" during the TMH session demonstrated, Sheila is a very visually oriented person. During the TMH session she provided more evidence of her strong visual orientation when she described her usual procedure for previewing Omni magazine and she stated: "I always look through the whole magazine. (I) look at the pictures, because Omni has a lot of pictures in there. And I've painted a couple of them."

Thus, Sheila, perhaps more than any of the other informants, relies upon the visual aspects of a magazine's cover to guide both her selection of the magazine (see Figure 4.3) and her choice of individual articles.

As a group and as individuals, these readers obviously employ a number of methods in their quest to

select personally relevant articles, whether for surveillance, diversionary or interactive motives.

Selecting Magazine Articles for this Study (Figure 4.6)

Each of the four participants in the study was very informative concerning the typical or usual manner in which he or she selects a magazine article to read during his or her leisure time. (See Figure 4.5.) During the Think Out Loud session, however, each of the readers omitted some of the selection activities he or she had identified as typical or usual. In addition, each of the four readers used at least one if not several other activities when selecting the article to be read. (See Figure 4.6.)

That this occurred should not be surprising since, as Baker and Brown point out, no one of us possesses perfect awareness (metacognition) of our own reading process. Furthermore, as Rosenblatt has pointed out in all of her publications, each reading event is a unique experience in which any number of factors such as the reader's mood and/or purpose for reading may influence the selection process while each text makes its own unique demands on a reader. Finally, although each participant knew that the reading event would not be followed with some sort of comprehension test or assessment, the situation was still an artificial one because the selection and reading were done as part of a research project rather than naturally .

occurring as part of the person's daily life. Consequently, each of the key informants might have experienced stress or anxiety which could have affected his or her typical selection and reading processes.

Having said all of the above, I still believe that each of the students participated in good faith, striving to select and read as they normally do during their free time, and with the understanding that any behavior or phrasing on his or her part was acceptable. In addition, at one time or another, Martin, Gail, Rosemarie, and Sheila each referred to the difference between reading as a leisure activity for one's own purposes and reading to study within an academic context.

For instance, during the Tell Me How session, Gail described some of the differences between her leisure time reading and her reading to study. Gail mentioned that during her leisure time reading she is often "excited" and that she "flips" to articles she "can't wait" to read. This excited state of mind is not necessarily reflected in the very relaxed posture Gail adopts when reading during her free time. She reads while reclining in a lounge chair--whether at her own home or her sister's home--with the television playing and her children around her. If she is distracted while reading during her leisure time, she finds it very easy to "get right back into it (the article) again and not let other activity affect me."

Figure 4.6

SELECTING MAGAZINE ARTICLES (for this study)

	Illustration or Photo on Cover	Info About Content on Cover	Length of Article	Title of Article	Info in Table of Contents	Inclusion in Specific Section of Magazine
Martin	<input type="radio"/>	X	<input checked="" type="checkbox"/>	X		
Gail		<input type="radio"/>		<input type="radio"/>		
Rosemarie	<input type="radio"/>	X		<input type="radio"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sheila	X	X				
	Available Time	Interest in Subject Matter	Photos & Illustra- tions in Article	Reader's "Mood"	Expectation of Effect of Article on Mood	Interest of Articles Read by Others
Martin	<input type="radio"/>	X	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
Gail	<input type="radio"/>	X	<input checked="" type="checkbox"/>		<input type="radio"/>	
Rosemarie	<input type="radio"/>	X	<input type="radio"/>			
Sheila		X	<input type="radio"/>	<input type="radio"/>		

	Anticipation of Conversa- tions About Subject	Expectation of Useful Info	Identifica- tion with Stories of Struggle*	Expectation of Entertaining Content*	Difficulty of Finding Article Originally Selected*	While Skimming Certain Words "Trigger" Interest*
Martin	<input type="checkbox"/>	X				<input checked="" type="checkbox"/>
Gail		X	X			
Rosemarie	<input type="checkbox"/>	X			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sheila	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>		
	Initial Choice Abandoned After Beginning to Read*	Rejection of Some Articles Because of Lack of Interest in Contents	Familiarity With Magazine	Pages through magazine looking for Article of Interest*	Reputation of Magazine	Selection Made to Participate in Study*
Martin			<input type="checkbox"/>		<input type="checkbox"/>	
Gail		<input checked="" type="checkbox"/>	<input type="checkbox"/>	X		
Rosemarie			X			
Sheila	<input checked="" type="checkbox"/>		X	X		<input checked="" type="checkbox"/>

** Probably a factor in all selections but only Sheila identified this as a factor in her selection.

* Factors not included in Figure 4.5.

☒ Indicates factor not identified in Figure 4.5.

☐ Indicates omission ab. factor identified in Figure 4.5

When reading to study, however, if Gail is distracted she finds it difficult to immediately begin reading again. She reported using a variety of techniques such as re-reading subtitles and skimming to "pick up where I left off. And then like refresh my memory."

Thus, for Gail, some of the differences between the two types of reading involve her sense of personal involvement; her anticipation concerning the article; her overall level of comprehension; her ability to focus her attention in the midst of distractions; and the ease with which she can resume reading after an interruption. (As will be evident during subsequent discussion, when reading either to study or as a leisure time activity, each of the informants who has completed one or both of the effective reading courses uses active and critical reading techniques which were taught in these courses. (See Figure 3.2.)

As each of the four readers selected an article to read during the TOL session, some but not all of his or her typical methods of selection (Figure 4.5) were used. For example, Martin, Rosemarie and Sheila each reported attending to information about the subject matter of various articles which was provided on magazine covers. All four of the participants reported that his or her interest in the subject matter of an article motivated the selection. And all of the readers except Sheila reported

they had made their selection partially based on the expectation that the information contained in the article would be personally useful. Thus, Martin read in order to learn more about first aid; Gail selected an article which she hoped would answer questions she had about a disease which afflicts a close friend of hers; and Rosemarie, after being unable to locate an article about ghosts, eventually chose an article which she hoped would provide more information about a possible treatment for brain disorders with which her mother and a friend suffer. Only Sheila did not report that her selection was based upon a sense of the eventual usefulness of the information. Sheila selected an article which profiles actor Mel Gibson. While the article is definitely interesting to Sheila, she was not expecting it to be useful. Stated another way, Sheila read for diversion while the other participants selected their articles for reasons of surveillance and interaction. (See Figure 4.2.)

Only Sheila reported choosing the article because of a small (2"X1.5") photograph on the cover of the magazine. Gail did not identify this sort of visual detail as being important in her selection of particular articles; with some magazines she prefers to page through until a combination of illustrations and content help her to select an article. With other magazines, such as People Weekly, Gail prefers to read the table of contents--which

she did not do when she selected this magazine during the TOL session. Gail also looks at the various photographs included in that table. Gail does not, however, usually turn to a specific article unless she is very interested in the subject such as an article about women who have AIDS which she had read a few days before the TMH session. At other times, Gail will read the magazine from "cover to cover" once she has familiarized herself with its content. A more detailed description of this process will reveal that Gail's selection was an active and tentative process rather than a mechanistic application of some of the techniques taught in the developmental reading course she had completed.

During the TOL session as Gail, who is Caucasian, looked over the table of contents in the July 16 issue of People, she noticed a photograph from the video taped evidence of Mayor Barry using cocaine in a Washington hotel room. (Note: Gail reported that she was not certain what the photo was showing.) Gail's first reaction was that taking such a photo of the mayor was "kind of nasty" because the investigators had violated Barry's privacy.

Gail next reported that she was reading the subtitle which focuses on the loyalty of the mayor's wife. When Gail noticed this, she turned to the article itself and then reported that in the accompanying photo of Mrs. Barry

kissing her husband, Mrs. Barry looked "very bitter." This led Gail to reflect on the issue of loyalty to one's spouse when he/she has done something terribly wrong. Gail could not accept the idea that such loyalty is called for in all circumstances. (Note: While Gail is not in favor of the sort of investigation conducted against the mayor, she is also not comfortable with the public displays of affection and loyalty by Mrs. Barry, Tammy Baker, and others. I wondered, but did not ask, if Gail's own experience leading up to her recent divorce may have influenced her reaction.)

Although the article about the Barrys turned out to be unattractive to Gail, she volunteered the information that if she were reading for leisure at her sister's house, she would probably read the entire magazine, including this article, from front to back after she had perused the table of contents. On this day, however, Gail continued to search for one article which would interest her while also being useful for the research project. (Note that this statement provides some evidence that Gail's selection process was affected by the research project. This effect, however, did not produce totally unique activities during Gail's selection and reading of the magazine article.)

As Gail continued her search, she mentioned her interest in the "fast lane" lifestyle of celebrities and

her desire to stop smoking--an article with photos of Imelda Marcos' birthday party put on by her supporters and a colorful advertisement about a method to quit smoking each drew her attention and elicited these comments.

Returning to the table of contents, Gail noticed the article about Lyme Disease. As she turned to the article itself, Gail mentioned that a friend has had the disease for approximately eight years. (Gail's personal stake in the subject would become more apparent as she spoke during her reading of the article, as she wrote after the TOL session and in our interview session.) This, then, was the article Gail selected based on her interest in the subject and her expectation that the article would provide useful information.

Another aspect of Gail's selection of magazine articles for leisure time reading is her identification with stories about people struggling to make their lives better (see Figure 4.5). This pattern of identification with such stories operated as a subconscious influence as Gail selected an article during the TOL session. Consequently, when she consciously chose an article about Lyme Disease, a deadly disease which afflicts a close friend of hers, Sheila was obviously identifying with--and ultimately intensely involved in the reading of--an article about a life or death struggle which Gail expects to witness first hand.

Each of the participants also selected the article he or she would read for the TOL session by employing some strategies not mentioned as typical during the TMH session. Thus, Martin refrained from committing to read the article "Amazing One-Minute Home Remedies Doctors Recommend" until he had checked its length. Rosemarie used Omni's table of contents in a futile attempt to locate an article about the "Ghosts of South Carolina." When this attempt failed, Rosemarie perused the table of contents and found the article about the EMG test entitled "Electric Brain Waves: Acid Test." Therefore, her inability to locate her first choice led Rosemarie to skim the contents page until she noticed the title. While reading the synopsis included in the table of contents, several key terms (epileptic and brain disorders) "triggered" her interest in the EMG article. Finally, the article's inclusion in Omni's section on the body led Rosemarie to select it.

While Sheila used at least three of the selection strategies she usually employs, she did not indicate having any reaction to the photograph of Mel Gibson on the first page of the article or to her mood at the time of the TOL session--two factors which she had reported as usually influential in her choice of magazine articles. (I do believe, however, that Shiela's desire for diversion and her references to the inside photo while reading may

indicate that these operated at least as subconscious influences in her selection process.)

Since Sheila did not select the article about Mel Gibson "My Six Kids Come First" with any expectation of learning useful information, it is not surprising that she did state that she expected the article to be entertaining. In addition, Sheila, who is very conscientious, pushed herself to follow through on her commitment to participate in the study, even though she had undergone a very stressful morning already. Thus, she kept searching for an article which would appeal to her enough that she could read it and provide me with some information about her selection and reading of a specific article.

Sheila had initially chosen the copy of Psychology Today which was available because she had previously noticed during the TMH session that it contains an article about peace. So, based on her expectation of acquiring useful information, Sheila selected and began to read the article. She abandoned the article, however, when she discovered that it is primarily about the Soviet Union and Gorbachev rather than "peace as a whole. Peace with people, peace with nature. Like more like that instead of just peace with Russia."

Sheila reported that her expectations about the article did not become consciously known (more definite or

exact) to her until she actually began to read the article. Then, as the initial information in the article became clear to her, she realized that she had selected the article with subconscious but very definite expectations.

After deciding not to continue with the Psychology Today article, Sheila turned her attention to Omni, a magazine to which she subscribes. Sheila's familiarity with this periodical extends to her conscious awareness of the typical arrangement of the major article titles on the cover plus the existence of briefer articles inside the magazine.

As she paged through the magazine, Sheila was holding her options open. Thus, Sheila revealed during the final interview that she was quite willing to put aside the magazine if she was unable to find an article which interested her. Sheila also reported that articles in Omni always "lose" her. She explained that unfamiliar vocabulary and content led to her abandoning articles after a certain point. She explained her experience this way:

If I start reading something that I think is interesting or that I would like to learn a little bit about, some of the articles are written assuming that you know what they are talking about. Where [sic] they use high tech words or certain instances that have happened, maybe in the past, which they just assume if you know the magazine or if you are reading about it that you know already what has been going on, and sometimes I don't. And so I'll be reading

it and they'll say different things and I'll say, 'Well, I don't know about that.' And so the rest of the article will focus on (something) coming out of that. . . And because I don't know what happened to begin with, I'm not going to understand what the rest of the article is going to be about, so I kind of like think 'Well, I don't know that, so I might as well stop reading.'

Sheila is quite aware of the need for motivation to read. The cover has to present an article which says: "Read me." None of the blurbs or titles was doing that during the selection process at the TOL session. Sheila reiterated that her stress level was too high for her to relax enough to become interested in much of anything. In saying this, I think that Sheila recognized that while titles or blurbs might be verbally clever or informationally intriguing, her own emotional state influences what she perceives as attractive or interesting.

After putting aside Omni, Sheila sampled a number of magazines by paging through until something "caught her eye" such as the jokes and humorous anecdotes in Reader's Digest. Sheila continued this process for approximately five minutes until she noticed the article about Mel Gibson whose title "My Six Kids Come First" did not seem to register as much of a factor in the selection. That is to say, Sheila, who usually does not read about celebrities even for diversionary reading, selected this article because she noticed the photograph of an actor she

"likes" very much on the cover of Redbook. Later, in fact, Sheila would abandon the article when it continued to focus on Gibson's relationship with his family, especially his wife.

Sheila abandoned her initial selection, browsed through other magazines, and sampled various articles until a small photograph on the cover of one of the periodicals attracted her attention. Sheila's selection was thus based upon her own interests, familiarity with various magazines and, most importantly, with her expectation that reading the article would be an enjoyable experience.

Overall, then, each of the informants set out to please him or herself by selecting an article which would be personally interesting and/or entertaining.

Reading Strategies in General (Figure 4.7)

During the initial interviews, the Tell Me How sessions, the final interviews, and at times even during the Think Out Loud sessions, Martin, Gail, Rosemarie and Sheila provided information about the strategies they typically employ when reading magazine articles during their leisure time. (See Figure 4.7.)

In their oral and written statements, each of these key informants reported using the following four strategies: (1) previewing the article to be read; (2) recognizing the efferent material as personally relevant;

(3) using illustrations, photographs, diagrams, and so on which are included with an article to help clarify the meaning; and (4) using italicized print, capital letters, highlighted segments, and so on to aid comprehension.

Three of the participants also identified five strategies they each employ when reading articles: (1) waiting until they have more time to finish reading an article; (2) using "study" techniques when reading during leisure time; (3) using context or a dictionary to ascertain the meaning of unfamiliar words; (4) reading undisturbed by noise in the background; and (5) abandoning the article when the reader's own goals are met or if the material or vocabulary is too "technical."

Seven different strategies were also identified by two of the participants. These strategies are the following: (1) varying reading patterns (beginning to end, middle to beginning, etc.); (2) mentally summarizing content as one reads; (3) visualizing narrative elements; (4) varying one's reading pace; (5) stopping reading to reflect on personal usefulness of the article's information; (6) paging through the magazine reading articles of interest; and, lastly, (7) reading slowly.

Of the remaining six strategies, each of the four informants reported using at least one of the strategies.

Figure 4.7

READING STRATEGIES (in general)

	Previews Articles	Reads Select- ively Based on Length	Completes Articles When Time is Available	Ascertains Meaning of Unfamiliar Words	Quiet is Needed	Background Noise is not Disruptive
Martin ¹	X	X	X	X		X
Gail ¹	X		X	X		X
Rosemarie ¹	X		X	X	X	
Sheila	X					X
¹ These students have completed one or more effective reading courses.						
	Views TV While Reading	Varies Reading Pattern (beginning to end; middle to forward, etc.)	Mentally Summarizes Content	Visualizes Narrative Elements	Reports Personal Involvement with Informational Texts	Reads Unfamiliar Vocabulary Aloud
Martin	X	X	X		X	
Gail		X		X	X	X
Rosemarie			X		X	
Sheila				X	X	

Figure 4.7 (cont..)

	Reports Reading Strongly Affects Emotions	Varies Reading Pace	Uses Illustrations to Clarify Content	Stops Reading When Understanding Sufficient & Reflects on Personal Usefulness of Information	Abandons Article When Own Goals Are Met or If Too Technical	Pages Through Magazine Reading Articles of Interest
Martin			X		X	
Gail	X	X	X			X ²
Rosemarie		X	X	X	X	
Sheila			X	X	X	X ³

? This pattern is used for diversionary reading.

	Uses Italicized Print, Capitals, Highlighted Segments etc. to Aid Comprehension	Prefers to Read Slowly Without Rushing	Experiences Photos Without Need to Read Article
Martin	X		
Gail	X	X	
Rosemarie	X		
Sheila	X	X	X

These approaches include reading only segments of long articles; needing quiet in order to concentrate; reading while viewing television; reading unfamiliar vocabulary aloud; responding emotionally to the article; and looking only at the photographs which accompany an article rather than reading the article.

Considering the last category of strategies first, Sheila reported that she only peruses the photographs in Architectural Digest and Smithsonian magazines when she is in her doctor's waiting room. As she explained:

I don't read anything in those magazines. I just look through them because I like the designs. . . I just think of my room. I like to do interior designing, that's another one of my interests. . . I think I'd love to have a room like that (depicted in one of the magazines).

Sheila, however, will not read in the doctor's waiting room because when she has done so she has been interrupted and unable to complete the articles she has chosen.

Gail reported that reading magazine articles often elicits "strong" (intense) emotional reactions. As reported earlier in this chapter, Gail is aware that reading affects her moods, her emotional state. Thus, she is very susceptible to the influence of the material she reads. She prefers to read "uplifting" rather than depressing books and magazines because "my life is very hard. I don't need to dwell on the negative." (Note: This is not to say that Gail avoids reading about problems and difficulties--note her choice of the article about

Lyme Disease during the TOL session--but she possesses a sense that some reading material emphasizes the negative without offering much information which she can use to help herself deal with the problem. Her choice of the article "Don't Fear Failure" in the June 1990 issue of Reader's Digest during our initial interview/protocol session is another illustration of Gail's preference for information with a positive slant.)

Confirming Kintsch's contention that schemata alone cannot produce comprehension, Gail reported that she reads unfamiliar vocabulary aloud. In fact, this auditory element has been important to Gail for a long time.

During the TMH session, she described the process by which she taught herself to read with comprehension. During that process, Gail decided to use the same technique herself which she had used with her son to help him improve his reading: to read aloud so that she would auditorily recognize the words on the page. She had found with her son that this technique helped him to improve his comprehension of the material he read. (It seems that Gail's decoding skills were so meager at this point that she could not recognize many words if she read silently.)

I don't (read aloud) now because I read faster, and you can catch more by reading to yourself. But to hear myself (i.e., to recognize and comprehend words which are unfamiliar in print, though not necessarily orally) I need to hear myself say the word.

Gail continues to use her ear to help her eye when she encounters unfamiliar vocabulary in her reading. She divides the word into syllables and pronounces it aloud in hopes that she will remember having heard the word before and, thus, that she will have enough of a sense of its meaning that she will be able to comprehend what she is reading.

Rosemarie reported that she also is very attuned to the diction of the material she reads. She also invests time and effort to learn the meanings of unfamiliar words and developing correct pronunciation of these words. But her motives are a bit different than Gail's in the sense that Rosemarie is not pronouncing in order to have her oral memory assist her in the reading, but rather that she wants to be able to recognize the word if she hears it spoken in the future. Thus, the nature of Rosemarie's reported use of this technique is not for immediate comprehension but, rather, eventual use in another content. Gail, on the other hand, reported an immediate use for the information.

Just as Gail's approach to dealing with unfamiliar written language is different from the approaches reported by the other participants, Rosemarie's tolerance for noise while doing leisure time reading is different from the other three informants. Rosemarie said that "the quieter it is, the easier (it is) to read." She realizes that her

tolerance for noise while she is reading has decreased as she has gotten older. Rosemarie stated that she "always" read and did homework with the radio playing when she was a high school student. Now, however, she finds that she cannot concentrate--even when reading during her leisure time--when the television or radio is on. (Perhaps some of Rosemarie's difficulty in concentrating in these circumstances has to do with the fact that her leisure time reading is often "sandwiched" in amidst work, school, parenting and household tasks.)

Each of the other readers reported that background noise does not disturb them when they are reading. Gail matter-of-factly described her leisure time reading as taking place while her children play around her and the television is on. Sheila reported a particular incident in which she read several science fiction stories while traveling in a car to Cedar Point with two friends who slept and talked as well as teased her while she read. (Sheila believes that her friends tease her about her extensive reading because they do not view reading as "fun" or a relaxing and pleasurable activity.) Sheila merely "tuned them out" and read the stories from an anthology of "classic" science fiction works which she had ordered from a science fiction/fantasy book club.

Martin is not disturbed by the television or radio. In fact, Martin prefers to read with some background

noise (radio, television, a recording). He attributes this preference to his having grown up in a large, noisy family. Martin, however, needs quiet in order to do his study reading. Noise then is a distraction. (Note: "Quiet" may mean that his stereo is barely audible; the volume is much lower than it would be if he were relaxing and reading.)

Martin's comprehension may be hampered when he is studying if a television is turned on, but when he is reading for pleasure he often glances at the screen, operates a tape player, etc. Thus, it seems that the necessity to remember and use the information from textbooks and other study material places a pressure on Martin which he ordinarily does not feel while reading for pleasure. Like other informants, Martin views study reading as difficult. Comprehension and retention take effort. He does, however, recognize that he can understand and remember a great deal without such effort when he is reading for pleasure.

The length of an article may also affect Martin's transaction with a text. When faced with a "long" article, one over two pages in length, Martin skims and selectively reads segments which interest him. This selection is based on his interests and any headings or subtitles. Martin, as do Gail and Rosemarie, may finish reading these longer articles when he has more time or the

inclination to do so.

Martin also reports mentally summarizing these segments as he reads because his goal is always to get the essence of the article. Along the same lines, Martin abandons articles he has begun to read if they do not "make any sense at all." For Martin, this lack of comprehension is the same as saying "It (the article) wouldn't interest" him at all. This lack of any connection to his life results in abandoning the article before it is completely read or "forgetting" it as soon as it has been read.

Martin does not fret about this. He merely looks for something else to read in the same or a different magazine, and he is quite eclectic, choosing letters to the editor, small background articles, and so on. Martin does admit, however, that if he is "in a really bad mood" (annoyed, frustrated, or depressed) he may find it very difficult to select an article to read. This does not seem to be a very common occurrence.

Stylistically and in terms of format, Martin prefers brevity. Martin feels "insulted" if an author insists on explaining information which he already knows. In addition, when he is reading totally for pleasure without any conscious motive to remember the content, Martin will vary his reading pattern quite a bit, i.e., he may begin somewhere in the middle of the text and move forwards or

backwards from there.

As Figure 4.7 indicates, except for his awareness that he skims and selectively reads segments of lengthy articles, Martin shares all of the above mentioned strategies and preferences with one or more of the other participants. For instance, Rosemarie also reported that she consciously summarizes as she reads. In addition, each of the other readers also reported a strong personal involvement with the articles which they read for purposes of gathering information (efferent or surveillance reading).

Furthermore, all four of the participants reported that they use special textual features such as italicized print, capital letters, highlighted segments, and so on to aid their comprehension. This attention to special textual features may be "natural," i.e., human perception is drawn to distinctive features in a subject (Smith). Or it may be a "learned" response as are other strategies often taught in developmental reading courses.

Three of the four readers had, in fact, completed one or more developmental reading courses (English 108 and 109: Effective Reading I and II) at Delta prior to participating in this research project. Gail had been counseled into the courses based upon her scaled scores on the ASSET reading test, while Martin had been advised to take Effective Reading II because his high school English

grades were so mixed (C's and below with a few B's). Rosemarie, as has been mentioned previously, enrolled in 109 because she needed more credit hours to qualify for financial aid. Only Sheila had not taken either of these developmental courses.

Of the 156 students who completed the initial questionnaire, 52 had reported a conscious awareness of their own reading process (metacognition). Twenty-seven of those students had taken one or more of the developmental reading courses. Martin, Gail and Rosemarie were 3 of those students.

When these three informants described their typical leisure time reading processes, Gail and Rosemarie reported using strategies they had learned in the reading courses. Martin reported using the same strategies (previewing, skimming, turning titles into questions, summarizing, attending to special textual features, ascertaining the meaning of unfamiliar words, and so on) during their leisure time reading. As Gail reported in her initial written protocol concerning her reading of a Reader's Digest article, she employed a number of strategies which she had learned in the Effective Reading I course which she had just completed. Gail read the bold print in order to develop a sense of the article's scope; she looked over the numbered suggestions in the article to familiarize herself with the article's basic ideas; she

ascertained where the article had originally appeared prior to being excerpted in the Digest; she read the italicized sentences in order to understand and prepare for the article's presentation of information; and, finally, she read the article from beginning to end while mentally summarizing the content as she read.

In all three cases, perhaps the students use of these active reading strategies taught in the developmental courses, often as study or work related reading strategies as opposed to leisure time reading activities, will diminish over time. That is, as time passes the individual will employ fewer of the strategies learned in the courses. This is, of course, a subject for a different research study, but at the time of this study each of these students reported heavy use of the active reading techniques in both their study and their leisure reading.

Visualization is another strategy employed by both Gail and Sheila, especially with narrative segments of articles. Gail's description of her visualization is interesting because it reveals that she "evokes" the text as Rosenblatt refers to the reader's transaction or experience with a text. Thus, during the Tell Me How session when I asked Gail what "reading" means to her, she responded by saying:

A lot of times my reading is visualizing the way it is, what they are talking about. I try to put my feelings into it, if it is something I want to read. My feelings go into it. I try to

learn. I try to pick up things that are in there and any article I try to learn something by it, or a story.

Thus, Gail's reading experience could be described as a reading event, to borrow a term once again from Louise Rosenblatt, in which Gail transacts with the text in a highly active manner to produce a visual representation of the author's content. In addition, she reports a concurrent search for information. Gail seems to be reading both "aesthically" and "efferently," to again borrow from Rosenblatt, when she transacts with magazine articles.

Gail described her search for information as a "motivation" to read rather than an always conscious awareness when reading. She also reports having a variety of feelings when reading. For example, in the week prior to the TMH session when she had read the People magazine article about women who have contracted AIDS, she was emotionally and imaginatively involved because of her gender, i.e., she wondered how she would feel if she had AIDS or how she would "handle the situation" (react emotionally) if her sister or daughter contracted the disease. It seems that while Gail reads to be informed she also imaginatively transacts with the material.

In addition, Gail realizes that she has difficulty distinguishing between "fiction and fantasy or fiction and reality," which she prefers. (Note: Given Gail's stated

preference for nonfiction and her conscious use of the active/study strategies she was taught in the developmental reading course, perhaps it is even more interesting that her typical reading process tends to be transactional in nature.)

When I asked Gail if she "makes" herself visualize, she stated that she does not "make it happen." Her elaboration on this point, however, seems to suggest the opposite:

. . .when I am reading a story (article) I can see myself in that situation. Maybe I try to put myself there, you know. I don't just sit and read the article all the way through. I might stop and try to visualize, you know, try to see in my own mind how I am taking in this story. What I am thinking about it and visualize what it would (be like), then I put myself there.

Gail went on to describe her experience of visualization by talking about her experience while reading an article in Esquire the previous day. The article told about a dog which had jumped off of a cruise ship and swam near the ship for eight hours until he was rescued. Gail said that as she read the article:

. . .I thought of myself. I could see the cruise ship. . . the people on the cruise ship wasn't [sic] much involved. . . And I was visualizing sitting back in the chair. . . and throwing my (fishing) pole out. . . (While) the poor dog is paddling away.

It seems that Gail placed herself in the scene as she read the article. Gail, then, has "evoked" or imaginatively experienced the scene from the author's text.

This activity is at the heart of the aesthetic transaction Rosenblatt has described in The Reader, The Text, The Poem and which she has more recently described as part of all reading events, whether primarily aesthetic or efferent in nature.

When asked if this visualization (evocation of the scene) was a relatively new dimension in her reading or something which she has "always" experienced, Gail revealed some surprising information about her growth as a reader. Gail reported that the visualization while reading started to occur when she became more confident as a reader, i.e., when she had practiced reading enough that she started to "see" pictures while she read. Further, Gail remembers experiencing this aspect of the reading process, which many readers may take for granted, only as an adult.

Gail explained that she was "a very poor reader" in school. She married at an "early age" and she had not improved her reading skills until ten years ago. Gail read stories to her children, but she was frustrated and embarrassed when she could not help her children with school work because she could not read their text books. In addition, while her friends read novels, Gail did not because it would take her "two months or three months to read it" (the novel).

Dissatisfied with her reading ability, Gail began to

practice by reading her children's books (whether their text books or story books, I cannot say) aloud. This occurred perhaps as long as fifteen years ago because "I have been reading a lot in the last ten years. And I enjoy it. I never had anything to replace it. I really taught myself."

Gail decided to make herself a better reader, i.e., to comprehend what she read, by using the same technique herself which she had used earlier with her son to help him improve his reading: to read aloud so that she would recognize and comprehend the words on the page. (It seems that Gail's decoding skills were so meager at this point that she could not recognize many words if she read silently.)

I don't (read aloud) now because I read faster, and you can catch more by reading to yourself. But to hear myself (i.e., to recognize and comprehend words which are unfamiliar in print, though not necessarily orally) I need to hear myself say the word.

Gail continues to use her ear to help her eye when she encounters unfamiliar vocabulary in her reading even today. She divides the word into syllables and pronounces it aloud so that she can recognize and comprehend what she is reading.

Having taught herself as an adult how to decode text in order to read with greater comprehension and, therefore, more confidence (in line with Perfetti and other theorists, I believe), Gail experienced the pleasure

of visualization. This new experience did not seem "natural" to Gail at first. "I didn't know you could get so much enjoyment out of reading. . . I really was finding myself involved in the story, visualizing."

Sheila also reported a very vivid sense of visualization which is often coupled with a strong auditory dimension as she reads both fiction and nonfiction. Sheila describes herself as a very visually oriented person, her propensity to evoke narrative scenes visually is not surprising. Sheila also reports that she visualizes a great deal while reading informative articles during her leisure time; Sheila does not, however, usually "hear" the voices of fictional characters because she has no frame of reference, no model of the fictional person's voice. Sheila, however, tends to often "hear" the voices of the real people she reads about because she has heard the voices on television, for instance.

All in all, then, each of the four readers revealed an extensive amount about his or her typical reading processes. During their Think Out Loud sessions when these readers were reporting on his or her actual reading event with an article he or she had chosen to read. However, as Figure 4.8 indicates, quite a number of other strategies were employed during the session.

Near the end of the session, Martin volunteered some of the most interesting information about his development

as a reader. As mentioned earlier in this report, Martin believes that his surroundings influenced his inclination to read magazines for pleasure. Prior to entering high school, "reading wasn't my thing." However, there were always a great many magazines available. In addition he had the example of both of his parents, especially his father, and his siblings reading. Finally, he was invited to read by his older sisters and brothers.

During the summer before he entered high school, they would bring him a magazine article they had read and say, "Check this out, Marty." Martin remembers: "And I'd check it out, read it" (about an article a week). Their urging was followed by Martin's involvement with the high school paper, and "it (reading) kicked in right there."

Reading Strategies Employed in this Study (Figure 4.8)

When the four participants (Martin, Gail, Rosemarie and Sheila) described the reading strategies they usually employ when reading magazine articles during their leisure time, they identified twenty-one different strategies. (See Figure 4.7.) In my analysis of the oral and written protocols produced during and immediately following the Think Out Loud sessions as well as the students' comments during the final interview and my observations during the TOL sessions, I identified forty-two strategies employed by the four informants. (See Figure 4.8.)

Figure 4.8

READING STRATEGIES (in this study)

	✓ Previews Articles	Predicts Content Based on Title	Uses Knowledge of Print Sizes & Styles to Identify Format & Structure	Uses Synopsis in Table of Contents to Predict Content	Uses Illustra- tions/Photos to Predict Content	Attends to Article Format: Subheadings, numbered segments, etc.	Association of New Information with Prior Knowledge*
Martin ¹	X	X	X		X	X	X
Gail ¹	X	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	X	X
Rosemarie ¹	X	X	X	X			X
Sheila	X						X

	✓ Association of New Information with Personal Experiences	✓ Considers Meaning of Individual Words*	Judgements are Made about Truthfulness & Usefulness of Content*	✓ Content is Visualized	Selectively Reads Article Based on Interest in Content	✓ Regression and Rereading used to Correct Miscues	Sources of Information Noted and Evaluated*
Martin	X	X	X	X	X	X	<input checked="" type="checkbox"/>
Gail	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	X			X
Rosemarie		X	X	X	X		
Sheila	X		X	X	X		

¹ These students have completed one or more effective reading courses.





* Indicates category not listed in Figure 4.7

✓ Repetition of essentially similar category from 4.7

☒ Indicates use of strategy not listed in Table 4.7

☐ Indicates absence of strategy listed in Table 4.7

Figure 4.8 -- Page 2

	Rereads to Increase Comprehensions	Ignore's Author's Purpose if not Compatible with Owns	Abandons Article if not Interesting or Too Technical	Fingers Used to Maintain Reader's Places	Selectively Forgets Information Which He/She Does not Want to Remember	Feels Defensive About Unfamiliar Vocabulary	Recognizes New Information
Martin	X	X		X	X		X
Gail							
Rosemarie			X			X	X
Sheila		X	X				X








	Pose's Questions Not Answered in Article	Develops Own Hypothesis about Content	Rechecks Illustrations/Photos to Increase Comprehensions	Remembers Own Questions but Has to Reread to Remember those Posed in Article	Draws Inferences	Uses Content to Deduce Meaning of Unfamiliar Vocabulary	Rephrases Article's Content in Order to Better Understand the Information
Martin	X		X		X		
Gail							
Rosemarie		X	X		X		
Sheila			X				

Figure 4.8 -- Page 3

	Compares Own Views to Author's Views*	Pauses to Reflect Meaning*	Orally Paraphrases Contents*	Initially Skims and Triggers Words Engender Numerous Questions*	Adjusts Initial Expectations Based on Content*	Scans Initial Anecdotes; Recognizes but Ignores Author's Purpose*	Checks Article Length Before Final Commitment to Read is Made
Martin		X	X ²	X			X
Gail	X	X	X ²				
Rosemarie			X ²	X	X	X	X
Sheila							
? This activity was probably engendered by the research situation.							
	Abandons Initial Choice When Not Satisfying*	Imagines How People's Voices in Article Sounds	Reads "Straight Through" Article (until abandoned)*	Reports Hearing Own Voice as Reading Proceeds*	Laughs in response to Humor in Articles*	Develops Sense of Scope and Direction of Article as Reading Proceeds*	
Martin						X	
Gail						X	
Rosemarie						X	
Sheila	X	X	X	X	X	X	

Overall, I think that the increased reporting of double the number of strategies during and following the TOL session reflects the influence of at least three factors. First, the particular reading event may engender various responses and strategies which are typical of an individual reader's process but which the person did not remember when describing how to read a magazine article during the Tell Me How session. Also, the text itself may elicit varying strategies which are suited to processing that text but perhaps not others. Finally, the research situation probably affected the readers' metacognition and, perhaps, their actual reading processes as well. Since the informants were asked to pay attention to their own processes, something which is not usually a high priority as one reads, their metacognition may have been enhanced. Furthermore, the readers' awareness of their participation in a research study may have affected the strategies they employed, i.e., there may have been some desire to "help" the researcher by striving to "do a lot" with the article rather than doing "a little."

Furthermore, this disparity between the participants' descriptions of how they "usually" read magazine articles during their leisure time and the data elicited during this study suggests that each reading experience is indeed a unique event in time, which is conditioned by many factors, such as the reader's emotional state, the

composition of the text, the pressure of time, and so on (Rosenblatt, Petrosky, Fish). Ethnographic research, of course, assumes the uniqueness of events and, thus, seeks to examine the particulars of an event in order to understand it in its entirety (Substantive Theory). Only after many unique events have been described can the ethnographic researcher present Formal Theories, Theoretical Models, and, finally, a Grand Theory or paradigm. (See discussion of ethnographic research in Chapter Three.) This study, as has been pointed out previously, is concerned with individuals and their unique transactions with specific, self-selected texts. So, while the participants' descriptions of their typical reading processes are important in so much as they provide a frame of reference for understanding each reader's theory of reading, these descriptions are not the primary focus of the study.

In any case, the participants did employ the forty-two strategies which are presented in Figure 4.8. And of those forty-two strategies, only six seem to roughly correspond to strategies identified as typical of their reading process when reading magazine articles during their leisure time. These six are the following: (1) study techniques such as making the title a question and skimming were used; (2) attention was given to the meaning of individual words; (3) the content was visualized by the

reader; (4) regression and rereading were used to correct miscues; (5) articles were abandoned if the vocabulary became too technical or the article was uninteresting; and (6) illustrations and photographs were rechecked during the reading event in order to increase comprehension.

In the following segments, I will describe and discuss some of the most important of the forty-two strategies employed by the participants in this study. To begin with, I will describe Gail's use of a number of these strategies while reading the article from People magazine concerning Lyme Disease.

A Description of Gail's Reading Event

As soon as Gail turned to the article, she began to preview it. Gail immediately noticed the photographs on both pages of the article, and she also noticed the article's question/answer format. She went on to read the subtitle "An Expert Explains the Danger Signals of Lyme Disease" and predicted that the article would either answer questions "people may have" or the "most asked questions." Based on her understanding and expectations, Gail decided to read the article. Thus, Gail used active reading techniques to preview and select the article to which she would devote the majority of her TOL session.

As she read, Gail reported her observations and stated the questions which occurred to her. For instance, she reported not knowing that the disease can be contacted

"by (while) walking in the woods (because it is transmitted by the deer tick)." Gail also reacted to the dramatic rise in figures--almost double from 1988 to 1989. In addition, she noted that when she looked again at the photographs accompanying the article she realized that the pictures "kind of repeat what I have read."

When asked at the conclusion of the TOL session if she had skipped around in the reading, Gail reported that she read the article straight through, even reading the address of the Centers for Disease Control, the sort of information she usually does not read. (Perhaps an indication that she was very interested in the subject.)

Gail went on to pose some questions about how the deer ticks, which carry the disease, are caught for laboratory use. (Another indication of Gail's active reading process.)

She next mentioned the question/answer format of the article and reported that as she read each question and answer she compared the information to what she knows about her friend's situation. Gail also reported having her own question/hypothesis about the disease: that Lyme Disease progressively worsens--there is no cure. (Gail, it seems to me, is an active reader who expects to find answers to her questions in the material she reads.)

In response to a question about her eye movement, Gail reported that she was rereading a question because

she usually does not remember the questions posed in a magazine article and, thus, she needs to reread them. This is not the case, however, with her own questions which she can "easily remember." Gail also reported that because the question in the article mentioned the rash which accompanies Lyme disease she rechecked the photograph which shows the rash on a patient's leg. (Once again, it seems to me, Gail is using all available visual information in order to achieve comprehension.)

Gail went on to say: "If I continue reading a question and the answer without stopping, it all runs together. I usually try to stop and then reread the question and, you know, understand again what I have read." This attempt to understand does not, however, involve rereading the answer:

I'm not reading. . . I'm kind of thinking about it, but I reread the question itself so it gives a better meaning to me. Reading an article like this it would be necessary to understand what I am reading. Reading about an actress it doesn't matter if you understand what is going on or not. You know, unless it is something important.

Thus, in the above statement, it seems that Gail is making a number of distinctions about her reading process and purpose(s). First, she notes that she selectively rereads material; second, she differentiates between the need to comprehend important and less important content; and, finally, Gail implies that she has different purposes for reading, i.e., for entertainment and for information.

(Note: I will argue, however, that for Gail as well as other readers in this study the acquisition of knowledge is itself satisfying and may, in fact, be entertaining/pleasurable as well.)

Gail then mentioned the confusion caused by the unfamiliar vocabulary. "Sometimes the reading upsets me," Gail reported because the vocabulary seems difficult. In fact, Gail voiced the opinion that she thinks authors try to "impress people by using words that could be confusing to people like me." I was surprised to hear Gail say this, especially in light of her attention to vocabulary as part of teaching herself to be a better reader. I was also surprised because, in the midst of her negative reactions concerning authors' diction, Gail inferred that since a repellent (Permethrin) was in a spray form it probably would not stain when applied to clothing. Finally, I was surprised by Gail's defensiveness because she is a rather practiced, though mostly self-taught, reader who possesses quite a number of sophisticated reading strategies as well as a large amount of information about individual magazines and typical formats used in various magazines. Gail's reactions, then, seemed to indicate that she was feeling quite vulnerable and not as confident as she appeared to be.

Gail went on to say that at times she feels "annoyed" by authors who try to impress "higher class educated

people," but that she still tries to figure out the meaning of unfamiliar vocabulary by rereading the sentence or regressing to read a couple of sentences prior to the appearance of an unfamiliar word. In effect, Gail tries to deduce meaning by using contextual cues.

Finally, in response to a question about any connection between the article's content and the friend who suffers with the disease, Gail revealed that she thought of her friend when she read about the stages of the disease. She suddenly realized that her friend has progressed through some of the stages already.

Gail's post TOL written protocol describes, in brief, the process she reported aloud as she read the article. Two additional bits of information do appear in this protocol. First, Gail writes:

. . .I have learned the Lyme Disease has almost doubled in a year's time. It makes me wonder why all of a sudden Lyme Disease is so high. How many people had it before they put a label on it?

I am not sure if these questions occurred to Gail after reading, perhaps as she wrote the protocol, or if they occurred to her as she previewed and/or read the article. In the transcript of the TOL session, Gail, as she reads the first page of the article, mentions the increase in the number of cases of the disease. She does not, however, mention noticing this information as she previewed the piece, nor does she voice the questions quoted above.

Second, while Gail only mentions in the TOL session that she read the complete address of the Centers for Disease Control, in the written protocol she writes:

I can tell this article will be kind of true to life because they use the 'expert's' name, (the) reporter uses his name, and statements are made from the Centers for Disease Control.

Perhaps Gail's use of the future tense ("will") indicates that as she wrote the protocol she imaginatively placed herself back in the reading event and reported this information as if she had not read the article yet, but only previewed it. In any case, Gail makes it clear that she accepts the veracity of the article, at least conditionally, because of the sources.

Gail's conditional acceptance of the article's truthfulness echoes her statement that she has learned to read more critically since being in college. Gail's TOL protocol also indicates that she was motivated to read each article by her curiosity and her desire to acquire specific information. The transcript also indicates that Gail read very actively by applying strategies she had been taught in an Effective Reading course.

Some Conclusions

Overall, then, I think that Gail's TOL session reveals that Gail is an inquisitive, skeptical, and self-motivated reader who applies reading strategies she has been taught in order to answer her questions and acquire the information she desires. In addition, the information

in the TOL transcript and the written protocol corroborate Gail's earlier statements in the TMH session that even during her leisure reading she attends to the meaning of individual words rather than ignoring unfamiliar vocabulary. Finally, Gail's TOL session provided evidence that during this particular reading event Gail employed twenty strategies which she had not described during her Tell Me How session.

Many of the strategies Gail employed during the actual reading event are "active" reading techniques taught in the developmental reading courses at Delta. These strategies are primarily based upon a psycholinguistic view of reading and are mostly geared to acquiring information (efferent reading) whether for personal purposes or as an approach to studying text books and other informational material.

As she read the article about Lyme Disease, Gail used the title and various visual details to predict the overall content. She also identified the format and structure of the article based upon the various print sizes and other textual details. She reported that she associated the new information from the article with her own prior knowledge and personal experience. In addition, Gail read critically: she judged the truthfulness and the usefulness of the content. She also rephrased the article's content as she read and orally paraphrased the

material in order to increase her comprehension. Gail paused to reflect on the meaning as she read, and she actively developed a sense of the scope and direction of the article as the reading proceeded--the experience which Rosenblatt has described as the reader's ongoing adjustment of his or her tentative framework or sense of the structure and scope of the material being read.

Visualization

In addition to all of the above strategies, Gail reported visualizing various aspects of the article, not only the narrative elements which were the only elements she had mentioned during the Tell Me How session that she visualized. Martin also reported a great deal of visualization as he read, while Rosemarie and Sheila reported some visualization. Sheila while reading the profile of the actor Mel Gibson also described a vivid auditory dimension to her reading not reported by any of the other informants.

When reading the Redbook article "Fix It Quick! Twenty-five One Minute Home Remedies Doctors Recommend," Martin reported visualizing particular scenes, actions and people. For instance, while reading item three "Shrug Off Shoulder and Neck Tension" in the section entitled "Head-to-Toe Relief," Martin said, "They're showing (describing) two exercises, and I'm picturing people doing this."

From this point on, visualization played a major role in Martin's evocation of the text. Thus, he reported:

picturing the location of the soft and hard plates at the roof of the mouth;

visualizing the location of rubbing alcohol and other supplies in his house;

trying to 'picture' gnats, chiggers, and fleas;

visualizing the burns he and his coworkers suffer;

and, finally, picturing a person flushing sand out of his or her eyes.

During the final interview, Martin elaborated on some of these initial reports of visualization. For example, when I asked Martin during the interview what specifically he had seen when he was reading about the tension relieving exercises mentioned above, he responded by characterizing himself as a person who has "a really big imagination." As a result, Martin had imagined a faceless person engaged in the two exercises described in the article (raising and lowering one's shoulders and tilting one's head in order to relieve "stress-induced stiffness". Martin proceeded to characterize this visualization activity as "kind of like a demonstration or a demo model."

Based upon Martin's next remark, it would seem that this visualization--at least at times--is produced by Martin's own volition: "And I just try to picture the

actions that they are going to be doing or would be doing in my mind." However, when Martin described an experience with visualization he had just that morning as he had read an article about long distance shooting in the sport of archery, the details seemed to indicate that some visualizations are not discretionary; they merely occur in response to some stimulus. These visual reactions, whether a self-directed response or an involuntary reaction, serve to clarify information read and/or provide alternatives to textual information as part of Martin's critical reaction to the text.

I also asked Martin if he always experiences this type of visualization, and he said that he does not. Martin believes that the visualization tends to occur more often with reading material which presents action of some sort, but that the visualization "just pops in there for no reason."

During the interview, other instances of visualization while reading the Redbook article were recalled. For example, Martin reported visualizing his mother soaking her feet in a tub. He also recalled having a mental image of stimulating the ulvala, the point on the roof of the mouth where the soft and hard palate meet, with a cotton swab in order to suppress the hiccups. Finally, Martin also recalled his visualization of the various sorts of insects mentioned in the article and the

action of removing a tick which is embedded in the skin. In each case, Martin reported that the mental images came to him unbidden, though in the case of visualizing the insects he was aware of asking himself a question: "Do I see them (particular insects) around here?" and then having various images come to mind. And in a pattern similar to his at-home reading of an archery article, Martin "saw" the action describing removal of a tick from a person's arm. Thus, it seems to me that Martin's transaction with the article (and also other reading events, according to his reports) combines the imaginative response of visualization with other reactions as he experiences not only the narrative and descriptive elements in the text, but also as he comprehends the explanations provided in the article.

The Auditory Dimension

As mentioned previously, Sheila not only reported some visualization during her reading of the article "My Six Kids Come First," an interview with Mel Gibson. She also reported that as she read she continued to look back at the actor's picture to help both her visualization and her auditory imaginings. In fact, she reported that she both visualizes and imagines the auditory a lot when she reads. As Sheila said:

. . .if there is someone in there (the magazine photo) that I think is decent looking, I'll keep looking up at them while I am reading. I do it a lot. . . I (also) usually try to visualize or hear as much as I can so I can get into what I am reading. Like when I read my (fictional) stories, I like to see everything so I can actually place myself so I can, you know. . . make it more dimensional than just reading.

This auditory and visual fantasizing is something Sheila has done "for as long" as she can remember. She reported that she didn't know if "it was just self-taught" because she enjoys reading or whether it is just a "natural" part of reading for pleasure. She does not, however, use these techniques when she is studying such material as a history textbook. When describing what might happen when reading such a text, Sheila stated: "I can't see the wars going on, or I can't hear a certain person talking because I don't care to." An indication, it seems to me, that Sheila believes that she consciously controls her visualization process when reading such material.

Visualization is a common experience for proficient readers, and many readers hear their own voices saying the words as they read. (During the TMH session, Sheila reported that she usually hears her own voice reading narration and description in both fictional and non-fictional material.) I am not aware, however, if many readers report that they "hear" the voices of either fictional characters or actual people, as Sheila had while

reading the profile of Mel Gibson. Thus, Sheila described the interplay of her visual and auditory experiences in the following manner:

The first time I did it (looked back at the photo of Mel Gibson) was when I read "the Technicolor blue eyes." I just looked back up and said, "Yeah, yeah," you know. So I kept on reading and then when he was talking, it was like he would say something and I would look up at him and maybe picture (visualize) him saying it, or hear his voice saying it because he has got a heavy accent. . . and besides I think he is pretty cute. Not bad (looking).

Sheila went on to say that she tends to keep looking at photographs of "decent looking" men she reads about and she visualizes them doing the things she is reading about. In addition, at times she has an auditory experience as mentioned above. She is also aware that she does not experience this auditory fantasy when reading fiction because she has no way of knowing what the characters' voices sound like. Her auditory experience is different when she reads such things as a magazine about rock'n roll. Then she is familiar with the person's actual voice from television, the movies, or records.

Her experience with the article about Mel Gibson was similar to her reading of the music magazines. Sheila is familiar with Gibson's voice from his films, and the word "mate" in the article triggered the auditory fantasy for her. Once she read the word, she "heard" Gibson's voice whenever he was quoted in the article.

Even though Sheila had both auditory and visual experiences with the article, she did not finish reading it because it presented a lot of material about the actor's wife, and Sheila "didn't care to read about her." Sheila selected the article because she is attracted to and interested in Mel Gibson. The focus on Gibson's family life did not please her.

Overall, then, Sheila's reading of the article was unique among the four participants in that she not only experienced the article visually but auditorily as well. On the other hand, Sheila's active involvement or transaction with the text was not unique. Each of the other readers also actively read the text he or she had selected.

Active Involvement

In one way or another, during the TOL session, as well as the final interview, each of the participants reported that he or she had been actively involved in the reading event. Rosemarie reported her visualization of a person undergoing the magnetoencephalography (MEG) test. She also wondered aloud about the make-up of the machine and volunteered her opinions as to the possible uses of the technology in the future. Gail searched for answers to her questions about the disease which has afflicted her close friend. Sheila, as has already been pointed out above, imagined Mel Gibson's appearance and voice while

reading about him. Martin, as has been mentioned previously, also was actively engaged in his own transaction with the article about "home remedies" for various injuries and discomforts.

One aspect of Martin's active involvement was his questioning to both provide direction in his reading and to maintain a critical stance as he evaluated the information provided by the article. For instance, Martin read one of the subtitles "Squelch Jellyfish Stings" as a question. Later he also displayed incredulity when he read the suggested cure for a stuffy nose (a quarter teaspoon salt in a cup of warm water). Then in response to information about dealing with jellyfish stings, Martin verbalized a question about the effect of water and vinegar on the wound.

Another aspect of Martin's active involvement with the text was his statement about the overall content of the article after surveying the text but before reading it:

(The) larger portion of what it (the article) contains 'from heart burn to sunburn, bug bites to blisters--here are safe, easy ways to stop the hurting and start the healing. . .' (Martin reads the blurb on the first page of the article.) Something for a commercial.

This association to something beyond the text (commercials) was a recurring pattern during Martin's reading of the article. Thus, Martin reported thinking of other cures for a sore throat, dealing with bee stings by

plucking out the stinger, and the popularity of articles such as this because of the overall interest in health related matters.

Another aspect of Martin's active involvement as he read was his reporting of personal connections to the information presented in the article. Martin stated many such connections as he progressed through the article. For instance, he remembered seeing his mother soothing her feet by soaking them; he also reported thinking of his nieces and nephews when he read the heading "Kids' Calamities." These and other statements reveal that Martin has enjoyed a personal, subjective involvement similar to the literary or aesthetic reading experience even though he was reading for information.

While reading the first and second of the twenty-five cures, "Clear a Stuffy Nose" and "Soothe a Sore Throat," Martin noticed the "larger" words ("pseudoephedrine, epinephrine or phenylephrine," and so on). Martin, possibly remembering the title and the initial paragraph of the article, mentioned that "a doctor" (actually there were five) was the information source. Later, when Martin was reading the third page of the article, he verified this perception by glancing at the list of sources on the bottom of that page.

Martin's reading of the article seems to fit Judith Langer's characterization of reading for information as

"Maintaining a Point of Reference." Langer says that "Readers clarify their ideas and construct their text worlds by relating what they read to their relatively stable sense of the topic or point of the piece" (251). We can see this in Martin's use of both his personal memories of experiences with ailments such as bee stings and in his judgmental remarks about various cures such as not wanting to use the suggested remedy of touching the soft palate of the mouth with a cotton swab in order to alleviate the hiccups.

On the other hand, Martin also read the article with a literary orientation: "Reaching Toward a Horizon of Possibilities" which Langer describes as readers "explor(ing) both their local environments and their overall sense of the whole as they enter into and reflect upon their text worlds" (251). Martin's visualizations indicate that this "envisionment" or evocation, to use Rosenblatt's term, occurred quite often as Martin read the article.

Martin's next comment during the TOL session also seems to indicate that he was reading the segment about soothing a sore throat in order to confirm that his particular remedy for a sore throat has been mentioned: "'Soothe sore throat,' I thought of honey. People do (enjoy) drinking hot tea with lemon. Here's mine (Martin's remedy), 'and honey.'"

Finally, as has been described previously, Martin, as had each of the other informants, reported visualizing particular scenes, actions and people.

Martin also seemed to read very subjectively, i.e., the text evoked various personal memories for Martin. He reported memories of a canoe trip, coping with bee stings, seeing his father suffer with heat rash, and noticing a child touching a jellyfish on a beach.

While reading about bee stings, Martin interjected a report on his method of removing the stinger. He then proceeded to the segment about insect bites, but when he realized that this passage would not deal with bee stings Martin regressed to the previous paragraph. He read the rest of the passage and noted that he "never thought of putting an ice pack on it (the sting). It never seemed that bad. . ."

Through his reading of the article, Martin continued to be quite involved because he stated how his own experiences match the information in the article. Thus, he recalled with humor the process of unclogging his ears when he was on the swimming team in high school. Martin also remembered with irony seeing people on a canoe trip apply suntan lotion after they had been burned. The text engendered recall of experiences which seemed to help Martin comprehend and relate to information in the article.

This recall also served as part of Martin's judgmental reactions to the article. For example, Martin took issue with the article's advice to "vigorously" run water over skin exposed to poison ivy, as well as the action of unclogging one's ears by placing a few drops of rubbing alcohol in the ear with an eye dropper. In response to the latter advice, Martin stated: "That would be more dangerous than just letting it run out by itself."

Further evidence of Martin's active involvement with the text showed up in decisions he made as he read. First, Martin skipped passages--actually turning to another page--in order to avoid material (information about "Dealing with Beauty Disasters") which he did not want to read because he thought the content inappropriate because he is a male. Second, he regressed in order to correct a miscue. Martin originally said "elevate" instead of "alleviate" when reading aloud the segment about treating bruises: "Warning: Do not try to elevate pain or swelling with. . . to alleviate pain or swelling with aspirin. . ."

Noticing the small rectangular box at the bottom of the third page of the article, Martin skimmed the sources of the information provided in the article. He then inferred the type of references, saying they are likely to be "handbooks, for instance." (Actually, only one book is mentioned among the references, the rest being names of

the physicians who contributed information to the article.)

After finishing his commentary during the reading event, Martin prepared to do the written protocol, but he stopped in order to voice a few final thoughts. First, Martin mentioned his hypothesis that this type of article is popular because of the current interest in health related issues. He also volunteered the observation that the article is "ridiculous" because it presents information "any mother" or any person "with common sense would usually do."

The reading event for Martin was not a passive occurrence, an event to which he gave little attention or scant involvement. Instead, Martin actively sought meaning, visualized content, remembered personal experiences, and evaluated the effectiveness and safety of the proposed remedies.

Looking Back and Looking Ahead

It would seem then that Martin, Gail, Rosemarie, and Sheila each actively engaged the text he or she had selected. Furthermore, each of the readers employed more and different strategies while actually engaged in the reading event than he or she had described as typical during the Tell Me How session. In addition, none of these readers lost sight of his or her goal(s) for selecting a particular article (see Figure 4.9). Finally,

each reader expressed some satisfaction with the article he or she had chosen (see Figure 4.10).

Motivation For Reading a Particular Article (Figure 4.9)

As indicated by Figures 4.1 and 4.2, the participants' purposes for reading magazine articles can be categorized using the terms developed by mass media researchers. During the Think Out Loud session, all four of the participants reported purposes which fit the surveillance category, while Rosemarie also indicated that she read in anticipation of future interaction. And, as the following data will demonstrate, while Sheila's main purpose was for diversion, that diversion included an interest in learning more about the subject of the article she selected (surveillance).

In keeping with the use of the term in mass media research, in this study "purpose" refers to the reader's overall goal while "motivation" refers to his or her specific reason for reading. To illustrate: Sheila wanted--in fact, she needed--to read to divert herself from the stresses she had endured on the day of the TOL session; her particular motive, however, was to entertain herself by reading about Mel Gibson, an actor she likes "a lot."

Figure 4.9

MOTIVATION FOR READING A PARTICULAR ARTICLE (TOL SESSION)

	Desire to Acquire Specific Information	Desire to Acquire Information Potentially Helpful to Self	Desire to Acquire Information Potentially Helpful to Another	Desire to be Entertained
Martin	X	X	X	
Gail	X	X	X	
Rosemarie	X		X	
Sheila				X

As Figure 4.9 indicates, each of the readers had at least one motive in mind when reading. Both Martin and Gail were motivated to read a different article for the same three reasons: (1) the desire to acquire specific information; (2) the desire to acquire information which could be useful to him or herself; and (3) the desire to acquire information which could be of use to another person. Rosemarie shared Martin and Gail's desire to acquire personally useful information, plus the hope that she might acquire information which would be of use to someone else.

Sheila, on the other hand, believed herself to be totally focused on her desire to be "entertained." As Sheila's comments make clear, however, entertainment included a desire to learn more about the subject of the article. That is to say, although Sheila did not equate her desire to learn more about Gibson as an individual (surveillance) with her concurrent desire to be entertained (diversion), her comments reveal that the two purposes are not mutually exclusive: "I wanted to know more about him (Gibson) not his wife." (Each of these motives is identified more specifically in the discussion which follows.)

As pointed out previously, Sheila arrived at the TOL session having already undergone a very stressful morning. Although she very much wanted to meet her commitment to

participate in the research study, as Sheila attempted to select and read an article, she found it difficult to concentrate. Consequently, she rejected three magazines before selecting Redbook, and she abandoned two articles before deciding to read the profile of Mel Gibson. Those articles (one about Gorbachov's role in bringing about world peace, for instance) seemed to demand more attention and energy than Sheila could muster under the circumstances. As a further indication of her need for relief from the stress, Sheila even read several of the humorous anecdotes from Reader's Digest.

As Sheila selected and began to read the Redbook article, I noticed several nonverbal indications of relief and anticipation. When she noticed the small photo of Gibson on the cover of the magazine, Sheila smiled. As she turned to the table of contents and read the preview of the article, her voice took on a more relaxed tone. Finally, Sheila seemed to anticipate an enjoyable reading experience because she was smiling as she turned to the first page of the article.

Thus, Sheila wanted and expected the article to be "fun" rather than more serious. This is understandable when one remembers the sources of her stress: the difficulties she had gone through concerning the repairs to her new car; the frustrations related to her attempts to collect money owed to her; the uncertainties concerning

her move to California; and the anxiety she felt when it seemed that she might be late for our scheduled TOL session.

In light of all of the above, Sheila's desire to be entertained and to enjoy reading about an actor to whom she is attracted because of his good looks is quite understandable. This desire is, however, uncharacteristic. Sheila's leisure time reading is usually given over to her ongoing quest to answer the "big" questions in life, and even the less serious reading she does during her leisure time is in one way or another usually related to self-improvement in some way. (See the description of Sheila as a reader at the beginning of this chapter.)

When the article disappointed her, Sheila stopped reading. She reported that she did not want to read about Gibson's family, especially his wife. She wanted to read about him--almost as if he had not been married for ten years or fathered six children at the time the article was published. The title of the article, as well as the preview material and subheading, all make it clear that the focus of the profile will be on Gibson's family life. Sheila seems to have ignored the import of all of this information. At that point, she wanted to be entertained by focusing on the handsome actor alone, i.e., to learn about (and to fantasize about?) him without regard to the realities of his family life.

Rosemarie, on the other hand, hoped to acquire information about a specific subject--treatment of brain disorders. Furthermore, Rosemarie hoped to learn something which potentially could help treat her mother or a close friend, both of whom suffer from such disorders. (See initial segment of this chapter.) One might argue that while Rosemarie did not think of her motives in this way, her desire to learn about effective treatments can also be described as a desire to learn something which could be of help to her in the future if she has to make any decisions regarding care for her mother who is quite elderly.

Questions of unconscious motivation aside, considering Rosemarie's stated motives for reading were such that she did not expect to be entertained. She wanted "useful" information.

The same, of course, can be said of Gail and Martin. Each wanted and hoped for "useful" information of several types as Figure 4.9 indicates. Gail primarily hoped to satisfy her need to know more about the disease which has afflicted a close friend of hers. Martin wanted to add to his store of knowledge concerning first aid, both for his own satisfaction, as well as possible treatment for family members, especially nieces and nephews, who might be injured or hurt.

Although their specific motives varied, each of the

four participants experienced some satisfaction upon completing or deciding not to complete the article he or she was reading.

Reader's Satisfaction After Reading (Figure 4.10)

Gail was the only one of the four participants who reported being very pleased with the article she had chosen. During the final interview, Gail reported that she had learned "a lot" about Lyme Disease from the article in People magazine. In fact, she felt "much better knowing what was happening" to her friend than not knowing and only guessing. (This is important to Gail because she has not felt comfortable asking her friend for specific information.)

Each of the other three readers reported being somewhat pleased with the article he or she had read even though Martin, Rosemarie, and Sheila each chose not to read parts of their articles. These segments were ignored because they were perceived as "too technical," uninteresting, or inappropriate, i.e., information perceived as not appropriate in light of the reader's gender. (Note: Only Martin expressed this point of view.)

As Martin reported during the final interview session,

. . .it's a female magazine, so I said, 'Beauty Disasters?' I think [sic] 'Well, if you accidentally discolor this, or you are curling hair and it doesn't do this, or you like more female type things.' I just like, well. . .

Table 4.10

READER'S SATISFACTION AFTER READING
ARTICLE DURING TOL SESSION

	Very Pleased	Somewhat Pleased	Not pleased	Totally Dissatisfied
Martin		X		
Gail	X			
Rosemarie		X		
Sheila		X		

It just doesn't apply?

Yeah.

Okay. Whereas before (when) you mentioned. . . the bride magazine, it was just curiosity as to what goes into selecting this veil or something. That (subject) you were quite willing to read about, but on the other hand,. . . the smudged make-up, or the curling iron, or whatever (else). . . that doesn't seem like it would be of any use (to you)?

Any use now or ever.

However one might interpret the reasons for Martin's adamant reaction to the prospect of ever reading about "female type things," I think that it is clear that he did not perceive this segment of the article to be pertinent to him: and, therefore, he had no qualms about skipping that segment.

Even more suggestive of Martin's degree of satisfaction with the article are his conclusions about how well the article met two of his initial expectations.

One of these initial expectations involved the promise Martin saw as implied by the title ("Fix It Quick! Twenty-five One Minute Home Remedies Doctors Recommend"), i.e., that the article would describe remedies which require very little time to implement. Martin does not think that the article delivered on its promise because the author has not, according to Martin, pointed out that various materials must be at hand and that some preparation is necessary before actually using the suggested procedure. Thus, according to Martin, although

the procedure itself may take only a minute--preparation time has not been factored in. Finally, Martin was somewhat disappointed because he expected to read about remedies about which he had never heard. Instead, in Martin's eyes, some of the remedies are well known, in fact, "something like moms or grandmothers would know."

Like Martin, Sheila and Rosemarie experienced some dissatisfaction regarding the articles they had read. Rosemarie was interested and, thus, satisfied with most of her article, even though she had to adjust her expectations as she read. Rosemarie had hoped to learn how the MEG technology could help both her mother and a friend. When she realized that the article did not include any specific details about treating schizophrenic and epileptic patients, she was a bit disappointed, but she did not abandon the article at that point. She orally reported that she was aware that her expectations were not going to be met, but she continued to read most of the article because a new interest had emerged: finding out how brain waves are being measured and studied. Thus, Rosemarie adjusted her initial expectations to the information she was reading.

Overall, however, all four of the readers expressed a more positive than negative view of the article he or she had chosen.

Summary of the Data Presented in This Chapter

The data can be summarized as follows:

- (1) Each of the participants reads magazines during leisure time in order to achieve his or her own purposes of interaction, surveillance, and/or diversion. (Figure 4.1)
- (2) Each of the four students reported reading one or more articles during the TOL session for the purpose of acquiring information which he or she expected to find personally interesting and useful. Only Rosemarie reported an interactive purpose, while Sheila made it clear that she was reading in order to be entertained (diversion). (Figure 4.2)
- (3) These readers described five factors in common when selecting magazines to read during their leisure time. Four other factors also typically influence the selection of magazines by three or two of the informants. (Figure 4.3)
- (4) During the TOL session, each of the participants was influenced by some but not all of the factors which usually influence that person's selection of a magazine to read during leisure time. Overall, three of the four readers chose a magazine because of their interest in a particular article. (See Figure 4.4)

- (5) The data show that the participants share more similarities than differences in their typical approach to choosing magazine articles during their leisure time. These readers are usually influenced by their interest in the subject matter of the article as well as accompanying photographs and illustrations. Furthermore, they all expect the articles they choose to be personally useful. Finally, all four of the students reported that familiarity with the magazine influences their choices. In addition to these four factors, there are eighteen others which influence at least one of the students when choosing magazine articles during their leisure time. (Figure 4.5)
- (6) During the TOL session, none of the four readers employed all of the "usual" selection activities (identified in Figure 4.4). Thus, each reader omitted some of these selection activities while employing one or more of seven activities not previously identified as part of the selection process. (See Figure 4.6)
- (7) The participants reported using a total of twenty-one different strategies when they read magazines during their leisure time. Four of the strategies were mentioned by all four participants: previewing, recognizing efferent material as personally relevant,

using visual material to clarify content, and using typographical details to aid comprehension. The remaining seventeen strategies were mentioned by three or fewer of the participants. These strategies ranged from postponing completion of an article to stopping one's reading in order to reflect upon its applicability to one's own life. Overall, then, the readers report a great deal of metacognition about their own reading patterns. (See Figure 4.7)

- (8) When the participants actually read the articles they had selected, they employed forty-two strategies all together. This figure is based on analysis of the TOL protocols (both oral and written), researcher's observations during the TOL session, and student comments during the final interview. This doubling of the total number of strategies in comparison to those reported as typical during the TMH session may be the result of the reader's unique transaction with an actual text which, of course, makes its own demands on a reader. Finally, the research situation may have influenced some or all of the informants to pay more than usual attention to their own reading process with the resulting increase in reported strategies.

Only six of the strategies reported during the TMH session were reported during the TOL episode: study

techniques were employed; the meaning of unfamiliar vocabulary was looked up, visualization was used automatically and sometimes with some conscious direction; miscues were sometimes corrected: articles were abandoned when too technical or uninteresting.

Other strategies actually employed by all of the participants to some degree included visualization, adjustment of tentative frameworks or mental constructs as the reading event progressed, and conscious recognition of new information which could be added to the reader's store of knowledge about the subject.

Various other strategies were also employed by one or more but not all of the participants. These strategies included evaluating the truthfulness and usefulness of the article's content; posing questions not presented in the article's question/answer format: and pausing to reflect on the meaning. (For more details, see Figure 4.8.)

- (9) Each of the three readers reported having at least one motive in mind for while reading. Motives in this study designate the reasons each reader gave for reading a particular article. (This is different than "purpose" as designated in mass media research.) These readers were motivated to read in order to acquire specific information; to learn information

which could be useful to another person; and, finally, to acquire information which could be useful to the reader. (Figure 4.9)

- (10) Overall, none of the four readers expressed a totally negative reaction to the article he or she selected and read. Each person reported finding his or her expectations somewhat satisfied or modifying those expectations in light of the transaction with the text. (Figure 4.10)

Chapter Five will present conclusions based upon all of the foregoing data and suggest areas for subsequent study. In addition, the final chapter will include some tentative suggestions about reading instruction based upon these findings.

Chapter Five: Conclusions and Implications

As was mentioned in Chapter One of this document, studies of community college students as readers usually focus on the deficiencies of the students rather than their strengths. Furthermore, while the studies of deficiencies reveal a little about the reading processes employed by community college students, such studies do not use the case study or ethnographic approach (Holbrook, Piepmeir, and Reed). Thus, the focus tends to be on comprehension, reading level, and utilization of various reading skills (Purvis and Niles).

This study is different in several ways. I have not assumed that all community college students are deficient as readers. Nor have I assumed that the use of various standardized tests of reading skills and comprehension will reveal reading process. Instead, remembering my observations of my own students during the past nineteen years, I have assumed that some students are indeed practiced readers who read a variety of materials for various purposes during their leisure time. And, as the data gathered for this study have demonstrated, some of these students have become experienced readers through their own out-of-school efforts as well as through their application of the active reading strategies they have learned in

community college developmental reading courses.

In addition, I have relied upon ethnographic data from a few readers rather than quantitative data from many readers in order to learn something about the reading processes of those individuals. The quantitative approach would have been useful if my concerns had been different than they were, e.g., ascertaining reading (grade) levels of a selected community college population or assessing overall comprehension of a group of students in a pre/post study. However, given my interest in process, the ethnographic approach seems to be the more useful path.

The ethnographic approach used in this study can produce descriptions of these four readers transacting with a particular text during a specific reading event. The conclusions (substantive theory) to be drawn from such an approach apply only to these four individuals. Furthermore, these conclusions are the result of my subjective interpretation of the data. Other researchers analyzing the same data might interpret the information differently.

Finally, this study is different than the traditional research about community college students as readers because I have assumed that these students, the majority of whom are adults (the average age of Delta's students is approximately twenty-five years), have developed interests away from school and the job which they want to read about

and, furthermore, that these adults turn to consumer magazines in order to satisfy their interests.

Reading for Knowledge and Pleasure

In light of all of the above, I conducted the study which has been described in the preceding chapters. After considering all the data in the various protocols and other formats, I have arrived at one major conclusion: the four participants in this study are indeed active, meaning-making readers whose leisure time reading of magazines is both informative and pleasurable.

This mix of pleasure and the acquisition of knowledge is a concurrent experience rather than two discreet occurrences for these readers. That is to say, whether in their descriptions of typical reading experiences or in their actual reading of a self-selected article from a popular magazine, these four readers did not separate their acquisition of knowledge from their pleasurable experience of reading. (Pleasure in this sense refers to the satisfaction, appreciation, enjoyment, and so on which we experience as readers.) Thus, when the participants learned something they needed or wanted to learn as the result of reading articles they had selected from the magazines available to them during the Think Out Loud session, they were satisfied and when they did not find out what they had hoped to learn, their satisfaction lessened.

This basic conclusion, as well as others which will be discussed in this chapter, has its foundation in the data generated by the four community college students who volunteered to participate in this study. These students, Martin, Gail, Rosemarie, and Sheila, who consistently were cooperative and interested in the research, produced a wealth of information for description and analysis.

Answers to the Questions Which Motivated the Research

In Chapter One of this document, four basic questions are presented which motivated my research. These questions concern reading process, readers' motivations, applicability of literary theory to informational reading, and implications of the data for understanding what adults do when reading magazines for pleasure. More specifically, the questions and the answers which the data have supplied are presented below.

- (1) What can be discovered about the reading processes of a few adult readers when each is reading a magazine article he or she has chosen?

As Chapter Four indicates, quite a lot can be discovered about the reading process of a few adults when those adults are cooperative and motivated to provide such information. I was indeed fortunate to have excellent cooperation from each of the four participants, sometimes in spite of extremely difficult circumstances in a participant's personal life.

More specifically, I believe that the data indicate that each of these four readers was actively engaged in reading the material he or she had selected. That is to say, each of the readers employed strategies which are usually taught as ways to be "actively" involved in reading. (See Figures 4.7 and 4.8.) These strategies include previewing, predicting, using knowledge of typography to identify format and structure, associating new information with personal experience, and so on.

Thus, the extensiveness of the data reported in Chapter Four indicates, I believe, that much can be revealed about the individual reading processes of adults engaged in an actual reading event. It should be noted, however, that the methods for acquiring such data have a great deal to do with how much information can be gathered. In this study, the mix of written and oral protocols prior to, during, and after an actual reading event produced the data reported upon in Chapter Four.

As a secondary issue, then, my experience using this mix of ethnographic methods suggests that the use of at least three types of data (triangulation) reveals a great deal of what is happening as an individual reads, as well as providing a context or background in which the reader's experience of the text can be described. For example, it became very useful to know that Sheila usually reads in order to acquire information as part of her quest for

answers to the "big" questions about life. She only turns to reading for diversion when she needs a relief from the stress of her life and the intensity of her search for understanding. Consequently, when Sheila uncharacteristically selected the profile of a celebrity as her choice of an article to read during the Talk Out Loud session, I was able to understand her action rather than seeking to explain it as an aberration. (See the description of Sheila at the beginning of Chapter Four as well as the discussion of Figures 4.1, 4.2, 4.4 and 4.9.)

The second of the four questions which motivated my research concerns the informants' reasons for reading.

- (2) What purpose(s) motivated the selection and reading of the particular articles during the actual reading event?

Overall, the data suggest that each of the readers selected a magazine article based upon a consciously held concept of the purposes and possibilities of consumer or mass circulation magazines. Thus, as Figures 4.2 and 4.9 indicate, the informants both knew why they selected as well as why they read a particular article during the TOL session.

In general, each reader read to learn something which he or she wanted to know (surveillance). Rosemarie also reported her anticipation of discussing her reading with the interviewer (interaction), while Sheila reported her anticipation of an enjoyable, relaxing celebrity profile

(diversion). More specifically, three of the readers, Martin, Gail, and Rosemarie, reported that they read an article in order to acquire specific information which could be of help to themselves or another person. Sheila, for reasons mentioned above, opted for an "entertaining" article. (See Figures 4.2 and 4.9.)

I think that a number of things are interesting about the above findings. First, the categories of purposes for reading which I borrowed from mass media research have proven useful for labeling the behavior of these readers. Secondly, each of the readers was quite aware of his or her purposes and motives. (This metacognition, of course, may have been an effect of the research situation itself.) Thirdly, none of the readers abandoned his or her purpose while reading, even if the article did not totally fulfill the reader's needs, as happened with both Rosemarie and Sheila's choices. These readers were more likely to stop reading the article than change her overall purpose. It seems then that each of these two readers knew what she wanted from the article and was willing to invest time and effort to acquire that "payoff." Finally, although neither Sheila or Rosemarie changed her purposes for reading when the article did not satisfy those expectations, these two readers, as well as Gail and Martin, were tolerant of the articles in the sense that they were usually willing to find out what the article had to offer.

Rosemarie's active involvement with the article about MEG technology is an illustration of this "tolerance." Rosemarie initially hoped to learn something which could be directly applied to the medical treatment of her mother and a close friend. When this information was not forthcoming, Rosemarie continued to read in order to learn what she could about the MEG procedure. (She did eventually abandon the article when the vocabulary became "too technical.")

Overall, then, I think that the data supports the view that each of these readers read with a purpose in mind and that this purpose guided his or her attention during the reading event.

The third motivating question for my study involved the applicability of Transactional literary theory to the leisure time reading of informational material.

- (3) What might Rosenblatt's Transactional Theory of the Literary Work clarify about the participants' leisure time reading of an informational article each had selected?

It seems to me that each of the informants described his or her typical reading process in "transactional" terms; that is to say, each of the readers referred to his or her reading of magazine articles in ways quite similar to Rosenblatt's description of the reading act in general (both efferent and aesthetic) and the evocation of a literary work of art in particular. As the discussion of Figure 4.7 in Chapter Four indicates, Martin, Gail,

Rosemarie and Sheila each described themselves as typically involved in a self directed search for information (efferent stance) when reading magazine articles. Furthermore, each of these readers reported an interplay, a transaction, between him or herself and the text. For instance, each reported using various typographical elements in order to aid comprehension. Given the uniquely individual nature of perception, I assume that each of these readers notices the typographical aspects of a text in unique ways. (This selective attention as described by William James is one of the cornerstones of the transactional view of reading.)

In addition to the adoption of an efferent stance and a selective attention to various textual features, each of these readers also reported a personal involvement with informational texts. That is, each realizes that he or she comprehends an article's information in light of personal needs and interests. This is, of course, another fundamental premise of the transactional view of reading.

Finally, in terms of the informants' description of their usual reading practices, Gail and Sheila are very aware that they visualize the narrative segments of informational texts. Or to say the same thing in transactional terms, these readers aesthetically evoke some segments of magazine articles which they are reading efferently. They change their relationship to the text,

their stance, from a primarily efferent or information gathering relationship to a primarily aesthetic or experiential relationship in response to various textual cues which signal "story" to them.

The preceding comments reflect some of the information provided by the participants concerning their typical or usual approach to reading magazine articles. When engaged in the actual reading event for the study (the TOL session), each of the key informants also reported data which are transactional in nature.

First, as Figure 4.8 indicates, each reader attended to various textual features, including illustrations, in order to increase and monitor his or her comprehension. For example, Gail consistently referred back to the photographs in the article about Lyme Disease in order to confirm her understanding of the text and to compare the information with her knowledge of the disease's appearance and progression in the case of her friend. In a similar way, Martin used the subheadings in the article he selected in order to predict subject matter and possible content, as well as to decide whether to read or skip a particular segment. Thus, he attended to the segment which promised information about giving first aid to children, but Martin avoided the segment entitled "Dealing with Beauty Disasters."

Each of the participants also adopted an efferent stance (a surveillance purpose as indicated in Figure 4.2) toward the article he or she had selected. According to Transactional Theory, while this information gathering stance or relationship is conditioned by the text, it is not determined by the text. Rather, any text, regardless of its physical characteristics or the author's purposes, may be read efferently, aesthetically, or in some sort of combination. Thus, the reader is in control of his or her relationship to the text.

The reader's use of selective attention is another aspect of his or her transaction with a text. Selective attention according to both James and Rosenblatt refers to a reader's perception of certain textual features while excluding other textual information which a different reader notices and, perhaps, will see as essential to his or her comprehension of the material being read. No two readers in this study selected the same article to read: therefore, a comparison of the readers' attention to textual features is not possible. However, each of the TOL protocols reveal the individual reader's attention to some but not all of the possible textual features in the article she or he had chosen. For example, Sheila attended to the photograph of the handsome actor Mel Gibson, as well as the passages in the article which describe him. Sheila did not, however, "study" the photographs of Gibson's wife

with the same intensity, nor did she read passages near the end of the article. Instead, Sheila abandoned the article when she decided that it would not reward her with the type of information she wanted.

In addition to selective attention and the relationship of reader to text (stance), the Transactional Theory of the Literary Work also includes the concept of "evocation." That is to say, the reader "evokes" or imaginatively creates an aesthetic experience in response to the stimuli provided by the text and conditioned by his or her own prior experience, values, personality and so on. Thus, no two readers will evoke exactly the same experience when reading the same text. In fact, according to Transactional Theory, the text is not the "same" for different readers because of each person's selective attention to various textual features.

These concepts explain the situation we all have probably encountered in which one reader's experience of a text, say The Adventures of Huckleberry Finn, is focused on the paternal nature of the fugitive slave Jim's relationship to Huck, while another reader's experience of the novel focuses on Huck's moral dilemma of whether to identify Jim as a run-away slave, another person's property, or to shield Jim and condemn himself to Hell. Neither concern is mutually exclusive, of course; and, as Rosenblatt reminds us, by sharing our reported evocations,

our interpretations, we can "discover how people bringing different temperaments, different literary and life experiences, to the text have engaged in very different transactions with it" (The Reader, The Text, The Poem 146).

Extrapolating from Rosenblatt's view, I would argue that such sharing, whatever other concerns may be on the agenda, ultimately is the most fundamental reason for conducting a literature course. Likewise, this conception of the value of sharing reports of evocations is applicable to readers of any sort of material, whether aesthetic or efferent, in non-academic settings as well because such sharing provides the opportunity to clarify and extend one's understanding of any text.

But to return to the issue of how these four readers aesthetically evoked aspects of informational texts which each had selected for efferent (surveillance) reasons, consider again the description of Sheila's visual and auditory experience while reading the article about Mel Gibson. Also recall Martin's recalling of his own experiences with sunburn, poison ivy, and bee stings as he read about the remedies suggested in the Redbook article. He visualized episodes from his own life when he had experienced such injuries and discomfort. Gail also reported visualizing as she read about the causes of Lyme Disease. And, finally, Rosemarie evoked a scene of a

patient's uncomfortable posture while undergoing the MEG procedure.

Overall, then, each of the readers reported that some aesthetic dimension, even vivid evocations, had occurred during the reading of the nonfictional, informational magazine article she or he had selected.

In addition, each of the informants reported that as the reading progressed he or she developed a sense of the scope and direction of the article. Rosemarie, for instance, reported her realization that her initial hope that the article would provide a certain specific type of information would not be satisfied.

These activities, of course, have been identified by many theorists as part of an active reader's engagement with a text (Rosenblatt, Fish, Bleich, and Holland). The point I wish to emphasize here is that the Transactional view of reading describes this development of expectations about content and structure as the building up of a "tentative framework" which guides the reader's progress through the text. If further reading confirms these initial expectations, the reader proceeds. If the text does not confirm this tentative framework, the reader may abandon the text or revise his or her expectations of the content and structure. This further development of frameworks may be an ongoing process until, finally, the text has been read in its entirety and the transaction

completed (Rosenblatt, The Reader, The Text, The Poem 56 and 63).

Gail, for instance, immediately recognized the question/answer format of the People magazine article she had selected. She did not have to modify her sense of the framework or structure of the article though she did report that as she read the article's questions and answers she was also seeking information which would answer her own questions about the progress of Lyme Disease. Martin also reported that after scanning the article and skimming the subheadings he had recognized the article's framework.

Another question I posed prior to beginning this study involves possible research implications.

- (4) What implications might this study of a few readers have for studies of larger numbers of adults reading magazines during their leisure time?

Since this study can only produce a substantive (limited) theory whose description applies to the four participants alone, the issue of applicability really is a question of whether the ethnographic approaches used in this study of a few readers might also be used to elicit information from larger numbers of readers.

I believe that the data gathering techniques employed in this study can, in fact, be used with larger research populations. Such an approach would, I think, be most viable if the researcher was primarily concerned about the

reading process rather than comprehension levels or achievement in relation to grade levels or norms for standardized tests. Quantitative research would be more appropriate when dealing with such issues.

If, however, a researcher wanted to study the reading processes of larger numbers of readers, he or she could employ the Tell Me How session, the Think Out Loud approach and the follow up interview with readers individually until the researcher will have gathered the amount of data he or she desires. This process, of course, would have several advantages and disadvantages.

The advantages, it seems to me, would be that an extensive amount of information about process would be generated. This information would be much more detailed than that available through other methods, such as surveying. In addition, this extensive data could then be categorized and ultimately lead to a statement of a formal theory about the reading process of certain types of readers. Finally, this information could be used to produce a list of features common to readers of a certain type. This features list could then be used as an analytical tool when studying data provided from a number of sources, whether written or oral protocols or survey results. Eventually, application of such features lists to a vast amount of data could result in theoretical model of some aspect of reading or type of reading process.

While this research model offers several advantages, it is not without its drawbacks or disadvantages. One disadvantage would be the necessity for a commitment of many hours and, perhaps, many researchers in order to carry on such extensive data collection. A second disadvantage also involves time and labor: the coding of the information into some usable form would also require a great deal of effort and, perhaps, a large analytical team.

The international assessment of literature education conducted by Purvis and others has dealt with similar issues by doing initial pilot studies in order to develop features lists which were then used to code the data from thousands of written documents submitted from all over the world. It seems to me that a similar approach could be used to study process rather than product.

The final basic question which motivated my research is the following:

- (5) What implications, if any, would this study have for the instruction of adult readers, especially those enrolled in community college developmental reading courses?

I believe that the answer to this final basic question involves the relationship of efferent reading and reader satisfaction or pleasure, as well as recognizing some unique possibilities for involving developmental students in academic research.

As has been pointed out in Chapter Four, the students who participated in this study view the acquisition of information as a pleasurable activity. This acquisition of information encompasses a number of purposes: surveillance, interaction, and diversion. (Refer to Figures 4.1 and 4.2.) The readers in this study reported varying degrees of satisfaction after reading the articles they had chosen, but none of the four readers concluded that their investment of time and effort had been wasted. (See Figure 4.10.)

Another aspect of the pleasurable experiences of these four readers is each reader's shift from an efferent stance to an aesthetic stance. This change was most evident in the reports of each reader's visualization and Sheila's auditory experience when reading. (See Figure 4.8.)

In addition to emphasizing the point that the acquisition of knowledge is pleasurable in its own right, this study also supports a view long held by developmental reading teachers: that the motivation of their students is affected by the type of materials and the subject matter of those materials and that, in turn, such motivation--a sense that there is some "payoff" or satisfaction for the reader--leads to more active reading and, thus, greater proficiency as a reader. At Delta, for instance, in addition to various textbooks which include

"high interest" material, developmental reading instructors assign newspapers, novels, nonfiction books, poetry, and magazines such as Newsweek during part or all of the course. In addition, most of the developmental reading teachers assign a special interest project so that each student has the opportunity to experience reading as a self-directed and personally meaningful activity. Thus, while engaged in reading projects about the history of middle class black families in Saginaw, or the dangers of living near nuclear facilities, the student has the opportunity to practice the active reading strategies taught in the developmental courses.

Three of the four participants in this study had this opportunity because they have taken at least one of the developmental reading courses offered at Delta. Two of these students (Martin and Gail) had taken such a course in order to improve their skills, while Rosemarie enrolled in one of these elective courses because she needed more credit hours to remain eligible for financial aid.

Although their motives for enrolling in the developmental courses were different, all three of these students acquired strategies and skills which they employed during their reading of the article each had selected. (See Figure 4.8.) Furthermore, each of the students reported using active reading techniques as part of their study reading and, sometimes, as part of their leisure time

reading as well. (See Figure 4.7 and the profiles of Martin, Gail and Rosemarie at the beginning of Chapter Four.) Thus, in the case of these three students, the strategies taught in the developmental reading courses are employed for both study and leisure time reading.

The courses these students took at Delta emphasize reading as an active, meaning-making process rather than a more passive transfer of information from page to reader. And, while the description of reading used at Delta is mostly a "top down" process, instructors do not totally ignore the "bottom up" decoding skills. Furthermore, the developmental reading teachers are putting an increased emphasis on vocabulary development and strategies for figuring out the meaning of unfamiliar words.

During the actual reading events described in this study, Martin, Gail, and Rosemarie, as well as Sheila who has not taken a developmental reading course, were each motivated to read a particular article in order to satisfy his or her own purposes. Nor are these students unique in their interest in periodicals as leisure time reading material.

As reported in Chapter One, 129 (85%) of the 156 students surveyed at the beginning of this project reported that they "like" to read magazines as a leisure time activity. The survey also revealed that 58 (37%) of these students read magazines "often."

Consequently, it seems sensible to conclude that any developmental reading instructor who is concerned about students' lack of motivation to read text book or other material might survey the students about their reading habits overall and their magazine reading in particular. Perhaps the instructor would then want to include magazines in his or her course as assigned reading and/or as part of independent reading projects. The student would then have the opportunity to employ all of the active reading strategies taught in the course while engaged in personally motivated reading of consumer publications rather than always dealing with instructional materials of some sort (text books, computer programs, activity books, anthologies, and so on). Reading consumer magazines could also have the added benefit of increasing the students' store of knowledge about many different subjects. This knowledge could, in turn, be helpful to these students as prior knowledge which they could access during their study reading in order to better understand their text books or other assigned material.

A second implication for instruction is related more to the qualitative research methods used in this study. It seems to me that students could be instructed in survey and interview techniques which they could then employ in order to ascertain reading preferences (both in subject matter and medium), as well as frequency of leisure time

reading done by classmates, faculty, administrators, classified staff, selected groups outside of the college, and so on. This information could be interesting in and of itself, but it could also serve as a foundation for ethnographic studies such as this project.

One such possible study could involve pairs of students conducting the Tell Me How interviews early in the semester, followed by mid-semester interviews and interviews at the conclusion of the course in order to describe and then compare the individual's reading process before, during, and after instruction. In a similar way, students could pair up to conduct the Think Out Loud studies, with or without the retrospective interviews. By engaging in this sort of study, the students might learn first hand that, while there are similarities in each other's reading processes, there are also aspects which are unique to each individual. These research studies could also be employed by one or more students working individually or in teams to elicit data about the reading process of another student in a different course, an administrator, a faculty member or another member of the college staff. This sort of research would, of course, be limited to the production of substantive theories, i.e., descriptions of the reading processes of an individual or some group of individuals.

On the other hand, as previously mentioned in the

earlier section about implications for research, repetition of these studies by successive groups of students over several semesters or years could produce formal or middle range theories or, if the data base were eventually large enough, theoretical models of the reading processes employed by some selected population reading a certain type of material as a leisure time activity. For example, students in successive developmental classes over a period of several years could gather data about the leisure time reading processes of the college's classified staff (secretaries, clerks, computer operators, and so on). Perhaps these studies could focus on the reading of consumer magazines and apply the multi media research categories of surveillance, interaction and diversion to the data about readers' purposes.

Such studies could also result in information which would eventually make subsequent analysis more quantitative. For instance, after a number of years, the student researchers might eventually create a features list which could then be used as an analytical tool in subsequent research.

In addition to all of the above, involving successive groups of developmental students in such research could also have a number of positive effects on the students' overall reading and academic skills. Each student would have the opportunity to write about his or her part in the

research, as well as analyzing the data he or she has gathered. This analysis might be limited in its perceptiveness, but it would have the value of introducing the student to academic research and writing. In addition, all the various aspects of conducting research would provide opportunities for developmental students to practice reading, writing, and interviewing skills for some definite purpose.

Metacognition

In addition to the four basic questions which have been answered above, I began this project with questions about the nature and extent of the key informants' metacognition prior to, during, and after their transaction with a self-selected magazine article. The three metacognitive questions are concerned with evidence of metacognition, awareness and regulation of this mental process, and, lastly, the relationship between declarative and procedural knowledge.

Overall, the data reveal definite evidence of metacognition. In addition, the four readers in the study did have an extensive awareness of their own reading processes. Finally, while there were differences between the informants' declarative knowledge and their actual procedures while reading, the data indicate that the informants practiced what they had described earlier.

The first question about metacognition was as follows:

What evidence of metacognition will the data provide?

As both Chapter Four and its Table indicate, the oral and written protocols produced extensive evidence of metacognition. In each case, the reader was able to describe his or her "typical" selection and reading process relative to reading magazines as a leisure time activity. Furthermore, each reader was able to describe a number of factors and strategies which he or she was aware of during the actual reading event.

This awareness or metacognition has been categorized in this study as factors leading to the selection of particular magazines and the selection of specific articles (Figures 4.3, 4.4, 4.5 and 4.6) plus the reading of those articles (4.7 and 4.8). This data can also be discussed using Baker and Brown's categories: (a) clarifying purpose; (b) identifying important aspects of the message; (c) focusing on major content; (d) monitoring ongoing activities for level of comprehension; (e) self-questioning about achievement of one's goals; (f) taking corrective action when comprehension does not occur (354). Analysis of the protocols reveals that the readers involved in this study did engage in each of these six activities.

The second question I posed concerning metacognition was:

Will the readers indicate an awareness of their process and any regulation of that process?

The responses recorded in Figures 4.7 and 4.8 in the previous chapter indicate that Martin, Gail, Rosemarie, and Sheila individually and collectively were aware of their reading processes in general, as well as their unique experiences while reading the articles each had selected. Furthermore, each of these readers regulated his or her own process in light of an overall theory of reading which the individual revealed in the various protocols and in reaction to the ongoing creation of meaning during the actual reading event.

The readers' regulation of their own reading process was much in evidence during both the selection and the reading of the articles. Thus, each reader voiced reasons for his or her choices of magazines and articles. Likewise, they each reported evidence of monitoring the process they were engaged in. For example, Sheila reported the interplay between her desire to entertain herself by reading about Mel Gibson as a "free agent." When the text did not meet her needs, she reported her dissatisfaction, skimmed ahead to ascertain what lay in store for her, and then decided to abandon the article as only partially satisfactory. Throughout this process,

Sheila controlled the pace, direction, purpose, and eventual abandonment of her reading.

The final question I posed prior to undertaking this study was the following:

Will the readers demonstrate any split between declarative and procedural knowledge relative to metacognition.

During the Tell Me How sessions, each informant was able to describe to an "alien from outer space" how he or she typically chooses and reads magazines. These data are discussed in Chapter Four and categorized in Figures 4.3, 4.5 and 4.7. In each case, the informants were quite definite about their usual procedures.

During the Think Out Loud sessions, each of the students once again produced extensive oral and written protocols about his or her actual selection and reading of the magazines and specific articles. However, a comparison of Figures 4.4, 4.6 and 4.8 to the tables previously mentioned above quickly reveals that many of the selection and reading strategies which had been described as typical or the readers' behavior did not appear during the students' actual reading events. In fact, by way of a reminder, the data show that, while the students described a total of twenty-one strategies as typical during their reading of magazine articles, as a group they actually employed almost double that number (forty-one strategies) during the TOL sessions. There

does seem to be a split between the students' declarative knowledge and their actual procedures during their individual transactions with the texts they had chosen.

On the other hand, Martin and the three women who participated in the study displayed a somewhat closer match between declarative and procedural knowledge in their selection of magazines and individual articles. Thus, of the 27 factors reported as typically influencing the four readers in their selection of magazines to read, 17 were actually in evidence during the selection process for the TOL session. In addition, three other factors which were not mentioned during the TMH session were identified as influential in the selection of the actual magazines read during the TOL session. (See Figures 4.3 and 4.4.) As regards the selection of individual articles, 35 items were identified as factors in this decision by the four participants. Twenty-one of these factors were not in evidence during the actual selection process during the TOL session. Furthermore, 11 other items were identified as having been factors during the TOL session. (See Figures 4.5 and 4.6.)

Thus, while Martin, Gail, Rosemarie, and Sheila each seemed quite certain as to the selection and reading processes mentioned above, the actual reading event (TOL session) produced very different data. This is not to say that the four students are totally mistaken about their

usual practices, nor that those practices would not be more in evidence under other, perhaps nonresearch, circumstances or with other texts being available. Overall, however, the results described above do not call into question Baker and Brown's cautions about the relative unreliability of the reader's metacognition. On the other hand, the data reported in this study confirm Baker and Brown's view that a split does exist between declarative and procedural metacognition and that this split deserves study and explanation (377).

Top-down/Bottom-up Theories Plus Other Concerns

In addition to the questions which were the foundation of my research, I was aware of other issues as I undertook the project. These issues and my discussion of them are listed in order below:

- (1) The usefulness of McClelland and Rumelhart's interactive-activation model for analyzing the data.

The interactive-activation model emphasizes the flexible processing and multiple sources of information used by readers, as well as their attention to contextual circumstances. This model attempts to account for aspects of the reading process, such as identification of whole words by our higher level thinking processes; recognition of words because of knowledge of syntax; word perception influenced by semantic knowledge; and the effect of context on word perception.

As I pointed out in Chapter Three, the use of the TOL procedure during the actual reading event is most useful for the gathering of data about higher level reading processes rather than lexical and syntactical level processing. Overall, this statement applies to the data generated during this study. The readers did not reveal much information about their experiences with word or sentence level decoding and comprehension. Martin, Gail and Rosemarie did, however, indicate the importance they attach to exact pronunciation and correct definition of words. Martin and Gail even reported that they stop their leisure time reading in order to consult a dictionary for the precise meaning of an unfamiliar word. However, none of the informants provided any data which could provide any clues about their use of higher level thinking processes to arrive at correct lexical and syntactical information.

- (2) Will the data show that readers read rapidly and without much conscious attention to context per Stanovich's interactive-compensatory model or will the data show that they consciously consider such matters?

According to Stanovich's model, poor readers are more context dependent than are better readers. This is to say that poorer readers lack the extensive vocabulary and knowledge of various textual features which better readers have internalized. Stanovich contends that poorer readers attend much more to textual matters than do better readers

who process text quickly and efficiently and who do not usually need to pay attention to such things as the meaning of individual word, the overall structure of the text, the author's purpose, and so on.

I have made no attempt to label any of the readers involved in this study as "poorer" or "better" than any other readers. The direction of the research has been in an entirely different direction. Stanovich's contentions are still relevant to my study, however, because his model proposes an explanation of what readers do when their automatic processing of a text is thwarted because of unfamiliar vocabulary.

This situation seems to have arisen with only one reader, Rosemarie, who abandoned the article she was reading when the vocabulary became "too technical." Rosemarie did not slow down and attempt to sound out the words, nor did she try to arrive at their meaning by using context clues. Instead, she employed the strategy which she had described during the TMH session when she explained her typical reaction to technical segments of articles in the computer magazines she reads: she abandoned the article.

This abandonment may be appropriate in the case of the computer magazines because Rosemarie reads them in order to learn more about software. Since she has no need to know about the technology of various computer systems, nor any intention of installing any units, Rosemarie does

not perceive any need to make the effort to understand the technical dimensions of the computer articles. (I wonder if this strategy is appropriate in other work/study related or leisure time reading. For instance, by learning to "take the easy way out" has she cut herself off from the technical information which could someday improve her value as an employee? Does this strategy of abandonment, if applied when she studies, keep Rosemarie from learning as much as she needs to when she reads college text books?)

In any case, Rosemarie did not take the opportunity to analyze the author's purpose, identify the overall structure of the article or consciously consider the overall argument in the text as Stanovich says readers do when faced with an impasse as Rosemarie was. In addition, I am not sure how Rosemarie's rapid pace during her initial reading of a text may have affected her disinclination to deal with context in order to help her to break through the impasse she had encountered. Rosemarie more than any of the other participants read at a rapid pace, almost skimming at times. When asked about her pace, Rosemarie asserted that this was usual for her and that, if she really became interested in an article, she would reread it more slowly at a later time. Perhaps her pattern of rapid reading was a factor along with her practice of avoiding "technical" language that kept her from attending

to context as Stanovich's model proposes. Thus, the data gathered in this study have not helped to confirm or to dispute Stanovich's views.

Another view of reader awareness of context, author's purpose, etc. which is contrary to that proposed by Stanovich has been proposed by Haas and Flower. These writers have described the reading processes of ten readers who paid a great deal of attention to content, function and rhetorical aspects of the texts they were reading ("Rhetorical Reading Strategies" 174). I therefore asked myself:

Will the data show that these readers are aware of context, authorial purpose, and so on as proposed by Haas and Flower, or will the data reveal that they are not so consciously aware of such matters unless comprehension breaks down as Stanovich believes?

As has been explained above, the data gathered in this study have not provided the sort of details which would support Stanovich's views. The data, however, do support the Haas and Flower view for a number of reasons. First, while Stanovich is concerned about the strategies employed when automatic processing breaks down due to semantic problems, Haas and Flower are concerned about the extent of the strategies employed by readers as they progressively expand their comprehension of a text. That is, these readers are not confused or stymied; instead, they are moving along to a satisfactory sense of comprehension. The latter case seems to fit the situation which occurred in this study.

Content, Function and Rhetorical Strategies

In their article "Rhetorical Reading Strategies," Haas and Flower describe three types of strategies used by the readers involved in their study of adults reading difficult textual material whose meaning was not easily understood. These three strategies are labeled content, function and rhetorical approaches. The first strategy is concerned with meaning, the second with context, and the final approach involves adopting a "critical reading" stance toward the material.

Overall, the four readers who participated in this study employed the three types of the strategies identified by Haas and Flower: (1) content strategies which focus on meaning; (2) function strategies which focus on form, i.e., introduction, example, etc.; and (3) rhetorical strategies which focus on such issues as authorial purpose and the context for producing the article plus the reader's judgment of the article's "truthfulness"--often labeled "critical reading" (175-176).

Stanovich and others (Raymond and Pollatsek) believe that readers pay attention to some of the elements identified by Haas and Flower as items of "function" when the automaticity of reading breaks down and the reader gives his or her attention to phonetic, syntactic and discourse level elements in an attempt to reduce confusion

and improve comprehension. In effect, readers do not need to pay conscious attention to format or authorial purpose or unfamiliar vocabulary as long as their comprehension of the material being read is satisfactory to them.

As Figure 5.1 indicates, Martin, Gail, Rosemarie and Sheila collectively employed forty-one strategies during the TOL sessions. (These strategies are identified in Figure 4.8 and discussed in Chapter Four.) Of these 41 strategies actually employed during the TOL sessions, I have categorized 30 as "Content" strategies, 11 as "Function" strategies, and 10 as "Rhetorical" strategies. Two qualifications must be made, however. First, I am not sure if the readers in this study enlarged their attention, progressing from content to function to rhetorical issues as their comprehension increased, or if they attended to function issues when their comprehension was thwarted for some reason. Other research studies could be designed to explore this question.

Figure 5.1, Types of Reading Strategies*

Individual Strategies Types:		<u>Content</u>	<u>Function</u>	<u>Rhetorical</u>
1. Previewing		X	X	
2. Predicting based on title		X	X	
3. Using typographical knowledge to identify format and structure			X	
4. Using synopsis to predict content		X	X	
5. Using illustrations/photos to predict content		X	X	
6. Reading using sub-headings, numbered segments, etc., as a guide to meaning		X	X	
7. Associating new information with prior knowledge		X		
8. Associating new information with personal experience		X		
9. Considering the meaning of individual words		X	X	
10. Judging the truthfulness and usefulness of the content				X
11. Visualizing content		X		
12. Selectively reading article based on interest in content		X		
13. Regressing and re-reading to correct miscues		X	X	

Figure 5.1 (continued)

14. Noticing and evaluating sources of information		X
15. Rereading to increase comprehension	X	
16. Ignoring author's purpose when not compatible with reader's purpose		X
17. Abandoning article if uninteresting or too technical		X
18. Using fingers to maintain reader's place	X	
19. Selectively forgetting information	X	
20. Feeling defensive about unfamiliar vocabulary	X	X
21. Recognizing new information	X	
22. Posing questions not asked in article	X	
23. Developing own hypothesis about content		X
24. Rechecking illustrations/photos to increase comprehension	X	
25. Remembering own questions but needing to reread questions posed in article	X	
26. Drawing inferences	X	
27. Using content to deduce meaning of unfamiliar vocabulary	X	
28. Rephrasing content to aid comprehension	X	

Figure 5.1 (continued)

29. Comparing own views to author's views			X
30. Pausing to reflect on meaning	X		
31. Orally paraphrasing content	X		
32. While skimming, words trigger questions	X		
33. Adjusting initial expectations based upon ongoing comprehension	X		
34. Recognizing but ignoring author's purpose for using an initial anecdote		X	X
35. Checking article length before committing to read		X	
36. Abandoning initial choice when article proves unsatisfying			X
37. Imaging "voices" of others	X		
38. Reading straight through until article abandoned	X		
39. Hearing own "voice" as reading proceeds	X		
40. Laughing in response to humor in article	X		
41. Developing sense of article's scope and direction as reading proceeds		X	X

* Types of reading strategies based upon those identified by Haas and Flower.

NOTE: Totals are 30 content strategies; 11 function strategies; 10 rhetorical strategies.

My second qualification involves the placement of strategies in various categories. When I analyzed the strategies actually used by the four participants in this study, I found it difficult at times to decide the best category for some of the strategies. For example, when considering strategy number 36, I wondered if abandoning one's initial choice because it proves unsatisfactory is a content issue (focus on meaning) or a rhetorical issue (focus on judgment). I also was uncomfortable identifying a particular strategy as only a content or function or rhetorical strategy. For instance, I labeled strategy number 13, regressing and rereading to correct miscues, as both a content strategy and a function strategy because, while a reader is attending to issues of meaning, he or she might also be attending to where the word or phrase appears in the document in order to acquire further clues relevant to meaning. Finally, as with all of the data presented in this study, another researcher might categorize the information differently than I have.

In any case, I wish to point out that the readers in my study behaved in a similar fashion to those described by Haas and Flower in that the majority of their strategies (30) involved attention to meaning (content). Unlike the readers in the Haas and Flower study, however, Martin and the other informants split the rest of their attention almost evenly between function and rhetorical strategies.

Overall, then, it seems to me that the Haas and Flower categories could be useful tools for describing the types of strategies used by readers during their transactions with texts.

The preceding discussion points out, I believe, one of the necessities for further research of the sort described in this paper. The concerns about automaticity and progression can only be answered through the accumulation and analysis of a great deal of data about the strategies employed by individual readers.

The Reader's Stance

A fourth issue which I wished to explore in my study involves the reader's stance toward the text. In Chapter One I expressed this concern by wondering:

Whether the reader's stance will reflect his or her prior knowledge of genre, textual cues, and unique personal motives in relation to a particular text.

It seems to me that the efferent stance adopted by all of the readers in this study indicates that each reader drew upon prior knowledge of genre, familiarity with textual cues, and his or her own motives when considering the possible benefits of reading a particular text. As Figure 4.2 indicates, each of the four participants identified an efferent purpose for his/her reading (surveillance) while only one reader, Sheila, identified a purpose which could be labeled as "aesthetic" when she indicated her desire to be entertained while

reading the article about Mel Gibson. These results are confirmed by the data reported in Figure 4.9, Motivation for Reading a Particular Article (during the TOL session). The only difference between the results in the two tables is that Shiela did not report an information gathering motive during the TOL session as she did during the retrospective interview (reported in Figure 4.9). The other readers, however, stayed totally consistent in their reports. Each identified motives which fit the efferent stance. (See the discussion in Chapter Four.)

As the discussion of Rosenblatt's views earlier in this paper indicates, the adoption of an efferent stance is possible because the reader recognizes textual cues which promise information. The efferent stance can also be adopted in relation to any text, even one not originally composed to transmit information, if a reader chooses to adopt such a relationship to the text for any reason. In the case of these four readers, each person "appropriately" processed textual information which promised that the article selected would provide information. (See the discussion of the selection process in Chapter Four.)

Each of the readers also identified various textual cues, such as the question/answer format in the article on Lyme Disease which Gail chose, or the title in the article Martin selected which indicated that useful information

and, thus, an efferent stance, would be forthcoming. Furthermore, each reader reported having had prior reading experiences which helped him or her to expect that a particular article would provide useful information. For example, Rosemarie reported on her previous experience with articles in the "Body" section of Omni magazine. (See Discussion of Figure 4.6.)

These results are important because they indicate that each of these individuals had acquired enough experience as a reader to adopt an appropriate stance in relation to the magazines and the articles he or she chose. This experience, as reported by the readers, was gained through a combination of previous self-directed reading and, for three of the informants, instruction in one or more developmental reading courses. Gail, for example, had learned to employ the critical reading strategy of identifying the sources of the information presented in the article.

It is important to recognize, then, that the three students who had received direct instruction about textual cues and response to format employed that knowledge when they adopted their efferent stances. Thus, it seems to me, that instruction has affected the behavior and expectations of these readers. This conclusion could, of course, be examined in a study which seeks to explore the effects of instruction in developmental reading courses

from a perspective different than that usually employed. This is to say, that qualitative research methods can reveal or at least suggest the influence of instruction on the behavior of readers. Researchers do not have to employ only quantitative methods when exploring such issues.

Automaticity

Finally, prior to beginning the research, I questioned the applicability of various other concepts such as automaticity of reading or the concepts proposed by Perfetti or Rayner and Pollatesk.

Will various concepts of the reading process such as those proposed by Taylor and Taylor, Perfetti and Rayner and Pollatesk help to clarify and interpret the data?

These concepts have not helped me to analyze and understand all of the data gathered during this research project. However, they have provided a useful frame of reference for understanding some of the data. More specifically, I would say that Perfetti's verbal efficiency theory has helped me to understand some of what might have happened when Rosemarie decided that the language in the final segment of the article she was reading was "too technical."

Verbal efficiency theory is based on the assumption that the reader must use some of his or her limited mental capacity to achieve comprehension through the use of some of the higher level mental processes. In his article

"Reading Acquisition and Beyond; Decoding Includes Cognition," Perfetti says that comprehension is at risk when the reader must use a significant share of his or her limited ability to concentrate on several things at once, a task which is very difficult (53).

Furthermore, Perfetti's theory predicts that comprehension is related to word identification speed and short term memory. Thus, the more quickly a reader can identify a particular word, the longer new information can be retained in short term memory and, perhaps, connect with other information in long term memory.

Rosemarie, however, preferred to operate as if she would be unable to identify unfamiliar technical language. The result was that Rosemarie did not give herself the opportunity to discover if she could figure out the word. Consequently, she did not test the possibility that she could decipher the technical terms and thus provide herself with new information which she could use to extend her understanding of the material read.

While Rosemarie abandoned her article because it was "too technical," Sheila abandoned hers because it did not provide the sort of information and entertainment she wanted. However, during Sheila's transactions with the text, she described her "inner voice," her sense of hearing her own or someone else's voice saying the lines she was reading.

This experience is discussed by Rayner and Pollatsek in The Psychology of Reading. While discussing the process by which readers identify the meaning of words, they point out that no matter if a reader uses word attack skills or has automatic recognition, an acoustical representation (as well as activity in the speech tract) called inner speech takes place. This is a system, according to Rayner and Pollatsek, for "temporarily holding information for comprehension processes because it holds a sequential and relatively literal record of the recently read information in working memory (possibly with some added intonations from speech)" (474).

In Chapter Four I had discussed this inner speech activity as Sheila experienced it. She did not seem to think that hearing her own voice or the voices of others was part of her comprehension activity, though I would believe that her inner speech did serve as a comprehension aid as Rayner and Pollastek contend. Sheila remarked on this experience as one aspect of her enjoyment of the text, and I have followed her lead in describing her inner speech experience as part of her aesthetic evocation of the article. (See Chapter Four.)

In any case, whether as an aid to comprehension or as an aesthetic experience, Sheila was aware of an auditory dimension to her experience of the text. Once again, further research might describe such experience as it

occurs during an actual reading event. These studies might then go on to consider whether inner speech operates both as an aid to comprehension and as an aesthetic dimension of a person's reading, even if the material read is informational in nature rather than literary. Another aspect of research about inner speech could also be its coexistence with visualization, seeing the content of the material read in one's imagination. Ethnographic research methods might provide ways to describe the interplay of the auditory and visual aspects of reading informational texts for pleasure.

Final Remarks

Overall, then, I believe that the data gathered for this study and presented in this paper demonstrate that the four readers involved in this project read the articles they selected from mass circulation periodicals for two reasons: to acquire personally useful information and for personal enjoyment. In fact, the acquisition of the information is itself a source of pleasure. Furthermore, this pleasurable activity sometimes combines aesthetic evocation and efferent information gathering. This mix of literary and informational experience was not a consciously planned and executed process, however. Rather, these four readers set out to learn something from the material they had chosen to read and their reading entailed both evocation and data gathering. Thus it seems

that the data provided by Martin, Gail, Rosemarie and Sheila suggest that for these four readers during one reading event pleasure and acquisition of information are not mutually exclusive. Other studies may reveal that the same is true for many other readers during many reading events.

APPENDIX A

MEMO

TO:

FROM: Skip Spiller

RE: Dissertation Research

As you probably know, I am doing research for my dissertation. I would appreciate your assistance.

I would like to visit your class _____
on _____ in order to distribute a
questionnaire (see attachment) to your students.

I need approximately forty-five completed questionnaires. From this number I hope to solicit approximately fifteen students for the next part of my research (Questionnaire Two B).

Next, I hope to have three to five of these students participate in the final stage of the research - the Think Out Loud protocol and interview. (Again, see attached materials.)

I would appreciate your assistance in the initial stage of the process by allowing me to distribute the first questionnaire to your students. (They will be under no obligation to participate further in the process, and the initial survey requires only a few minutes to complete.)

Please let me know by _____
if I can visit your class. Thanks very much for your consideration.

APPENDIX B

READING RESEARCH QUESTIONNAIRE # ONE

L. Spiller
May 1990

1. Name _____
2. Student # _____ 3. Phone # _____
3. Age _____ 5. Sex _____
6. Delta student _____ or Guest student _____
7. Full _____ or part-time student _____
8. Major _____
9. Working? Yes ___ No ___ Full ___ or part-time ___
10. Have you taken or are you now enrolled in one or more Effective Reading courses in college? Yes ___ No ___
11. Do you like to read magazines as a leisure time activity? Yes ___ No ___
12. Do you read magazines "often" ___, "not too often" ___ or "hardly at all" ___?
13. Have you ever thought about the process you use when you read a magazine article? Yes ___ No ___
14. Would you be interested in participating in this research project? Yes ___ No ___

APPENDIX C

READING RESEARCH QUESTIONNAIRE # TWO

June 1990

Name _____ Course _____

Room _____ Instructor _____

DIRECTIONS

Before coming to your scheduled session with me, I would like you to answer the questions listed below under Part A.

Please bring both Part A and Part B to the research session at the time and location listed below.

Note: After you select and read an article during the research session we have scheduled, you will answer the questions listed under Part B.

If you have any questions or you feel confused, please contact me at my office, S-9, or by telephone at 686-9163 (work) or after 7:00 p.m. at 835-8174 (home).

As always, I appreciate your willingness to participate in this research project. Thank you.

I am looking forward to seeing you on _____,

June _____ at _____ in room S- _____.

PART A: To be completed before coming to the scheduled research session.

When you filled out the first questionnaire, you indicated that you like/do not like to read magazines as a leisure time activity. In the space provided below, please explain why you feel this way.

Please turn the page and answer the two remaining questions.

Appendix C (continued)

In the first questionnaire, you also indicated that you read magazines "often," "not too often," or "hardly at all." In the space provided, please explain why you read magazines as much or as little as you do.

In the space provided below, please list the titles of three of the magazines which you like to read.

Appendix C (continued)

READING RESEARCH QUESTIONNAIRE # TWO, PART B

(To be completed during the scheduled research session)

Name _____ Date _____

DIRECTIONS

Please bring this sheet with you to your scheduled appointment. After you have selected and read an article, please recopy and complete each of the statements listed below. (NOTE: Lined paper will be provided for your use.)

This is NOT a test of how well you read the article. There are no "right" or "wrong" answers. Do not be overly concerned about spelling, punctuation, paragraphing and so on.

Please explain as fully as you can what you did as you selected and read the article.

Thank you for participating in this study.

STATEMENTS TO COMPLETE

1. The title of the magazine I decided to read is. . .
2. I selected this magazine because. . .
3. The title of the article I read is. . .
4. I selected this article because. . .
5. After reading the article, I have learned that. . .
6. The following is my description of the method or steps I used to read the article:
7. Something else that I want to say about how I selected and read this article is. . .

MICHIGAN STATE UNIVERSITY

UNIVERSITY COMMITTEE ON RESEARCH INVOLVING
HUMAN SUBJECTS (UCRIHS)
206 BERKEY HALL
(517) 353-9738

EAST LANSING • MICHIGAN • 48824-1111

July 5, 1989

IRB# 89-317

Leroy Spiller
5009 Foxcroft Dr.
Midland, MI 48640

Dear Mr. Spiller:

Re: "A DESCRIPTION OF THE READING PROCESSES USED BY SOME
ADULT COMMUNITY COLLEGE STUDENTS WHILE READING
NON-FICTION PROSE IRB# 89-317"

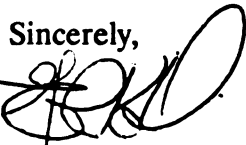
I am pleased to advise that because of the nature of the proposed research, it was eligible for expedited review. This process has been completed, the rights and welfare of the human subjects appear to be adequately protected, and your project is therefore approved.

You are reminded that UCRIHS approval is valid for one calendar year. If you plan to continue this project beyond one year, please make provisions for obtaining appropriate UCRIHS approval prior to July 5, 1990.

Any changes in procedures involving human subjects must be reviewed by the UCRIHS prior to initiation of the change. UCRIHS must also be notified promptly of any problems (unexpected side effects, complaints, etc.) involving human subjects during the course of the work.

Thank you for bringing this project to our attention. If we can be of any future help, please do not hesitate to let us know.

Sincerely,



John K. Hudzik, Ph.D.
Chair, UCRIHS

JKH/sar

cc: S. Tchudi

APPENDIX E

Consent Form to be signed by those participating in the research study being conducted by L. Spiller.

I _____ by signing this form below understand the following:

This study is being undertaken to describe what some adult readers actually do when they read material which they have selected from a particular magazine.

The time required for this study will vary from approximately one to seven hours depending on which parts of the study each individual volunteers for.

There are no known risks or discomfort involved in this research study.

Participation is voluntary. I realize that I may choose not to participate at all. People involved in the study may stop at any time without penalty if they do not wish to complete the project.

I have been told what my participation will involve.

All results will be confidential, meaning that the participants will not be identified by last name or address when the results of the study are published. First names, academic major and similar information may be used in the published report of the findings.

Those participants whose reading processes are studied most thoroughly will have the opportunity to meet with Mr. Spiller within a month after participating in the project to discuss the process he/she actually used to read the material.

Anyone participating in the study may contact Mr. Spiller at Delta College or Professor Diane Brunner, Department of English, at Michigan State University if he/she has any questions or concerns about how the study is being conducted.

Signed _____ Date _____

APPENDIX F

READING RESEARCH:

EXPLAINING HOW TO READ A MAGAZINE ARTICLE

L. Spiller
July 1990

Name _____

Appointment _____ Room _____

PURPOSE

By explaining how to read a magazine article, you will help Mr. Spiller to understand how various people read articles in their leisure time. There is no "right" or "wrong" statement. Your job is to describe what you know about the process as completely as you can.

GENERAL PROCEDURE

Before doing the Talk Out Loud procedure, you will be asked to explain to an alien from outer space (played by Mr. Spiller) how to select and read a magazine article for pleasure (not for study or "work" related purposes).

You can take as much time as you wish to give your explanation. The important thing is that you explain the process as completely as you possibly can.

You will be able to look at a stack of magazines as you describe how to select and read an article, and you can refer to them as you make your points.

After you have finished, you can listen to the tape recording of your description and add to or clarify any of your statements.

SPECIFIC PROCEDURES

1. Please be on time for your appointment.
2. As any questions you have about the procedure before you begin.
3. Imagine that you are talking to a being from another planet.

Appendix F (continued)

4. Don't assume that the alien knows anything about magazines or the process used to read them.
5. Feel free to handle and refer to any of the magazines Mr. Spiller makes available.
6. Remember that there are no right or wrong answers.
7. Also remember that the alien might ask you to explain or clarify some of your comments.
8. After you are finished describing the process, Mr. Spiller will ask you to listen to the tape of your comments and to clarify or elaborate on anything you wish to.
9. Please return to _____ on _____
at _____ to do the Think Out Loud procedure.

APPENDIX G

READING RESEARCH: TOL Procedures

L. Spiller
July 1990

NAME _____

Appointment _____ Room _____

PURPOSE

During the Think Out Loud (TOL) procedure, Mr. Spiller will ask you to report what you are doing as you select and read a magazine article. This procedure will be used in an attempt to find out how and why you have chosen a particular magazine and a specific article to read. This procedure will also be used to find out what process you used as you read the article. Remember, the emphasis of this research study is "Reading Process" not "Reading Comprehension."

GENERAL PROCEDURE

When you come to your scheduled appointment, you will be shown a group of magazines which you and other students have identified as those you enjoy reading. You will be asked to select one of the magazines and one of the articles from that magazine to read.

As you make your selection and read the article, a voice-activated tape recorder will be used to record your comments about the process of selection and the process of reading the material.

You will be asked to say aloud everything which you think and everything that occurs to you while you perform these tasks, no matter how trivial it may seem.

If you become so engrossed in selecting and/or reading the material that you do not continue to report your thoughts and observations, Mr. Spiller will say something such as: "Remember, tell me what you are thinking."

You can use as much time as you want to finish this task; there is no time limit. But remember that you are not trying to prepare for a comprehension test on the material you read. Try to select and read the material in a manner which seems "natural" to you.

Appendix G (continued)

After you have read the article, Mr. Spiller will ask you to do a "free writing" about the experience. The focus will be on what you remember about the selection and the reading of the material, not on content or on correct spelling and so on. There will be no time limit for this activity.

A day or two after you participate in the TOL and free writing procedures, Mr. Spiller will interview you about your selection and reading process by asking you to clarify or elaborate on comments you made during the TOL procedure or statements you wrote in your free writing.

SPECIFIC PROCEDURES

1. Be on time for your appointment.
2. Ask any questions you have about the procedures before you begin.
3. Select a magazine and then an article to read.
4. As you select the magazine and the article, talk out loud about everything you think and everything which occurs to you.
5. As you read the article, talk out loud about everything you think and everything which occurs to you.
6. Remember that Mr. Spiller might ask you what you are thinking if you become engrossed in the task and stop reporting your thoughts.
7. You can take as long as you want to while selecting and reading the article, but remember that you are not preparing for a test on the material.
8. After you have finished reading the article, you will be asked to describe the process you used to select and to read the article. This will be done in a "free writing" which you do not have to revise or proofread, but you may want to reread your statement before you leave to make sure that you have covered everything you wanted to say.
9. You can add points to your free writing if you notice that something is missing or not as clearly stated as you would like it to be.

Appendix G (continued)

10. Please return on the following day at your scheduled time to be interviewed about the experience. (The interview will take approximately thirty minutes.)
11. Please feel free to ask for clarification or further information before or after each part of the study, but please realize that Mr. Spiller will not answer questions as you select the article, read the article, or write about your experience.

APPENDIX H

GUIDELINES: TOL PROTOCOL

Today I'd like you to select and read a magazine article from one of the magazines which are available on the table.

Please feel free to take as much time as you wish for your selection and for the reading. There is no time limit.

Also, please try to think of this as an opportunity to read an article for your own pleasure, i.e., try to read the material as you normally would when you are reading as a leisure time activity rather than studying or preparing for a test.

As you select and then read the article, please talk out loud about ANYTHING which occurs to you as you read. Nothing is insignificant and nothing is "out-of-bounds."

Feel free to handle any or all of the magazines.

You are also totally free to change your mind about your choice of an article or an entire magazine. Just be sure to describe your thoughts as or when you make such decisions.

You are also totally free to read as much or as little of any article as you wish to.

If as you read you stop reporting your thoughts out loud, I will say something such as "What are you thinking about now?" in order to help you to verbalize your thoughts.

The tape recorder is voice activated, so it will stop recording when you are silent and it will resume when you begin talking again or when I ask you a question.

When you are finished reading and taping your comments, I will ask you to write your comments about the article and about the process you used to read it.

No particular length or format is required for these written statements, but by doing them you may be able to reveal something further about the process you went through in order to select and read the article.

APPENDIX I

READING RESEARCH: Interview

L.Spiller
July 1990

Name _____

Interview Session _____ Room _____

PURPOSE

Now that you have completed the Tell Me How, Thinking Out Loud (TOL) and Free Writing procedures, one more step remains in this research study: your scheduled interview. This interview is meant to provide Mr. Spiller with more information about the steps you used to select and read the magazine article. Once again, there is no "right" or "wrong" answer. You are being asked to talk honestly about how you selected and read the article.

GENERAL PROCEDURE

A day or two after you read and react to the magazine article, you will be expected to come to a previously scheduled interview session which will last approximately sixty minutes. This interview will be tape recorded.

During this interview you will be asked to describe what you did when you selected and then read a magazine article. Mr. Spiller will also ask you about statements you made on the initial questionnaire, your TOL tape and your "free writing."

You can take as much time as you want to answer the questions, but remember that the interview is not a "test." It is another way for Mr. Spiller to find out what you did as you read the article you had chosen.

Although Mr. Spiller will have some definite questions to ask, you will also be given the opportunity to talk about ideas which Mr. Spiller hasn't asked you about.

Appendix I (continued)

SPECIFIC PROCEDURES

1. Be on time for your appointment.
2. Ask any questions you have about the procedures before the interview begins.
3. Take as much time as you want to answer the questions and remember that there are no "right" or "wrong" answers, only your honest recollections and statements.
4. Be aware that the interview will probably proceed in the following way:
 - (a) questions about selecting the magazine
 - (b) questions about selecting the article
 - (c) questions about reading the article
 - (d) clarifying questions about ideas you mentioned during the TOL procedure
 - (e) clarifying questions about statements you made in the free writing
 - (f) clarifying questions about information you gave in the initial survey
 - (g) clarifying questions about information you gave during the Tell Me How session
 - (h) questions, observations or comments you wish to make

As you can see, there will be a lot to talk about, but the interview is meant to be informal and relaxed: it is not any sort of test and you do not have to "prepare" for it.

Thank you, in advance, for participating in the entire project and, especially, for coming to the interview session.

APPENDIX J

INTERVIEW QUESTIONS: MARTIN, JULY 19, 1990

QUESTIONS ABOUT SELECTING THE MAGAZINE (Redbook)

1. Martin, in your written statement which you did after the TOL session, you did not mention why you chose Redbook. Why did you select this magazine: familiarity, lack of familiarity, cover photo, or other things?
2. Can you tell me in any more detail how you selected this particular magazine?
3. In the TMH session, you mentioned that you view magazines as a source of information. Did your concept of reading magazines to acquire information affect your decision to select Redbook?
4. If so, how did this concept affect your selection?
5. Redbook is a magazine produced for a female audience. Did you know this?
6. Did this fact influence your selection of the magazine in any way?

QUESTIONS ABOUT SELECTING THE ARTICLE ("Amazing One Minute Home Remedies Doctors Recommend")

1. In your written statement which you did after the TOL session, you mentioned that the title "One Minute Home Remedies" "caught" your eye. What was it about this title which attracted your attention: the content, the placement, the size and/or shape of the print, something else?
2. What else did you notice or pay attention to doing the process of selecting this article?
3. Why were these other things important?
4. Did you have any definite expectations about the content, style or worth of the article before you started to read it?
5. Did your concept of reading magazines to acquire information affect your decision to read this particular article?

Appendix J (continued)

6. If so, how did this concept affect your choice?

QUESTIONS ABOUT READING THE ARTICLE

1. In your written statement you report that you read the titles on the cover until you found one which you thought "might" be "interesting." What do you mean by interesting in this case?
2. Also, in your written statement, you say that you "flipped" to the first page, glanced at the photograph, reread the title, looked at the main subheadings, decided to omit reading the segment concerning "beauty disasters" and then you read most of the numbered segments. Would you say that your method of reading this article is very typical, somewhat typical, slightly typical or very unusual of the way you usually read magazine articles?
3. It seemed to me that you used your fingers to guide your eyes as you scanned the article when you first began to read. Was I correct?
4. If so, why did you do this?
5. Was this technique useful or not?
6. In what ways was it useful?
7. Also in your written statements, Martin, you mention that the article "slightly reminded" you of your grandmother's remedies. Did you think of this while reading, after reading, while doing the written protocol, or when?
8. Did this remembrance affect your comprehension or enjoyment of the article?
9. Why do you say this?

QUESTIONS BASED ON THE TOL

1. Why did you want to read about "doctors' remedies"?
2. When you looked at the illustration, you mentioned the pickles and other items. What did you think when you looked at this illustration?

Appendix J (continued)

3. What were you thinking when you read the subheadings?
4. Were you pleased with your choice at that point?
5. Did you consider reading another article instead?
6. What were you thinking when you read "squelch jelly-fish stings"?
7. When reacting to various lines from the article, you described them as "something you'd hear on a commercial." What did you mean by this description, Martin?
8. What was your reaction to such lines, i.e., did they please you, annoy you, amuse you, etc.?
9. Why did the subject of relieving a "stuffy nose" attract your attention?
10. When reading about avoiding "contamination" when using nose droppers, you described a relevant scene from a movie. What is the title of this movie?
11. What is the movie about?
12. Had you been thinking about this movie regularly, or did it just come to mind while reading the passage?
13. When reading about exercises to relieve shoulder and neck tension, you said that you were "picturing people doing this." What exactly did you "see" in your mind's eye?
14. Do you usually "picture" or visualize when you read magazine articles?
15. When reading about methods to relieve hiccups, you reacted negatively to one of the suggestions, i.e., either to stimulate the uvula at the back of the throat or to rub the roof of the mouth with a swab at the point where the soft and hard palate meet. Do you remember which suggestion you reacted to?
16. You reacted negatively by saying that you would never use a cotton swab in this way. At this point in your reading of the article, were you feeling satisfied with your decision to read this article, or were you dissatisfied?

Appendix J (continued)

17. The next passage in the article describes how to relieve foot discomfort. You reported visualizing your mother soaking her feet in the bathtub. What was the result of visualizing your mother's action: did it aid your comprehension or distract you?
18. As you continued to read, you reported trying to visualize each type of insect mentioned in section ten of the article. Why were you trying to visualize the insects?
19. Were you successful in doing this?
20. If so, how did visualizing the insects affect your reading of this segment of the article?
21. Next you reported that you had never thought of using an "ice pack" (the article suggests a "cold compress") to relieve the itching caused by insect bites. Did you have any other reactions - thoughts or feelings - when you read this information?
22. The very next passage in the article describes a process to avoid or at least relieve the distress associated with poison ivy. You responded to the suggestion of washing areas of the skin which had been exposed to the plant with soap or running water by saying that this would not work. Why did you have this reaction?
23. You skipped the segment of the article entitled "Dealing with Beauty Disasters." Why did you skip this segment?
24. The next segment of the article deals with "Kids' Calamities." Why did you read this segment?
25. You reported thinking of your nieces and nephews as you read this passage, Martin. Why did you think of them?
26. How did this affect your reading of the article?
27. As you read the segment about childhood injuries and painful situations, you recalled your own experiences or the experiences of others with minor burns, teething pain and unclogging one's ears. What effect did remembering these incidents have on your reading of the article?

Appendix J (continued)

28. Martin, when you finished reading the article, you noticed the list of sources at the end. Why did you take the time to read some of that information?
29. You next voiced your belief that most of the article's advice is common knowledge. How did this reaction affect your satisfaction and/or enjoyment of the article?
30. Overall, was the article easy or difficult to read?
31. Why do you view the article in this way?
32. Was the article satisfying or disappointing to you?
33. Why/why not?

QUESTIONS BASED ON QUESTIONNAIRES ONE AND TWO

1. Martin, at the time you completed the initial questionnaire in May, you identified yourself as a part-time student who is employed part-time. Do your work and school commitments affect the time, variety, or purpose of your leisure time magazine reading?
2. If so, how?
3. You also identified your major as engineering/design graphics. Is this a two year or a four year program?
4. Does your field of study/career interest affect your leisure time magazine selection and article choice in any way?
5. If so, in what ways?
6. Did your major or career interest influence your choice of the particular magazine and/or article you read for this study?
7. In questionnaire one, you report that you have taken English 109: Effective Reading Two. When did you take this course?
8. In the effective reading course, did you learn any particular techniques to use when reading magazine articles?

Appendix J (continued)

9. If so, which techniques are they?
10. Were any of these techniques presented as appropriate for leisure time reading rather than study reading or vice versa.
11. Do you still use any of these techniques when you read for pleasure?
12. Which ones do you still use?
13. Martin, in the second questionnaire you mentioned that you were on your high school newspaper's staff and that you know that creating a catchy title is difficult. Did your appreciation of good titles influence your choice of articles?
14. Did your newspaper experience affect your reading of the Redbook article in any other way?
15. If so, in what way(s)?

APPENDIX K

FINAL INTERVIEW: SHEILA AUGUST 7, 1990

QUESTIONS ABOUT SELECTING THE MAGAZINE (Redbook. August 1990)

1. Sheila, you initially selected Psychology Today, reporting that you were interested in peace and wanted to read about this issue. After paging through the article, however, you decided not to read it. What can you tell me about your decision making process?
2. You continued to survey the available magazines and picked up Omni. What attracted you to that magazine?
3. You looked at various illustrations and made some comments about Stephen King. You said you were looking for something "interesting," but you admitted that the articles in this magazine always "lose" you. Please tell me about that.
4. What can you tell me about the difficulties you experienced in selecting any magazine on Tuesday?

QUESTIONS ABOUT SELECTING THE ARTICLE ("My Six Kids Come First")

1. Eventually, you selected the article in Redbook about Mel Gibson. In your written protocol you state that you picked this article because Gibson is "probably my favorite actor." Did you have some expectations about the article when you selected it?
2. If so, what were they?
3. You did not finish reading the article. What can you tell me about your decision to stop reading the article?

QUESTIONS ABOUT READING THE ARTICLE

1. In your written statement you report that once you had found the article you read "most" of it and that you looked back at Mel Gibson's picture "periodically" as you read. Why did you keep looking back at the photograph?

Appendix K (continued)

2. You also reported looking at the photo of his wife and you stated: "She's not so pretty." What else can you tell me about your reaction to the photograph and its effect on your reading of the article?
3. What can you tell me about your reading of the article? For instance, did you read it straight through - each paragraph in turn - or did you read paragraphs or parts of paragraphs out of order?
4. As you read the article, you laughed a few times. Do you recall why you had this reaction?
5. You also remarked on some of the new information in the article, i.e., that Gibson is the father of six children and that he doesn't consider himself sexy. What effect did this statement have on your reading of the article?
6. You noted that his wife is "lucky" because Mel Gibson only wants to be sexy to her. What effect did this information have on your reading of the article?
7. Is there anything else you can report about your experience while reading this article?

FINAL QUESTIONS

1. Is there anything else you would like to say about the article?
2. Is there anything else you want to say about your experience while reading this article?

APPENDIX L

EXCERPT FROM FINAL INTERVIEW: MARTIN

JULY 19, 1990

QUESTIONS ABOUT SELECTING THE ARTICLE ("Amazing One Minute Home Remedies Doctors Recommend")

1. In your written statement which you did after the TOL session, you mentioned that the title "One Minute Home Remedies" "caught" your eye. What was it about this title which attracted your attention: the content, the placement, the size and/or shape of the print, something else?

AND YOU'VE TALKED A LITTLE ABOUT THAT ALREADY TODAY, AND I THINK YOU WERE TALKING ABOUT CONTENT. I WONDERED TOO COULD THERE HAVE BEEN ANYTHING ELSE LIKE PLACEMENT, WHERE IT APPEARED ON THE COVER, THE SIZE OR SHAPE OF THE PRINT OR ANYTHING ELSE. AND IF THERE WASN'T, THAT'S FINE.

It's pretty much like just because it was on the front page. Like last time I selected an article there was one on the front page, and as I was going through the table of contents I decided on a different one. This time it was just like that one. Read through there (the table of contents) and came right to it. And I went with that one just because it was on the front, title page.

2. What else did you notice or pay attention to during the process of selecting this article?
(Note: I did not ask this question.)

O.K. AND AS YOU MENTIONED EARLIER TODAY IT WAS THE "REMEDIES" THAT CONNECTED WITH WHAT YOU'VE READ IN THE PAST - HOW YOU'VE READ ABOUT REMEDIES FOR DOING THINGS.

Well, the one "minute" and I wanted to see what that one minute is and it turned out that a lot of them were five minute things. Like one minute things you could do after you had everything together.

YEAH, I THINK I HAVE SOME QUESTIONS FOR YOU ABOUT THAT LATER ON. O.K., WHAT ELSE DID YOU NOTICE ... OR WAS THERE ANYTHING ELSE THAT INFLUENCED YOU?

No, not really.

Appendix L (continued)

3. Why were these other things important?
4. Did you have any definite expectations about the content, style or worth of the article before you started to read it?
(Note: Substituted question below for #4.)

O.K., DID YOU HAVE ANY DEFINITE EXPECTATIONS? AND I THINK YOU WERE TALKING ABOUT THAT A LITTLE WHILE AGO. YOU WERE TALKING ABOUT THE WORD "REMEDIES" AND I THINK YOU SAID HOW YOU'VE LOOKED IN THE PAST FOR REMEDIES FOR THINGS, SO MAYBE THAT WAS A DEFINITE EXPECTATION THERE?

Yeah, just little things because I want to become a life guard, and one of those things (qualifications) is you have to get your certificate earned so that is a motivation. And I am always in the woods a lot, and I am always getting cuts or bruises or bee stings constantly so ...

ARE YOU IN THE WOODS A LOT BECAUSE YOU LIKE TO HIKE AND CAMP OR IS THIS FOR YOUR JOB OR WHAT?

I camp, go hunting, (and for) pleasure because we have a cabin out in the woods, actually lake side, and I am out there constantly.

SO BESIDES THIS OVERALL CURIOSITY WHICH YOU POSSESS, THERE MIGHT HAVE BEEN AN EVEN MORE IMMEDIATE USE FOR THE MAGAZINE BECAUSE OF THE WAY YOU SPEND YOUR TIME AWAY FROM YOUR JOB AND FROM SCHOOL THERE WERE SOME DEFINITE EXPECTATIONS THEN.

Martin nods.

5. Did your concept of reading magazines to acquire information affect your decision to read this particular article?
6. If so, how did this concept affect your choice?
(Note; Once again the flow of the conversation brought us to the subjects of these questions, so I did not ask them.)

Yeah like about bruises. I never knew bruises were as bad as they say. There they went into detail and that was a good thing.

APPENDIX M

List of Reported Activities During Gail's Selection and Reading (TOL) of People Weekly Article on Lyme Disease

I. REPORTED ACTIVITIES DURING SELECTION AND READING OF FIRST ARTICLE (AIDS spending in Reader's Digest)

1. Prior knowledge of different magazines used to guide selection.
2. Gail reacts to covers and then checks indexes.
3. Gail mentions interesting subjects as she tries to select a magazine.
4. Article chosen after consideration of length.
5. Reports focusing on graph in RD article.
6. Gail reports noticing an important aspect of graph as she skims article.

Note: No further information given as she read the article.

II. REPORTED ACTIVITIES AS GAIL SELECTS AND READS SECOND ARTICLE (Lyme Disease in People Weekly)

1. Opens magazine and surveys articles.
2. Reacts to visuals included with the article about Mayor Barry in Washington, D.C.
3. Gail reports that she is reading the subtitles and examining the photographs as she decides whether to read the article or not.
4. Gail reports a personal stake in subject (Lyme Disease) of the second article.
5. She predicts structure of the article.
6. In answer to my question, Gail reports reading paragraphs in order.
7. Before she finishes the article, Gail rereads questions in the article to improve her comprehension.

Appendix M (continued)

8. She reports, in a defensive manner, that she has to pay attention to vocabulary.
9. Gail goes on to read the entire article in the regular sequence.
10. After finishing the article, she reports remembering her friend's situation (he has Lyme Disease) as she read the article.

APPENDIX N

MAGAZINES FOR USE WITH MARTIN DURING TMH & TOL PROTOCOLS JULY 16 & 17, 1990

CATEGORIES	TITLES	ISSUES
Lifestyle/self-improvement	<u>Psychology Today</u> +	June 1988
Gossip/celebrities	<u>People Weekly</u> +	July 16, 1990
News	<u>Time</u> +	July 16, 1990
Womens/home	<u>Redbook</u> +	August 1990
Minority	<u>Hispanic</u>	September 1988
Inclusive	<u>Readers Digest</u> + & <u>National Geographic</u> * +	July 1990 July 1990
Sports	<u>Sports Illustrated</u> * +	July 9, 1990
How-to	<u>Money</u> +	May 1990
Health & beauty	<u>Health</u> +	May 1990
Science	<u>Omni</u> +	December 1989

Note: 1. The asterisk (*) indicates that this student previously identified this/these titles as ones he/she "likes" to read.

2. The plus sign (+) indicates that these titles are listed as "leading" U.S. magazines according to the World Almanac for 1990. Six, in fact, are listed among the top twenty most popular magazines for 1988 as measured by circulation figures. These six are: Reader's Digest, National Geographic, Time, Redbook, People, and Sports Illustrated. Others such as Money, Health, Psychology Today and Omni are among the eighty most popular periodicals in the U.S. according to the Almanac.

Appendix N (continued)

3. I have attempted to secure current issues of most of the magazines without having to purchase each issue. I especially want the news magazine to be current, so I will change the issue weekly. I will attempt to do the same with the gossip and sports magazines as well. When I have not been able to purchase a recent issue of a magazine nor secure one through the college library, I have taken either the next most recent which is available or I have chosen one at random. I think that we often read "out-of-date" magazines because they are available; therefore, I do not think that each magazine used in this study has to be the most recent issue.

APPENDIX O

Think Out Loud Protocol

Martin

July 17, 1990

Q: We are beginning with the Think Out Loud Protocol and Martin is going to be selecting, then moving on to read an article.

A: Right now I am just reading the beginnings of all the subjects which might be... "One Minute Home Remedies Doctors Recommend." (Martin reads the titles from the table of contents in the August 1990 issue of Redbook.) It's under "Fix It Quick!" Twenty-five "One Minute Home Remedies Doctors Recommend." I am looking at the picture here, and it shows a bunch of cucumbers or pickles. (Martin has turned to the first page of the article and notices a small detail in a photo at the beginning of the article.)

Q: What I am noticing, too, is it (the tape recorder) is not picking up your voice because you are talking low. I am sorry, but I was hoping this would be more sensitive, but it is not. So you are probably going to have to talk louder, and I'll leave it closer to you.

A: "Combating Nature's Hazards" (Martin reads subheadings aloud) "Dealing With Beauty Disasters." I think these segments are for women.

Appendix O (continued)

Q: (After some time passes.) You've been reading particular ones of the twenty-five (remedies) listed, right?

A: These are sub headings here, (Martin surveys the sub titles) like the first six are head-to-toe relief, or the first eight, and from nine to twelve "Combating Nature's Hazards;" (number) thirteen too looks like sixteen, "Dealing With Beauty Disasters." Those are probably some I wouldn't even bother with that. "Coping With Kids' Calamities." Seventeen to twenty, "Playing It Cool At The Beach." From twenty-one to twenty-five. Now you see these are broken down into "Unclog Your Ears" for "Playing On A Beach." "Eradicate Heat Rash." "Cool Off Sunburned Skin." "Squelch Jellyfish Stings?" (Martin reads this as a question.) This one is on how to get sand from your eyes. Larger portion of what it (the article) contains from "Heart burn to sun burn, bug bites, heat blisters, your safe easy ways to stop the hurting and to start the healing." (Martin reads the blurb on the first page of the article.) Something for a commercial. Let's see now. There are larger words here. Now it (the information source) is a doctor. Larger words that are probably simply like a common cold or an allergy or can be broken down but they are

Appendix O (continued)

given large names, so that would be something that I would mark (and) look under a dictionary for. "prepare drops by mixing quarter teaspoon salt in a cup of warm water." (Martin reads with a tone of incredulity.) I don't think I want to put that in my nose.

Q: Martin, too, now that it (the tape player) stopped, you mentioned that you do your sleeping on several pillows and that you never used a vaporizer. I know the tape wasn't going around.

A: It says "a cool mist humidifier." We used to have one of those in my basement. (Make sure) the "nose drops are used by only one person for illness." It reminds me of a movie when a contaminant had a cold and the parents invited a bunch of people over and the kids simply touched blocks. And she (the mother) went and picked all the blocks up and she set out all the stuff for the entree and everything and it got to everybody else. It shows contamination and everything and it kind of reminded me of that. And recommended dosage and I always see that on every kind of medicine bottle or drugs. "Soothe sore throat." I thought of honey. People do (enjoy) drinking hot tea with lemon. Here's mine, "and honey." "If pain persists ..." reading off medicine bottles. They're showing two exercises, and

Appendix O (continued)

picturing people doing this. "Water for heartburn."
"Hiccups." My favorites. I just wonder if they have them in here. "Touching with a cotton swab or by taking..." I wouldn't want to touch it with a cotton swab. I usually drink water. "And the roof of your mouth with a cotton swab." I picture where they meant on that. They show here where the hard and soft plate meet. I was kind of picturing my mouth in there. "Tired, burning feet." A person doing... here they show taking off your shoes and then running cold water over your feet in a bath tub. That reminded me of my mom when she used to put her feet in a little tub. These things, as they're going through here, like the rubbing alcohol, I'm picturing where in my house they are. (Martin moves onto the section about insects and plants. Note: The tape did not record the first part of his statement.) That was a few days ago. My thought about that was cabin camping. Every week. Saying "sterilized knife, nail file," to never use your fingers or tweezers. I always just pluck it off. Of course, mine are honey bees. I can see if these are like for a wasp or something you might want to do that. Bees don't leave that stinger in there. Well, I used to (pluck them), now I don't. "Bug Bites." Those "gnats, chiggers, fleas." I'm trying to picture

Appendix O (continued)

out each one of these. (The way) you'd want to deal with a bee sting (Martin regresses to the previous paragraph) is for... I never thought of putting an ice pack on it. It never seemed that bad or... right away (it) reminded me of a canoe trip. (Martin is now reading about remedies for poison ivy, etc.) I think when I did that it was after brushing up against some poisonous plants. "Wash all exposed areas thoroughly with soap or vigorously running water." I don't think that will help. I'd be kind of hard in nature up there. A guy got hurt on the canoe trip. "Apply a lotion." Which I did. (I followed the) home remedy for poison ivy except for washing. (The article is describing a rash now.) Reminded me of my... I skipped right over that (further information about rash) there. Started reading the bottom part of it. The next thing I thought about were chiggers. Don't yank it (a tick) out, if you do find one because the head will break off. That's something they always say on the TV when they are telling you about them. Disinfect it. They even put some of these in here. (I am not sure what Martin was referring to at this point.) "Calamities." "Kids' Calamities." The first thing I thought about were my nieces and nephews. (The next section about cuts and scrapes) describe(s) a

Appendix O (continued)

band-aid here. "To stop the bleeding elevate the injured area and press sterilized gauze on the wound." This is something here. I never really thought they (bruises) were as bad as they say here. "Immediately apply cold compress. Warning: do not try to elevate. Pain or swelling with... to alleviate pain or swelling with aspirin." (Martin misreads the statement at first.) They are saying that won't work. Constant beginning. In other words, I am picturing everybody at work getting them (burns), or everybody has got them in the last few days. From what we just call burn spray. We have a few of those plants (?) at home. Federal affairs says this aloe-vera plant (is forbidden) here, aloe-vera cream, but they do the same thing with the plant. All you have to do is break off a stem and squeeze out the juice onto that. Juice and what should be (if the burns) "turn black or white, larger than several inches in diameter, contact a physician." "A teething ring is cooling." (Martin has moved on to the next paragraph. Chewable, yeah, but cool? (To ease the discomfort of teething) apply an over the counter teething medicine on an infant's gums with your fingers. Something my sister-in-law does all the time over there when he (Martin's nephew) was coming out with a new tooth. "Playing it cool at

Appendix O (continued)

the beach." "Unclogging your ears." (Martin reads the title of the next major segment and the first heading under that title.) I used to get that a lot when I was on the swimming team in the pool. Clogging feeling and difficulty hearing. (We) used to make fun out of it because when we went to come out of the water we would like hear an echo more than anything else. "If it (the water) doesn't come out, place a few drops of rubbing alcohol in your ear with an eye dropper." That would be more dangerous than just letting it run out by itself. (Once again, the tape player has not picked up Martin's initial comments.) ...good to eat. You get a (heat) rash though. Most commonly affected are the underarms, inner elbows, chest and skin under the breast and the groin. I remember my dad when he got it in California. "Ice water", "cool bath", "cool compresses", the opposite of what we have (if we get heat rash), kind of just about what everybody does. Like a glass of ice water. Before if you have a heat rash, you will go get that. "Sun burn." On the canoe trip, watching people, they put their sun tan lotion on after they got the sun burn. It (the burn) takes about six hours to show up to about two (hours). "Oatmeal extract." I thought of the Quaker Oats guy. Here again, it reminded me of my

Appendix O (continued)

dad telling me when the Indians used to use that a lot. That's about the size of one (a jellyfish). End of one. A kid would touch one that would wash up on the beach here and get stung. "Rinse immediately with salt water, not fresh water." (We would) just wash it off with the water that was nearest. Fresh water "sets off the chemical reaction." "Vinegar." I wonder if vinegar and water will do that? On the left here it says that "gently shave the area after lathering skin with shaving cream." I never thought of that. I never really thought that they would leave any (stingers) in you. Then again another warning. "Flush the sand from your eyes." Also thought of chemistry when they have their eye flushes. Whatever he does, run, flushing water over it, don't rub it. I also pictured somebody trying to do this. "If any are left in there," small grains of sand, "wash your hands, grab a tissue and pull out the bottom of your eye lid or the top of your eye lid and wipe it off, working the opposite way." I wouldn't trust myself doing that. "Tears will start. Wipe most of them away." Down here, "tears just get the very few (grains) out that are left behind." Contact doctor promptly with "tears, discomfort, pain or blurred vision." And the source is down there. Around 1986.

Appendix O (continued)

We are on probably a little hand book. Also, never thought of small cold sores, but a coping with... "Dealing with beauty disasters." (Martin has turned back to page 89.) I don't think this would be appropriate.

Q: Okay, fine. And if you want a coke, feel free. With that, Martin, if you would just use those same statements that you used before when you did the writing, but this time focused on that one (article). Either one of those (pens) will work for you.

A: I'm trying to think of what it was, ah... (Martin makes a final comment before beginning to write.) That is it caught on with all the health fanatics and everything. Some of those are kind of like nature's hazards and a few others that they show here. Kind of ridiculous, like any mother would know but just anybody with common sense would usually do.

Q: Okay.

BIBLIOGRAPHY

- Baker, Linda. "Comprehension Monitoring: Identifying and Coping with Text Confusions." Journal of Reading Behavior 11, (1979): 363-374.
- Baker, Linda and Ann L. Brown. "Metacognitive Skills and Reading." Handbook of Reading Research. Ed. P. David Pearson, R. Barr, Michael L. Kamil, and Peter Mosenthal. New York: Longman, 1984. 353-94.
- Bereiter, Carl, and Marlene Bird. "Use of Thinking Aloud in Identification and Teaching of Reading Comprehension Strategies." Cognition and Instruction 2 (1985): 131-156.
- Bleich, David. Subjective Criticism. Baltimore and London: The Johns Hopkins University Press, 1978.
- Carnegie Commission on Higher Education. The Open-Door Colleges: Policies for Community Colleges. New York: McGraw-Hill, 1970.
- Cross, K. Patricia. Adults as Learners: Increasing Participation and Facilitating Learning. San Francisco: Jossey-Bass, 1981.
- Ericsson and Simon. "Verbal Reports as Data." Psychological Review. 87 (1980): 215-251.
- Fish, Stanley. Is There a Text in This Class? Cambridge, MA: Harvard University Press, 1980.
- Flower, Linda. "Interpretive Acts: Cognition and the Construction of Discourse." Occasional Paper No. 1. Pittsburgh: Center for the Study of Writing, 1987.
- Friedlander, Jack and John Grede. Adult Basic Education in Community College. Junior College Resource Review. Los Angeles: ERIC Clearinghouse for Junior Colleges, 1981.
- Glaser, B. C. and A. L. Strauss. The Discovery of Grounded Theory: Strategies for Qualitative Research. Chicago: Aldine Press, 1967.
- Goetz, Judith Preissle and Margaret Diane LeCompte. Ethnography and Qualitative Design in Educational Research. New York: Academic Press, 1984.

- Goodman, Kenneth S. "Reading: A Psycholinguistic Guessing Game." Theoretical Models and Processes of Reading. Ed. H. Singer and R. B. Ruddell. Newark, Delaware: International Reading Association, 1970. 497-508.
- Goodman, Yetta and Carolyn L. Burke. The Reading Miscue Inventory. New York: Macmillan Publishing Co., Inc., 1972.
- Grabe, William. "Reassessing The Term 'Interactive'." Interactive Approaches to Second Language Reading. Ed. Patricia Carrell, Joanne Devine, and David Eskey. New York: Cambridge University Press, 1988. 56-70.
- Guthrie, John T. and Mary Seifert. "Profiles of Reading Activity in a Community." Journal of Reading. 26 (1983): 498-508.
- Haas, C. and Linda Flower. "Rhetorical Reading Strategies and the Construction of Meaning." College Composition and Communication. 39 (1988): 167-183.
- Harste, J. C. "What it Means to be Strategic: Good Readers as Informants." Paper presented at the Annual Meeting of The National Reading Conference, Austin, TX, 1986.
- Holbrook, Hilary Taylor. "Reading Needs at the Two-year College Level." Journal of Reading 29 (1986): 770-772.
- Holland, Norman. Five Readers Reading. New Haven: Yale University Press, 1975.
- Ingarden, Roman. The Cognition of the Literary Work of Art. Evanston: Northwestern University Press, 1973.
- Iser, Wolfgang. The Act of Reading: A Theory of Aesthetic Response. Baltimore and London: The Johns Hopkins University Press, 1978.
- Kintsch, Walter. "The Role of Knowledge in Discourse Comprehension: A Construction-Integration Model." Psychological Review. 95:2 (1988): 163-182.
- LaBerge, D. and S. J. Samuels. "Toward a Theory of Automatic Information Processing in Reading." Cognitive Psychology. 6 (1974): 293-323.

Langer, Judith. "Meaning Making Processes in Reading and Writing." Paper presented at NCTE Assembly for Research, Annual Conference, 1989.

Lehr, Fran. "A Portrait of the American as Reader." Journal of Reading. (1985): 170-172.

Nisbett, R. E. and T. D. Wilson. "Telling More Than We Can Know: Verbal Reports on Mental Processes." Psychological Review. 84 (1977): 231-259.

Moe, Laura A. "Constructing Understandings of Written Text: A Cultural Perspective." Dissertation Abstracts International, 1987.

MacLean, Margaret. "A Framework for Analyzing Reader-Text Interactions." Journal of Research and Development in Education. 20.2 (1986): 16-21.

Olson, Gary M., Susan A. Duffy, and Robert L. Mack. "Thinking-Out-Loud as a Method for Studying Real-Time Comprehension Processes." New Methods in Reading Comprehension Research. Ed. D. Kieras and M. A. Just., Hillsdale, NJ: Erlbaum, 1984. 253-286.

Payne, Gregg A., Jessica J. H. Severn and David Dozier. "Uses and Gratifications Motives As Indicators of Magazine Readership." Journalism Quarterly 65 (1988): 909-913, 959.

Perfetti, Charles A. Reading Ability. New York: Oxford University Press, 1985.

———. "Reading Acquisition and Beyond: Decoding Includes Cognition." American Journal of Education 93 (1984): 40-61.

Piepmeyer, Karen S. "Reading and Developmental Education." New Directions for Community Colleges Spring (1987): 63-73.

Purvis, Allen, A. Foshay, and G. Hansson. Literature Education in Ten Countries. New York: John Wiley, 1973.

Purvis, Allen, and O. Niles, eds. Becoming Readers in a Complex Society: Eighty-third Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1984.

Rayner, Keith, and Alexander Pollatsek. The Psychology of Reading. Englewood Cliffs, NJ: Prentice Hall, 1989.

Rhodes, Kent. "The Magazine Industry in a Time of Change." Aliteracy: People Who Can Read but Won't. A conference sponsored by The American Enterprise Institute for Public Policy Research. Ed. Nick Thimmesch. (1984): 1-70.

Richards, I. A. Practical Criticism. 1929: New York: Harcourt, Bruce & World, Inc., 1978.

Reed, Kefln X. "Expectation vs. Ability: Junior College Reading Skills." Journal of Reading 32 (1989): 537-541.

Rosenblatt, Louise M. "On the Aesthetic as the Basic Model of the Reading Process." Theories of Reading, Looking, and Listening. Ed. Harry R. Garvin, Special Associate Editor this issue, Steven Mailloux. Bucknell: Bucknell University Press, 1981. 17-32.

_____. The Reader, The Text, The Poem: The Transactional Theory of the Literary Work. Carbondale and Edwardsville: Southern Illinois University Press, 1978.

Roueche, S. D. and V. N. Comstock. A Report on Theory and Method for the Study of Literacy Development in Community Colleges. Austin: Department of Educational Administration, University of Texas, 1981.

Samuels, S., and M. Kamil. "Models of the Reading Process." Handbook of Reading Research Ed. P. David Pearson. New York: Longman, 1984. 185-224.

Sevigny, M. J. "Triangulated Inquiry: A Methodology for The Analysis of Classroom Interaction." Ethnography and Language in Educational Settings. Ed. J. L. Green and C. Wallat. Norwood, NJ: Ablex Press, 1981. 65-85.

Smith, Frank. Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read. 3rd ed. New York: Holt, Rinehart and Winston, 1982.

Stanovich, K. E. "Toward an Interactive-Compensatory Model of Individual Differences in the Development of

- Reading Fluency." Reading Research Quarterly 16
(1980): 32-71.
- Stanovich, K. E. and R. F. West. "On Priming by Sentence
Context." Journal of Experimental Psychology:
General 112 (1983): 1-36.
- Taylor, I., and M. M. Taylor. The Psychology of Reading.
New York: Academic Press, 1983.
- Vipond, Douglas and Russell Hunt. "Point-driven
Understanding: Pragmatic and Cognitive Dimensions of
Literary Reading." Poetics 13 (1984) 261-277.
- Word Almanac and Book of Facts, 1990. New York: Pharos
Books, 1989.