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Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of M.A.
In English Language Teaching

Title:
The Relationship between Sources of Situational Interest and Reading Comprehension of Iranian EFL Learners at Upper-Intermediate Level

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March 2017
Abstract

The purpose of this study is to investigate the relationship between situational interest and reading comprehension, reading motivation, and gender. 70 upper-intermediate level freshman students of Bushehr university participated in this study. To elicit data, two questionnaires (Sources of Situational Interest Questionnaire and Motivation for Reading Questionnaire) as well as four reading comprehension texts followed by three comprehension tasks (i.e., True/False, Multiple-choice, and Written recall) were presented to the participants. Kolmogorov-Smirnov (KS) was used to examine the normality of variables. The simple linear regression was used to test the null hypothesis of no significant relationship between variables. Student t-test was used to see whether situational interest among male and female at upper-intermediate level has a significant difference or not. The results indicated that there is a significant relationship between the situational interest and Iranian learners’ reading comprehension and reading motivation. Situational interest could enhance males’ reading comprehension to a larger extent compared to the females. But a significant difference between reading motivation among males and females at upper-intermediate level could not be found.

Keywords: Situational interest, Reading comprehension, Reading motivation
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Chapter One

Introduction
Chapter One

Introduction

1. Introduction

This chapter includes several parts. The first part is dedicated to the preliminaries of the study. The second part discusses the problem underlying the study, then purpose of the study, significant of the study, research questions and finally the research hypothesizes are stated.

1.1. Preliminaries

Interest almost always refers to positive feelings and is equally likely to refer to an attraction, a preference, or a passion (Valsiner, 1992). Interest is “one energetic feature of the human organism and is central in determining how we select and persist in processing certain types of information in preference to others. Thus, Hidi (1990) believed that “interest plays a major role in the course and outcome of our mental activities” (p. 549). Interest is an especially important affective factor in that it is central to intellectual functioning and, consequently, strongly influences how people select and persist in processing certain types of information in preference to others (Hidi, 1990). Hidi concluded that interest has a profound effect on human functioning at both the psychological and physiological levels. It has had different meanings among educational researchers. For example, links between interest and more trait-like conceptualization such as general curiosity (Ainley, 1987; 1993) or love of learning (Renninger et al., 2004) can be made. Krapp, Renninger, and Hoffmann (1998) studied interest as a habitual preference (or attitude), a motivational belief, and as a characteristic of the developing self (or personality). Ainley, Hidi, and Berndorff (2002) stated that “interest has been conceptualized both as an individual predisposition and as a psychological state. This psychological state is characterized by focused attention, increased cognitive and affective functioning, and persistent effort” (p. 545).
Dewey (1913; 1916) emphasized the important role of interest in learning and argued that “interest should be seen as a result of an interactive process between an individual and his or her environment” (as cited in Hidi, 1990, p. 550). According to Dewey (1916), in interest the “self and world are engaged with each other in a developing situation” (p. 126).

Learning can be increased by interest. Promoting interest in the classroom can increase learner’s learning motivation and improve the use of learning strategies (Keller, 1983; Pressley, El-Dinary, Marks, Brown, & Stein, 1992; Sweet, Guthrie, & Ng, 1997). The role of interest is very important in the learning process and it can determine what to learn, and how the chosen information can be learned (Alexander & Jetton, 1996; Garner, 1992). Therefore, the issue of how to increase learner’s interest is directly related to initiating learner’s motivation, and further improving learner’s achievement.

Interests and goals have been identified as two important motivational variables that impact individuals' academic performances, yet little is known about how best to utilize these variables to enhance children’s learning.

Interest is believed to improve learning by intensifying engagement and automatic allocation of attention (Hidi, 2001; for another viewpoint, see Shirey & Reynolds, 1988). In some cases, this quality of interest can detract from learning, as in the case of readers who are distracted from deep meanings in a text by “seductive details” (Wade, Schraw, Buxton & Hayes, 1993), elements which rivet readers and cause them to ignore more important aspects of what they are reading.

Decades of research have also led in lots of similar findings in respect to interest and reading comprehension as it has been stated that both reader- and text-based interests have been found to positively and consistently influence comprehension and learning in a wide range of conditions and reading proficiency levels (Hidi, 2000). But most of these studies have been conducted in L1; it is surprising that few studies are dedicated to investigate the
influence of interest on L2 reading comprehension in order to clearly indicate any kind of relationship between the two factors.

Generally, two forms of interest are distinguished in the literature: personal (or individual) interest and situational interest. Since the present study investigates the relationship between situational interest and reading comprehension of Iranian English learners at upper-intermediate level, it is beneficial to give a very short conceptual definition of this significant type of interest. In this work the term situational interest (SI) refers to short term interest raised spontaneously while reading a text. The reason behind this is the existence of some factors within the text (sources of situational interest) that catch the readers’ attention and encourage them to go on reading. Research on this type of interest has determined many different sources for it but most scholars agree upon four sources of situational interest which were introduced by Schraw et al. (1995) for a reading comprehension text. These four sources include prior knowledge, engagement, ease of recollection, and emotiveness. Other sources distinguished by other scholars can be somehow classified under these four major categories.

The relationship between situational interest and reading comprehension of EFL students should be examined in order to give a more comprehensive perspective of the elements that can absorb an L2 learner’s attention and encourage him/her to do the task of reading, even though he or she is not personally interested in it. A study should be carried out to find out whether situational interest in a reading passage can improve reading comprehension of the readers as well as their motivation to pursue reading based on a more personal attitude or interest rather than external (i.e., situational) factors within a text.

In this chapter, a general overview of the gaps that should be filled with the results, the significance of the study as well as its objectives are presented. Three questions lead this study and all of them are supposed to investigate the relationships between situational
interest, as proposed by Shcraw et al. (1995), and three variables of reading motivation, gender, and reading comprehension of Iranian EFL learners at upper-intermediate level. Moreover, the significant key terms to grasp theoretical views of the study are also defined.

1.2. Statement of the Problem

Reading is regarded as a complex cognitive and social process. Reading skill is said to be the most difficult aspect of second language learning and teaching since a lot of learners are not personally motivated to read. The problem has been touched on by many scholars such as Grabe. “The students often are not motivated to read, because they have not yet experienced the pleasure of reading material that they want to read. […] Most students do not read much, or enjoy reading in their first language either” (Richards & Renandya, 2002, p. 281). When it comes to second language, the issue seems more problematic because most of them consider second language learning as equal to speaking in L2.

On the other hand, interest has the potential of having a considerable impact on learning. So if reading comprehension is the goal, for example, an assumption may be that students will learn more if they are interested in the reading material. So it seems crucial to develop some sources of interest—situational interest—among students, mostly suitable for those personally unmotivated ones, to encourage them to read and comprehend.

In many EFL contexts, reading texts, selected for a particular group of students, are provided based on teachers’ subject of interest or the goals predetermined by course designers and/or curriculum planners. Therefore the students may encounter a large number of texts that they do not have any particular kind of interest. As a result teachers confront a group of uninterested, bored students whose reading comprehension performance is not as good as it is expected.

Although there has been a rich and contentious literature about the effect of interest on readers’ comprehension processes, almost all of these works have dealt with reading in
one’s first (or native) language. The influence of interest on learning has been established well in educational psychology, but little interest research has been done in the field of second language (L2) learning. Thus, much remains to be determined to understand whether and how text interest would affect foreign and second language reading processes.

Moreover, although it plays an importance role in the field of English language teaching as a foreign language, the concept of situational interest (SI) has not yet drawn much attention of Iranian ELT scholars; this happens where most of Iranian English learners’ specific purpose of learning English, particularly in universities, is to read and to comprehend their specialized texts in English.

1.3. Purpose of the Study

The main purpose of this study is to investigate the relationships between situational interest and three different comprehension assessment tasks (i.e., written recall, True/False items, and multiple choice items), reading motivation and gender of Iranian EFL learners at upper-intermediate level.

The purpose of the study has been to provide some evidence on the relationship between situational interest and reading comprehension; through which, the task of selecting reading text becomes a more clear and easier one for teachers, educational administrators, and syllabus and textbook designers. Moreover, students can benefit from reading texts in which they are—at least situationally—interested because they can comprehend it better.

1.4. Significance of the Study

Affective factors often figure prominently in discussions of second language acquisition (SLA) (e.g., Ellis, 1986; Gardner & Lambert, 1972; Larsen-Freeman & Long, 1992). An exploration of the role of affect in the L2 reading process must consider the reader and his or her background, environment, and individual differences (Bernhardt, 1986;
Wallace, 1986). Certainly one important difference that readers bring to the reading process is the level of interest in the text they are reading.

It is important to encourage language learners to read in L2 and to comprehend it, but it is certainly not possible to find the same level of individual interest towards one single text in a classroom. Therefore, raising situational interest towards the text available to students at a given moment seems crucial. Studies and research done exclusively in this regard are very limited. Especially in EFL situations there is too little evidence of carrying such kinds of research to be able to allocate a definite area of research to that.

The findings of the study have important implications for both teaching and learning purposes. Given that these two issues have become integrated in educational situation today, it is important for teachers and learners to know how to go about this job.

In addition, teachers and test givers need to be informed of the individual characteristics in educational settings to do their best for the purpose of optimal learning which can be obtained by the learners.

The results of this study may thus have implications for teachers, students, test developers, syllabus designers and researchers, who take roles in learning.

1.5. Research Questions

The following research questions guided this study:

1. Is there any relationship between situational interest in reading texts and reading comprehension of Iranian EFL learners at upper-intermediate level?

2. Is there any relationship between situational interest in reading texts and reading motivation of Iranian EFL learners at upper-intermediate level?
3. Is there any significant difference in situational interest, reading motivation, and reading comprehension among male and female of Iranian EFL learners at upper-intermediate level?

1.6. Research Hypotheses

Hypotheses tested in order to address the above research questions were that there is no difference among situational interest in a text regarding participants’ gender and/or reading motivation as well as their reading comprehension. The null hypotheses taken as the basis of all three posed questions was assumed to help and neutralize the procedure of finding results by taking no particular position. This possibility that the results will show no relationship between the variables can be stated more precisely by numbering each hypothesis according to its relevant question; they take the following forms:

1. H0: There is no significant relationship between situational interest in reading texts and reading comprehension of Iranian EFL learners at upper-intermediate level.

2. H0: There is no significant relationship between situational interest in reading texts and reading motivation of Iranian EFL learners at upper-intermediate level.

3. H0: Situational interest, reading motivation, and reading comprehension among male and female of Iranian EFL learners at upper-intermediate level have no significant difference.

1.7. Definition of Key Terms

1.7.1. Situational Interest. An emotional state aroused by features of environmental or textual stimuli. Also known as spontaneous or context–specific interest, it is an environmentally–oriented interest which lasts as long as the place and environment activate it. It has been divided into 3 categories of Text–based, Task–based and Knowledge–based. With respect to the purpose of this study, the first type of situational interest (i.e., text–based situational interest) is investigated. Regarding a text, it is conceptualized as a temporary state that is elicited by specific features of a text. Schraw et al. (1995) identified four basic sources
Relationship Between Situational Interest and Reading

of situational interest regarding a literary text. These sources are prior knowledge, engagement, ease of recollection, and emotiveness.

1.7.2. Reading Motivation. Prominent theoretical models of achievement motivation focus on children’s beliefs, values, and goals as the primary “drivers” of their motivation (Eccles & Wigfield, 2002; Wigfield et al., 2015). Central motivational beliefs include competence-related beliefs such as self-efficacy, or one’s confidence in one’s ability to accomplish different tasks (Schunk & Pajares, 2009), and the sense of control and autonomy individuals have over their learning. Its nine components have been identified as 1) curiosity, 2) preference for challenge, 3) involvement, 4) self-efficacy, 5) competition, 6) recognition, 7) grades, 8) social interactions, and 9) work avoidance. By nature, each of these components can be more related to one of the two types of reading motivation. Intrinsic reading motivation refers to students’ curiosity about new books and topics, immersion in reading for long periods of time, and preference for longer challenging texts. In contrast, extrinsic reading motivation refers to grades or competition as reasons for reading.

1.7.3. Reading Comprehension. Reading comprehension is as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text/message (Rayner et al., 2001; Tompkins, 2011). It refers to the act of “extracting” and “constructing” meaning from the text read and/or interpreted by the reader. It does not simply mean passive perception of the meaning in a text but active co-construction of it with a text. In this case, reading comprehension can be considered as a “transaction” of meaning between prior knowledge, purpose and/or life experiences the readers bring with them and the text.

1.8. Limitations and Delimitations of the Study

Despite the meaningful implications for practical teaching and learning, this study has some limitations and delimitations as well. The results of this study are not directly
generalizable to every text genre because only expository and narrative texts were used. Moreover, as only Iranian EFL learners at upper-intermediate level participated in the study, it may not be possible to generalize the results of this study to every proficiency level group and to every EFL learner.

Delimitation of the study deals with the number of samples. The sampling procedure of the study was not a random one but a convenience sampling in which the number of participants was deliberately selected as only 70 subjects because of the problem of accessibility to human resources. For the same reason the proficiency level of participants was selected as only upper-intermediate students. Since the participants must have been at the appropriate proficiency level to be able to comprehend the texts; therefore, beginners could not be appropriate choices. Advanced learners of English in Iranian EFL context are so limited in number.

Another delimitation of the study was decreasing the number of original SI questionnaire items from 30 items to 13. The reason behind this was that the original questionnaire was constructed to be applied only after reading a story, as it was the only genre used in the original study of Schraw et al. (1995), but since two different text genres were used in this study, those deleted questions were irrelevant as they are exclusively about events happening in stories.
Chapter Two

Literature Review
Chapter Two

Literature Review

2. Introduction

This chapter is dedicated to brief review of theoretical background of interest in the field of language teaching and learning. In the second part, three types of interest including individual, situational, and topic interest and their subsections are reviewed. The last part of this review deals with related studies on personal and situational interest and the relationship between interest and motivation.

2.1 Theoretical Background of Interest

To many psychologists, interest is a vague, everyday term that denotes a personal characteristic or an affective state that has already been thoroughly investigated by modern motivational psychology. Specifically, it seems as if interest is nothing more than the lay term for intrinsic motivation. There is some reason to believe, however, that intrinsic motivation research does not capture all of the essential aspects of interest. Contemporary motivational research has clearly neglected some aspects of interest that are highly significant from theoretical and educational points of view (Schiefele, 1991).

The concept of interest has a long tradition in psychology that can be traced back to Herbart (1806; 1965; 1841; 1965), one of the pioneers of modern psychology. He regarded the development of unspecialized, multifaceted interest as one of the primary goals of education. In Herbart’s view, interest is closely related to learning. It allows for correct and complete recognition of an object and leads to meaningful learning (Schiefle, 1991).

In the United States, Dewey (1913; 1933; 1938) stands out as a forerunner of modern interest research. In his brilliant book, Interest and Effort in Education (1913), he distinguishes between interest-oriented learning and learning that neglects student's interest and is based on coercion. According to Dewey, external attempts to make something
interesting lead to only contemporary effort and do not result in identification with material. Consequently, he dismissed instructional efforts that take place without regard to material to be learned. In his opinion, the results of interest-based learning differ qualitatively from the results of learning based only on effort. Effort-based learning is mechanical and results in trained knowledge and habits lacking any mental purpose or worth. Dewey postulated three basic characteristics of interest: It is an active, “propulsive” state; (b) it is based on real objects; and (c) it has high personal meaning (Schiefele, 1991).

Dewey (1913, as cited in Mitchell, 1993, p. 424) provided what seems to be the best working definition of interest in the following, “genuine interest is the accompaniment of the identification, through action, of the self with some object or idea, because of the necessity of that object or idea for the maintenance of a self-initiated activity” (p. 14). Note that Dewey’s definition distinguishes between activity in general and maintenance of a self-initiated activity, which is an essential component of interested behavior. Furthermore, Dewey proposed that there are two key factors in the interest construct: identification and absorption. With regard to identification, Dewey stated,

The genuine of interest is the principle of the reorganized identity of the fact to be learned or the action proposed with the growing self; that it lies in the direction of the agent’s own growth, and is, therefore, imperiously demanded if the agent is to be himself (p. 7).

Furthermore Dewey (1913, as cited in Mitchell, 1993, pp. 424–425) proposed that “interest is not some one thing: it is a name for the fact that a course of action, an occupation, or pursuit absorbs the power of an individual in a thorough-going way” (p. 65). Dewey’s concept of interest seems particularly useful as the relationship between identification, absorption, and the maintenance of a self-initiated activity offers a straightforward way to analyze classroom activities.
The concept of interest was also crucial to the pioneering work of James (1950; 1980). As Rathonde (in press) pointed out James and Dewey share remarkable similarities, in terms of both the importance of the experience of interest and the psychological dynamics that generate it (Schiefele, 1991). According to James (1890, 1950), interest considered as a central directive force in the human mind:

Millions of items of the outward order are present to my senses which never properly enter into my experience. Why? Because they have no interest for me. My experience is what I agree to attend to. Only those items which I notice shape my mind – without selective interest, experience is an utter chaos. Interest alone gives accent and emphasis light and shade, background and foreground – intelligible perspective, in a word (p. 402).

James (1950) noted that “every creature has a certain selective interest in certain portions of the world, and that this interest is as often connate as acquired. Our interest in things means the attention and emotion which the thought of them will excite, and the actions which their presence will evoke. Thus every species is particularly interested in its own prey or food, its own enemies, its own sexual mates, and its own young. These things fascinate by their intrinsic power to do so; they are cared for their own sakes” (p. 320).

In addition to selective interest, James (1950) hypothesized another form of interest – momentary interest. This form of interest is impulsive or habitual, in the sense that one naturally attends to something, whereas selective interest is willed, or effortful. The later can avert the spontaneous drift of attention and hold an object in mind until it becomes clear and distinct (Rathunde, in press, as cited in Schiefele, 1991).

Although James (1950) put great emphasis on interest, he did not develop a theory of interest. Consequently, Dewey’s work must be recognized as being most relevant for modern conceptualizations of interest. Its significance is also reflected by the fact that Kerschesteiner
(1922) integrated Dewey’s theory into his own work, which was influenced mainly by Herbart (Schiefele, 1991).

Schiefele (1991) explained that with the onset of behaviorism, the concept of interest lost its influence in psychology and education. Among the survivors of interest research were some scattered studies (e.g., Bernstein, 1955; Travers, 1978), isolated theoretical papers (e.g., Eagle, 1981; Kirkland, 1976), and approaches toward the measurement of occupational interests, a research tradition within personality psychology that regards interests as enduring personal traits (e.g., Walsh & Osipow, 1986). In addition, interest-related research issues were partially integrated into theories of intrinsic motivation (e.g., Berlyne, 1949; 1960). Schiefele (1991) proposed some additional features of interest that are not shared by most contemporary motivational theories. In particular, he proposed the following:

Interest is a content-specific concept. It is always related to specific topics, tasks, and activities.

Interest is a directive force. It is able to explain students’ choice of an area in which they strive for high levels of performance or exhibit intrinsic motivation.

Interest consists of valences attached to a topic or activity. It may be either enduring or short live, and either general (involving many similar areas) or specific. Interest is not a personality trait like other motives of behavior (e.g., achievement motive).

When understood as a content-specific concept, interest fits well with modern cognitive theories of knowledge acquisition, in that new information is always acquired in particular domains. This use of specific cognitive factors, such as prior knowledge or domain-specific learning strategies, should be supplemented by the inclusion of equally specific motivational factors.

Subject-matter-specific interest is probably more amenable to instructional influence than are general motives or motivational orientations (p. 301).
2.2. Research Background

Within the interest literature, the relationship between interest and learning has focused on three types of interest: individual, situational, and topic. *Individual* interest is considered to be an individual’s predisposition to attend to certain stimuli, events, and objects. *Situational* interest is elicited by certain aspects of the environment. These include content features such as human activity or life themes, and structural features such as the ways in which tasks are organized and presented. *Topic* interest, the level of interest triggered when a specific topic is presented, seems to have both individual and situational aspects (Ainley, Hidi, & Berndorff, 1999, as cited in Ainley, Hidi & Berndorff, 2002, p. 545).

2.2.1. Personal or individual interest

Individual interest has been described as a relatively enduring predisposition to attend to certain objects and events and to engage in certain activities (e.g., Krapp et al., 1992; Renninger, 1992; 2000, as cited in Ainley et al. 2002, p. 545). This behavior is associated with a psychological state of positive affect and persistence and tends to result in increased learning. For example, the reader with an individual interest in ecology and conservation seeks opportunities to engage in associated activities and while so engaged experiences enjoyment and expands his or her knowledge.

According to Hidi (1990), individual interest is described as “focus on individual differences… focuses on how interest affects most subjects” (p. 550). It also contributes to cognitive performance and the focus of it is the person. “Personal, individual interest develops slowly over time and tends to have long-lasting effects on a person’s knowledge and values” (Hidi, 1990, p. 551). It is less spontaneous, of enduring personal value, and activated internally (Schiefele, 1999, as cited in Schraw, 2001, p. 211).

“There are at least two different ways in which individual interest can be conceptualized: individual interest as disposition and individual interest as actualized state.
Dispositional interests are relatively enduring characteristics or general orientations to action.” (Krapp, Hidi & Renninger, 1992, p. 7)

2.2.1.1. Actualized individual interest. Schiefele (1999) described actualized interest as “a content-specific intrinsic motivational orientation. Basically, this means that a person in a state of being interested in a certain topic wants to learn about (or become involved with) that topic for its own sake” (p. 303–304).

Krapp et al. (1992) referred to actualized individual interest as following:

Process-oriented theories and studies of the conditions of learning are usually less concerned with the dispositional aspect of individual interest. They devote more attention to the concrete, actualized form of individual interest. Interest can be said to “show itself” in particular psychological state, such as focused, prolonged, relatively effortless attention, all of which are accompanied by feelings of pleasure and concentration (actualized individual interest). (p. 7)

Krapp et al. (1992) believed that such actualized interest arises out of an interaction between internal and external conditions. According to Hidi and Baird (1986, 1988), two sources are involved: the person, with his or her characteristics, attitudes, and general orientations, and the situation, which contains the special stimuli and conditions for an interested engagement.

2.2.1.2. Latent individual interest. Individual interest is described here as the relatively long term orientation of an individual toward a type of an object, an activity, or an area of knowledge (H. Schiefele et al., 1983, as cited in Schiefele, 1999, p. 302–303).

U. Schiefele (1991) distinguished between two components of interest: a feeling-related and a value-related component. The term feeling-related valences is used when a topic or object is associated with feelings that precede, accompany, or follow activity involving the topic or object of interest. Typical of interest would be feelings of enjoyment or involvement.
If personal significance is ascribed to a topic, one speaks of a “cognitive” or a value-related valence. On the basis of this distinction, it is possible to define topic interest as being composed of both feeling-related (relating a topic to particular feelings) and value-related valences (attributing personal significance to a topic).

A third important feature of interest is its intrinsic character, also termed self-intentionality by H. Schiefele et al. (1983). In the context of text learning, this means that the learner should be involved in a topic for its own sake and not for any external reason (e.g., passing an exam). The feeling-related and value-related valences can, therefore, be described more precisely as intrinsic feeling-related and value-related valences. To measure interest then, the topic valences involved must be directly related to the topic (or to reading a text on a certain topic) and not, for example, to other topics or external events.

### 2.2.2. Situational interest

Krapp (1989) suggested that situational interest “evoked by certain features or characteristics of stimuli” (as cited in Hidi, 1990, p. 551). According to Hidi (1990), “situational interest tends to be evoked more suddenly by something in the environment and may have only short effect, marginally influencing individual’s knowledge and values” (p. 551). It is common across individuals, short lived, and elicited within a particular context (Krapp et al., 1992; Wade, 1992). It is spontaneous, transitory, and environmentally activated (Krapp et al., 1992, as cited in Schraw, 2001, p. 211).

Situational interest is “evoked by something in the immediate environment, and consequently may or may not have a long-term effect on individual’s knowledge and value” (Hidi, 2001, p. 193). It focuses on the environment and contextual factors. In the case of reading, these include “characteristics of the text, inducements, and social activities surrounding the reading event” (Wade et al., 1999, p. 197). Situational interest has been associated with “extrinsic” motivation and has been called “externally triggered motivation”
A specific class of situational interest research that focuses on text material is known as “text-based interest” (Hidi & Baird, 1988).

Hidi and Harackiewicz (2000) argue that situational interest can lead to “continued and persistent activity that becomes self-initiated … self-determined and autonomous” (p. 156) and that “creating environments that stimulate interest is one way for schools to motivate students and help them make cognitive gains in areas that initially hold little interest for them” (p. 156). They (2000) assert that “… situationally interesting activities may be one of the most realistic approaches to educational intervention” (p. 159).

The psychological state of interest can also be generated by specific environmental stimuli and is referred to as situational interest (Hidi & Baird, 1988, as cited in Ainley et al., 2002, p. 546). Whereas the state is characterized by focused attention that is similar to the outcome of individual interest, the immediate affective reaction may include a broader range of emotions. Situational interest may also involve some negative feelings (Hidi & Harackiewicz, 2000; Iran-Nejad, 1987). Once triggered, this reaction may or may not be maintained (Hidi & Baird, 1986; Mitchell, 1993). Certain texts are sources of this interest, and high-interest text segments are associated with increased comprehension and recall (e.g., Anderson, Shirey, Wilson, & Fielding, 1987; Benton, Corkill, Sharp, Downey, & Khramtsova, 1995; Harp & Mayer, 1997; Hidi & Anderson, 1992; Schraw, Bruning, & Svoboda, 1995; Wade, Buxton, & Kelly, 1999).

According to Hidi (2001) individual interest “develops slowly, tends to be long lasting, and is associated with increased knowledge and value” (p. 103). Wade et al. (1999) associate individual interest with “personal significance, positive emotions, high value, and increased knowledge” (p. 197).

Situational interest increases learning when a task or to-be-learned information is novel (Hidi, 1990), or when information is relevant to a task or learning goal (Schraw &
Dennison, 1994; Shirey, 1992). Text variables such as coherence (Wade, 1992), identifying with characters (Anderson et al., 1987), suspense (Jose & Brewer, 1984), and the concreteness and imageability of salient text segments (Sadoski et al., 1993) also increase situational interest.

2.2.2.1. Text-based situational interest. Text-based situational interest refers to the interest evoked by text characteristics (Hidi & Baird, 1988). According to Schraw, Bruning, and Svoboda (1995), text characteristics that arose situational interest vividness, coherency, comprehensibility level, engagement, and emotiveness. Other text characteristics include previously unknown and unexpected information, descriptive and image-evoking language, connections with previous knowledge (Wade et al., 1999), and character identification (Hidi, 1990). Text-based situational interest is also evoked by universally interesting topics, such as sex, death, love, war, danger, and money (Schank, 1979).

Schraw, Flowerday, and Lehman (2001) introduced three general text factors that have a substantial impact on situational interest, including coherence, relevance, and vividness. Coherence refers to the informational and organizational completeness of a text. In general, text that requires fewer inferences by readers is considered more coherent. Relevance refers to text segments that affect the reader’s purposes or goals for reading. Vividness refers to text segments that stand out because they create suspense, surprise, or are otherwise distinctive.

Coherent texts increase interest because they are easier to understand than texts with low coherence. Coherent text is characterized by the smooth flow of ideas such that each new text segment can be integrated easily with preceding segments (O’Brien and Myers, 1999, as cited in Schraw et al., 2001, p. 217). Coherent connections enable readers to make inferences by connecting information in the text to prior knowledge. In addition, coherent connections reduce working memory load, enabling readers to attend to more global
<table>
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<td>استاد بهترین: دکتر رضا عبّدی</td>
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چکیده:
هدف این مطالعه بررسی رابطه بین علاقه موقعیتی و درک خواندن، انگیزه خواندن و جنسیت می‌باشد. 70 دانشجوی سال اول سطح بالای متوسط دانشگاه بوشهر در این مطالعه شرکت کردند. برای استخراج اطلاعات، دو پرسشنامه (پرسشنامه منابع علاقه موقعیتی و پرسشنام انگیزه برای خواندن) و همچنین چهار متن درک خواندن دارای سه وظیفه درک (به عنوان مثال، صحیح/غلط، جنگی/پانزده ای و به یاد آوری نوشتاری) به شرکت کنندگان ارائه شد. از کولومگراف اسپرترنوف (KS) برای بررسی نرمال بودن متغیرها استفاده شد. از رگرسیون خطي ساده برای تست فرضیه صفر می‌گردد دریافت رابطه معنی‌داری بین علاقه موقعیتی و درک خواندن استفاده شد. از آزمون T دانش آموز برای بررسی اینکه آیا منابع علاقه موقعیتی در خواندن میان بین مرد و زن زبان آموزان ایرانی در سطح بالای متوسط تفاوت معنی‌داری وجود دارد یا نه، استفاده شد. نتایج نشان داد که رابطه معنی‌داری بین علاقه موقعیتی و درک خواندن زبان آموزان ایرانی و انگیزه خواندن وجود دارد. علاقه موقعیتی می‌توان درک خواندن مردان را تا حد زیادی نسبت به زنان بالا بپردازد. اما تفاوت معنی‌داری در بین انگیزه خواندن مردان و زنان در سطح بالای متوسط یافت نشد.

کلید واژه‌ها: علاقه موقعیتی، درک خواندن، انگیزه خواندن
پایان نامه برای دریافت درجه کارشناسی ارشد
در رشته آموزش زبان انگلیسی

عنوان:
رابطه بین منابع علاقه موقتی و درک خواندن زبان آموزان ایرانی
در سطح بالای متوسط

استاد راهنمای:
دکتر رضا عبده

استاد مشاور:
دکتر افسانه سعیداحتر

پژوهشگر:
مجید اعتماد

زمستان ۱۳۹۵