

Schiefele, U. (1999). Interest and learning from text. *Scientific Studies of Reading*, 3, 257-279.

Key Words: motivation

Summary: This work discusses the relationship between interest and learning from text. The author reviews 36 studies and finds a connection between personal interest and text learning. Interest is defined differently than motivation. The first section clarifies the concepts of personal and situational interest. The next sections use the author's findings to present evidence for substantial relationships between interest and text learning.

Findings: Two types of interest, personal and situational, are important when discussing learning with texts. Personal interest represents a stable evaluative orientation toward a certain domain. Situational interest is a temporary state that is elicited by specific features of a text. Motivation is defined as the wish or intention to engage in a specific activity. However, this does not specify the reasons to be engaged.

Intrinsic motivation is the intention to engage in a specific learning activity because the activity itself is interesting. Extrinsic motivation refers to events that are external to the activity (e.g., parental praise, positive self-evaluation). The author proposes that personal interest should be defined by intrinsic feeling-related and value-related beliefs. The relationship between personal interest and text learning was independent of text length, nature of text, method of knowledge, and text difficulty.

Conclusions: Motivation and personal interest are important when looking at students' learning from text.

Suggestions for Teachers:

- Collect information about your students' personal and situational interest in the content of your instruction.
- Use this information to develop plans for enhancing likelihood of students' situational interest in your content.

Suggestions for Literacy Leaders:

- Provide professional development opportunities for teachers to explore issues related to situational interest.