

This article-based PhD project has as its focus the reading preferences, activities, motivation and engagement of Namibian pre-adolescent learners. Firstly, it investigated the Namibian landscape and determined the opportunities and challenges to promote reading for pleasure in both rural and urban areas across Namibia. A second phase focused on urban readers in one specific region where aspects of the reading activity and motivation, as well as the relationships of these factors to reading achievement, are discussed. The third phase captured views of learners on reading for pleasure strategies in one school. The findings confirm and add to the existing research on adolescent readers. Reader preferences and views should be acknowledged when designing reading programmes, e.g. by recognising the importance of reading fiction when addressing reading motivation and achievement. It also points to the importance of including reading motivation and engagement as part of the reading process. This study, specifically, adds to the scant research regarding reading motivation and engagement in African contexts, and highlights the need to address the unequal opportunities of Namibian children to develop as readers.

Faculty of Education

**Emmarentia Kirchner**

**PhD Thesis**

**Motivating and Engaging Readers**

**A study of pre-adolescent Namibian  
primary school readers**

**PhD Dissertation in Teaching and Teacher Education**

**2018**

#### **Ph.d.-avhandlinger i profesjonsrettede lærerutdanningsfag**

- Nr. 1 – Irene Trønnes Strøm** – «Jeg er ikke norsk, vet du, jeg er internasjonal».  
En etnografisk studie av musikalsk aktørskap blant ungdom i krysskulturelle kontekster
- Nr. 2 – James Coburn** – The professional development of English language teachers.  
Investigating the design and impact of a national in-service EFL teacher education course
- Nr. 3 – Stian Vestby** – Folkelige og distingverte fellesskap.  
Gentrifisering av countrykultur i Norge – en festivalstudie
- Nr. 4 – Ann Margareth Gustavsen** – Kjønnforskjeller i sosiale og skolefaglige prestasjoner
- Nr. 5 – Camilla Kvaal** – Kryssende musikkopplevelser. En undersøkelse av samspill i en interkulturell praksis
- Nr. 6 – Emmarentia Kirchner** – Motivating and Engaging Readers.  
A study of pre-adolescent Namibian primary school readers