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7<sup>TH</sup> GRADE CHINESE STUDENTS' READING MOTIVATION IN TAIWAN

A DISSERTATION

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in partial fulfillment of the requirements for the

degree of

Doctor of Philosophy

By

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Norman, Oklahoma  
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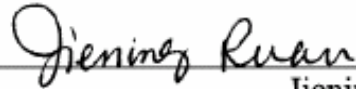
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DEPARTMENT OF  
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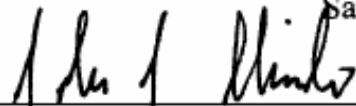
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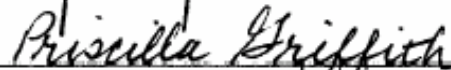
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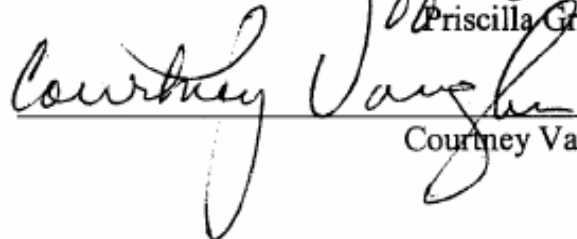
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## ABSTRACT

This dissertation study investigated seventh-grade Chinese students' reading motivation in Taiwan. The mix-method triangulation research design was employed to find answers to the study's questions. A total of 247 seventh-grade Chinese students (122 boys and 125 girls) provided the quantitative data by completing a modified Chinese Motivation Research Questionnaire (MRQ). Eight high reading achievement students and eight low reading achievement students were purposefully selected to participate in the semi-structured interviews to provide in-depth qualitative data. Qualitative data included observations conducted during the reading classes and the afterschool programs. Both descriptive and inferential statistics were used to summarize the quantitative results. Content analyses using the constant comparative method led to the identification of important themes related to Chinese seventh-grade students' motivation to read.

The results showed that Chinese students, like their western counterparts, were motivated to read if they were presented with materials matching their personal interests and choices. When compared with low reading achievement students, high reading achievement students were found to place greater value on grades and social recognition. They also had stronger self-efficacy and intrinsic motivation. The results also suggested that external social and cultural factors impacted the students' motivation to read. In particular, teachers' and parents' expectations strongly influenced the students' motivation to read. The study has important implications for Chinese reading instruction. Chinese reading teachers should de-emphasize reading for grades and external factors. They should adopt instruction practices that promote intrinsic motivation and develop lifelong engaged readers who truly love reading.

## CHAPTER ONE

### Introduction

A long and rich history of research exists regarding student reading skills; however much of it has focused on the cognitive aspect of reading (Guthrie & Anderson, 1999; Oldfather & Wigfield, 1996; Wigfield, 1997; Wigfield, 2000). Research has suggested that focusing on the development of reading skills is insufficient to help students become good readers (Beck, McKeown, Sandora, Kucan, & Worthy, 1996; Pressley, Goodchild, Fleet, Zajchowski, & Evans, 1989) because it neither provides explanations about why some students read infrequently and passively despite being skilled readers nor about why some students are highly engaged in reading while others appear to be uninterested (Chan, 1996; Wigfield & Guthrie, 1997; Wigfield, 1997).

Since the early 1990s, there have been an increasing number of studies on how students acquire and sustain reading strategies. These studies suggested that motivational factors must be considered (Borkowski, Day, Saenz, Dietmeyer, Estrada, & Groteluschen, 1992; Chan, 1996). Reading research should not limit itself to the cognitive domain because reading is an activity that requires a large amount of strategic effort and motivation (Baker & Wigfield, 1999; Guthrie & Anderson, 1999; Stipek, 2002; Wigfield & Guthrie, 1997).

Motivational factors have appeared to gain more attention in reading research concerning reading behaviors (Lorch & van den Broek, 1997; Oldfather, 2002; Wigfield, 1997). Motivation has been taken into consideration in numerous reading studies and learning models in an attempt to explain the *whys* of certain reading behaviors (Gambrell, 1996; Wigfield, 1997).

### *Significance of the Study*

Despite the proliferation of studies on reading motivation, most have been done in classrooms in the United States (Edmunds & Bauserman, 2006). Relatively few studies have specifically investigated Chinese students' motivation in the reading domain (Lau, 2004; Lau & Chan, 2003). The consequence is a huge gap in our knowledge base regarding reading motivation among Chinese students in different Chinese societies. Given these limitations, an explanation of factors associated with reading motivation in different cultures and language groups is needed (Wigfield & Eccles, 2002).

If we assume that cultural norms and school settings influence students' learning and thinking, it is important that reading motivation studies be done in many countries and cultures. Therefore, it is necessary to understand what specific cultural and environmental factors are related to Chinese students' motivation, and explore whether reading motivation plays the same important role in Chinese reading development as it does in the West. This dissertation begins to fulfill this need by examining whether the motivation constructs and theories that work in Western studies can be applied to Chinese students in Taiwan.

Although some studies have revealed that Chinese low achievement students have similar motivational problems as those of Western students (Hau & Salili, 1990; Lau & Chan, 2001), firm conclusions cannot be drawn as long as Chinese students' motivational problems remain an unexplored area in reading research (Lau & Chan, 2001; Lau & Chan, 2003, Lau, 2004).

So far, most studies on reading motivation have employed a quantitative research method (Oldfather & Wigfield, 1996; Lau, 2004). Some researchers have recently

suggested that qualitative methods, including interviews and observation, be used to examine student motivation in literacy learning (Butler, 2002; Patrick & Middleton, 2002; Perry, 2002; Perry, Mercer, & Nordby, 2002). Interview and observational research methods are useful because they can help researchers understand the thoughts and behaviors of the participants, rather than depending on pre-established categories for their responses (Perry et al., 2000).

Triangulation between findings of the quantitative surveys and qualitative methods could provide new insights into the motivation of Chinese students and offer better understanding of the factors or problems related to the development of active and engaged Chinese readers. Potentially, it could add not only to our understanding of how classroom contexts and teaching practices contribute to learners' motivation to read, but also to our understanding of how culture and language contribute as well. This study will also offer reading researchers and educators across the globe better cross-cultural understanding about reading motivation.

### *Theoretical Frameworks*

This study is grounded in both sociocultural theory (Vygotsky, 1978) and engagement theory (Guthrie & Wigfield, 2000). Vygotsky (1978) emphasizes the role of social and cultural experience in the development of children's language, thinking, and learning. A sociocultural perspective is embedded in the ways cultural groups interact with other members of the society (Rogoff, 1996). Therefore, learning is a dynamic sociocultural process when individuals enter contexts requiring social interaction (Rogoff, 1996). This view is in line with that of various reading researchers, who have consistently demonstrated that current theories of motivation recognize that literacy learning is facilitated by social interaction (Gambrell, 1996; McCombs, 1989; Oldfather,

1993). Based on this premise, learning is a social process that is stimulated and nourished by interaction with others (Oldfather, 2003; Oldfather & Dahl, 1994).

Engagement theory has many interpretations and explanations in education (Mosenthal, 1999), but the best known of these is Dewey's "reflective inquiry," which starts from a problematic situation (Dewey, 1929, p.189). Dewey's notion of "reflective inquiry" conceives of a learner guided and motivated by a question or interest of personal significance, and thus enabled to be engaged in learning activities (Dewey, 1929). This process can enhance a learner's ability to explore an object or problem with greater complexity and depth. According to Dewey, the core of authentic learning is comprised of intrinsic motivation, self-efficacy, and socially constructed meanings (Dewey, 1910, 1929, 1938). From a historical perspective, the view of Dewey's "reflective inquiry" has greatly influenced engagement theory, which has become increasingly relevant for integrating the cognitive, motivational, and social dimensions of reading and reading instruction (Baker, Breher, & Guthrie, 2000; Wigfield & Guthrie, 1997). Thus, reflective inquiry reinforces the centrality of the concept of motivation within engagement theory.

Both sociocultural and engagement theory have been supported by the existing body of research, and both recognize reading or literacy learning as culturally and socially mediated processes (Cole, 1996; Gee, 2000; Rogoff, 1995; Rueda & Moll, 1994). One cannot identify an individual's motivation without knowing that person's social and cultural contexts. Neither is it static but active, so that reading, writing, and language interrelate with "the working of power and desire in social life" (Gee, 1990, p. 27). In this study, sociocultural factors that influence student motivation were probed in order to shed light on Chinese students' reading motivation.

## *Research Problems*

### *Background of the Problem*

Student motivation is among the most powerful determinants of students' success or failure in school (Hidi & Harackiewicz, 2000; Reeve, 1996), and a lack of motivation is at the root of many of the problems that classroom teachers face (O'Flahavan, Gambrell, Stahl, & Alvermann, 1992). Researchers have long worked to identify what they consider to be the most important motivational constructs in general, rather than motivation for specific areas, such as reading (Arzubiaga, Rueda, & Monzo, 2004; Oldfather & Wigfield, 1996). Consequently, research in reading motivation was limited until the early 1990s (Edmunds & Bauserman, 2006; Oldfather & Wigfield, 1996).

It is widely reported that the motivation to learn appears to decline during the late elementary school years and during the transition to middle school (Eccles, Wigfield, Midgley, Reuman, Mac Iver, & Feldauer, 1993; Wigfield & Eccles, 1992; Wigfield, Eccles, MacIver, Reuman, & Midgley, 1991) in all academic subjects, including reading (Eccles, Wigfield, & Schiefele, 1998; Gottfried, 1985; Guthrie & Davis, 2003; Oldfather & McLaughlin, 1993). Motivation to read and learn in middle school is not "inborn" (Wigfield, et al., 1991, p. 553), but students can be motivated and competent in some school environments whether they struggle with reading or are competent readers (Ivey, 1999).

Decline in the motivation to read has been attributed to students' growing awareness of their own performance as compared to others, to teacher control, to seeking approval of teachers and others, and/or to a changing learning context that increasingly emphasizes personal academic achievement (Eccles et al., 1993; Eccles et al., 1998; Guthrie & Davis, 2003; Wigfield et al., 1991). Students may struggle to negotiate

modifiers that are needed in the social contexts which have been created both by “the individual and by society as a whole” (Reed, Schallert, Beth, & Woodruff, 2004, p.262). Of these changes, many apply to all readers at the middle school level (Eccles et al., 1993; Guthrie & Davis, 2003).

### *Statement of the Problem*

Middle school is considered one of the most interesting, important, and meaningful developmental periods (Reed et al., 2004), so it is particularly problematic that students’ perception of their own academic competence begins to decline by the seventh grade (Harter, 1996; Midgley, Feldlaufer, & Eccles, 1989). During this period of time, students are exposed to expanded social reference groups “coupled with the shift in the evaluation standards” and required academic capabilities (Schunk & Pajares, 2002, p.21).

Unfortunately, research studies of middle school students have been dominated by a concern for determining the academic achievement for this age group and comparing the effects of middle and junior high schools on students’ academic achievement (Eccles et al., 1993). The dynamic and complex differences between transition school settings, classroom cultures at the middle school level, and students’ perspectives on learning and motivational processes have been generally neglected (Eccles et al., 1993; Eccles et al., 1998; Oldfather & McLaughlin, 1993).

A review of research on reading motivation shows there is a large body of research focusing on the elementary school levels (Eccles et al., 1998; Guthrie, Wigfield, & Von Secker, 2000; Wigfield et al., 1991). Relatively few studies have considered middle school, even fewer have been done in contexts outside of the United States, and fewer yet on Chinese-speaking populations (Lau & Chan, 2003; Lau, 2004).



The influence of culture and context on student learning and motivation has been documented by empirical research (Saili, Chiu, & Lai, 2001). Some studies (Chan & Leong, 1994; Hong, 2001; Lau, 2004; Moneta, 2004) also have informed us that cultural values and beliefs can shape individuals' motivational and behavioral patterns in a specific context. Recently, this topic has received special attention from educational researchers (Guthrie & Anderson, 1999; Wang & Guthrie, 2004). Reading researchers have gone beyond school settings and classrooms to take into account the substantial influence of the children's cultures (Baker, Allen, Shockley, Pellegrini, Galda, & Stahl, 1996; Guthrie, Schafer, Wang, & Afflerbach, 1995; Oldfather, 1993; Thompson, Mixon & Serpell, 1996; Wang & Guthrie, 2004). Wang and Guthrie (2004) conducted a reading study of both U.S. and Chinese students, and they found that the development of reading motivation is likely to be influenced by the individual's cultural experiences.

Research has also identified a variety of differences between Chinese and American cultures in several ways such as emotion, cognition, and motivation (Chen, Stevenson, Hayward, & Burgess, 1995; Hui & Triandis, 1986; Markus & Kitayama, 1991; Rosenthal & Bornholt, 1988). The Chinese believe that the value of academic achievement and academic success is fundamental to achieving a satisfactory social status (Chen, et al., 1995; Chan & Leong, 1994; Wang, 2001), whereas for Westerners, academic success is considered to be only one of several avenues for social mobility (Chen et al., 1995; Wang & Guthrie, 2004). This reflects the view that student achievement is a foundation of social prosperity among Chinese communities (Wang & Guthrie, 2004). Therefore, applying generalized findings from motivation studies in Western contexts to Chinese student populations can be problematic.

### *Purpose of the Study*

The purpose of this dissertation study is to investigate seventh-grade Chinese students' reading motivation in Taiwan. This study employed a mixed-method triangulation research design, which is a one-phase design involving both quantitative and qualitative methods conducted during the same time frame and assigned equal weight (Creswell & Clark, 2007). A modified Motivation for Reading Questionnaire (MRQ) (Wigfield & Guthrie, 1997) was used to collect quantitative data. A semi-structured interview and classroom observation were conducted to provide in-depth qualitative data.

### *Research Questions*

Three major questions were investigated in this study in order to provide a full understanding of the reading motivation of Chinese seventh-grade students.

1. What are the profile characteristics of seventh-grade Chinese students' motivation to read as defined by the MRQ subtest: self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation?
2. What is the relationship between these students' reading achievement and reading motivation?
3. How do Chinese-specific sociocultural factors influence these students' motivation?

Regarding research question No.2, it was hypothesized that students who were in the high reading achievement group would have higher scores on each subtest of the MRQ than those students in the middle and low reading achievement groups.

## *Definition of Terms*

### *Motivation*

The word "motivation" is often used in the field of education to describe certain types of learning desires and purposes. *Reading motivation* refers to an individual's goal-oriented activities and achievements.

There are a variety of important motivational constructs and theoretical perspectives on the nature of motivation. Four reading motivational constructs were used in this study. *Self-efficacy* refers to the belief that one has the capability to learn or perform a task or activity (Bandura, 1986). *Intrinsic reading motivation* refers to the enjoyment of reading activities or inner desire to engage in reading (Deci, 1992; Deci & Ryan, 1985). *Extrinsic reading motivation* refers to the desire to receive external recognition or rewards for reading (Deci, Vallerand, Pelletier, & Ryan, 1991). *Social reading motivation* refers to the way an individual's reading motivations relate to each other (Wentzel, 1996).

### *Engaged Reading*

Engaged reading is strategic and conceptual as well as motivated and intentional (Guthrie, McGough, Bennett, & Rice, 1996). Engaged readers are able to use a variety of reading and learning strategies in or out of the classroom in order to fulfill their personal goals, desires, learning purposes, and intentions.

### *Organization*

This dissertation is composed of five chapters. Chapter 1 introduces a comprehensive picture of this study, including the significance of the study, the theoretical framework, the research problem and the statement of the problem, the purpose of the study, research questions, and definitions. Chapter 2 discusses the

research background and reviews literature on the role of reading motivation. This chapter also includes a history of motivation research, the currently available literature about motivation studies, as well as cultural and educational differences. Chapter 3 presents an overview of the design and methods of the study. The chapter also details the procedure used in collecting and analyzing the quantitative and qualitative data. Chapter 4 describes the findings from triangulation of both quantitative and qualitative data and answers the research questions. Chapter 5 discusses the findings and provides implications for future research and educational practices.

## CHAPTER TWO

### Review of Literature

Chapter 2 describes the theoretical frameworks that underlie this study and reviews the historical perspectives of motivation, reading motivation, and cultural differences. Relevant theories and research are also included.

This chapter is comprised of three major sections. The first section briefly describes the historical perspective of motivation. The second section reviews related literature on motivation to read and several landmark motivational studies. The final section discusses cultural differences that influence reading motivation. A brief description of middle school education in Taiwan, and differences between middle school education in Taiwan and the United States are also included.

#### *Theoretical Frameworks*

##### *Sociocultural Theory*

This study is guided by sociocultural theory (Vygotsky, 1978) and engagement theory (Guthrie & Wigfield, 2000). Vygotsky (1978) emphasizes the role of social and cultural experience in children's learning contexts: culturally organized and socially mediated practices, and the processes by which a child's development emerges from these practices.

Further, Vygotsky emphasizes that humans employ cultural signs and tools, i.e. literacy and language, to mediate their interactions with each other, and to communicate with each other and with their surroundings. From a Vygotskian perspective, a major role of learning is to create social contexts in which both teacher and learner are working on an activity together. These relationships among the different roles that emerge for students and teachers in the classroom have strongly influenced how students learn

(Rueda & Moll, 1994). Some sociocultural theorists (e.g., Gee, 1990; Heath, 1983; Street, 1995) have also stressed that there are many different ways of literacy learning embedded in specific sociocultural practices, and each is connected to a distinctive social norm, values, beliefs, and language (Gee, 2000).

Recent work in sociocultural theory focuses on the social conditions existing when persons engage in a variety of activities or practices. Sociocultural theorists Lave and Wenger (1991) suggest that learning could be characterized as an interaction among three factors: the structuring resources that can shape the process and content of an individual's learning possibilities; the sociopolitical organization of a practice that can support a learner engaged in that practice; and finally the learner's identity and motivation, moving toward full participation in communities of practice. Oldfather and Dahl (1994) indicate what learners experience when they engage in the social construction of meaning. The domain of classroom culture supports student motivation, as it is related to socially constructed beliefs about what constitutes learning. Rogoff (1995) further states that individuals develop through their changing participation in the sociocultural activities of their communities. Accordingly, literacy is a social accomplishment; individuals are agents affected by their social positions, their desires and access to resources and practices; and how resources are situated in particular classrooms and communities (Oldfather & Dahl, 1994).

Based on the sociocultural perspective, some researchers have recently expanded the sociocultural literacy studies, feeling that students have to go beyond the usual pedagogy to focus on inferring characters' beliefs, goals and motivations, and various social practices. The learning context can motivate students' developing conceptions of literacy and their willingness to engage in literacy behaviors (Mosenthal, 1999; Beach,

2000). Furthermore, recent motivation research tends toward integrating motivation more with “social context related learning” (Pintrich & De Groot, 1990), which includes the idea that reader, text, and context need to be constructed within the social and learning context (Cole, 1996; Galda & Beach, 2004; Rueda & Moll, 1994).

Research has revealed that social interaction improves students’ reading achievement and reading motivation (Guthrie et al., 1995). Guthrie and his colleagues (1995) examined the association of reading instruction with the amount and breadth of students’ reading activities, taking account of social, cognitive, and home factors. They conducted secondary analyses of a large national database for students aged 9, 13, and 17. Using answers from student questionnaires, the researchers applied conceptual criteria and factor analysis to identify five constructs: home literacy, social interaction, teacher-directed instruction, study strategies, and general reading activity. The result showed that the amount of reading a student did was associated with levels of social interaction surrounding reading and teacher-directed instruction for the three groups of students. Furthermore, several experimental and observational studies have also shown that social interaction and book discussion with students increase the amount of reading and thinking related to the texts (Turner, 1995, 1997).

The sociocultural perspective has been implemented in the educational research community in western countries. Of late, this perspective is receiving a great deal of attention in non-English speaking countries, especially Asian countries (Hiebert & Raphael, 1996).

### *Engagement Theory*

Engagement theory provides another theoretical framework in which this current research is grounded. The engagement theory is derived from Deweyan principles of

inquiry (1910, 1920, 1938). In Dewey's view, the learner is problem-centered, being guided and motivated by a question or interest of personal significance. Dewey assumed that authentic learning depended on intrinsic motivation, self-efficacy, and socially constructed meaning, but he did not use these terms to investigate his assumptions. Gray and Monroe (1929) investigated reading motivation more directly than Dewey. They explored the reading interests and purposes of adult readers in many walks of life. They also described a spectrum of reading purposes, strategies, and instructions.

From a historical perspective, the engagement theory has become especially relevant because it integrates the "cognitive, motivational, and social dimensions of reading and reading instruction" (Baker et al., 2000, p.2; Wigfield & Guthrie, 1997). Guthrie and Wigfield (2000) proposed the engagement model of reading development based on the engagement theory, which includes learning and knowledge goals, real-world interactions, autonomy support, interesting texts, strategy instruction, praise and rewards, evaluation, teacher involvement, and coherent instruction process. A wide range of studies have demonstrated that engagement is essential for students' long-term achievement (Baker et al., 2000). The term "reading engagement" is defined as a linkage between motivation, interaction with text, and involvement at a deep level for a variety of purposes (Baker & Wigfield, 1999; Baker et al., 2000; Guthrie et al., 1996).

Based on an engagement perspective of reading development, Guthrie and his colleagues (2000) investigated the instructional framework of Concept-Oriented Reading Instruction (CORI), which combines motivation support and strategy instruction. The CORI program is designed to foster reading motivation, engagement, and comprehension through teaching of reading strategies (Guthrie, Wigfield, Barbosa, Perencevich, Taboada, Davis, Scafiddi, & Tonks, 2004; Guthrie et al., 2004; Wigfield et



al., 2004). All students were administered the standardized test for pre-tests and no significant difference was found between CORI and traditional students on the standardized test. A reading comprehension test and the MRQ (Motivation Reading Questionnaire) were given for post-tests. The results have shown that students in the CORI had higher comprehension scores and were more motivated to use strategy than the students in the traditional classroom.

Informed by the engagement theory, Cipielewski and Stanovich (1992) conducted a two-year longitudinal study to examine the relationship between exposure to print and comprehension growth among third through fifth grade students. The frequency of exposure to print was measured with a title-recognition test (TRT) and an author-recognition test (ART) asking children to check the lists of book titles and authors they read. The TRT and ART significantly correlated with reading comprehension at .58 and .43 respectively. Cunningham and Stanovich (1991) and Allen, Cipielewski, and Stanovich (1992) found similar results that strong engagement led to strong exposure to print and reading comprehension in fourth through sixth grade students.

In most recent years, the engagement theory has been used increasingly by reading researchers and educators in different social learning contexts (Gambrell & Almasi, 1996; Guthrie & Alvermann, 1999; Guthrie & Wigfield, 2000). Lau (2004) was considered as the first researcher to use the Chinese Reading Motivation Questionnaire (CRMQ) to assess Chinese middle school students' reading motivation in Hong Kong. The CRMQ consists of four constructs: self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation. A total of 159 Hong Kong Chinese seventh-grade students participated voluntarily in this study. The results have identified that the

students' reading motivation was positively related to their strategy use, reading comprehension, and academic achievement.

These studies used various motivational factors and research methods, and they all point out that students without reading comprehension skills, reading and instruction strategies, and motivation will have limited reading achievement (Guthrie et al., 2004). Furthermore, these studies have demonstrated that instructional processes and learning context surround the engagement processes and reading outcomes (Guthrie & Wigfield, 2000). Given these factors, reading engagement perspective works best in a group of students with an appropriate instructional program, and draws on the need to work with the students in a social context because they are frequently connected (Baker & Wigfield, 1999; Guthrie & Wigfield, 2000; Wigfield & Guthrie, 1997).

Some overlap occurs between sociocultural and engagement theory views of literacy learning; both recognize texts, learning contexts, and readers are elements salient to the reading process. Processes of reading are complicated, but these processes are strongly influenced by students' individual experiences with reading and also by their social setting and environment (Guthrie et al., 1995; Wigfield, Eccles, & Rodriguez, 1998). Both the sociocultural and engagement theories present evidence that literacy learning and motivation are inextricably linked; motivation to read does not develop automatically (Guthrie, Wigfield, & Perencevich, 2004). Students must be engaged in the whole activity (text, context, reader) rather than a discrete part. Thus, instructional support, social interaction, and learning environments can lead to a refinement of both practice and theory in reading motivation. These are centered on the realm of the classroom, and they can influence the capacity of the students to use strategies and reading engagement, and social interaction with others.

### *Historical Perspective of Motivation*

Early views of motivation and psychology in general were rooted heavily in philosophy (Reeve, 2001). Many psychologists drew on the views of such philosophers as Plato and Aristotle and conceived of the human mind as knowing (cognition), feeling (emotion), and willing (motivation) (Pintrich & Schunk, 1996). These early psychologists explained that the term *will* reflects an “individual’s desire, want, or purpose,” *volition* was “the act of using the will” (Hull, p, 27). These early drive theories were grounded in biology and physiology (Hull, 1943; Hull, 1952; McDougall, 1926). Freud (1951), the father of psychoanalytic theories proposed that motivation is related to basic biological drives or instincts that cause individuals to behave in certain ways. Drives are internal forces and explain motivation in terms of inner needs. These theorists focused on motives associated with the development of “self” theories, which emphasize the strong and pervasive human need for positive social and self-evaluation (Hull, 1952; Hebb, 1955).

However, the late 1950s and 1960s proved to be important transitional years as the drive theory declined in support and popularity. Skinner (1953) viewed an individual’s behavior as shaped by external events (responses and stimuli). Many historical reviews of motivation are behavioral because they explain motivation in terms of observable phenomena (Skinner, 1953; Watson, 1924). Behavioral theorists believed that explanations for motivation do not need to include thoughts and feelings (Reeve, 2001), but that the explanation for what motivates people lies in the external environment.

Unlike views of behavioral theories which emphasized the contribution of external factors to behavior, Rogers (1961) and Maslow (1970) put forth the view that

individuals have an inborn propensity for growth, which is fostered through learning, natural development, and various other ways. In the 1970s, psychologists sought to understand and investigate one particular behavioral phenomenon (e.g., doing well or poorly in school) but did not try to explain the full range of motivation (Dember, 1965). Some of these theories have emerged and forged alliances with other fields sharing ideas, constructs, methodologies, and perspectives, thus replacing the “fading grand theories” (Reeve, 2001, p. 35). Cognitive, socio-cognitive, and social theories have extended and refined these earlier theories creating more integrative conceptualizations of motivation literacy learning (Ford, 1992; Reeve, 2001).

In the early 1980s, researchers and psychologists turned their attention to human learning. They discovered a plethora of naturally occurring instances of motivation outside the laboratory, more particularly in domains such as achievement, affixation, and in various school settings (Taubes, 1998). Researchers began to focus on motivation as a phenomenon of “thinking” as well as “feeling” and to see thoughts and feelings as mediators of behavior that play an important role in contemporary motivation (Corno & Snow, 1986; Stipek, 1988; Weiner, 1985). Current views of contemporary motivation theories focus somewhat on the importance of self-perception, beliefs in learning, expectations, and goals as factors that affect motivation and performance (Bandura, 1986; Dweck, 1986; Weiner, 1990).

Since the 1900s, motivation researchers have begun focusing increasingly on socially relevant factors regarding students’ learning (Reeve, 2001). A myriad of changes to motivation theories occurred which ushered in contemporary theories (Reeve, 2001). The major components of the contemporary theories include self-efficacy, learning and achievement goals (Pajares, 1996; Schunk, 1995). Self-efficacy is grounded

in social cognitive theory, which postulates that human achievement depends on interaction between one's behavior, personal factors (e.g., thoughts, beliefs), and environmental conditions (Bandura, 1986, 1997). In similar fashion, self-concepts are formed through experiences with and interpretations of the environment, and are heavily influenced by reinforcement and evaluation (Shavelson & Bolus, 1982).

Self-efficacy theory is concerned with the basic need to support intrinsic task engagement, including a need for autonomy, relatedness, and competency (Deci & Ryan, 1992; Deci et al., 1991; Ryan & Deci, 2000). Accordingly, intrinsic motivation for self-efficacy emerges from the learner's own needs and desires rather than from outside pressures (Deci & Ryan, 1987). Deci and his colleagues have demonstrated that when these needs are satisfactorily met, individuals transform from extrinsic control to personal intrinsic engagement. In contrast, when these needs are not met, feelings of self-efficacy fade. However, students are not all intrinsically motivated for all tasks or subjects.

Just as self-efficacy is important to student motivation, a number of different ideas about students' learning behavior were measured under the concepts of achievement goal theory (Anderman, Austin, & Johnson, 2001). Researchers have identified several types of goal orientation that are related to performance, ability, and extrinsic incentives (Dweck & Leggett, 1988) including learning goals, performance goals, and performance-avoidance goals (Maehr & Midgley, 1996). Both sets of characteristics help to explain the reasons why students engage or disengage in school-related tasks (Ames, 1992; Ames & Archer, 1988). Achievement goal theory is not only about the strengths of students, but also about the nature of academic goals that influence their approaches to learning opportunities (Ames, 1992; Harackiewicz, Barron, Pintrich,

Elliot, & Thrash, 2002). Much research supports the idea of self-development theories and goal orientation that can influence the direction, persistence, and outcomes of achievement-related actions (Schunk & Pajares, 2002). These contemporary theories are still used widely and are greatly influential in the field of education.

The historical perspective of motivation provides a brief outline of how motivation theories have been developed and changed. It also provides the history of how the concept of motivation came to prominence, and how theoretical principles and perspectives have progressed from relatively simplistic conceptualizations of motivation to “an ever increasing collection of sophisticated and empirically defensible insights” (Reeve, 2001, p. 45).

#### *Review of the Literature of Reading Motivation*

For most of the twentieth century, researchers and teachers emphasized “how” to teach students to develop their reading abilities along with a habitual love of reading, which has been an important concern in educational research (Guthrie & Anderson, 1999).

The cognitive view of reading creates meaning through the flexible use of strategies to foster, monitor, regulate, and maintain comprehension (Dole et al., 1991). However, researchers have discovered that reading is a far more complex process (Anderson et al., 1977; Guthrie & Anderson, 1999); students who only learn how to use reading comprehension strategies cannot become good readers (Beck et al., 1996; Pressley et al., 1989). As it has become increasingly evident that reading is a demanding activity requiring various strategies and motivations (Baker & Wigfield, 1999; Stipek, 2002), researchers have incorporated the question of “why” students do not want to read

into their epistemic framework (Guthrie & Anderson, 1999). Motivation theories are interested in the “whys” of human behavior (Wigfield, Eccles, & Rodriguez, 1998).

Since the 1990s, a growing amount of research has revealed that motivational factors influence students to read (Wigfield & Guthrie, 1997; Guthrie & Anderson, 1999; Guthrie, Anderson, Alao, & Rinehart, 1999). Many researchers have taken an interest in children’s motivation to read (Wigfield, Guthrie, Tonks, & Perencevich, 2004; Wigfield, 2000), coupled with the cognitive aspect of acquiring reading skills (Guthrie et al., 1995; Wigfield & Guthrie, 1997; Wigfield et al., 2004). Various theories of motivation have been widely studied in research projects and educational practices in order to promote reading motivation (Morrow, 1992; Guthrie et al., 1995; Guthrie & Wigfield, 2000; Guthrie, Wigfield, Metsala, & Cox, 1999; Reed et al., 2004; Wang & Guthrie, 2004; Wigfield & Guthrie, 1997).

Reading motivation is becoming a predominant research topic and the number of studies of reading motivation has increased (Gambrell, 1995). Recently, some reading researchers reported the results of a national survey conducted by the National Reading Research Center (NRRC), which showed that reading motivation is a topic that teachers and educators would like to see investigated more fully (Gambrell, Palmer, Codling, & Mazzoni, 1996; Oldfather & Wigfield, 1996; Wigfield, 2000).

Under the broad umbrella of motivation theories grounded in the engagement perspective and sociocultural theories, reading motivation has encompassed four major constructs: self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation. These different motivational constructs play an essential role in motivating children to read and they have been widely researched in different age groups and populations (Baker & Wigfield, 1999; Chapman & Tunmer, 1995; Gambrell, 1999; Gambrell et al.,

1996; Guthrie, Van Meter, Hancock, McCann, Anderson, & Alao, 1998; Guthrie & Wigfield, 2000; Mazzoni, Gambrell, & Korkeamaki, 1999; Lau, 2004; Turner, 1995; Wang, 2001; Wigfield et al., 2004).

### *Self-Efficacy*

Self-efficacy refers to an individual's belief that he or she has the capability to learn or perform a task or activity (Bandura, 1986). Self-efficacy has been widely utilized in various reading research areas, such as strategy instruction (Guthrie et al., 1999).

In a landmark study by Schunk and Rice (1987), the researchers used multiple sources of information about the value of a strategy to improve achievement outcomes. Participants were fourth and fifth grade students who had scored at or below the 20th percentile on standardized reading tests. Students received a goal of learning to use a strategy for finding main ideas and were given general strategy information and specific strategy information. General information emphasized the value of the strategy for all reading tasks while specific information conveyed the value of using the strategy to identify main ideas. The results showed that both strategies promoted self-efficacy and comprehension.

Schunk and Rice (1993) further investigated the importance of information on strategy and goal setting. Fourth and fifth grade students whose scores on standardized reading tests were in the lower 30th percentile in the school district received instruction on finding main ideas. Some students were taught a comprehension strategy; others received strategy instruction by observing an adult model comprehension strategy. The results indicated that students who had clear goals and received feedback about strategy



value and instruction demonstrated the highest self-efficacy and multiplied strategies for text comprehension.

Researchers have further used different ways to develop students' sense of reading efficacy so students have control over the process of reading activities. Au and her colleagues used the term "ownership" in discussing students' sense of control over their learning. These researchers created a reading curriculum in Hawaii to develop a literacy skill program to help a group of students who had done poorly in school. Evaluation of the program has shown that students are strongly engaged in the literacy activities and have a strong sense of ownership of these activities. Self-efficacy beliefs predict students' motivation for reading; students with high self-efficacy see difficult reading tasks as challenging. High self-efficacy challenges students to work harder, longer, and more willingly than students with low-self efficacy (Au, 1997; Au, Scheu, Kawakami, & Herman, 1990).

Research has demonstrated significant and positive correlations between self-efficacy for reading or performing tasks (Guthrie et al., 1998; Guthrie et al., 1999; Wigfield et al., 2004). Simply put, self-efficacy in reading is necessary for students to keep learning (Guthrie et al., 2004) and to have positive feelings about themselves while performing reading tasks and working in other subjects. Research has also shown that students who feel efficacious about reading or writing are apt to be able to use proper procedures, monitor information, and adjust strategies as needed (Schunk, 1994; Zimmerman, 1994). Self-efficacy beliefs will not produce competent readers when requisite skills and knowledge are lacking; therefore, there are other motivation constructs that are conceptually similar and necessary to self-efficacy.

Competence beliefs refer to individuals' beliefs regarding their ability in different activities (Wigfield, 2000). Children's competency beliefs predict their achievement in different subjects such as, mathematics and reading (Bandura, 1997; Meece, Wigfield, & Eccles, 1990; Nicholls, 1979). Baker and Wigfield (2000) also found that providing students with challenging but manageable reading materials can enhance their sense of competence. Stevens and Slavin (1995) further assessed students' beliefs about their competence in different classroom settings. They found that students in cooperative elementary schools did have higher perceived competence in reading and mathematics than did students in "traditional" (teacher centered) schools.

Self-concept refers to individuals' collective self-perceptions formed through learning experiences and the act of interpretation of the environment (Shavelson & Bolus, 1982). Self-concept also includes feelings of self-worth that accompany belief in competence (Schunk & Pajares, 2002). In recent years, the relation between self-concept and reading ability has grown stronger in the field of reading motivation (Baker, 2000). Chapman and Tunmer (1995) conducted a research study about development in young children's reading self-conception. The participants were examined by four experiments. The result identified that children who do not develop basic competency in word recognition will have a weaker concept of themselves as readers. Overall, self-efficacy, self-concept, and competence belief are quite often interconnected and intertwined in the reading motivation domain.

### *Intrinsic Motivation*

Intrinsic and extrinsic are the two major types of motivation theories (Deci & Ryan, 1985; Lepper & Greene, 1978; Malone & Lepper, 1987) that are relevant to the field of reading education. Intrinsic reading motivation refers to the enjoyment of

reading activities (Deci, 1992) or inner desire to engage in an activity (Deci & Ryan, 1985; Gottfried, 1985). Students who are intrinsically motivated have an inherent interest in what they are reading. They often perform for their own sake and spend more time reading (Aarnoutse & Schellings, 2003; Anderson, Wilson, & Fielding, 1988; Morrow, 1992).

Wigfield and Guthrie (1997) distinguished different aspects of intrinsic motivation, including curiosity, importance, involvement, and challenge. Curiosity refers to the desire to read interesting texts and topics (Baker & Wigfield, 1999; Guthrie & Wigfield, 2000). Importance refers to one's value of a task including reading (Gambrell, et al., 1996; Guthrie & Wigfield, 2000). Involvement refers to the enjoyment experienced from reading or "absorption in a text" during a text interaction (Guthrie & Wigfield, 2000, p. 407). Challenge refers to the desire to figure out the reading texts and willingness to read a more difficult level of texts (Guthrie & Wigfield, 2000). One aspect of intrinsic motivation is becoming totally involved in the activity one is doing (Wigfield & Guthrie, 1997). Csikszentmihalyi (1991) describes this as a "flow" experience, losing track of time and absorption of self-awareness in reading events.

A landmark study by Gottfried (1985) inspected the relationship of academic intrinsic motivation and school achievement across different domains, such as reading, math, social studies, and science. The results showed that fourth through eighth grade students with higher intrinsic motivation in a specific domain had a higher perception of competence within that domain compared to students with lower intrinsic motivation. Intrinsic motivation in reading was not significantly associated with reading achievement.

Gottfried (1990) further conducted a longitudinal study testing elementary school students' reading achievement from ages 7 to 9 years old. The results have confirmed that intrinsic motivation and reading achievement had positive correlations. The results have further indicated that intrinsic motivation at age 7 had higher correlation with reading motivation at age 8 and 9, all of which were measured by teacher rating of reading performance and a standardized test.

Wigfield and Guthrie (1997) studied 105 fourth and fifth graders' intrinsic motivation and their relation to the breadth and amount of their reading. The Motivation for Reading Questionnaire (MRQ) was used to assess students' reading motivation. Breadth and amount of reading were measured with the Reading Activity Inventory (RAI). The study identified intrinsic motivation, including reading efficacy, curiosity, and involvement constructs, and extrinsic motivation, including recognition, grades, and competition constructs. The results of this study showed that students with higher intrinsic motivation showed a greater amount and breadth of reading than the students with lower intrinsic motivation. Those highly intrinsically motivated students read nearly three times as much per day than those who had the lowest intrinsic motivation.

Some researchers have further observed that classroom contexts have greatly influenced students' intrinsic motivation and engagement, and have also influenced the degree of teachers' control over students' learning and choices (Deci & Ryan, 1985; Ryan & Stiller, 1991). Two qualitative studies of Turner (1995, 1997) also illustrate how classroom contexts influence different aspects of young students' motivation for literacy activities. Both studies examined the effect of instructional contexts on children's motivation for literacy. Eighty-four first grade children in six basal classrooms and in six whole language classrooms were observed during daily literacy instruction. Turner

(1995, 1997) implemented open and closed literacy activities, or tasks. Open activities allow students to make choices, requiring strategy use, and facilitating students' involvement and persistence. In contrast, closed activities are more constrained in terms of students' choice and engagement. Turner (1995, 1997) found that students were more engaged in literacy activities and used more elaborate strategies when tasks were more open.

Studies suggest that building choices into the reading curriculum is an effective way to facilitate children's intrinsic motivation in reading and their sense of autonomy (ownership) over their reading (Wigfield, 2000; Turner, 1995, 1997). Some related studies have shown that intrinsically motivated students would like to seek opportunities to engage and to be immersed in book reading (Guthrie et al., 1999; Guthrie & Wigfield, 2000; Sweet, 1997; Wigfield & Guthrie, 1997; Wigfield, 1997). Intrinsic motivation is not the only component for directing readers to complete more difficult reading tasks. The terms "attitude," "interest," and "choice," are often used interchangeably along with the notion of intrinsic motivation (Mazzoni et al., 1999).

*Interest.* Some researchers have discovered that there is some overlap in the outcomes of intrinsic motivation and individual interest (Renninger, 2000). Interest has been considered an implicit aspect of intrinsic motivation (Deci, 1992). Researchers have just begun to discuss the role of interest in text comprehension (Wade, 1992). Two types of interest have been most commonly associated with text comprehension. Schiefele (1991) notes the important distinction between personal and situational interest. Personal interest refers to a specific topic, is long-lasting, and "exists in advance of a particular situation" (Bruning & Schweiger, 1997, p.156; Hidi, 2000; Schiefele, 1991). Situational interest is "common across individuals, short-lived, and elicited in a

particular context” (Bruning & Schweiger, 1997, p.156; Krapp, Hidi, & Renninger, 1992).

Schiefele (1991) assessed how college students’ situational interest in text materials influenced their comprehension. Students who were more deeply interested in the text materials used more elaborate learning strategies than students who were less interested in the materials. Schiefele (1996) further investigated the relations among topic interest, prior knowledge, verbal ability, quality of experience, and text learning. A total of 107 twelfth grade students participated in this study. They had to read two different texts. Prior to reading the texts, topic interest and prior knowledge were assessed. The results have shown that interest could predict the quality of experiences in the reading phases. Interest was strongly related to indicators of deep-level learning, such as recall of main ideas, coherence of recall, and representation of meaning when the students were reading.

Some researchers have also further investigated personal interest in text comprehension. Renninger (1992) found in studies of fifth and sixth graders that interest in the materials enhanced their comprehension, even of materials that were quite difficult for the children to read. Shirey (1992) also examined how students’ interest in reading materials affects their comprehension and attention to the tasks. These studies explain that children’s motivation to read can be enhanced when interesting texts and materials are used in class. Personal interests can also increase students’ levels of attention and their comprehension of reading materials (Schiefele, 1991; Wigfield, 2000).

In reviewing interest in reading, interest should be thought of, not only as an independent factor in the process of reading and learning, but also as a desired outcome (Schiefele, 1991). Thus, interest in reading appears to be an important motivational

variable influencing different aspect of reading performance and reading engagement (Wigfield, 1997).

*Attitude.* Some researchers have noticed that attitude may affect the level of ability and reading engagement (McKenna, Kear, & Ellsworth, 1995). Attitudes toward reading are generally defined as individuals' feelings and beliefs about reading (Mathewson, 1994; Rajecki, 1990). Mathewson (1994) and McKenna (1994) state that these feelings about reading influence how much individuals involve themselves in reading.

Morrow (1992) employed a literature-based study to identify the reading attitudes of children from minority backgrounds. The study confirmed the importance of providing children with daily opportunities to experience literature in active and pleasurable situations, which enables students to have a positive attitude toward reading. McKenna et al. (1995) conducted a national survey, studying a sample of 18,185 students, first through sixth grade, and proposed three principles of reading attitude: (a) beliefs about the outcomes of reading, (b) beliefs about the expectations, and (c) the outcomes of specific incidents of reading. The results have shown that a negative attitude is clearly related to ability, and the trend is most pronounced for the least able readers. Girls have more positive attitudes than boys at all grade levels. However, these scales to assess reading attitude have not included motivation constructs.

*Choice.* Concerning the concept of choice in intrinsic motivation, children do not passively respond to their environment; rather they actively make choices and "attend to salient factors in their environment" (Gambrell & Marinak, 1997, p. 214). A number of studies support the idea that making choices about instructional tasks can enhance students' interest and commitment to learning (Deci & Ryan, 1985; McCombs, 1989,

1991). Turner (1992) and Spaulding (1992) suggest that when students are provided with choices in their literacy learning there is an increase in self-perceived control and engagement in literacy activities. Making choices promotes involvement, commitment, and engagement in learning. This supports the notion that there is a strong correlation between choice and the development of intrinsic motivation (Paris & Oka, 1986; Rodin, Rennert, & Solomon, 1980; Spaulding, 1989, 1992; Turner, 1992).

Research clearly supports the contention that intrinsic motivation is increased when students are afforded opportunities to make choices about their literacy learning and activities (Gambrell & Morrow, 1996). Wigfield (2000) has also confirmed that giving students some choices in their learning can foster intrinsic motivation. Accordingly, choice is viewed as a “critical dimension” of intrinsic motivation (Gambrell & Morrow, 1996, p.118).

#### *Extrinsic Reading Motivation*

Extrinsic reading motivation refers to motivation in order to receive external recognition or rewards (Deci et al., 1991). Students who are more extrinsically motivated often intend to please the teachers and are dependent on the guidance of others (Baker & Wigfield, 1999; Guthrie & Wigfield, 2000). Their motivation comes from what they will receive for performing the activity rather than from the activity itself (Wigfield et al., 2004).

Some research studies have shown that incentives can increase short-term attention to specific activities, but students who predominantly experience an extrinsically controlled learning environment will focus on reward or recognition of others (Flink, Boggiano, Main, Barrett, & Katz, 1992). Students who have strong extrinsic orientations may rely on memorizing, guessing the meaning of the text, and



using surface-learning strategies for reading. They attempt to avoid challenging reading materials and to meet their goals with minimal effort (Meece & Holt, 1993). This review of extrinsic reading motivation proposes that the reasons for reading are based on incentive and social controls (Guthrie & Humenick, 2004).

The first landmark study investigating external rewards was done by Deci (1971). Deci tested 24 college students with a puzzle solving task called the Soma Puzzle, which might motivate students to solve it intrinsically. The 24 undergraduate students were assigned to two groups: an experimental group and a control group. The puzzle-solving experiment was conducted in a laboratory in three 1-hour sessions. The results showed that students in the experimental group decreased their intrinsic motivation in the final session compared to the first session, whereas students in the control group maintained the intrinsic motivation from the first to the third session. Giving a reward (money) decreased the intrinsically motivated learning behavior, so the difference between the two groups was significant (at  $p < .10$ ).

Guthrie et al. (1999) further presented evidence of the relationship between extrinsic and intrinsic motivation and the amount of reading students do. Intrinsic motivation included challenge, curiosity, and involvement constructs and extrinsic motivation contained recognition and competition constructs. A total of 425 students participated in this study; 271 fifth graders and 154 third graders. The MRQ measured students' reading motivation. The results indicated that both intrinsic motivation and extrinsic motivation, taken separately, significantly contributed to the prediction of the amount of reading (10.8 % and 12.4% of variance, respectively) among the elementary students.

Wang and Guthrie (2004) further identified the effects of intrinsic and extrinsic motivation on the amount of reading in a cross-cultural setting. A total of 187 U.S. and 197 Chinese fourth grade students participated in this study. The MRQ, the reading activity inventory (RAI), the evaluation of educational achievement (IEA), and the previous semester's reading grade were used to measure students' reading motivation, reading comprehension and the amount of reading. Intrinsic motivation was strongly positively related to text comprehension in both U.S. and Chinese children. Extrinsic motivation, such as reading for grades, was an important motivating force for Chinese students.

The aspects of reading motivation based upon intrinsic and extrinsic motivation theory are also consistent with individuals' goal orientation toward reading to some extent.

*Goal orientations.* Research on students' achievement behavior has underlined the importance of the goal orientation as a framework (Anderman et al., 2001). Much attention has been focused on Dweck and Leggett's (1988) theory of motivation, postulating two orientations toward learning: (a) a learning or mastery goal orientation, by which students acquire knowledge and skills that lead them to become more competent learners and readers, and (b) a performance or ego goal orientation, in which individuals are eager to seek opportunities to demonstrate their skills or knowledge in a competitive approach.

A research study by Meece and Holt (1993) has noted a relationship between personal goals, strategy use, and academic performance among 100 fifth and 175 sixth grade students. The study used a hierarchical cluster analysis to categorize goal patterns among fifth and sixth graders. The results showed that students who have task-mastery

goals had significantly higher science scores, achievement test scores, and engagement in school than students who had ego-goals. In addition, students who had mastery goals reported greater use of strategies than those students who had ego goals.

Goal orientations have been studied in relation to reading motivation along with the importance of consequences (Meece, 1994; Wang, 2001). Applying these concepts to reading, when students focus on outperforming others, they are more likely to read texts and to do activities they know they are able to do (Guthrie & Wigfield, 2000). By contrast, children who are more concerned with their own progress rather than with outperforming others tend to read more challenging materials (Guthrie & Humenick, 2004).

*Achievement values.* Research has found that value is one major construct related to achievement goals (Oldfather & Wigfield, 1996). Achievement values refer to the purposes of individuals for doing different tasks such as reading and writing (Eccles et al., 1993; Oldfather & Wigfield, 1996). Eccles, Wigfield, and their colleagues have done much of the recent work on children's and adolescents' achievement values and how their achievement values relate to their performance and choice of different activities (Eccles et al., 1993; Wigfield, 1994; Wigfield & Eccles, 1992). A major finding of this work is that students' ability-beliefs and competences for success can predict their performance in mathematics and English. However, these factors do not predict their intentions or their actual decision to keep taking mathematics and English as strongly as do their achievement task values. This study has also suggested that students' valuing of literacy may be one of the important predictors of their engagement in literate activity.

*The debate between intrinsic and extrinsic motivation.* Deci and Ryan (1985) highlighted the importance of how intrinsic motivation enhances one's process of

learning, whereas extrinsic motivation is a matter of conditioning, as a consequence of such external reinforcement as praise or tangible reward.

Motivation theorists have recently discussed a variety of ways to facilitate students' intrinsic and extrinsic reading motivation (Wigfield, 2000). Wigfield and Guthrie (1997) studied 105 fourth and fifth graders' intrinsic and extrinsic motivations and their relation to the breadth and amount of their reading. The measure of motivation for reading referred to as the Motivation for Reading Questionnaire (MRQ) scales (Wigfield & Guthrie, 1997) showed that students with higher intrinsic motivations have a greater amount and breadth of reading than students with lower intrinsic motivation.

Yet, abundant evidence supports the idea that giving rewards and incentives for book-reading increases reading achievement (Guthrie, Cox, Knowles, Buehl, Mazzoni, & Fasulo, 1996). The use of rewards or incentive programs to stimulate motivation is a common practice in many schools (Wigfield, 2000). Particularly, these programs are very widely practiced in elementary schools (Gambrell & Marinak, 1997) and always have a place in the journey of the student's life (Guthrie et al., 2000). A number of early reading programs, such as *RUNNING START*, and *Book It!*, have confirmed that these programs have been successful in promoting children's engagement in reading activities by using rewards ( e.g., free books or free pizza) (Wigfield, 2000).

However, many motivation theorists, who believe intrinsic motivation has more positive effects on students' learning, have argued that the overuse of reward and praise can undermine students' achievement (Deci & Ryan, 1985; Lepper, 1988; Ryan & Stiller, 1991). Ryan and Stiller (1991) discussed how extrinsic rewards can undermine students' motivation to engage in the activity. These researchers have proposed that extrinsic rewards be used when students are in caring and supporting classroom settings (Wigfield,

2000). Others have argued that extrinsic rewards do not undermine intrinsic motivation and learning desires (Cameron & Pierce, 1994).

All children have a variety of reasons to read and to learn. Some are motivated to read for extrinsic reasons, and some are intrinsically motivated to read (Baker & Wigfield, 1999; Wigfield & Guthrie, 1997). Research has found that many children perform reading activities with both intrinsic and extrinsic motivations (Lepper & Henderlong, 2000). Guthrie et al. (1999) found that both intrinsic and extrinsic motivation significantly affected reading achievement, reading amount, and predicted text comprehension. Some incentives may be needed to keep students working on reading activities or some tasks but not on others (Baker & Wigfield, 1999; Wigfield & Guthrie, 1997). The debate between the intrinsic and extrinsic perspectives is still continuing.

### *Social Motivation*

Social motivation refers to ways that individuals' motivations relate to each other (Wentzel, 1996). This kind of motivation is crucial to reading, because reading is a "social activity" within a social context (Wigfield, 2000, p. 142). For example, students read together in class, share books with their peers, and read together with others at home. Some researchers have begun to notice that literacy learning is not simply an individual act of cognition, but it is also tied to the social activity of groups and cultural practices (Guthrie et al., 1995; Guthrie, Schafer, Wang, & Afflerbach, 1993; Kucer, 2001; Marshall, 1992; Vygotsky, 1978; Wigfield, 2000).

Social contexts are increasingly being recognized as important factors that influence students' reading development engagement (Alvermann & Guthrie, 1993; Guthrie et al., 1995; Turner, 1995; Wang & Guthrie, 2004). There is a small but growing

body of qualitative research on literacy motivation that focuses on ways that students experience literacy learning within social contexts (Oldfather & Wigfield, 1996; Myers, 1992). The purpose of these studies is to explore how students develop a sense of themselves as readers and writers within “different kinds of schools, families, cultures, and community settings” (Oldfather & Wigfield, 1996, p. 97).

Two longitudinal studies have been applied to different aspects of social motivation. The first landmark study of social motivation was conducted by Oldfather (1991). The study involved an eight month participant observation study of students’ perceptions of their purposes for being or not being involved in literacy activities. The observational and interview data revealed that students were engaged in self-expression as part of their literacy activity. They learned how to make direct or indirect connections between their literacy learning experiences, their own lives, identities, values, and ways of thinking. Their motivation for literacy was also linked to the rich curriculum and the good interaction with teachers and peers in the classroom.

Myers (1992) conducted a participant observation study among eighth-grade students of social activities for the purpose of literacy learning. Myers found that having ownership of literacy engagement was a prominent aspect of students’ school experiences. Students who have ownership of their own reading experiences seemed most engaged in reading. Myers further illustrates that peculiarities of literacy experiences may become sources of students’ personal identity and social membership of the community. The study makes clear the importance of identity and social membership as substantial elements in literacy engagement.

In relation to classroom contexts, researchers have found that both teachers’ design of the classroom learning environment and interpersonal interaction with

individual students can promote or reduce students' motivation for learning and achievement (Hardre & Reeve, 2003). Wentzel (1994) investigated middle school students' pursuits of academic performance and found that the academic responsibilities were significantly related to teachers' support and peer acceptance. The results also found that students who have high achievement focused on social and academic goals in school, whereas lower achievers focused only on social goals. Wentzel (1996) further discovered that middle school students' academic goals and performance were related to their sense that the teachers were "caring." This enhanced their performance and intentions to persist in education. Other related research studies also have noted that the benefits of home life can afford opportunities for students to participate in social interaction; social support is one of the important components of motivation (Baker et al., 1996; McCombs, 1996; Oldfather & Dahl, 1994; Turner, 1995, 1997).

#### *Cultural Differences that Influence Reading Motivation*

A brief review of cultural differences between Chinese and American educational values in middle school settings, and in reading instruction, is presented in this section.

#### *Collectivism versus Individualism*

Research has distinguished several differences between Chinese and American cultures (Chen et al., 1995). American culture is characterized by individualism (Hui & Triandis, 1986). Individualism emphasizes independence and self-reliance (Rosenthal & Bornholt, 1988), and the self is regarded as a unique being from others and groups (Spence, 1985). Personal freedom and choices must be respected, and individuals are encouraged to pursue their own achievements to match their personal interests (Wang, 2001). From this perspective, individualism is likely to be intrinsically oriented, where

personal interests dominate the pursuit of achievement in a specific area (Spence, 1985). Self-realization in any field is honored and encouraged.

In contrast, Chinese culture is characterized as collective, where people are considered interdependent beings; the individual is taught to be concerned with others' thoughts and attitudes so a successful and harmonious relationship between the self and others can be achieved (Ho, 1986). Personal choices and decisions are not made solely based on self-preference, but are likely to take social values and the expectations of others into consideration (Bond & Hwang, 1986). Based on this point of view, collectivism is regarded as a social-centered orientation (Wang, 2001), and Chinese students are more likely to be social orientation learners.

#### *Parental Expectation of Academic Achievement*

Research has also demonstrated that different values and beliefs motivate individuals to produce various thoughts and responses to their tasks (Ogbu, 1981). Parents are the main social agents who are most likely to nurture their children in accord with cultural norms and morals. Thus, culture lays the foundation of values and beliefs of parents, and parents' practices may vary in different cultural contexts. Cultural variation in parental attitudes toward children's performance may result in differences in children's motivation (Ginsburg & Bronstein, 1993; Chen et al., 1995).

Research found that Chinese parents had higher expectations of their children's academic achievement compared to American parents who were more prone to be satisfied with their children's academic performance (Stevenson, 1992; Mau, 1997). American parents believe that education serves the purpose of assisting individuals and increasing their children's knowledge and improving their skills in different areas of interest.



Lee, Ichikawa, and Stevenson (1987) conducted a cross-cultural study regarding parents' expectations of academic achievement. The researchers interviewed 121 American, 164 Chinese, and 165 Japanese mothers concerning their evaluation of reading and math achievement in their fifth grade children. They found that fifty-three percent of American mothers reported that they were satisfied with their children's achievement. By contrast, only 8 percent of Chinese mothers and 4 percent of Japanese mothers were satisfied with their children's academic achievement. The results have also demonstrated that parents' expectations can influence their achievement in school. Chinese parents displayed higher expectations for their children's performance in school than American mothers.

Chen et al (1995) asked 1,386 American, 1,633 Chinese (Taiwan), and 1,247 Japanese high school students to evaluate their parents' attitudes toward their academic achievement on a rating scale. The Chinese students were more likely to perceive that their parents had higher expectations for their academic achievement in contrast to the American students. Mau (1997) also reported that Chinese parents had higher educational expectations than the American parents in his study.

#### *Abilities and Effort*

Research has found that Chinese and American parents recognized their children's achievement differently (Lee, et al., 1987; Stevenson, Lee, Chen, Stigler, Hsu, & Kitamura, 1990). Lee et al. (1987) investigated cultural differences in mothers' beliefs in how effort contributes to their children's academic performance. They found that Chinese mothers from Taiwan placed greater emphasis on the importance of effort than American mothers. By contrast, American mothers emphasized the importance of ability more than Chinese mothers.

Hess, Chang, and McDevitt (1987) also conducted a study investigating the cultural differences in mothers' and children's beliefs about academic achievement. The results are similar to the ones found in Lee et al (1997). The study involved three cultural groups; Chinese mothers (from China), Chinese-American mothers (from China, Hong Kong, or Taiwan), and American mothers. The mothers and their sixth-grade children were interviewed separately. The results showed that the Chinese group strongly attributed academic failure to lack of effort, whereas the American group attributed academic failure to the lack of ability. More specifically, Chinese mothers believed that the ranking order was evidence identifying failure due to a lack of effort.

#### *Middle School Education in Taiwan*

The Chinese school curriculum includes English, Chinese, Reading, Mathematics, Social Studies, Science, Computers, Counseling, Health, Scouts, Music, Arts, Home Economics, Drama, PE, and After-School Programs. Chinese middle schools in Taiwan take a heavy test-driven approach to schooling. Reading instruction usually consumes up to 80% of the total hours designated for a course, writing instruction takes up another 15%, and the remaining 5-10% of time is used for training of oral presentation skills and extra reading. Each week each class has five Chinese classes, each 45-minute long. Most teachers set aside 10-14 periods per semester to practice Chinese writing in class. The rest of the time is used mostly for reading instruction. Students used to be required to practice Chinese calligraphy with writing brushes in class or as homework, but it is treated more as art appreciation than skill training now (Lin, Lee, & Chen, 2004).

All middle school students are required to take the High School Entrance Exam, because high school education is not compulsory and getting into a good high school, and later into a university, is a competitive process. The High School Entrance Exams

take place in May and July of each year. Students can retake the exams in July if they perform poorly in the May exams. These nationwide examinations are developed by a panel of test committee members, selected from various high schools and universities on a rotating basis. Teachers and professors who are selected for developing test items must have great expertise in one of the major subjects: Chinese, English, Mathematics, Social Studies, and Natural Sciences. They are required to work at the testing building for three weeks before the exams begin, and they cannot leave the building until after the exams are finished. Under rigorous security, they are not allowed to contact outside persons during this time, in case items might be revealed ahead of the exam. This has been a tradition for several decades.

There are different types of high schools, such as traditional, vocational, and comprehensive high schools. The traditional high school is academically oriented and college preparatory. The vocational high school focuses on the teaching and learning of technical and professional skills to prepare students to enter the workforce. The comprehensive high school is a recent phenomenon, started in 1996, with the goal of easing the transition from junior to senior high school for students. It combines the missions of both traditional and vocational high schools. Thus, middle school education is crucial in determining students' future academic development.

#### *A Brief Comparison of Chinese and American Middle Schools*

Similarities and differences exist between American and Chinese middle schools; both are typically larger, less personal, and more formal than elementary schools. Middle school teachers are often subject matter specialists and typically instruct much larger numbers of students than do elementary teachers who are in self-contained classrooms. The important difference in middle school education is the educational philosophy.

American education reflects the “child-centered” educational philosophy which seeks to determine educational goals in terms of the interests and desires of the children (Feinberg, 1993). Active inquiry, personal exploration, and responses to learning activities are encouraged and supported by American teachers. The goal of education is to identify and nurture innate talents to maximize the potential of each individual person. Students are given more opportunities to explore their interest areas and are seen as “fire” waiting to be ignited (Marlowe & Page, 1998, p. 95).

In contrast, the Chinese middle school is “teacher-centered.” This has been greatly influenced by the Confucian philosophy. Teachers are a parent figure in the Chinese society and command great respect from everyone, including the students and their parents. In addition, Confucianism emphasizes effort rather than innate ability in predicting a student’s success. Innate abilities may determine the pace at which one acquires knowledge, but effort is believed to be responsible for the ultimate level of achievement (Chan, 1996). The Confucian ethical system is a central pillar of Chinese culture. The impact of this philosophy is reflected in the long school year, long hours of study, hard work, emphasis on discipline, school regulations, obedience, rigorous academic standards, and greater parental involvement in students’ school work (Shen, 2005). The majority of middle school students study at the cram schools for extra help after school and then returns home late in the evening. This is a very common feature among Asian countries, including Taiwan. Teaching instruction in Chinese middle school has traditionally been characterized by memorizing texts, and understanding is thought to come about through memorization.

This leads to an understanding of students as “glasses” waiting to be filled (Marlowe & Page, 1998, p. 95). In recent years, Chinese middle school education is

learning more from American education. The idea of constructivism has been promoted by local researchers and scholars, and it also has been debated due to the differences in culture and social environments. Change does take time. Some teachers are more willing to accept new ideas about teaching, whereas many others remain with the traditional forms of teaching instruction.

### *Summary*

The literature review has led to several important themes that underlie the present study. This chapter discusses the history of motivation studies and how motivation theories have been applied to various research areas including reading. The “why” of reading has been incorporated into the motivational framework to provide better understanding and explanation of different aspects of reading motivation. The current work on reading motivation has demonstrated that cognitive strategy, motivation, and social contexts should comprise a threefold approach for understanding reading motivation.

Reading motivation falls under the broad umbrella of motivation and is conceptualized as multifaceted, consisting of several different aspects, including intrinsic and extrinsic motivation, efficacy beliefs, and social motivation. The self-efficacy construct is the assessment of one’s belief about and capability to learn or perform reading tasks or activities. The intrinsic reading motivation constructs measure individuals’ enjoyment of reading activities or inner desire to engage in reading. The extrinsic reading motivation constructs focus on individuals’ desire to receive external recognition or rewards for reading. The social reading motivation construct is used to discover an individual’s reading motivation related to classmates, teachers, and parents in the reading context. The motivational constructs have widely assessed students’

reading motivation in different groups of populations in Western countries and have become a cornerstone in most current reading motivation research projects.

The contribution of motivation to reading may vary in different cultural groups. Cultural values and beliefs can shape individuals' motivational and behavioral learning patterns according to sociocultural theoretical perspectives. Cultural differences between Chinese and Americans in reading motivation include differentiation of parental emphasis on academic achievement and cultural values. Each person is considered a unique being separated from others and academic achievement is only one kind of successful activity in American culture. By contrast, in Chinese culture, the family and the community are considered greater than individuals, and personal choice is not solely based on self-preference. Suggestions from others (parents, teachers, and communities) are likely to be taken into consideration. Academic success is the foundation of social recognition and prosperity.

#### *Problem Statements*

The literature review revealed that we do not have sufficient knowledge of middle school students' motivation, the role of culture, and research methods in reading motivation.

1. There is a large body of research studies that have focused on elementary school students' reading motivation in the USA. Relatively few studies have been done on middle school, few have been done outside of the United States, and even fewer yet on the Chinese populations.
2. There is a variety of reading motivation research studies found that instructional practice and learning contexts can alleviate or increase students' motivation to

read, but motivational practices for reading have rarely been examined experimentally in diverse cultures and classroom contexts.

3. Research has widely demonstrated that students' motivation is domain-specific. For example, some have high motivation in reading, but not in science. The issue of students' conceptual motivation in varying content areas has not been well developed or addressed.
4. The social aspect of reading is considered insufficient in the reading motivation domain, such as the relationships between teachers to students and student to student, gender differences in reading materials or reading interests, the classroom learning contexts, home literacy environments, and parentally practiced literacy skills.
5. In the review of literature, there is a great deal of data concerning students' attitude and reading achievement; little is known about attitudes in reading motivation.
6. An examination of the role of cultural groups in influencing children's motivation is relatively absent in the current literature. Much has focused on reading comprehension, the time spent reading, strategies, and instructional practice.
7. Most research studies on reading motivation have predominantly employed a quantitative research method. Only few qualitative research studies were found. The results may generalize students' motivation as a whole. This can be problematic, especially with students coming from different cultures and language backgrounds.

8. The current motivational constructs are divided into four categories. The role of interest in reading motivation has begun to be noticed by reading researchers. Motivation by interest has not yet been well-developed in reading motivation constructs. For example, how does personal or situational interest affect what students learn from a text?

#### *Purpose of the Study*

The purpose of this dissertation study was to investigate seventh-grade Chinese students' reading motivation in Taiwan. This study employed a mixed-method triangulation research design. A modified Motivation for Reading Questionnaire (MRQ) was used to collect quantitative data. Semi-structured interviews and classroom observations were conducted to provide in-depth qualitative data.

#### *Research Questions*

Three major questions were investigated in this study in order to provide the fullest understanding of the reading motivation of Chinese seventh-grade students.

1. What are the profile characteristics of seventh-grade Chinese students' motivation to read as defined by the MRQ subtest: self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation?
2. What is the relationship between these students' reading achievement and reading motivation?
3. How do Chinese-specific sociocultural factors influence these students' motivation?



## CHAPTER THREE

### Method

This study uses the triangulation mixed method design; both quantitative and qualitative data are collected simultaneously, but individually (Creswell, 2003). To collect quantitative data, all the seventh-grade participants were given the modified Chinese Motivation Reading Questionnaire (MRQ). Semi-structured interviews with purposively selected students and classroom observations were used for collecting qualitative data.

For data analysis, I analyzed both quantitative and qualitative data separately. I reported the quantitative results from the descriptive and inferential statistical analysis. Quotes or information about themes were identified to support the qualitative findings. I examined the similarities and differences between the results from the two datasets, and then I used the results to answer the research questions.

This chapter is divided into three sections. The first part of this chapter discusses the design of the study. The second section focuses on settings, data collections and procedures, as well as the data resources. The final section is on data analysis, and it describes how the data were analyzed in terms of statistical analysis and qualitative content analysis.

#### *Design of the Study*

There is broad consensus that literacy learning is culturally and socially influenced (Vygotsky, 1978). The motivation required for literacy learning is influenced by multiple aspects of cultural and social contexts (Turner, 2001), such as social elements (e.g., teachers and peers), cultural practices (e.g., norms and expectations), and instructional sources (e.g., content areas, curricula, and tasks) (Fairbanks & Ariail, 2006;

Rogoff, 1995; Turner, 2001). More recent motivational constructs have focused on the self, while regarding any social context as “background” (Turner, 2001, p. 85).

The mix-method triangulation research design was chosen to cope with the theoretical complexity of the relationship of these concepts to the reading motivation and research questions. Using differing strengths of quantitative methodology (e.g., large sample size, trends, and generalization) and qualitative methodology (e.g., small number, detail, in depth) the research problems were explored in greater depth (Creswell & Clark, 2007). In this study, the two research methods were given equal weight, data collection was performed contemporaneously, and the results from the two different methods are converged during the interpretation process (Creswell & Clark, 2007). Different research methods operate on different assumptions, emphases, priorities, strengths, and weaknesses (Patrick & Middleton, 2002). For example, quantitative methods involve judgments relating to constructs and a quantitative analysis centers on a hypothesis or statement of explanation; whereas, qualitative analysis explores the thoughts, feelings, and beliefs of students the researcher has interviewed or observed (Creswell, 2003; Morgan, 1998).

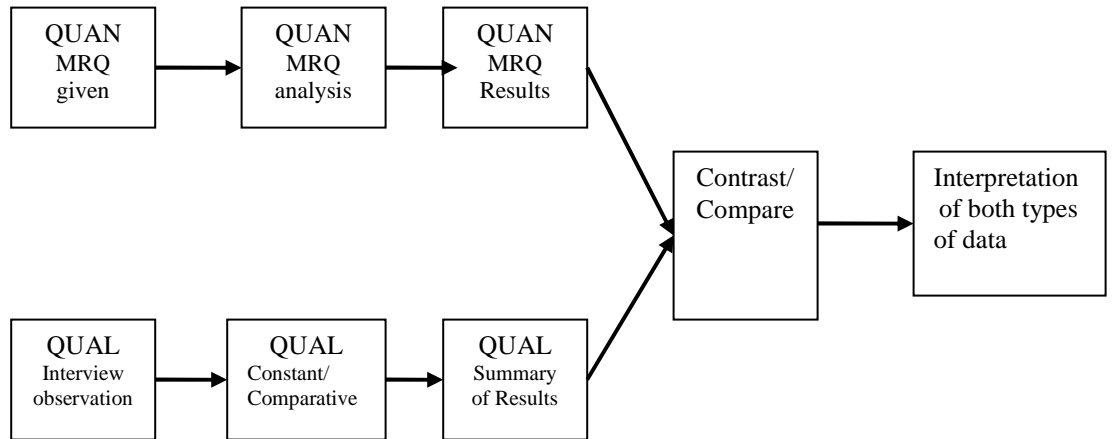
For question No. 1, the profile characteristics of seventh grade Chinese students’ motivation to read were identified by examining the descriptive statistics from the MRQ. The interview data and the observation notes were also used to answer the question.

For question No 2, all participants are categorized into three reading achievement groups based on the students’ final term of Chinese test scores and upon teachers’ verifications. The Chinese final exam has three major parts: vocabulary, reading comprehension, and essay writing. Vocabulary and reading comprehension, assessed by 35 multiple-choice questions, were 70% of the score, while essay writing was the

remaining 30%. The test was scored on a scale of 0-100. The top 30% were put in the high reading achievement group (H), the middle 40% were put in the middle reading achievement group (M), and the last 30% were in the low reading achievement groups (L). Sixteen students were selected for interviews and observations. Question No. 2 was answered by largely statistical analyses to compare and contrast the relationship between reading motivation and reading achievement among groups of high and low reading achievement students. The interviews and observation notes were also included.

For question No. 3, sixteen students were selected and observed in their regular Chinese class and after-school programs to find out what constructs and other related factors influenced their reading motivation. The mean of all items on the social motivation subscale were analyzed to provide quantitative findings. These helped to identify the roles of culture and context affecting students' reading motivation. Question No. 3 was answered by the multiple data sources of the MRQ, student interviews, and observation notes.

Quantitative and qualitative findings were compared and contrasted and then the research questions were answered according to the triangulation design. A triangulation between findings of the quantitative questionnaires and qualitative methods could provide new insight into Chinese students' reading development, problems in becoming engaged readers, and a better understanding of cultural values, beliefs, and practices with respect to reading and motivation. Thus, the combination of two types of data provided more comprehensive information than either one on its own (Langenback, Vaughn, & Aaggard, 1994; Miles & Huberman, 1994). A graphic representation of this research design is presented in Figure 1, and it is adapted from Creswell and Clark (2007, p.63).



*Figure 1.* Graphic Representation of Research Design

*Research Setting and Participants*

*Setting*

This section focuses on two major areas: (a) general information about the setting, and (b) the description of the participating middle school.

*General information.* The participating school is a public middle school and is located in one of the popular business areas in Taipei, Taiwan. The city is highly populated, so the school districts are often mixed between the commercial areas and the residential areas. There are some well-known international chain stores, restaurants, department stores, and even some embassies within the school district. The American Institute in Taiwan (AIT) and the World Trade Center of Taipei (WTCT) are only a few miles away from the participating school. The AIT and many American universities annually hold an American Educational Fair to recruit students to study in the United States. Some students in this participating school have studied in summer schools in the United States, England, and Australia (communication with school teachers, 12/19/2006). In addition, some international companies around the school district organize book fairs,

food festivals, cultural activities, and language exchange programs. It is considered an international community.

The city of Taipei is famous among Asian countries for its public transportation system, government systems, and medical care. The public transportation network offers convenient access throughout the city, and there are many bus routes to the school district. A Metro station is about two blocks away from the school, and a discounted transportation pass is accepted by both the city buses and the Metro, with students receiving a special price. The majority of teachers and students either take the Metro or the city buses to school. The city also provides a family and community medical program to create a disease prevention network. All students are also given good medical care and are required to have physical examinations every school year. Wireless Internet is available in the school and throughout the city.

Since the city has developed rapidly, environmental consciousness is widespread and recycling is mandatory among all levels of schools. Students have been educated on how to conserve natural resources, and they are asked to recycle at school. No paper cups or plates are allowed in the schools or in government agencies. Plastic shopping bags are frowned upon in the city.

*Participating middle school.* The school celebrated its 37<sup>th</sup> birthday in December of 2006. There are eight seventh-grade classes, and each class has approximately 35 students. Student enrollment averages around 845, and it is a relatively small middle school in this city. One of the special features of the participating school is that it has a female basketball team, and all players stay in the dormitory. This is the only middle school in Taiwan that provides a dormitory for athletes. The school recently won the gold medal for the cleanest public restroom in the city.

There are 25 administrators and 68 teachers with a student to teacher ratio of 12:1. All teachers have received BA degrees from top-ranked universities in Taiwan. Eleven of the 68 teachers have received Master's degrees, and two of them are still working on their Master's at the local universities. Their teaching experience ranges from 3 to 20 years (e-mail communication with the school principal, October 10<sup>th</sup>, 2006). Members of the school staff, including the nurse, librarians, secretaries, accountants, and technicians, need to pass the national employment exam in order to work in the public school system. The exam includes several major areas: accounting, business management, technology, and nursing. The government agency generally offers better work conditions and good employee benefits, so the exam is daunting and important. Hiring someone with a physical or minor mental disability is now acceptable in the public school system.

The Chinese hierarchical social system has been greatly influenced by Confucianism, so teachers have a high social status in Taiwan. The government provides principals and teachers with good compensation (e.g., a retirement fund, lower housing mortgage rates, social welfare, health insurance, and no tax for K-9 teachers). Teacher education used to be provided by two teaching universities, but that is no longer the case. Now, certified teaching programs are widely available through the local universities, resulting in higher numbers of teachers and a saturation of the job market. As a result, teaching positions are more competitive than in the past. New teachers are required to go through a year-long internship at any of the local public schools in order to be fully certified. Teachers are hired through a regional approach, and each region has its own restricted testing systems, evaluations, and teaching demonstrations.

This participating middle school has six buildings, four stories high, and each building is handicap accessible and non-smoking. It also includes four science labs, two music and crafts classrooms, three computer labs and media classrooms, a counseling clinic, a gym, and a health center. For an outline of the school building, see Appendix A. Most classrooms in this school are equipped with at least one TV set, and audio and video cassette players can be easily checked out for classroom teaching.

The school hires two guards at the main gate to secure the safety of the campus. They take turns working in a night shift. All visitors are required to leave a photo ID and contact phone numbers. Teachers and volunteer parents must rotate security duty, either at the bus stop or the Metro station, for thirty minutes in the morning and thirty minutes in the afternoon. They normally wear yellow vests with red stripes when on duty.

The school day generally starts at 7:30 a.m. and ends at 3:50 p.m. A sample weekly class schedule is provided in Appendixes B & C. There are eight periods per day and each period lasts forty-five minutes. Students can stay one more hour after school, and the major subject teachers (Chinese, English, science, and math) use this time to preview or review the contents of the subject area for those students who need extra help. Students have to pay for this extra instruction. Students are also required to take a nap after lunch and this is part of the school's regular schedule. A weekly after-school program is provided on Wednesday afternoons; students must select one of the programs and participate in it for an entire semester. The school requires that students stay in the same class with the same class members throughout the middle school years.

The participating school sometimes invites guest speakers, authors, singers, and locally well-known people to the school to give speeches during the assembly time on Tuesday and Thursday mornings from 7:50 to 8:25 a.m. Thus, students have more

opportunities to get in touch with the local community. Some homeroom teachers also use the time to confer with students individually. These homeroom teachers and some intern teachers share an office together. Teachers do not have their own classrooms, so they have to book a private room in advance when meeting with students.

Being on time for school is required. If students are late for school, after 7:50 a.m., they are asked to stand up straight outside of the office of the student affairs until the first class bell rings. There is no corporal punishment allowed in any school levels, although teachers do have some authority to discipline students in an appropriate way. For example, teachers may ask students to do extra homework. Teachers still have authoritarian roles in Chinese schools. The whole class needs to stand up and bow to the teacher at the start of the class and the end of the class. This has been part of the traditional Chinese school culture for many centuries. Each classroom has six rows of desks with 6-7 students per column. A sample of class arrangement is in Appendix D.

The public middle schools have very few janitors. Consequently, students have to take the responsibility to do the major chores, such as cleaning the classroom, the restrooms, the hallway, and the offices of the principal and teachers. Each class has recycling boxes outside of the classroom. Students do daily chores from 7:30 to 7:50 a.m., before classes begin and from 3:40 to 3:50 p.m., at the end of the school day. Supervising students' chores is also part of teachers' jobs in the school. At the same time, students take turns performing some necessary duties in the class, such as erasing the blackboard after class and collecting homework for the teachers.

The participating school has also established a communication system among homeroom teachers, subject teachers, school counselors, and the office of Student Affairs. Chinese teachers are often assigned to be class counselors, with each teacher



having to take care of a class of approximately 35 students. Teachers are asked to sign a few different forms regarding students' learning attitude and behaviors periodically. For example, teachers can write down a student's ID or seat number on the form and describe the student's misbehavior, or make comments about the whole class. These forms are sent to the homeroom teachers, and the homeroom teachers have to refer the student to the school counselors when necessary. Some students are labeled misbehavers, and they are required to ask all subject teachers to sign a special form for every class. Then, the school counselors evaluate these forms and provide pertinent counseling services. The purpose of these practices is to prevent students from becoming juvenile delinquents.

Each student is also assigned a seat number. The seat number is shown in many forms in the school. Teachers often refer to the student's seat number, and this is seen and heard frequently in the school. Also, students are required to wear a uniform to school except on Fridays, and their ID numbers are embroidered on the right side of their jackets. Wearing a school uniform is meant to prevent students from misbehaving when they are outside of the school and from having fashion contests. If there is any emergency, their identities can be discovered easily. Unlike large middle schools, the school does not have a cafeteria, so students have to either bring a lunch or buy one at the school canteen. They are not allowed to go off the campus during regular school hours or lunch time. They can heat up their lunch in the classroom, but that is a chargeable service, and the cost is about three U.S. dollars per month. Each classroom has its own heater but no microwave. Many parents, mostly mothers, deliver hot meals for their children.

### *Participants*

The school is located in the urban setting. The participants came from various family backgrounds. The majority of them came from middle class families. A total of 247 seventh grade Chinese students (122 boys and 125 girls) participated voluntarily, completing the MRQ during a regular class hour. These students were between the ages of 13 and 14. The mean age was 13.35. All students were first categorized into three groups based on their Chinese reading test scores in their previous final term exam and teacher's verification. The test scores were graded on a scale of 0-100, which is equivalent to letter grades A: 90-100, B: 80-89, C: 70-79, D: 60-69, and F: below 60. The mean of the test scores was 77.05 of 100. There were 78 students in the (H) group, 84 students were in the (M) group, and 76 students were in the (L) group.

Sixteen of the 247 students (8 boys and 8 girls) were selected for interviews and observations based on teachers' referrals. Two students, one high reading achievement reader and one low reading achievement reader, were selected from each classroom. The mean test score for the high achievement students was 90 and the low achievement students received a 63. All 16 students were required to attend a weekly after-school program. The after-school program generally was categorized into indoor and outdoor activities. The indoor activities included reading club, music, chess, and dance. The outdoor activities involved sports, track training, and Chinese martial arts. These 16 students are referred as the selected students or the students in this dissertation. Information about the 16 participants is presented in Table 1.

Table 1

## A Brief Profile of 16 Selected Students

Name	Gender	Reading Performance	After-school Activity	Reading Interest Areas
Huang	M	L	Reading Club	Chinese classical literature( historical fiction)
Yeh	M	L	Music (drums )	Chinese classic literature (historical fiction)
Tsai	F	L	Craft	Adventure
Wang	M	L	Tae kwon do	Science fiction/ comic books
Chang	M	L	Music (flute)	Science fiction / comic books
Du	F	L	Chess	Adventure/English novel
Yang	F	L	Dance	Adventure/ Chinese and the translated literature
Tan	M	L	Music (violin)	Chinese classical literature( historical fiction
Wu	M	H	Music (flute)	Science fiction/ comic books
Sun	F	H	Music (piano)	Adventure / the translated literature
Yu	F	H	Music (piano)	Chinese classical literature
Hsu	M	H	Tae kwon do	Science fiction /comic books
Lin	F	H	Reading club	Chinese classical literature
Lee	F	H	Music (piano)	Chinese classical literature / adventure
Liu	M	H	Chess	Adventure
Chan	F	H	Music( piano)	Chinese classical literature

*Note:* All student names are pseudonyms.

Huang was a low reading achievement student, but he was strongly interested in reading Chinese historical novels. He spent a considerable amount of time reading

historical novels outside of school, and he was able to use his historical knowledge to create games. His favorite book was *Romance of the Three Kingdoms* (三國演義). He often acted quietly and read his personal reading materials in the Chinese regular class, but he liked leading discussions in the reading club. He was skilled at asking students to participate in small group discussions. Although he was a low achiever in Chinese class, he had high achievement in English and geography. He mentioned he had been to Singapore for an English summer camp for two consecutive years so that he could speak good English. He was not afraid of speaking English in public, and he liked to practice language skills with his English teacher after class. He had a good relationship with his English teacher. He told me that he disliked spending time watching TV programs because it wasted time. Both of his parents were self-employed, and they wanted him to be a scientist or a medical doctor. One of these occupations could provide him with better financial support. He also mentioned that he and his older brother talked about his favorite book and the games he created, very often, at home.

Like Huang, Yeh was a low reading achiever, but he was very interested in reading Chinese historical novels, and his favorite book was *Romance of the Three Kingdoms*. He often fell asleep in Chinese class, but he liked to talk about his favorite book with his friends after class. He was a high academic achiever in English and could also speak good English. He liked to attend a monthly English story-telling program held by the American Institute in Taiwan (AIT). He told me that listening to the story was one of the most enjoyable reading activities he was involved in. He liked playing the drum at the after-school program. He also had several after-school classes and one private music class at home. He briefly mentioned that his parents have a small shop. His parents were interested in his reading scores and reading interests, so they gave him an allowance to

purchase books monthly. He also mentioned that he and his younger sister frequently discussed interesting reading materials.

Tsai was a low reading achievement student, but she was a high achiever in English and history. She was strongly interested in reading adventure books and her favorite book was *Love is Not Blocked* (大愛無礙). She was quiet in Chinese class, but she was very active and creative in the craft class. She made many different kinds of things using different materials. She told me doing crafts was one kind of activity that helped her to lessen academic pressure. She said that she and her older brother study at the same school. Her parents owned a small international trading company. Her parents believed that good English skills could provide her better job opportunities so they hired a native English-speaking American teacher to work with her at home. She had three hours of private English class each week. She mentioned that her private English teacher sometimes suggested she should read English children's books to improve her English skills. She wanted to study abroad after she finished a college degree in Taiwan and to be an English teacher at the college level.

Wang was a cheerful and joyful low reading achiever, but he was a high achiever in math. He liked to read science fiction and comic books. He did not like reading academic Chinese because he disliked text memorization. He normally acted quietly, but he often read comic books and did math homework in Chinese class. He sometimes tutored some low math achievement students after school or during class breaks. He was a sociable boy, and he liked to hang out with students who were not in the same class. He was also a good story-teller and he liked to tell his friends about the story of *the Lord of the Rings*. He even was good at taekwondo; he liked taekwondo because he wanted to reduce his weight. He believed that he was too fat. Both his parents and grandparents

had owned a family business for over three decades. His family wanted him to inherit the family business. He mentioned that he had less pressure to choose a future career, but that he would like to pursue his personal goal--to be a scientist.

Chang was a low reading achievement student, but he was strongly interested in reading science fiction. He had good observation skills in many subjects. He liked to use different materials to do some experimental studies. He did not like reading academic Chinese, but he had high academic performance in biology. He was enthusiastic when he discussed his experimental studies with his family and friends. He fell asleep frequently in Chinese class, but he was also a very skillful flute player in the after-school program. He could pay full attention when he was playing the flute. He sometimes practiced some pieces of music with other students after school. He mentioned that his parents own a small grocery shop in the center of the city. He sometimes helped his parents at the weekend, but his parents wanted him to focus on studying. His parents wanted him to be a medical doctor or any high profile job so that he can gain a higher social status or have better financial support. His father sometimes suggested some books for him to read.

Du was a low reading achiever in Chinese, but she had high academic performance in English. She liked reading English novels and her favorite book was *The Chronicles of Narnia* (English version) written by C.S. Lewis. She also could speak good English. She frequently did her homework in Chinese class, and she sometimes fell asleep or played with her cosmetic stuff. She did not pay too much attention when she was in the after-school school program. She mentioned that she likes English very much, and she could make an effort in English. Both parents were school teachers and they always purchased recently published English adolescent novels or English children's

books for her to read. She wanted to be an English teacher and to study in the USA after she finished high school.

Yang, a low reading achievement student, loved reading *Harry Potter* books. She could retell the content of a *Harry Potter* book clearly and in detail. She mentioned that she had four sisters and all of them were fans of *Harry Potter*. She hardly listened to lectures in Chinese class, she liked playing with her hair and cosmetic staff, doing her homework, and looking at her mirror frequently. But she had high academic performance in history; she could spend more time her reading history textbook than her Chinese ones. Unlike her learning attitude in Chinese class, she was a good listener in the after-school program, and she followed the dance teacher's instructions. She could dance well, and her movements and poise were beautiful. She also performed a dance at the annual school birthday celebration. She had not figured out what she wanted to be in the future. She mentioned that she and her sisters sometimes visited the local library, but she would prefer to read at home.

Tan was a low reading achievement student, and he was very interested in reading Chinese historical novels. His favorite book was *Romance of the Three Kingdoms*. He also liked to play video games that related to the book. He showed less interest in Chinese class, and he occasionally fell asleep. He was very confident in playing the violin in music class, and he was able to use Chinese traditional music and Western music to create new melodies. He had high academic achievement in English and enjoyed learning the subject. He mentioned that he grew up in a single-parent family and that his mother worked as a sales manager in one of the insurance companies in Taipei. His grandfather had a great influence on the development of his reading process because his grandfather was also a fan of *Romance of Three Kingdoms*. He also liked to

share the book with his cousins at home. He told me that sharing book experiences with others increased the amount of his reading. His mother and grandfather also gave him an allowance to purchase books.

Wu was a very thoughtful high reading achiever, who enjoyed reading science fiction and comic books. He liked leading discussions, and he spoke logically and insightfully when making a presentation in class. He also liked to trade comic books with other students in the hallway. He had taken flute class for over 5 years, so he could play the flute well. He was very confident when he performed on stage. He wanted to be a criminologist or a medical doctor. His father was a judge, and his mother is a stay-at-home mother. He was the only child in his family. His mother delivered lunch for him every day. He liked to spend time reading and looking for books that were related to crime cases at the local bookstore. His parents purchased books for after-school reading frequently. They would recommend some adolescent reading materials for him and his mother would ask him questions regarding the book content afterward.

Sun was a high achievement reader and typically interested in translated adventure novels. She was a class leader and had good leadership abilities. Sometimes, she disciplined the students when they misbehaved or were out of control. She interacted with boys more frequently than girls. She was very confident speaking in the class or leading small group discussions. She was also an active reader in Chinese class, and she sometimes asked the teacher questions not related to the textbook content. She started to take piano lessons when she was four years old. She could play classical music beautifully. Both parents were middle school teachers, and they gave her extra homework and reading materials to do at home. She had to do two different types of homework, one for the school and another for her parents. Her parents also made a study



schedule for her, and she only had several hours for watching TV or doing other entertainment each week.

Yu was a high reading achievement student, and she was interested in Chinese classical literature. She was a good writer, attending several composition writing contests and receiving an award for her work. She was always writing something in her notebook, and she sometimes was in a deep thought during class breaks. She also enjoyed helping others with their writing homework because she felt confident in writing skills. She was a very quiet and serious learner in Chinese class, but she was very energetic and joyful in the after-school program. She practiced playing the piano after school, and she also had a private piano teacher. She liked to play the piano because playing a piece of music could take away academic pressure. Both of her parents worked at a medical school. She wanted to be a medical doctor or a writer. She also mentioned that she liked her Chinese teacher because she liked to share her personal reading experience with the students.

Hsu was a high reading achiever, and he focused on reading science fiction and medical magazines. He was enthusiastically interested in reading about the human body. He was a very friendly boy, and he also liked to help others to do extra school chores. He mentioned that he had many good friends at school, and he often discussed what he was reading with them. He mentioned that he and his friends liked to walk home together rather than taking the subway; therefore, they could spend more time discussing and chatting. He was also good at taekwondo and drama. He had good facial expressions and body movement when he played in a drama in class. He mentioned that he had a good relationship with his Chinese teachers. The teacher liked to ask him questions in class. He confidently told me that he wanted to be a medical doctor because

his father and grandfather were medical doctors. His whole family liked reading science magazines or journal articles. They often discussed books or the current medical issues at home, which was part of his family tradition.

Lin was highly interested in reading Chinese classical literature and her favorite book was *Dream of the Red Chamber* (紅樓夢). She was able to memorize and recall the entirety of *Three Hundred Tang Poems* (唐詩三百首). She was a very active student in Chinese class, and she asked the teacher questions more often than other students in her class. She was also a very energetic reader in the reading club, and she was often so engaged in the text that she could skillfully dramatize the text. She liked attending different types of reading clubs after school. She told me both parents worked at a government agency. Her father liked to read English novels, and he taught her how to read English so that she also could independently read English adolescent novels. Her father liked to spend time searching for books for her in order to increase her reading amount and reading comprehension skills.

Lee was a high reading achiever, and she liked reading adventure books. She always had a positive attitude toward reading and learning when she was being taught how to correct her mistakes. One of the students always fell asleep in Chinese class, but she always tried to help the student stay awake. She even helped the student take notes. She was calm and serious in Chinese class, but was very easygoing in music class. She liked singing, and she had a beautiful voice. She mentioned that her parents owned a shoe trade company and they traveled back and forth to China frequently. Her parents hired a private native English-speaking teacher and a music tutor at home. She stated that she liked her private English teacher's teaching style. She could use English in more

appropriate and accurate ways through fun activities. She wanted to be an English teacher or a social worker.

Liu was a high reading achievement student and liked to read adventure books. He could follow instructions, but he sometimes read comic books surreptitiously in Chinese class. He was also a good calligrapher. He was selected to represent the school at the local calligraphy contests. He spent time reading comic books between classes because his parents would not allow him to read comic books at home. He also liked to draw some comic characters on his notebook. He was an outgoing and thoughtful chess player when he was in the after-school program. He disliked taking too many after-school classes, but his parents had assigned classes for him. He mentioned that both parents were in the business field. He spent time with his grandparents more than his parents. His grandfather taught him how to read and how to write when he was in kindergarten. He liked to share with his grandparents about his reading materials.

Chan was a high achiever, and she liked reading Chinese classical literature. She always spent time reading between classes. She was one of the three highest academic achievers among all seventh grade classes. She was always very quiet, calm, and serious in Chinese class and the after-school program. She only talked to one of the students who sat next to her after class. She was also a very organized student, and she always organized her desk and pencil cases. Although she had a quiet personality, she could play the piano very well, and she received several awards. Her father was a medical doctor and her mother was a high school music teacher. She wanted to follow in her father's steps to be a medical doctor. She told me that she had several private tutors help her in different school subjects at home, such as English, math, and science.

## *Data Sources*

### *Quantitative Instrument*

The quantitative instrument, used to measure reading motivation (Wigfield & Guthrie, 1997), was derived from the Motivation for Reading Questionnaire (MRQ). The MRQ is a paper-based questionnaire with a 4-point Likert-type scale (1 = very different from me, 2 = a little different from me, 3 = a little like me, and 4 = a lot like me). The items in the MRQ were generated in accordance with motivational theories and were particularly designed to investigate motivation for reading (Wang, 2001; Wang & Guthrie, 2004). The MRQ has investigated students' motivation and reading comprehension in many research studies (e.g., Baker & Wigfield, 1999; Wigfield & Guthrie, 1997; Wang & Guthrie, 2004). It is the most comprehensive and well-established reading motivation questionnaire available in the field (Lau, 2004).

The MRQ was originally developed in English by Guthrie and his colleagues (Baker & Wigfield, 1999; Wigfield, 1997; Wigfield & Guthrie, 1997). See Appendix E. There are a total of 53 items in the MRQ, which has been refined by recent motivation research in Asian countries (Lau, 2004; Wang & Guthrie, 2004). Lau (2004) used the MRQ to assess Chinese students' reading motivation in Hong Kong. In the Lau study, four motivation variables were chosen: self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation. The modified MRQ consists of four eight-item scales that were mainly chosen or modified from the MRQ (Baker & Wigfield, 1999). Reliabilities for the scales of these four motivation variables were .75, .72, .75, and .64 respectively. A total of 32 items were used in the modified MRQ in the Lau study (Appendix F).

The MRQ contains 11 motivational constructs: reading efficacy (Schunk & Zimmerman, 1997; Wolters, Yu, & Pintrich, 1996), curiosity (Gottfried, 1990; Guthrie et al., 1996), reading involvement (Ames, 1992; Guthrie et al., 1996); importance (Eccles, 1983; Wigfield, 1994); preference for challenge (Ames & Archer, 1988; Dweck, 1986; Lepper, 1983), recognition (Ames, 1992), grades (Blumenfeld, 1992; Butler, 1987), social (Wentzel, 1994), competition (Ames, 1992), compliance (Miller, Greene, Montalvo, Ravindran, & Nichols, 1996; Wentzel, 1994), and work avoidance (Nichols, 1994). Research has shown, on investigation of children's motivational behavior, these eleven motivational aspects have significantly accounted for children's motivation to read (Baker & Wigfield, 1999; Guthrie et al., 1999).

Wang and Guthrie (2004) also used another version of the original MRQ to examine the extent to which motivational processes facilitate the comprehension of texts and the possible role of culture in this relationship. Eight out of 11 dimensions of the original MRQ were used in the study of Wang and Guthrie (2004): curiosity (six items), involvement (6 items), preference for challenge (five items), recognition (five items), grades (four items), social (seven items), competition (six items), and compliance (four items). There were 45 items in the modified MRQ administered to both US and Chinese fourth-grade children (see Appendix G). The reliability scales ranged from .43 to .73 for the American groups and from .59 to .78 in the Chinese group (Wang & Guthrie, 2004).

Based on the results of the studies of Lau (2004) and Wang & Guthrie (2004), this study utilized four major subscales from the modified MRQ (Lau, 2004). Some questions were modified so that they are more relevant to Chinese reading: Item 4, "In comparison to my other school subjects, I like to read *Chinese* literature;" item 5, "I like hard, challenging books, for example: Classical Chinese Literature;" item 15, "I enjoy

reading books about people in different countries (e.g., the president, Abraham Lincoln);” item 23, “In comparison to other activities I do, Chinese language is very important to me;” item 35, “My parents ask me about my Chinese grade;” item 41, “I am willing to spend time reading extra reading materials to get better than my friends;” item 52,” I read extra reading materials when I am asked by my teachers.” The dimension of *work avoidance* was not used in this study, because it is not specifically related to the sociocultural and engagement theoretical framework.

Also, four questions were implemented from the Motivation to Read Profile (MRP), which was developed by Gambrell and her colleagues (Gambrell et al., 1996). The MRP consists of two basic instruments: a Reading Survey and the Conversational Interview. The Reading Survey is a self-reported, group-administered instrument, while the Conversational Interview is designed for individual administration. The original version of the MRP is shown in Appendix H. Four questions in the MRP were selected and added to the MRQ. Three questions were added to the MRQ’s intrinsic motivation sub-scale. Four questions in the MRP were selected to add to the MRQ. Three questions were added to the MRQ’s intrinsic motivation subscale (item 24, (“Knowing how to read well is important;” item 25, “Spending time in reading is a valuable activity;” item 26, “Reading is a fun activity”) and one question was added to the MRQ’s social motivation subscale (item 48, “I like to make friends through reading projects or reading clubs”).

As a result, the MRQ instrument used in this study includes four major variables (self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation),<sup>10</sup> motivational constructs (reading efficacy, curiosity, involvement, importance/value, challenge, recognition, grades, social, competition, and compliance), and it is comprised of 54 questions (English version, see Appendix I). The self-efficacy variable measures

students' confidence in their reading ability including competence, self-efficacy belief, and challenge constructs. The intrinsic motivation variable measures students' intrinsic interest in reading, including curiosity, involvement, and importance/value. The extrinsic motivation variable measures students' extrinsic purposes for reading, including recognition, grades, and competition. The social motivation variable measures students' social reasons for reading, including social and compliance.

The original MRQ was developed in English, and I translated the modified MRQ from English to Chinese. Two bilingual scholars and three graduate students independently evaluated the translated version of the instrument for accuracy, and revisions were made according to their recommendations. I also sent the instrument to the principal for his approval before I started the study. To assure that the Chinese MRQ is culturally appropriate, I asked one Chinese teacher to select 10 seventh-grade middle school students in the participating school using the translated version for a trial test. Five boys and five girls from the participating school were in the trial group. However, their data was not included in the current study. I also asked two experienced Chinese teachers to review the Chinese version of the MRQ again before the instrument was made ready for use in the study. Based on the trial and feedback, I modified the language in the instrument so that it is culturally appropriate and easy for Chinese students to understand (Chinese version, see Appendix J).

### *Qualitative Data*

*Interview protocol.* Open-ended interviews can reveal and explain events, reading interests, and experiences of students in their own words and from their own perspectives. The purpose of an interview is to find out what is “in and on someone else’s mind” and allows the researcher to “enter into the participant’s perspective”

(Patton, 1990, p.196). Consequently, interviews enabled me to gain further understanding of the students' motivation to read. The interview was designed as a semi-structured interview based on Gambrell's MRP (Gambrell et al., 1996). I added and modified some questions based on my research and personal understanding of the sociocultural context in Chinese schooling. In addition, 10 additional interview questions provided by expert researcher and scholar, Dr. Sally Beach, regarding students' literary identity. The final protocol includes 20 major questions (see Appendix K for the English and Appendix L for the Chinese version).

I started to interview 16 selected students immediately after the quantitative questionnaires were completed. The interviews began on Dec. 19, 2006 and ended on Jan. 4, 2007. I followed the schedule suggested by the school principal, interviewing one or two students per day. At the same time, I observed these students in their regular Chinese class or the after-school program. All interviews were recorded and later transcribed from Chinese into English for review and data analysis. For confidentiality, I saved the transcription in my personal computer with password protection and used coded numbers and pseudonyms rather than real names on the tape.

*Observation notes.* Daily observations were conducted in each classroom from Dec. 20, 2006 to Jan. 12, 2007. Daily field notes were recorded on each participant over the course of one month. At least one period of time (45 minutes) daily was spent observing the two informants in each class. In total, I spent approximately 16-20 hours doing observation in each class.

The focus of my observation was on the reading-related activities, including reading, taking examinations, writing, asking questions and responding to teachers' questions and discussions. The content of the teaching materials was also monitored.



These observations were aimed at producing detailed descriptions of the students' classroom learning experiences, reading attitudes, and behaviors. The participants were also observed after class regarding how they talked with their peers about reading materials and activities.

In addition, the selected students were studied when they were at the after-school program. Most of them chose the activities based on their interests, but a few of them were assigned by their homeroom teachers because they did not know which after school program to join. Among the selected students, the boys tended to like the outdoor activities more than the girls. All selected girls in the music program played the piano, but boys played the violin, flute, and drums. The students in the music program were divided into several groups based on their level of skills. The students in the music program also participated in preparing for the school's 37<sup>th</sup> annual celebration.

In the reading club, students studied Chinese classical literature and poetry. The instruction in the reading club was different from the regular instruction in their Chinese class. The teacher in the reading club used a non-traditional approach to teaching reading, often engaging the students in open-ended discussion of the teaching materials. The students also were asked to take turns in leading group discussion. The majority of players in the chess class were boys. They normally played with their partners for the entire class. All dancers in the dance class were girls. They practiced Chinese ribbon dancing and aboriginal folk dancing for the school's 37<sup>th</sup> anniversary celebration. One of the selected students was in charge of the dancing program. Taekwondo was a very popular outdoor activity for both girls and boys. The students participated in taekwondo class because they wanted to stay healthy.

## *Data Collection*

### *Quantitative Data*

First, a permission letter was obtained from the participating school's principal before I sought IRB approval. I talked with the principal about the detailed procedures for conducting this study before the research officially started. The principal introduced me to all seventh-grade homeroom teachers and asked them to arrange a suitable time for students to take the MRQ. They allowed all students to take the MRQ from 7:50 a.m. to 8:25 a.m., which was the best time for both teachers and students. Each homeroom teacher made an announcement about this project. The principal, homeroom teachers, and one secretary assisted in distributing the MRQ to all seventh-grade students. I visited and briefly introduced students to the study while the questionnaires were being distributed. There are two boxes on the cover of the questionnaire, *I want to participate* and *I do not want to participate*. I gave them brief instructions on how to answer each question and asked the students to sign their name on the cover sheet if they agreed to participate in this study.

All participants took the MRQ at the same time. It took approximately 10-15 minutes for them to complete. I distributed 268 questionnaires, and there were 247 questionnaires returned. Eight students indicated in the box: *I do not want to participate* on the cover page of the questionnaire and they were not included in the study. Ten students who did the trial test were not involved again. One student was absent and two students were late for school, so they did not participate.

### *Qualitative Data*

*Interview data.* Sixteen students were selected for interviews based on their Chinese teachers' referrals. All selected students were sent to the principal's office after

class. The principal introduced me to the students and explained the interview procedures. They all signed the students' assent form before the interviews. The assent form, including both English and Chinese translations, is presented in Appendix M. One of the informants changed her mind before the interviews began and decided not to participate in the study. Her Chinese teacher assisted me in finding a replacement.

I interviewed each selected student in a one-on-one meeting held in a private room at the school site, according to the schedule suggested by the principal (Tuesday and Thursday mornings during the schools' assembly or after lunch). I made an interview schedule for the students and gave them a reminder ahead of time. The duration of the interviews was on average 20 minutes. The length of the interview was largely dependent on the students' personalities and the level of detail of their responses. Male students were more outgoing than female students. A few female students were shy and quiet, so they talked less even after a great amount of prompting.

I gave them a brief introduction about this research study and told them all the questions were related to reading. Two questions were initially challenging for them: "Are you a good reader? How do you know?" Some students did not know how to define a good reader. I gave them several examples about some well-known local adolescent writers. I told them most writers read widely and learn many things through reading. Two other questions were also challenging for them: "How do you describe yourself as a reader? What makes you want to read? Why?" I briefly shared with them my experiences in reading and gradually guided them into describing themselves as readers. All interviews were tape-recorded and transcribed into Chinese, then later translated into English for review and data analysis.

*Observation notes.* I took daily field notes in terms of how the selected students engaged themselves in the classroom activities during the Chinese lessons, as well as how they responded to questions, how they interacted with their peers and teachers, teaching styles and learning styles, and the strategies they used for taking examinations in the classroom contexts.

I also observed them during their after-school programs. The selected participants were in five different programs. I traveled from class to class and stayed in each class for about 10-15 minutes each time. I observed how the selected students practiced their literacy skills during these activities and if there were connections between the literacy skills they used in their after school program and their Chinese reading.

*The role of the researcher.* My role was that of a researcher and observer. There were two extra tables reserved for turning in students' assignments at the back of each classroom. I normally sat at the back of the class, and some students liked to ask me questions about my research study after class. Some of them were very happy to share with me when they received good scores on the Chinese quizzes or examinations. They saw me frequently among the seventh-grade classes, so they believed I was a new teacher in the school and addressed me accordingly.

#### *Data Analysis*

I followed a similar set of general steps with both quantitative and qualitative data: preparing the data for analysis, exploring the data, analyzing the data, and presenting the analyses (Creswell & Clark, 2007). I analyzed quantitative and qualitative data separately afterwards. I compared and contrasted the findings from each analysis and used the results to answer the research questions.

### *Quantitative Data*

I used SPSS to conduct statistical analysis. I created a template involving four independent variables: class number, student ID numbers, reading achievement, and gender. Reading achievement was the independent variable based on students' reading performance groups (H. M. L). The four major dependent variables are self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation.

First, I analyzed descriptive statistics to identify frequencies, the mean scores, standard deviation, skewness and kurtosis on all dependent variables. Second a MANOVA was conducted to find out if there was an overall group effect. I chose Wilk's lambda because it is frequently used in the social science literature (Green & Salkind, 2005). An overall analysis-of-variance test (ANOVA) was conducted to assess whether means on a dependent variable are significantly different among groups. When the overall ANOVA was significant, follow-up tests were conducted. These post-hoc follow-up tests frequently involved pairwise comparisons to determine the overall group differences and where the differences lay, and to maintain the overall alpha level at .05. Three pairwise comparisons were conducted on the means of groups 1(H) and 2(M), the means of groups 1(H) and 3(L), and the means of groups 2(M) and 3(L). SPSS calls these follow-up tests post-hoc multiple comparisons (Green & Salkind, 2005). I also conducted a correlation analysis to find out if there were correlations among the different variables.

### *Qualitative Data*

The constant comparative method (Glaser & Strauss, 1967) was used to analyze the data. The process of the analysis involves six steps: (1) coding individual units and categories, (2) comparing incidents applicable to each category, (3) integrating

categories, (4) deleting overlapping categories, (5) finalizing categories, and (6) developing themes (Glaser & Strauss, 1967).

Initially, I printed out the transcripts with two-inch margins and read repeatedly through the transcriptions and observation notes until I gained great familiarity with the contents in the transcripts and the notes. I created a matrix to display the responses of each informant to each question (Miles & Huberman, 1994). Then I went through the six steps of the constant comparative method: (1) I identified initial coding units by carefully going through each line of the data; (2) I went through each line multiple times, creating initial categories, searching for key words and key phrases related to students' motivation to read, and comparing incidents applicable to each category until no new codes could be identified. Meanwhile, I wrote memos. Memoing is a technique describing write-up idea about codes and relationship while coding (Miles & Huberman, 1994). Writing memos helped me to go well beyond codes and their relationships to any aspect of the study: personal, methodological, and substantive; (3) I consolidated the related codes into categories and subcategories; (4) I examined the relationships between these categories and subcategories and deleted the overlapping ones. Comparison allows data to be grouped and differentiated as categories are identified and various pieces of data are grouped together (Merriam, 1998); (5) Categories and subcategories were changed and refined throughout. Then, I selected categories and subcategories related to the research questions and the theoretical framework to include in my report. Finally, I used these categories and subcategories to develop themes to answer the research questions.

### *Triangulation of Quantitative and Qualitative*

I triangulated the quantitative and qualitative findings once the individual quantitative and qualitative analyses were completed. I compared and contrasted the results obtained from both analyses in relation to the three research questions and decided whether the qualitative findings corroborated or conflicted with the quantitative results. I identified the consistencies and inconsistencies between the two sets of findings in the interpretation phase. Figure 2 is adapted from Creswell and Clark (2007, p46) and illustrates how the findings were triangulated.

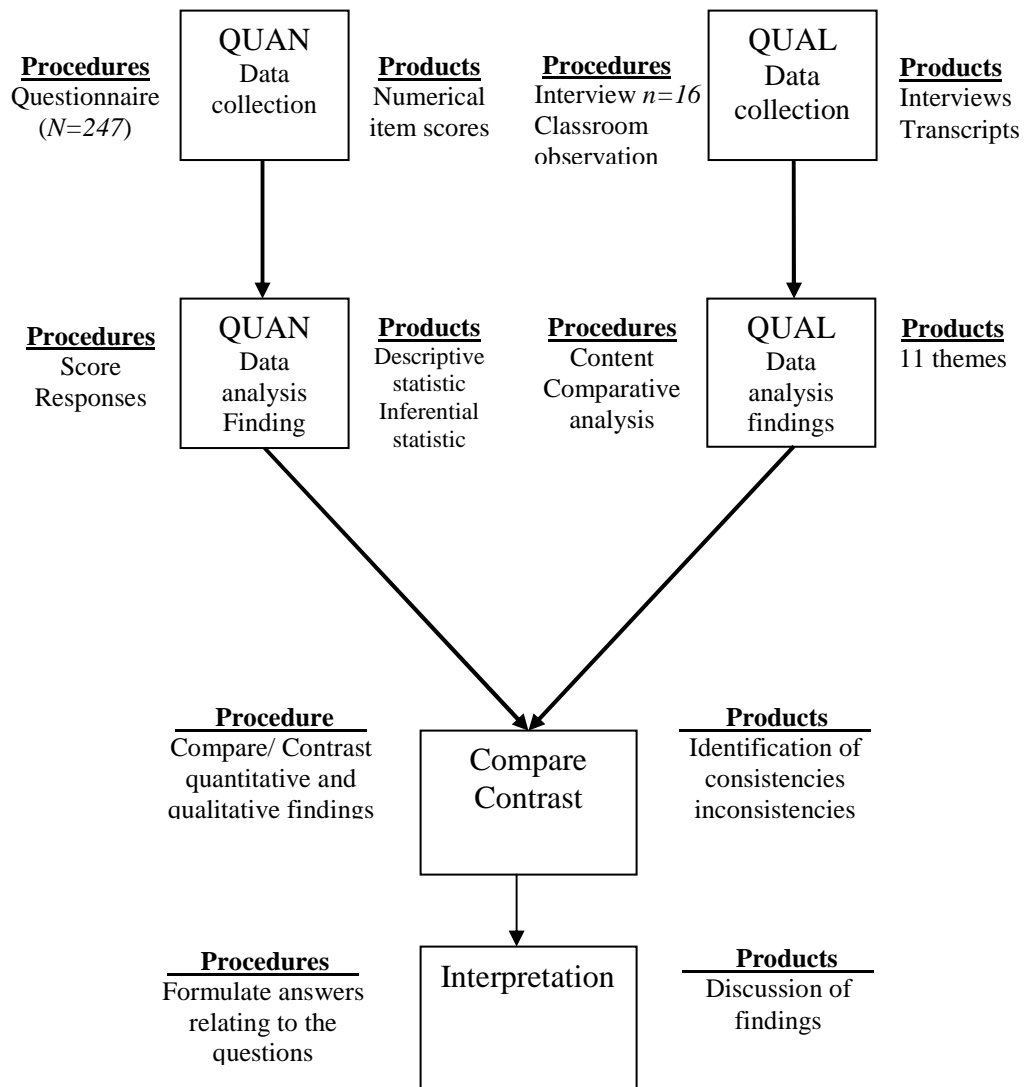


Figure 2. Quantitative and Qualitative Data Collection and Data Analysis

### Summary

This mixed research design gave quantitative and qualitative data equal weight. Quantitative and qualitative data were collected simultaneously, analyzed individually, and then converged during the interpretation phase. The triangulation method served to provide a comprehensive picture of seventh-grade Chinese students' reading motivation.



Each research question and problem was answered by using multiple data resources. A triangulation research design includes samples, data collections, and data analysis as described in Table 2.

Table 2  
A Triangulation Mixed Research Design

Questions	Data Resources	Type of Data	Instruments	Samples/Participants	Data Collection	Analysis
1. What are the profile characteristic of 7 <sup>th</sup> grade Chinese students' motivation to read as defined by the MRQ subtest (self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation)?	- MRQ - Student Interview transcripts -Obs.notes	-Quan. Data (MRQ-values of dependent variables and constructs)  -Qual. Data (Interview transcripts and observation notes)	-MRQ -Interview protocol	-All seventh grade students -16 selected students (one was a high reading achievement student and one was a low reading achievement student -16 selected students classroom observation notes	- The MRQ was administered to all seventh grade students -Two students from each class were selected for interviews) -Classroom observation notes of 16 selected students)	Quan. -Descriptive statistical analysis  Qual. -Constant Comparative Analysis (Glaser & Strauss, 1967)
2. What is the relationship between these students' reading achievement and reading motivation?	-MRQ -Student Interview transcripts -Obs.notes	-Quan. Data -Qual. Data (Interview transcripts and observation notes)	-MRQ -Interview protocol	-All students were placed into H. M. L. achievement groups according to their final terms of Chinese scores and teachers' rating -16 selected students	- The MRQ was administered to all students - 16 selected students for interviews and observations	Quan. - Descriptive -inferential statistical analysis Qual. -Constant /Comparative Analysis
3. How do Chinese-specific sociocultural factors influence these students' motivation?	- Interview Transcripts -Obs. Notes -MRQ selected items	-MRQ -Student Interview transcripts -Obs. Notes	-MRQ selected items(social motivation subscale) -Interview protocol	- All seventh grade students - 16 selected students (one was a high reading achievement student and one was a low reading achievement student -16 selected students (classroom observation notes)	-The MRQ was administered to all students - 16 selected students for interviews - Classroom observation notes of 16 selected students	Quan. -Descriptive - Qual. -Constant Comparative Analysis (Glaser & Strauss, 1967)

## CHAPTER FOUR

### Findings

This chapter presents the major findings of the dissertation research. The focus is on reporting both quantitative and qualitative findings to answer the three research questions. The research questions are:

1. What are the profile characteristics of seventh-grade Chinese students' motivation to read as defined by the MRQ?
2. What is the relationship between these students' reading achievement and reading motivation?
3. How do Chinese specific sociocultural factors influence these students' motivation?

Both descriptive and inferential statistics are used to summarize the quantitative results. The qualitative analyses led to the identification of the categories and subcategories related to Chinese students' motivation to read. The themes emerged through the iterative process of content analysis. A summary of categories and subcategories of motivational factors regarding Chinese students' motivation to read is presented in Appendix N. All names in this study are pseudonyms to maintain the confidentiality of the study participants.

#### *Profile Characteristics of Chinese Students' Motivation to Read*

##### *Quantitative Results*

The mean scores of the self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation subscales and each item's mean scores are presented in Table 3. The self-efficacy subscale covers items 1-9; the intrinsic motivation subscale includes

items 10-26; the extrinsic motivation subscale contains items 27-41; and the social motivation subscale comprises items 42-54.

In the self-efficacy subscale, the highest mean item scores were from item 8 (“If the project is interesting, I can read difficult materials”) and item 9 (“If a book is interesting, I do not care how hard it is to read”). The lowest mean item score was from item 5 (“I like hard and challenging books, e.g. classical Chinese literature”). In the intrinsic motivation subscale, the highest mean item scores were from item 11 (“I read about my hobbies to learn more about them”) and item 26 (“Reading interesting book is a fun activity”). The lowest mean item score was from item 16 (“I read stories about fantasy and make believe”). In extrinsic motivation, the highest mean item scores were from item 29 (“I am happy when some recognizes my reading”) and item 39 (“I try to get more answers right than my friends”). The lowest mean item score was from item 27 (“My friends sometimes tell me I am a good reader”). In the social motivation subscale, the highest mean items were from item 51 (“I always try to finish my reading on time”) and item 53 (“I always do my reading work exactly as the teacher wants it”). The lowest mean item score was from item 42 (“I visit the library often with my family”).

Table 3

## Mean of Motivation Subscales and Individual Items

Questionnaire Items		Mean Scores	Standard Deviation
<b>Subscale: Self-efficacy</b>		<b>2.81</b>	<b>.56</b>
1	I know that I will do well in reading next year.	3.09	.73
2	I am a good reader.	2.74	.85
3	I learn more from reading than most students in the class.	2.58	.93
4	In comparison to my other school subjects, I like to read Chinese literature.	2.86	.96
5	I like hard and challenging books (e.g. classical Chinese literature).	1.96	.88
6	I like reading when the questions in books make me think.	2.67	.87
7	I usually learn difficult things by reading.	2.87	.82
8	If the project is interesting, I can read difficult materials.	3.12	.94
9	If a book is interesting, I do not care how hard it is to read.	3.37	2.13
<b>Subscale: Intrinsic Motivation</b>		<b>2.89</b>	<b>.50</b>
10	If the teacher discusses something interesting, I might read more about it.	2.71	.93
11	I read about my hobbies to learn more about them.	3.32	.76
12	I read to learn new information about topics that interest me.	3.16	.82
13	I like to read about new things.	2.92	.88
14	If I am reading about an interesting topic, I sometimes lose track of time.	3.07	1.00
15	I enjoy reading books about people in different countries (e.g. the president, Abraham Lincoln).	2.41	1.00
16	I read stories about fantasy and make believe.	2.12	.93
17	I make pictures in my mind when I read.	3.20	.90
18	I feel like I make friends with people in good books.	2.38	1.03
19	I like mysteries.	2.68	1.01
20	I enjoy a long, involved story in a fiction book.	2.92	1.02
21	I read a lot of adventure stories.	3.04	.95
22	It is very important to me to be a good reader.	2.90	.90
23	In comparison to other activities I do, Chinese language is very important for me to be a good reader.	2.56	1.00
24	Knowing how to read well is important.	3.07	.84
25	Spending time in reading is a valuable activity.	3.02	.84
26	Reading interesting books is a fun activity.	3.58	.64

Table continued

<b>Subscale: Extrinsic Motivation</b>		<b>2.60</b>	<b>.56</b>
27	My friends sometimes tell me I am a good reader.	2.03	.84
28	I like hearing the teacher say I read well.	2.75	.92
29	I am happy when someone recognizes my reading.	2.93	.89
30	My parents often tell me what a good job I am doing in reading.	2.29	.92
31	I like to get compliments for my reading.	2.52	.98
32	I look forward to finding out my reading grade.	2.63	.99
33	Grades are a good way to see how well you are doing in reading.	2.22	1.02
34	I read to improve my grades.	2.23	.86
35	My parents ask me about my Chinese grades.	2.89	1.02
36	I like being the only one who knows an answer in something we read.	2.74	1.04
37	I like being the best at reading.	2.77	1.02
38	It is important for me to see my name on a list of good readers.	2.61	1.00
39	I try to get more answers right than my friends.	2.94	.97
40	I like to finish my reading before other students.	2.81	.98
41	I am willing to spend time reading extra reading materials to get better than my friends.	2.65	.92
<b>Subscale: Social Motivation</b>		<b>2.41</b>	<b>.55</b>
42	I visit the library often with my family.	2.02	1.00
43	I often read to my brothers or my sisters.	2.36	1.05
44	I sometimes read to my parents.	2.45	1.06
45	My friends and I like to trade things to read.	2.09	.97
46	I talk to my friends about what I am reading.	2.43	.99
47	I like to help my friends with their schoolwork in reading.	2.27	1.02
48	I like to make friends through reading projects or reading clubs.	2.14	.96
49	I like to tell my family about what I am reading.	2.05	.91
50	I do as little schoolwork as possible in reading.	2.47	1.03
51	I always try to finish my reading on time.	3.19	.88
52	I read extra reading materials when I am asked by teachers.	2.20	1.00
53	I always do my reading work as the teacher wants it.	2.80	.93
54	Finishing every reading assignment is very important to me.	2.76	.90

### *Qualitative Results*

The profile characteristics of the overall motivation of Chinese students highlight the role of intrinsic motivation in middle school students' motivation to read in Taiwan. Four themes emerged from the qualitative analysis.

*Theme 1. Personal interests, in particular topics and genres of reading materials, drove the students' motivation to read.*

The selected students said reading interesting books was much more fun than reading Chinese textbooks. Personal interests were shown when they had a fascination with a topic or a subject matter. Huang was a male low reading achievement student who was not interested in reading Chinese textbook texts. However, he was fascinated with Chinese historical novels written in classical literary Chinese. He told the researcher, "I would like to spend time reading more interesting books than studying the Chinese textbook" (12/19/2006). He said, "I always enjoy reading interesting materials such as, Chinese novels and comic books" (12/19/2006). Yeh, like Huang, was a male low reading achiever, and he also very interested in reading Chinese historical novels. He reported, "I could make more effort to improve Chinese test scores and enhance my reading engagement if the textbook was interesting" (12/27/2006).

Personal interests allowed the students to stay focused and enjoy reading. Yeh said, "I did not feel tired when I was reading Chinese historical fiction" (12/27/2006). Tan, a male low reading achievement student, also was strongly interested in reading Chinese historical novels. He said, "I could pay more attention to reading materials containing interesting topics than when I had to read for the Chinese exam" (1/4/2007). The three boys were interested in reading one of the most well-known Chinese historical novels, entitled *Romance of the Three Kingdoms* (三國演義), written by Lo Kuan-Chung

(羅貫中) in 1494. The novel is based on well-known Chinese legends regarding some famous kings and heroes in the warrior period in Chinese history around 184-286 C.E. It contains sophisticated military strategies, and it is known as a Chinese strategy book. This is a Chinese classic, like several others, and it is one of the most popular materials recommended for after school reading in many middle schools in Taiwan. Different versions of commercial movies, TV series, and computer games have been based on the original book. The three male readers were inspired by the book through storytelling and playing the computer games when they were in fifth grade.

Personal interests led the students to engage in critical reading and responding to the readings in unique ways. The three male students commented that when they were reading *Romance of the Three Kingdoms* they found that Chinese historical development was cyclical rather than linear. Huang stated, “When most other readers were reading, they focused on the main character, who was an intelligent strategist. I would give more credit to other characters if I were the author” (12/19/2006). Tan noted, “I questioned why so many characters in the book are revered as gods and sages in the Chinese society” (1/4/2007). Yeh said, “I puzzled over why Chinese people believe they were less civilized than the Westerners. Why did they want to worship many objects, such as big stones or big trees” (12/27/2006). They also liked to draw and write questions on their notebooks about the timelines, maps, and chronology of dynasties and emperors. Because of the book’s great popularity, even students who were not in the same class often got together and had conversation on the books in the hallway during class breaks (Field notes, 1/3/2007).

Personal interests enabled the students to sustain their reading in spite of the challenges and difficulties posted by the reading materials. Lin, a female high reading



achiever, was highly interested in reading classical Chinese literature. She noted, “I would be continuing to read more classical Chinese literature even though the text was very hard to understand” (12/26/2006). Yang, a female low reading achievement student, was very interested in reading *Harry Potter*. She said, “I want to finish reading the sixth book in the *Harry Potter* series even if it is getting longer and bigger. I was sometimes fully engaged in the book when I was reading *Harry Potter*” (1/3/2006). Wu, a male high reading achiever, was strongly interested in reading science fiction. He said, “I sometimes forgot the time when I was reading *Night Watch* by Sergey Lukyanenko” (12/29/2006).

Personal interests were also closely tied to the students competence related beliefs about their competencies. Huang said, “I am a competent reader in Chinese historical novels” (12/19/2006). Yeh made a similar comment, “I believed I was a more competent reader in Chinese historical novels than in the subject of Chinese” (12/26/2006). Huang is extremely confident in his knowledge about Chinese history depicted in *Romances of Three Kingdoms*, and he even created a game to go with the book. His game was very popular; there were always a bunch of boys around his table playing the game after class, even some students from other classes. Each player had to answer his question about the book correctly before moving around the board. It was similar to Jeopardy. They often laughed loudly when they were playing the game.

Chang was a low reading achievement student, but he was a high achiever in science. He said, “I am very interested in finding out why there were more mosquitoes in winter than in summer in this city. I fed mosquitoes at home and I did several experimental studies. I am able to read high-level science books; they were used in the ninth or tenth grade” (12/29/2006). Tan often asked his science teacher questions

regarding his experimental studies after class. He even reported his observation notes about the life cycle of mosquitoes to the teacher (Field notes, 1/4/2007).

Personal interests also provided opportunities for students to share with others about their reading topics and to accept different views of others. Wang, a low reading achievement student, was interested in reading science fiction and comic books. He said, “Sharing interesting books and topics with others offered me a good opportunity to understand the perspective of others” (12/28/2006). Wang also liked telling his friends about the story of *The Lord of the Rings*. There were always some students hanging around who asked him to tell the story about the books and the movies (Field notes, 1/9/2007).

*Theme 2. Personal choices fostered the students’ intrinsic motivation to read.*

When teachers recommended a book for students to read after school, most students typically would follow the recommendation and read it. More often than not, the students had to read Chinese textbooks that fell outside of their personal interest. This typically led to some students being less motivated to read. Occasionally, Chinese teachers offered students supplemental reading materials. They also used technology (multimedia, computer, and VCD) to spark students’ interests in reading and to expose students to a wider variety of Chinese literature such as Chinese opera, riddles, and folk songs. The students were asked to choose one piece of literature to write a research project on and to present the project in the class.

The students usually responded enthusiastically to such occasions when given the choice. The boys would most likely go for reading Chinese lantern riddles (燈謎), which were represented by meaningful words that provide clues to the answers. They found that Chinese characters have multiple meanings and contain a lot of interesting ideas.

Some low reading achievement students were able to use their knowledge of current issues, people, objects, and places to solve the riddles. Chang asked his friends to use “crabs take to the street (螃蟹上街) to find out a Chinese idiom” (Field notes, 12/22/2006). They noticed that Chinese riddles could support their reading practices, reading interests, and thinking skills. Liu and Wang made similar statements in their presentations. Liu said, “I find Chinese language so powerful while I am trying to figure out the correct answers for the riddles” (Field notes, 1/2//2007). Wang also said, “Chinese riddles have ignited my interest in Chinese, and I needed to think deeply and find some clues to answer the riddles” (Field notes, 1/11/2007). These reading choices and activities influenced individual students’ reading motivation and triggered their desire to learn Chinese.

Often, students’ choices of reading material are influenced by their parents. Parental choices played a huge role in the materials that the students would choose to read outside of class. The selected students indicated that books using role models to encourage positive social behavior and educational achievement were recommended by their parents. Under their parents’ influence a writer’s educational and professional background was part of the book selection criterion for the students. Books written by Hsiao Hsiao (蕭蕭), Liu Youn (劉壙), and Hou Wen Yong (侯文詠) were their favorites, including *Love is Not Blocked* (大愛無礙), *Small Hospital Doctors* (醫院小醫師) and *Beyond Yourself* (超越自己). These three authors have written several books to encourage adolescents who are facing life changes and challenges. Some of the articles were selected for Chinese middle and high school textbooks.

Hsu was a male high reading achiever, and he was highly interested in reading science fiction and doing science experiments and projects. He said, “My father suggested some books that were written by Hou Wen Yong (侯文詠), who is a doctor-writer. I like his books because he has a great sense of humor when he reflects on his experiences as a professor in the hospital” (1/2/2007). Yu, a female high reading achiever, was very interested in reading Chinese literature and translated novels. She made a similar comment: “My parents like to choose books related to the topic of how to face difficulties” (1/2/2007).

Although teachers and parents had a strong influence on the books students would choose to read, students were more motivated to read when they felt that they had a choice. Personal reading choices increased the amount they read and gave them a sense of ownership toward their reading. Hsu said, “The growth of interest is increased when I could control my reading activities” (1/2/2007). Lee was a female high achiever, and she was strongly interested in reading Chinese literature. She said, “Reading books of my personal choice could trigger my curiosity about the text, the plot, and the ending” (1/3/2007). Choices of different types of reading materials for personal reasons increased the students’ effort to complete the reading of the texts. Lin noted, “I would prefer to have personal reading choices and spend time on them” (12/26/2006). Yu also mentioned, “I would like to make efforts to read my personal choices, and it was more enjoyable” (1/2/2007). Personal choice of reading materials not only increased students’ motivation, it also increased the likelihood that students would share their reading experiences with their classmates. For example, Tsai was a low reading achiever, and she liked to share her personal reading materials with the two students who sat next to her: “I loved reading a book entitled *肯定自己* (*Believe in Yourself*) by Liu Youn. It was a very

insightful book. Believing in yourself could give you a positive self-image” (Field notes, 1/3/2007).

In addition, book marketing has become a global phenomenon since numerous books in English and other languages have been translated into Chinese. Students have more choices of books to read. Chinese versions of the *Harry Potter* books by J. K. Rowling, *Charlotte's Web* by E. B. White, and the *Chronicles of Narnia* by C.S. Lewis have been very popular and enthusiastically accepted among many Chinese middle school students. The translated novels provided new choices for them. Yang said, “We were used to books written by local writers. There are many Western novels that are available such as, *Harry Potter* and *Charlotte's Web*” (1/3/2007). These translated books also provided appropriate themes for building cross-cultural bridges. Yang also said, “I noticed Chinese stories typically took on exaggerated and mythical characteristics” (1/3/2007). Sun mentioned, “I have just finished reading *Charlotte's Web* and seeing the movie. I found Chinese stories often are about becoming immortals or supernatural beings with magical powers, whereas Western stories use both impersonalized and personalized figures ” (12/28/2006).

*Theme 3. Personal values of reading strongly influenced students' intrinsic reading motivation.*

During the individual interviews, all selected students believed that being a good reader was important for them to be successful in school or in a future career. Chan, a female high reading achiever, especially interested in reading Chinese literature and translated novels, noted, “Reading is a basic skill that is needed to be successful in academic and job applications” (12/19/2006). The selected students believed that reading was an easy and effective way to develop their linguistic skills, social skills, and cultural

skills and to open the opportunity for them to understand the world and go beyond the classroom boundaries. Sun, a female high achiever, was strongly interested in reading Chinese literature and the translated novels. She noted, “I would not be able to use the Internet and new technology if I could not read” (1/2/2007). The field notes indicated that the students were more engaged in activities and academic subjects they valued, which contributed to their future career aspirations. Du was a low achiever in Chinese, but she valued English as the most important subject. She also read English novels or materials more than Chinese ones. She communicated with her friends from time to time after class about her possible future career. She said, “I want to be an English teacher or an English professor just like my mother” (Field notes, 1/9/2007). Even though she was not identified in Chinese reading, the value she placed in English motivated her to read literature written in English, and she took pride in being able to read English young adult literature.

Different students personally valued reading in different ways. Students who were interested in historical novels valued reading as a thinking activity. Huang said, “I was pondering and puzzling about why some historical events still influence today’s society. Are there any better solutions to make us live peacefully?”(12/19/2006). Yang was a fan of *Harry Potter*, indicating, “I admired the author’s (J.K. Rowling) imagination. I sometimes embraced unrealistic ideas and worlds when I was reading *Harry Potter*” (1/3/2007). Some high reading achievement students considered reading an achievement activity. Yu said, “I want to improve my Chinese scores, so I plan to read more books” (12/29/2006). Chan noted, “Reading increased my Chinese comprehension scores” (12/19/2006). Still others valued reading as a discovery activity. Hsu said, “I want to find out the myth of the human body. Why do we get sick? How can

we protect our body? ” (1/2/2007). Personally valuing the subject also increased the amount students read. Tan mentioned, “I have increased the amount of time I spent reading science books since I value reading science books or science related reading materials as one of the most worthwhile tasks for me” (1/4/2007).

*Theme 4. Goal setting was a strong indicator of students’ intrinsic motivation to read.*

The students who were motivated to read often expressed strong personal goals. These goals were related to reading more books, more difficult books, or to gain expertise and self-fulfillment in a selected area. Liu, a male high achiever, liked to read adventure and science fiction. He said, “I like to keep upgrading reading levels and read more challenging books. I would like to be a strong critical reader” (12/26/2006). Yu, another high achiever, mentioned, “I want to be a knowledgeable reader, so I plan to read three or four more books outside of the class within this semester” (1/2/2007). Sometimes the students measured their reading progress by the amount of effort put forth. For example, Chan, Sun, You, and Lee counted how many pages they read each day and made a note on their calendar planners. Lin said to her friends, “I will finish reading this book (*The Well* by Mildred D. Taylor) within two weeks. I will start to read a new book very soon” (Field notes, 1/8/2007).

Students with personal goals sought to develop skills and to increase their ability. Sun mentioned, “I want to make an effort to read more difficult books so that I can improve my writing skills” (12/28/2006). The field notes showed that several low reading achievement students liked to highlight and memorize good phrases and sentences from the texts they read and use them in their essays (Field notes, 12/28/2006).

Having personal reading goals helped the students' perseverance in reading challenging materials. Students with personal reading goals also tended to seek out different strategies to help them comprehend the text and master new vocabulary when the text was difficult for them. Lin noted, "I like to participate in the reading club to help me read classical literary Chinese even though it is hard to understand" (12/27/2006). Huang said, "I want to take the challenge of reading the three important Chinese historical novels: *Romance of the Three Kingdoms* (三國演義), *Water Margin* (水滸傳) and *Journey to the West* (西遊記)" (12/19/2006). Students believed that ability could be achieved through effort when they had a clear reading goal. Chang said, "I want to read tons and tons of books to be an environmental scientist. I believe my goal could be accomplished if I want to make the effort" (12/29/2006).

### *Reading Achievement and Reading Motivation*

#### *Quantitative Results*

Descriptive statistical analysis was conducted to examine overall mean scores on four subscales for three groups: high, middle, and low reading achievement groups (H, M, L). The motivation subscales are self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation. The group means and standard deviations of four motivation subscales are presented in Table 4.



Table 4

## Mean &amp; Standard Deviation by Reading Achievement Groups

	<u>High</u>	<u>Middle</u>	<u>Low</u>	Total
	Mean (S.D) N=80	Mean (S.D) N=83	Mean (S.D) N=75	
Self-Efficacy	2.99 (.51)	2.75 (.48)	2.64 (.48)	2.79 (.51)
Intrinsic Motivation	3.01 (.47)	2.82 (.47)	2.82 (.53)	2.88 (.50)
Extrinsic Motivation	2.87 (.58)	2.64 (.57)	2.69 (.56)	2.73 (.56)
Social Motivation	2.62 (.56)	2.34 (.55)	2.42 (.53)	2.46 (.48)

The findings showed that the high achievement group scored higher on all four subscales than other two groups. The mean scores of the middle achievement group were very similar to those of the low achievement group. The middle group scored higher than the low group only on the self-efficacy subscale. The low achievement group scored higher than the middle achievement group on extrinsic and social motivation subscales. Both middle and low reading achievement groups scored the same on the intrinsic motivation subscale.

To further examine the difference between these three groups of students on the four motivation subscales, a one-way MANOVA (Multivariate Analysis of Variance) ( $\alpha = .05$ ) was conducted. The MANOVA showed a statistically significant difference with Wilks's  $\Lambda = 0.92$ ,  $F(4, 464) = 2.8$ ,  $p < .05$ . Based on this result, ANOVAs were

conducted to find out if there is a significant group difference on each dependent variable. Results of the one-way ANOVAs are shown in Table 5.

Table 5

ANOVA Summaries of Motivation Subscales among Reading Achievement Groups

Sources	df	SS	MS	<i>F</i>
S. E.				
B.	2	4.60	2.30	7.63*
W.	242	73.04	.30	
I.M.				
B.	2	1.73	.865	3.60*
W.	238	57.34	.241	
E.M.				
B.	2	2.16	1.080	3.53*
W.	241			
S.M.				
B.	2	1.77	.883	4.60*
W.	242	46.6	.192	
Note: S.E = Self-Efficacy; I.M. = Intrinsic Motivation; E.M= Extrinsic Motivation; S.M. = Social Motivation. B= between groups; W= Within groups * $p < .05$				

Tukey post hoc tests also were also conducted. The results are shown in Table 6. The groups were significantly different on the self-efficacy variables. The high and middle groups were significantly different on all four motivation variables with the high achievement group performing better than the middle group on all variables. The high and low groups were significantly different on the self-efficacy variables (H>L), and the result also approaches a statistically significant difference on the intrinsic motivation

variable (H> L). The middle and low groups only had statistical differences on the self-efficacy variable (M> L).

Table 6

Group Differences on Motivation Subscales

Dependent Variables	Reading Achievement Groups
Self-Efficacy	H> M H> L M> L
Intrinsic Motivation	H> M H> L*
Extrinsic Motivation	H> M
Social Motivation	H> M

\*approaching statistical significance,  $p = .053$

Table 7 shows the correlation among the reading motivation subscales and the students' final Chinese exam scores in this study. The correlations were statistically significant between the students' final exam scores and self-efficacy, final exam scores and intrinsic motivation, and final exam scores and extrinsic motivation.

Table 7

## Correlation among Reading Motivation Sub-scales and Reading achievement

	S.E.	I. M	E. M.	S. M.
Self-efficacy				
Intrinsic Motivation	.62**			
Extrinsic Motivation	.56**	.611**		
Social Motivation	.48**	.61**	.62**	
Final Exam Scores	.24**	.17**	.15*	.11

\*\* Correlation is significant at the 0.01 level (2-tailed)

\* Correlation is significant at the 0.05 level (2-tailed)

### *Qualitative Results*

The qualitative results highlight the relationship between reading motivation and reading achievement for groups of high and low reading achievement students. Three themes emerged from the qualitative analysis.

*Theme 1. High reading achievement students showed better attitudes and employed better study skills in the subject of reading.*

The high reading achievement students always followed their teachers' instructions, listened to the lectures attentively, and took notes frequently. They previewed the textbook to understand its main idea or to locate particular information before each reading class started. They believed that reading without comprehension was meaningless. Reading carefully was the most important strategy for the students to comprehend the texts and to be knowledgeable readers. Lee noted, "I did not want to lose any points so I studied the text carefully before I took the examination" (1/3/2007).

The field notes indicated that the high reading achievement students were more organized and cleared their desks between different classes. They normally spent a lot of time studying and reviewing the textbooks before taking quizzes or examinations. They wanted to be well-prepared for quizzes and examinations. They asked more questions related to the contents of the tests during the lectures. They also had high academic performance in all subject areas. To these students, academic success was considered a high priority as well as an obligation that was expected of them.

The low achievement readers tended to rest their heads on their crossed arms and turned around more frequently when the teacher was lecturing. They often read other reading materials or did other things during the lectures. For example, Wang was a low achiever; he often did math homework and corrected test papers during the Chinese class (Field notes, 12/28/2006). They had many materials scattered around on their desks and in their drawers. They only took notes when the teacher mentioned that it would be on the test. They did not preview and review the text before the class or at the end of the class. They sometimes skimmed through the text in order to respond to the teachers' questions. They heavily relied on text memorization. Huang said, "Text memorization was my major learning strategy in Chinese. I sometimes could memorize the entire text if the text was very interesting" (12/19/2007). They would follow the teachers' instructions only when the texts or the instructions were interesting to them. Yeh was once observed carefully listening to the lecture only because the reading texts were related to his life experience. He said softly to his classmate, "My whole family went to that place (Kent Ting Beach). It was a very interesting place. We ate different kinds of sea food over there" (Field notes, 1/9/2007). It was a very interesting place. We ate different kinds of sea food over there" (Field notes, 1/9/2007). Tan also noted, "I could

not pay attention when the content of the text was not relevant to our daily life” (1/4/2007). The field notes also indicated that the low reading achievement students often appeared disengaged and uninterested in the class instructions about the text. Sometimes, they negotiated with the teacher about the amount of assigned homework and reading tasks, and they tried to manage doing as little academic reading as possible. They also complained about having to do their reading assignments.

*Theme 2. High reading achievement students had different orientations toward competence than low reading achievement students.*

High reading achievement students often associated competence with high grades and top ranking in class. They viewed grades as a major indicator of competence. The hierarchical ranking was highly prevalent and gave higher reading achievement students a high social status in the class. Lee said, “It is all about reading for a better grade and higher ranking in school” (1/3/2007). The high reading achievement students were greatly concerned about their grades and education-related activities; they often compared their grades with other students who had a similar academic standing in the class. They were very grade-oriented and wanted to be academically competitive. Checking and comparing each others’ scores was a common social interaction with the high reading achievement students after their grades were available. They knew how to negotiate grades with the teachers when the test questions were not clear to them. Hsu raised his hand and said, “Teacher, question number two on the reading comprehension part was contradictory. All four choices could apply to the question. You needed to give us extra two points” (Field notes, 12/26/2006). The high reading achievement students would work harder to retain their rankings when they did not receive good grades. Lin

said, “I did not do well on the previous examination, so I needed to study harder for the final exam. I did not want to see my ranking drop” (12/26/2006).

The low reading achievement students also defined good readers in terms of the test scores. The majority of them perceived themselves as average or poor readers because of their low scores. Huang said, “My Chinese reading scores were around 70 out of 100 points. I would say I am an okay reader” (12/19/2006). Low reading achievement students also valued good scores. Tsai commented, “I would be very glad to receive a better score. Good scores would be a good motivator” (12/20/2006).

The Chinese teachers normally read each student’s test scores to the whole class before they returned the test papers to them. The low reading achievement students felt embarrassed when they received low test scores. Some students, without deliberate intention to cause harm, tended to laugh at those who had low test scores. Teachers reading test scores out loud produced some negative outcomes for the low reading achievement students, especially for female students. Tsai noted, “I sometimes felt ashamed when my test scores were very low” (12/20/2006). Yang also said, “I felt I had less confidence when I received low test scores” (1/3/2007). In general, the low reading achievement students cared less about their reading grades than the grades they got from a subject that interested them more. However, they had more confidence in reading texts and school subjects that matched their personal interests. Du noted, “I have been doing well in English” (1/2/2007). Chang said, “It was so much easier for me to study science than Chinese” (12/29/2006). Although the low reading achievement students did not have high performance in Chinese, they believed that they could perform well when they made an extra effort. Tsai commented. “I could receive better scores if I studied hard” (12/20/2006).

*Theme 3. High reading achievement students had strong relationships with teachers and peers of high academic standing.*

The students faced more challenging academic tasks and social environments when they entered middle school. Thus, their need for support from others also increased, especially from teachers and peers.

Teachers are important role models as well as authority figures in Chinese schools. The high reading achievement students had a more positive feeling about their teachers, and they tended to comment on special events that left an indelible mark on their paths to literacy. Chan reported, “I can still feel the emotions of one of my elementary school teachers, Mrs. Shieh, when she read “*Is your Mama a Llama?*” by Deborah Guarino” (12/19/2006). Lee reported, “One of my elementary teachers led us on a literary nature hike, where together we took time out to read and write about what we saw in nature. Many years have passed; the memories of the first literary trip are still vivid” (1/3/2007). The high achievement students also tended to attribute their love for reading to what their teachers did. Chan said, “One of my elementary school teachers gave me some children’s books to read. I have loved reading ever since” (12/19/2006). The teachers often asked more questions to high reading achievement students and made more positive and encouraging comments on their responses, such as “You have good insight”, “You have good academic achievement. You can study at a good high school”, and “You will do better next time” (Field notes, 1/5/2007).

In contrast, the low achievement students indicated that they did not receive much attention from their teachers because many teachers still classified students as good or poor based on their test scores. Wang said, “My teachers hardly call my name and ask me questions in class” (12/29/2006). They believed that this view of test scores



could undermine their reading motivation and ultimately achievement. Tan said, “My teachers cared for grades more than for my personal reading interests” (1/4/2007). Chang stated, “I often heard my teacher mentioning hard work to receive better test scores. She did not know about what types of books I liked to read” (12/29/2006). However, both groups of the students believed that teachers’ caring, encouragement, and values of reading had great impact on their reading motivation. They also desired a democratic teacher-student interaction rather than teacher-centered relations.

The students had their own peer networks at school. The high reading achievement students chose friends similar to themselves in terms of their academic achievement and performance. Wu was a high reading achievement student. He noted, “I like to discuss school work with my friends who have better academic performance, and then I can improve my test scores” (12/29/2006). Parents of the high achievement students also encouraged them to make friends with those who had similar academic performance or higher academic performance. Sun said, “My mother always asked about the grades that some of my friends got. She asked me to spend time with those who had better grades” (12/28/2006).

The low reading achievement students did not care much about their friends’ academic performance because they were already categorized as low achievement students. They chose friends who had similar personalities or interests. Liu said, “I did not see any reason to compete with my friends” (12/26/2006). Huang stated, “I like to play with friends who are also interested in historical fiction and Japanese comic books” (12/20/2006). Yang said, “I felt excited when my friends and I were reading about the same topics” (1/3/2007). They sometimes changed their seats without being noticed by their teachers. They tended to sit with their friends in the same areas (Field notes,

1/9/2007). Peer influence had the power to encourage or inhibit the students' reading interests, especially for those who strongly needed social approval and support from their peers. Huang mentioned, "I felt I was approved when my friends said I read a lot of books and I was an intelligent reader" (12/19/2006).

*Sociocultural Factors and Students' Motivation to Read*

*Quantitative Results*

Table 8 presents the mean and standard deviation of each item in the social motivation subscale for all 247 participants. The mean of the subscale was 2.41. The items with the highest means were item 51 ("I always try to finish my reading on time") and item 53 ("I always do my reading work exactly as the teacher wants it"). The lowest mean was for item 49 ("I like to tell my family about what I am reading").

Table 8

Means of Social Motivation Item Scores

<b>Subscale: Social Motivation ( Mean: 2.41)</b>		Mean	Std. Dev.
42	I visit the library often with my family.	2.02	1.00
43	I often read to my brother or my sister.	2.36	1.05
44	I sometimes read to my parents.	2.45	1.06
45	My friends and I like to trade things to read.	2.09	.97
46	I talk to my friends about what I am reading.	2.43	.99
47	I like to help my friends with their schoolwork in reading.	2.27	1.02
48	My friends and I share reading experience frequently.	2.14	.96
49	I like to tell my family about what I am reading.	2.05	.91
50	I do as little schoolwork as possible in reading.	2.47	1.03
51	I always try to finish my reading on time.	3.19	.88
52	I read because I have to.	2.20	1.00
53	I always do my reading work exactly as the teacher wants it.	2.80	.93
54	Finishing every reading assignment is very important to me.	2.76	.90

### *Qualitative Results*

The qualitative results illustrate the role of culture and the learning context in Chinese seventh-graders' motivation to read. Four themes emerged from the qualitative analysis.

*Theme 1. Parents' and teachers' expectations shaped students' reading achievement orientations, academic decisions, and self-efficacy.*

Parental expectations were mentioned by all selected students. They all mentioned that their parents were concerned with their academic performance, expected them to be successful, and had specific career goals for them to pursue. In particular, parents generally had different expectations on the career development of boys and girls. Boys were expected to be in the medical field or the hard sciences; girls were expected to be school teachers or work in government agencies.

Students, whose fathers were medical doctors, experienced great pressure to succeed academically and have a successful career since both would be indicative of a good family upbringing. Having an excellent academic achiever is extremely important for parents of the selected students. Hsu said, "I am expected to be a high achiever in all subject areas. Three generations in my family were in the medical field. I have a great responsibility because I need to continue my family traditions" (1/2/2007).

The parents of these students also had a strong mindset and belief that academic success can help a person gain a higher status in the social hierarchy. Tsai said, "I was asked to read the bestselling books on the annual list. My parents believe I would have a better chance to study at the most prestigious high school and university if I could read most books in the hot selling list" (12/20/2006). The students were taught to work hard to increase their scores if their parents felt that their probability of success was low. Tan

said, “My parents always asked me to study hard and make an extra effort to improve my Chinese scores” (1/4/2007). Wang also said, “My parents believe that hard work is the best way to get high scores” (12/28/2006). Chang noted, “I have been told working hard is a crucial element to being successful in anything” (12/29/2006).

Like many Chinese parents, these parents were tempted to find more resources for their children when their test scores were low or did not reach their expectations. The cram schools represent a typical aspect of the Chinese educational phenomenon. They believed that cram schools could provide better learning strategies and help their children get higher scores in addition to the instruction their children received at school. Liu said, “I have been very tired of being bombarded by the textbooks day and night at my school and also at cram school” (12/26/2006).

Teachers are not only to instruct, but also to serve as motivators and communicators in Chinese middle schools. The ultimate goals that many Chinese teachers have for their students are high scores and passing of the national entrance exam to get into a high school or college. Teachers often set up goals for students to achieve. Teachers’ high expectations could increase the students’ self efficacy. Huang mentioned, “I was asked to reach a score of 80 out of 100 by the Chinese teacher. It meant I was a capable reader and learner” (12/19/2006). Teacher expectations also greatly influence the students’ engagement in the classroom context. Hsu said, “I was more fully engaged in the learning activities when my teachers had higher expectations of me” (1/2/2007). Similarly, Wu said, “I would like to try my best to meet my teachers’ expectations of me by doing a better job in other tasks” (12/29/2006). Overall, the students cared greatly about their teachers’ expectations of them. Lee told her friends,

“My quiz was below 90 out of 100 points this time. The Chinese teacher must be very disappointed “(Field notes, 1/11/2007).

*Theme 2. Teachers, families, peers, and the community influenced students’ choice of reading materials.*

*Teacher influenced.* The students would have liked to have more reading experiences related to their thoughts and feelings in the reading they did, but they were not given many choices at school. Huang said, “I had wished that the teacher could give us some free time to read in the class instead of teaching the textbooks” (12/19/2006).

Teachers had a great influence on the books that students would choose to read. For example, a book called *How to Beat the Exam* (戰勝聯考) was recommended to the students by the teachers. This book was a must-read book according to many middle school teachers; it was about the strategies students can use to get high scores. Sun commented, “I disliked reading books about how to gain high scores. That was such a boring reading topic for me” (12/28/2006). Wang noted, “My teachers tended to find books about preparing for tests” (12/28/2006). The students often read books or did activities that they did not particularly enjoy, but they did them anyway to conform to their teachers’ expectations. Lee said, “I was assigned a reading task. I disliked it, but I did not have any other choice” (1/2/2007). Yeh said, “I was not interested in this type of book, but I cannot challenge my teacher’s authority” (12/26/2006).

Sometimes, teachers also influenced students’ book choices in a positive way. One of the Chinese teachers recommended *The Book Thief* (偷書賊) by Markus Zusak for her class to read after school. She told them that this book was from her personal reading list. Many students chose to read the book out of curiosity. Wu noted, “I was so curious about my teacher’ personal reading materials, so I wanted to read the book”

(12/29/2006). Several female high and low reading achievement students read *The Book Thief* even though it is over 300 pages long. They pondered how Liesel (the main character) fell into the wonderful world of words, how words can change one's destiny and thinking, and were eager to share their thoughts about the book (Field notes, 1/12/2007).

*Peer influenced.* Reading comic books was widespread in this school. The majority of the comic readers were boys. These students traded comic books among their classmates. Some Chinese teachers were concerned about the content of the comic books, which often included violence. They tried to discourage the students from reading comic books. Some subject teachers would confiscate comic books when students read them in class. Many male students had several comic books hiding in their desks. A series entitled *Case Closed* (名偵探柯南) was the most popular of the comic books, and it was very similar to the television series *CSI* in the United States.

A couple of high reading achievement students mentioned that their parents had the wrong idea about comic books, so there were no comic books allowed at home. They could only read comic books when they were in school. Some low reading achievement students indicated that comic books such as *Case Closed* increased their interest and curiosity in reading. Hsu mentioned, "Reading comic books was kind of a relaxing activity. I read comic books when I was feeling bored or stressed at the school" (1/2/2007). Some male low reading achievement students were giggling quietly when they placed a comic book under the textbook or held it on their laps during the regular Chinese class. They sometimes traded books, passed them around unnoticed during lectures, and enthusiastically shared their thoughts about the books during breaks (Field notes, 1/12/2007).

*Family influenced.* The majority of the selected students placed great emphasis on reading at home because their parents valued reading as an important activity. Most mentioned that books of different levels, genres, and authors were available at home. Hsu said, “My father and grandfather like to purchase books, and they also share with me about their reading topics” (1/2/2007). Yang also noted “All my family members like to read. My parents and grandparents like to read books that focus on practical categories and religious practices” (1/3/2007). Some students mentioned that they were more likely to be engaged readers and writers when the connection between home and school was strong. Yu mentioned, “My father would research supplementary books and suggest the books for me to read” (1/2/2007). Du also said, “My mother likes collecting reading materials” (1/2/2007).

The students were more motivated to read books selected by their parents when the books matched their reading interests and abilities. Lin said, “My parents knew my reading interests, so they always purchased books for me and asked me to read” (1/2/2007). Some parents of the selected students also viewed themselves as teachers of their own children; Lin noted, “My father was the first person who taught me how to read and write. He has suggested to me that reading extensively will enable me become an intelligent reader” (12/26/2006).

*Community influenced.* Subsidized private charity organizations and local libraries have cooperated with local universities to organize various kinds of reading-related activities, including monthly poetry festivals, reading centers, and reading clubs. Some students stated that reading poetry opened a channel for the expression of aesthetic experiences. They also indicated that poetry could help express ones’ feelings and then

transform the feelings into words. Tsai said, "I realized that there were many fun ways to learn Chinese poetry after I attended the activity" (12/20/2006).

In the last two years, some local communities provided reading programs that were congruent with the school curriculum, such as reading clubs. Lin reported, "My group is focused on the book called *Dream of the Red Chamber* (紅樓夢), which is considered the most widely read book in Chinese classical literature. We sometimes dramatized the story, and it was a fun activity" (12/26/2006). Some boys liked to spend time reading "free and new books" at the local bookstore on the way home from school. The bookstore contained the most popular and interesting reading topics. Huang stated, "I liked to spend time reading new books in the bookstore. The bookstore is a good place to be exposed to reading" (12/19/2006). Wu also mentioned, "I normally did research on the latest science fiction in the bookstore. The bookstore was part of my resource center" (12/29/2006).

A couple of students mentioned that they attended a monthly storytelling program, which was held by the American Institute in Taiwan (AIT). Sun reported, "I had a great opportunity to meet students from different schools in the storytelling program. I developed social insights and creativity as well as writing skills through the program. This program was totally different from the usual classes I have at school" (12/28/2006). Storytelling could increase their interest in reading as well. Yeh mentioned, "I felt I was living through a part of the story when I was listening to it" (12/27/2006). One of the local vendors promoted a unique reading project; students could get a free bowl of beef noodles when they finished reading a book and keeping a reflection journal (beef noodles are one of the most popular local foods). Tan reported, "I have never thought that reading for a meal could be such an interesting activity" (1/4/2007).



*Theme 3. Social competition played an important role in students' motivation to read but produced different motivation outcomes in different students.*

The Chinese middle school climate is filled with test scores, competition, and pressure to enter a top high school. Thus, students are expected to be mentally competitive when they are in middle school. Huang said, "I needed to be a highly competitive reader and learner in order to get into the high school of my choice" (12/29/2006). All middle schools are ranked by their students' test scores. Lin and Wu made similar comments. Lin said, "We face academic competition in order to be admitted into one of the prestigious high schools" (12/26/2006). Wu said, "We are expected to attach great importance to educational achievement and to be more ability-focused" (12/29/2006). Competition became an external force shaping the students' motivation to read and their choices of reading materials. Lee mentioned, "I somehow need to focus on studying textbooks to receive a good rank in class instead of reading for personal interest and pleasure" (1/3/2007).

A fixed sequence of three exams per semester was administered to Chinese students. The students were ranked within each class and also against all other seventh-graders. Chang said, "My teachers like to compare our test scores with other classes" (12/29/2006). The class ranking increased the motivation and competence beliefs for high reading achievement students. Lin noted, "I was ranked in the top three among the seventh-grade classes. I would like to choose more challenging books to read" (12/26/2006). Chan was also one of the top high achievement students. She mentioned, "I was asked to read different genres of reading materials because I had higher reading scores" (12/29/2006).

Students were also ranked across four different schools in the same school district. The schools exchanged test papers and generally used the students' ranking across the different schools to predict the students' rate of success on the high school entrance exam. The teachers also liked to compare the grades of their students with those of the students in other schools. "If you could be in the top fifty percent among these schools, then you could study at a good high school" (Field notes, 1/2/2007). The comparison of grades across different school had a positive influence on high achievement students and led them to be more achievement-oriented. Yu said, "I want to study at the First-Girl High school (the best girl high school in Taiwan) so I have to outperform the others" (1/2/2007).

The field notes also indicated that teachers asked students to increase scores to compete with students. One teacher told her class, "Your scores in other schools represent our school's reputation," and "Some students in other schools receive full marks on each subject. Those of you are high achievement students need to catch up with them" (Field notes, 1/5/2007).

On the other hand, the ranking system kept the low reading achievement students from wanting to try. Chang noted, "I sometimes lost desire for learning because my name was always on the bottom of different lists" (12/26/2006). Heavy competition devalued the real purpose of reading for the low reading achievement students in many ways. Yang noted, "The emphasis on academic ranking not only prevented us from becoming critical and deep thinking readers, it underestimated our abilities" (1/3/2007). Tan also mentioned, "My ranking in class indicated that I was not a competent student" (1/4/2007).

*Theme 4. Chinese cultures related factors exerted important influence on Chinese students to read.*

Culture-related instructional practices, gender differences, and parental occupational background were all related to the students' reading motivation.

*Chinese culture-related instructional practices and students' motivation to read.* Instructional approaches and textbook contents reflected cultural values and had a strong impact on the students' motivation to read. The field notes strongly indicated that reading instruction in middle school placed a heavy focus on memorization and accurate interpretation of the text. Text memorization was a major strategy for taking examinations and getting good test scores because most tests consisted of test items that required accurate word-for-word memorization. The students were asked to study a text many times and be able to transcribe the text from memory. Huang said, "My Chinese teacher always asked us to memorize new words or paragraphs from the textbook" (12/19/2006). Students were also given an extraordinary amount of homework, including text memorization. Yang noted, "We had to memorize the text almost every day" (1/3/2007).

Text memorization also was a major student strategy for reading other books. Huang reported, "I liked to memorize good sentences and phrases when I was reading interesting passages. I even memorized my favorite pop songs. I stored them in my long-term memory, then I could apply them when needed" (12/19/2006). Lee noted, "Text memorization increased my test scores, including reading" (1/3/2007). Yu also indicated, "I memorized many Chinese idioms and proverbs and used them in essay writing. I attended several writing composition contests, and received an award" (1/2/2007).

The field notes also indicated that the Chinese teachers placed great value and emphasis on text memorization. “That is a very important passage. You have to memorize it. It will be on your test”; “If you want to get good scores on Chinese, you need to memorize the words’ meanings and the text”; “Text memorization is the best strategy for you to get high scores”; “If you don’t memorize the text then you cannot receive high scores”. These statements were often made by the teachers in the Chinese class (Field notes, 1/12/2007).

Most students were more interested in reading socially oriented books and materials that include positive role models. Role models increased students’ motivation and desire to learn. The field notes indicated that teachers also liked to use successful figures to encourage students to read widely. “Reading widely can help you become a knowledgeable reader and successful academic learner, like Professor Yu (a well-known Chinese literature scholar and poet in Taiwan)” (Field notes, 1/10/2007).

All selected students believed that Chinese textbooks were a major source for learning Chinese language and culture. There are two forms of Chinese written language presented in the textbook: classical literary Chinese (文言文) and modern Chinese (白話文). Some students found that reading classical literary Chinese texts was a dull task because this form of Chinese language was not relevant to their daily lives. The majority of the selected students disliked studying the texts that were written in the archaic form of Chinese.

Chinese poetry plays a significant role in the Chinese culture and society. It is also part of the Chinese literary scene and the most highly regarded literary genre. These students reported that they were asked to memorize *Three Hundred Tang Poems* (唐詩三

百首) when they were still in kindergarten. Some of the most popular forms of Chinese poetry rhyme and are composed of five or seven characters per line. Several students (Chang, Huang, Hsu, Lee, Liu, Tan, and Wu) acknowledged that Chinese poetry uses very simple language and usually portrays particularly sensitive feelings about humanity; however, the meaning of some of the poems is difficult to understand. The students also stated that they could visualize the landscapes and lives in ancient China in their mind when they were reading the poems. Wang also said that, “It seemed that I returned to the old Chinese time when I tried to imagine the settings” (12/28/2006). Some female readers mentioned that they would prefer to read more romantic poems rather than the patriotic and sentimental ones. Du mentioned, “I disliked reading poems that are too sentimental or moody” (1/2/2006).

The selected students were inspired by the legend of Li Bai (李白) (BC. 701-762) who was one of the greatest poets in Chinese history. Li was a lazy boy when he was young. One day, he saw an old woman making a needle out of a metal rod. The old woman explained to him, “If you are hard-working and perseverant, a metal rod can be made into a needle.” The hard-working spirit is ingrained in the Chinese mind. All selected students strongly believed that effort and hard work are important if one wants to achieve and have success in any school subject.

Learning Chinese idioms (成語) was another challenging task for the students. Chinese idioms are traditional cultural expressions, most of which consist of four Chinese characters. They have been widely used in classical Chinese and are still commonly used in modern writing and speech. Middle school students are expected to properly use the Chinese idioms both orally and written. The students said that they were interested in Chinese idioms, but that they frequently misused them. Sun noted, “I liked

to use pertinent Chinese idioms in essay writing because they made the essay more coherent and interesting” (12/28/2006).

*Gender differences in students' motivation to read.* Students' favorite school subjects differed among the selected students. The boys indicated that they were more interested in mathematics, science, and computer technology than the girls. In contrast, the girls were fonder of language arts than most of the boys. Several of the male students were enthusiastic about reading material related to science. These books were Chinese translations of works such as *The Sea Around Us* by Rachel Carson and *Night Watch* by Sergey Lukyanenko. The boys in the low reading achievement group were more interested in learning Chinese historical fiction and adventure stories such as *Romance of the Three Kingdoms*.

The selected female students were generally interested in reading classical literary Chinese and Western literature. They believed that literature played a strong role in helping them understand and value their cultural heritage. It also helped them develop positive attitudes toward their own culture and the cultures of others. They liked reading classical and popular Chinese literature such as, *Dream of the Red Chamber* (紅樓夢) and books in the *Harry Potter* series, which presented them with background knowledge of different cultures, lifestyles, and languages.

The boys seemed to be more confident than the girls when given opportunities to discuss in small groups or make a presentation in front of the whole class. Boys were more likely than girls to ask for help. They could express themselves freely in public. Huang said, “I could see myself being able to express my ideas in class when the teacher offered me the opportunity to lead small group discussion” (12/19/2006). The field notes

also indicated that the boys liked to participate in group activities. They also liked to ask the teachers to give them the opportunity to perform certain tasks.

Conversely, female students felt less confident; they were less likely to be involved in group reading activities. The selected girls were normally quiet, and preferred to work individually rather than in a group setting. Du said, "I do not have confidence in expressing myself in public" (1/2//2007).

*Parental occupation and students' motivation to read.* The students directly or indirectly indicated their parents' job occupations such as, medical doctor, engineer, teacher, officer in a government agency, or executive. Parents who had strong educational backgrounds and worked in the medical, engineering, government, or teaching professions often spent a large amount of time assisting their children in finding reading materials and purchasing books for them to read. They also held a higher academic standard for their children. Lin and Yu made similar comments. Lin said, "My parents spent time searching for books to meet my reading levels" (12/26/2006). These parents expected their children to do excellent work in all school subjects, including Chinese. Lin pointed out, "I was expected to be a high achiever" (12/26/2006).

Parents who were in the business field or self-employed gave their children more freedom and choices. Wang said, "My parents do not want me to be an idiot in daily life. They would prefer I practice the skills and knowledge I have learned from the books" (12/28/2006). These students had more choices in terms of selecting their reading materials and reading activities. Huang said, "I discovered reading interests and topics through browsing books in the bookstore and on the internet" (12/19/2006). Liu noted, "My parents once taught me how to search for books and locate books in the library" (12/26/ 2006). These students were more likely to be independent readers and learners,

and they tended to apply what they learned from the books to their everyday lives. Chang mentioned, “I liked doing some experiments related to my surroundings” (12/29/2006). Wang also mentioned, “I have been practicing the knowledge I have learned from the physics class about how to save electrical power” (12/28/2006).

### *Summary of Results*

The first question examined the profile characteristics of Chinese students’ motivation to read. The quantitative descriptive statistics on the profile of Chinese students’ motivation on the MRQ showed that the mean score of self-efficacy and intrinsic motivation subscales were higher than extrinsic motivation and social motivation subscales. The qualitative findings found that (a) personal interests in particular topics and genres of reading materials drove students’ motivation to read; (b) personal choices fostered the students’ intrinsic motivation to read; (c) personal value of reading strongly influenced students’ intrinsic reading motivation; and (d) goal setting was a strong indicator of students’ intrinsic motivation to read.

The second question looked at the relationship between reading achievement and reading motivation. The high reading group scored significantly higher on the four variables. The qualitative findings revealed detailed differences between high achievement and low achievement readers. In comparison with low reading achievement students, high reading achievement students had (a) better attitudes and employed better study skills in the subject of reading; (b) different orientations toward competence; and (c) strong relationships with teachers and peers of high academic standing.

The last research question investigated the sociocultural factors that influenced Chinese students’ motivation to read. The quantitative descriptive statistics showed that the students scored the highest on two items that related to meeting teacher expectations.



The qualitative findings have discovered that (a) parents' and teachers' expectations shaped students' reading achievement orientations, academic decisions, and self-efficacy; (b) teachers, families, peers, and the community influenced students' choice of reading materials; (c) social competition played an important role in students' motivation to read but produced different motivation outcomes in different students; and (d) Chinese cultures related factors exerted important influence on Chinese students to read.

## CHAPTER FIVE

### Discussion and Conclusions

Chapter 5 is comprised of two major sections. The first section focuses on the discussion of the significant findings from both qualitative and quantitative analyses. The second discusses the implications for future research and educational practices.

#### *Reading Motivation in the Chinese Context*

##### *Intrinsic Motivation*

The results indicated that Chinese middle school students' reading motivation was first and foremost interest-oriented. Personal interest was the most prominent aspect in the characteristic profile of Chinese students' motivation to read. Personal interest enabled the participants to be highly engaged in reading challenging materials and various reading activities. Personal interest also supported them in processing the text at deeper levels and making progress toward accomplishing their reading goals. These findings support the claims from earlier studies that personal interest increases students' levels of attention and comprehension even when the reading materials were quite difficult for them to read (Renninger, 1992; Schiefele, 1991; Wigfield, 2000).

Personal interest played an even bigger role with the low reading achievement students. For example, Huang, Yeh, and Tan had low reading scores, but they were engaged in reading classical literary Chinese literature to fulfill their personal interest in heroes and military strategies when it came to their reading interests. They also demonstrated great self-efficacy and confidence, and they even created and played games related to their readings. This finding was similar to the findings of Wentzel (1996) and Renninger and Hidi (2001) that students with a well-developed interest had

higher reading efficacy and positive competence beliefs than students with a less well-developed interest.

Personal reading choices were a strong motivating force for the students. The students who chose their own reading materials were much more interested in reading them. They also used more strategies, made greater efforts toward achieving the reading goals, and enjoyed sharing their reading with others. Personal reading choices led them to higher levels of engagement. These findings corroborate those in several motivation studies (e.g., Gambrell & Morrow, 1996; Spaulding 1992; Turner, 1995, 1997; Wigfield, 2000), which acknowledged that intrinsic motivation and reading efficacy are increased when students are offered opportunities to make choices about their reading materials and learning activities. In addition, this study found that those students who were given personal choices were more likely to be self-directed and self-determined readers. This finding is supported by Oldfather and Dahe (1994), who found that opportunities for autonomy support students' motivation to read.

#### *Extrinsic Motivation*

Chinese middle school students were strongly oriented toward reading for grades. In this study, there was evidence showing that grades could have a positive effect on some students' motivation to read. For example, the high reading achievement students were motivated to read because they wanted good grades and higher academic standing in the class. However, their motivation for better grades also supported their motivation to read more books that matched their personal interest and gave them a sense of personal enjoyment. On the other hand, grades could be detrimental to reading motivation and the quality of reading and learning for some other students. The result of

this study also showed that some students did not like reading because of their low reading scores.

The hierarchical testing system has been deeply ingrained in the Chinese society (Salili et al, 2001). Taking tests is inseparable from the larger school context which is highly competitive, and grades are often used as a yardstick to measure students' learning. Students with higher grades also have a higher status in Chinese middle schools.

As a result, Chinese students are more likely to focus on studying for grades. In this study, the use of grades as a reading motivator led the students to focus on studying their textbooks for literal understanding and preparing for examinations rather than interacting and responding to the reading materials in personal and meaningful ways. When doing reading, most students tended to take an efferent stance (Many, 2004) that focused on obtaining the information to pass the examination rather than an aesthetic stance that focused on reading for personal pleasure.

Upon entering Chinese middle schools, students have developed a grade-oriented and competitive mentality that can lead to more academic competition and social comparison. This aspect of reading motivation has validated findings in the study by Wigfield and his colleagues (2004) that stated the extrinsic motivators are still enormously powerful forces in students' lives. The only difference is that grades are more heavily weighted for Chinese.

#### *Social Motivation*

The study found that social relationships greatly influenced students' reading motivation and engagement in classroom contexts. The degree of teacher support was crucial to students' motivation to read. Teachers' actions, such as caring for students'

personal reading interests, providing support when students needed it, and making sure they understood difficult reading materials led to stronger motivation and achievement. In this study, high reading achievement students had better teacher-student relationships, and they tended to receive more attention and support from their teachers. Close and caring relationships with teachers facilitated their reading motivation. Similarly, Birth and Ladd (1996), Connell and Wellborn (1991), Wentzel (1997), and Wigfield and his colleagues (1998) have found that middle school students' motivation is strongly related to their teachers' caring and support. A positive relationship with teachers strongly influences how students learn and achieve in school.

The Chinese middle school setting provides not only an educational arena but also a social context. Friendships with peers were strongly tied to social competence, academic success, and motivation to read. Sharing and discussing what they had read reinforced their motivation to read. This study found that peers served as great resources for both academic and social needs. The students believed that their classmates were also a source of support for their self-perceptions and learning how to accomplish reading goals and specific tasks.

High reading achievement students tended to seek out other high achievers as friends in order to keep themselves motivated and to maintain their reading standing in class. On the other hand, the low reading achievement students often identified closely with others in their low-achieving peer group. They tended to engage in other social activities together rather than school work. They considered social activities very important and more enjoyable than academic activities. The idea of “books make good friends” (以書會友) – (friendship) was well-accepted by low reading achievement students. Friendship was a special key to help them stay involved in reading because

they liked to get together to share their ideas about the books that sparked their common interests. Reading was used as a social device that brought friends together. In this study, some low reading achievement students were often observed discussing and trading books in the hallway. This study confirmed the results from other research studies that peer groups influence students' learning motivation (e.g. Berndt & Keefe, 1996; Eccles et al, 1993; Kindermann, McCollan, & Gibson, 1996; Lau, 1997).

A careful examination of the quantitative results suggested a need for further and closer investigation on the social motivation construct with Chinese middle school students. The students scored the lowest on this construct among all four constructs. However, qualitative data indicated that social motivation played a strong role in these students' motivation to read. The item on the social motivation construct may not accurately represent Chinese middle school students' social motivation and therefore the construct should be revised.

#### *Reading Achievement and Chinese Students' Motivation to Read*

The results indicated that students who were in the high reading achievement group had stronger self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation than those students in the middle and low reading achievement groups. The findings confirmed that high reading achievement students have strong motivation (Baker & Wigfield, 1999; Guthrie & Wigfield, 1997; Wang, 2001; Wang & Guthrie, 2004).

By contrast, low reading achievement students tended to have lower self-efficacy, lower competence beliefs, less interest, and fewer learning strategies in Chinese, which could lead to more negative effects on their reading motivation engagement and performance. The findings support some earlier research studies that show low test

scores had a negative influence on low achievement students (e.g., Pintrich & De Groot, 1990; Wigfield & Eccles, 2002).

It is interesting to point out that the high achievement students had better performance in all academic subjects, including reading, regardless of personal choices and interests. They were more likely to adopt performance goals, more committed to getting high grades, and more determined to maintain their class ranking as they looked toward their future in a prestigious high school and university. Their competence and efficacy beliefs were more closely tied to indicators of their performance. They were also more likely to be individually and competitively oriented. The Chinese school context and culture led many high achievement students to focus on mastering the materials and tasks, and also to strive to outperform their classmates in the breadth and quality of afterschool reading. These findings confirmed that students who adopt a performance-focused goal are concerned with grades and tend to concentrate on outperforming others (Pintrich, & Schunk, 1996).

Grades were an important reading motivator for many students in Chinese middle schools, but they could also produce diminished interest and performance, especially for low reading achievement students. The low reading achievement students were more likely to adopt goals in their interest areas or other texts that they were interested in reading. They had positive competence beliefs only in certain reading areas in which they felt they were capable of achievement. Interest was a major reading motivator for low reading achievement readers.

It is imperative that we closely re-examine the reading motivation of low reading achievement students. In most quantitative reading motivation studies, motivation is generally categorized as extrinsic, intrinsic, self-efficacy, and social for all students. No

specific effort has been devoted to finding out how each motivation construct plays out with low reading achievement students.

In this study, low reading achievement students often felt underestimated and disapproved of, which created problems for their reading motivation and achievement. They were asked to undertake school tasks and examinations, but they did not feel any need to perform well because teachers and peers did not have high expectations of them. Personal reading interests and interesting texts were the major reading motivators for the low achievement students. In some cases, personal interests were directly linked to some low reading achievement students' better performance in a subject area that matched their reading interests. This is similar to the finding of Guthrie and his colleagues (2000) and Wigfield and Guthrie (1997) in that interesting text are positively related to students' ability and effort rating. For example, Chang had poor reading scores and disliked reading for the Chinese class; however, he liked reading science texts, doing experimental studies, and was a high achiever in science.

As a result, the current research found that the social aspect of motivation was important for the low reading achievement group, not only in terms of their relationships with teachers and peers, but also for their reading motivation and achievement. This finding is consistent with the studies of Eccles and her colleagues (1993) and Wigfield and colleagues (1991), showing that social factors can influence middle school students' motivation in many ways. An interesting finding that came out of this study was that middle reading achievement groups were not much different from the low reading achievement students except in self-efficacy. This finding further validates the importance of grades in Chinese middle school students' competence beliefs.



## *Chinese Culture and Students' Motivation to Read*

### *Value of Education*

Students from different cultures and contexts may be motivated by different forces in different ways. Different cultures have different sets of values and beliefs that can motivate individuals to succeed in the academic domains and career practices. More specifically, Chinese culture and the context of education vary from those of the West in various ways, particularly in their values of education. It is important to examine how Chinese cultural factors impact Chinese students' motivation to read.

Education is a major means for a person to move up the social ladder in Chinese society (Hau & Salili, 1997). Chinese people believe that better education provides people with opportunities for social advancement and better financial support in the future. The high value of education is especially emphasized to students through the thousand-year-old motto, "Education is the highest of all works (萬般皆下品, 惟有讀書高)".

Students in this study strongly believed that academic performance was the most important factor regarding their future success, maintaining high social status, or improving current social status. Their parents generally provided the best possible educational opportunities to help them achieve in school. Practices such as hiring private tutors and purchasing supplemental reading books and textbooks were common among the students' parents. This is consistent with Stevenson's (1992) finding that Chinese students have significantly higher aspirations related to education than do American students.

### *Collectivistic Orientation*

Markus and Kitayama (1991) found that Chinese culture has a largely collectivistic orientation. The family, school, and society are viewed as more important than any individual. Individuals need to respond to the expectations of the people in their immediate and expanded communities. This is in contrast to the highly valued personal independence and individualism in Western cultures (Chen et al, 1995; Wang, 2001). The collectivistic values also played a central role in the reading motivation of the Chinese middle school students in this study. Students' personal choices and interests in reading were often influenced by their parents and peers. This study supports the idea that the Chinese are socially-oriented and demonstrates that the students' reading motivation is driven in part by social conformity. The results are consistent with the findings in Silili and Lai (2001) and Wang (2001), which concluded that students' attitudes toward reading, learning, and achievement are affected by cultural values and social practices.

Collectivism can drive students' reading motivation and achievement in many important ways in the Chinese middle school learning context. A Chinese middle school student's reading motivation could come from individual relationships and a desire to conform to others' expectations. Low reading achievement students read some books which require great effort because their peers were reading the same books. Respecting the teachers' authority is closely related to the strong value of education in the Chinese society. Teachers are respected figures because of their educational expertise. In this study, the students scored the highest on items in the social subscale related to meeting teachers' expectations. Results also showed that high reading achievement students did better because teachers had higher expectations of them. They worked hard to meet their

teachers' expectations. The students also indicated that they worked hard on their reading because their parents wanted them to read well. The social values of reading had a large impact on the students' reading performance and on their perceptions of personal advancement.

### *Parental Expectations*

In earlier cross-cultural studies on student achievement, the results showed that Chinese parents had very high expectations of their children's academic achievement (Blumenthal, 1997; Salili et al., 2001; Stevenson, 1992). In this study, parental expectations played a strong role in students' reading motivation and choices of reading materials. Chinese parents tend to set high expectations and high standards of achievement for their children. Meanwhile, they rarely compliment their children for their achievements or efforts because to do well and work hard are considered one's duties. They are very concerned about their children's academic performance. These high expectations of their children to be successful in their academic and future careers are rooted in the Chinese cultural value of education (Chen et al., 1995). Parents often challenge their children to achieve the parents' unfinished goals and dreams. Often, this leads Chinese students to consider excellent academic achievement as fulfilling their duty toward their parents and bringing honor to the family. Thus, the students' academic excellence is often motivated by the expectations set by their parents or significant others (e.g. grandparents, uncles, etc). Several selected students said that their parents' expectations affected their academic choices and performance. Chan, Hsu, and Yu indicated that their parents had laid out academic plans and future careers for them to pursue. They believed that academic success was their responsibility to their parents and part of their family heritage.

### *Parental Occupation Backgrounds*

In this study, some evidence was found that parental occupation can influence students' motivation and choice of reading materials. Parents who had high-profile jobs in the medical, government, and teaching fields tended to suggest or provide more reading materials and supplemental textbooks for their children to read at home. They wanted their children to retain their higher social status either at school or in their community. On the other hand, these students experienced more pressure from their parents. The parents who worked in business or other fields highly valued education, but they had different perspectives and choices for their children. They perceived reading as a practice skill, and they tended to give their children more free choices. This study suggested that parental occupations were related to the students' reading motivation and reading achievement; therefore, they should be taken into consideration when examining Chinese middle school students' motivation to read.

### *Value of Hard Work*

Several earlier studies found that hard work is a hallmark of many Chinese achievers (Chen et al., 1995; Hong, 2001; Hau & Salili, 1997). Hard work is a highly valued virtue in Chinese culture and one of the most important elements of success. To work hard and excel in school is considered the primary obligation of Chinese students. Students also consider studying hard as an obligation to their family and school (Hong, 2001). Students are trained to believe that studying hard is what it takes to be successful academically, regardless of personal abilities and personal interests. They also believe that the more diligent one is the better student one is. Consequently, hard work is used by the teachers, parents, and peers to explain achievement outcomes. They believe that anyone can be successful academically if they work hard enough. Many well-known

Chinese proverbs emphasize the importance of effort and hard work, such as “If one has the perseverance, once can even move a mountain.” and “If one keeps on grinding, one can turn an iron rod into a needle.” In this study, the participants all commented on the significance of hard work for their academic performance. Therefore, the findings suggested that motivation to read was influenced by Chinese culture.

### *Social Competition*

Evidence from this study showed that teaching styles, teacher evaluation, and feedback had important influences on a student’s reading motivation and engagement in reading activities. Taiwanese high school entrance exams are extremely important for middle school students because doing well on the exams is the only way for them to get into a prestigious high school, which in turn will get them into a prestigious university. Therefore, Chinese middle schools in Taiwan, teaching and learning heavily focus on preparation for various examinations, which exerts excessive pressure and stress on teachers and students.

Because of the heavy emphasis on the examinations, teachers gravitate toward spoon-fed styles of teaching that promote the pattern of rote memorization in students’ learning. Teachers questioning, students providing responses, and teachers evaluating students’ reading, along with worksheet practices and tests, are prevalent in most Chinese middle school reading classrooms. The classroom observations revealed that the instructional practices commonly used in Chinese classrooms encourage factual memorization. They are also more performance and competition oriented. For some students, especially low reading achievement students, this often leads to a loss of interest in reading as a subject. Social competition should be taken into consideration when researchers investigate Chinese students’ motivation to read.

### *Gender differences*

In this study there is evidence that under the influence of the society and the Chinese culture, gender plays a role in students' motivation to read. The students typically viewed mathematics, science, and technology as the male domain. In contrast, the language arts and reading are associated with a feminine orientation. The finding is similar to that of Eisenberg, Marin, & Febels (1996) on gender development and gender choice. The differences in subject areas could also affect their reading choices.

The Chinese male readers tended to be more interested in science fiction and historical fiction, (e.g., *Romance of the Three Kingdoms* and *Night Watch*), and the female readers were inclined to read romantic, translated literature and literature portraying positive role models(e.g., *Harry Potter* and *Charlotte's Web*).

### *Implications for Chinese Reading Instruction*

This study has important educational implications for teachers of reading in Chinese middle schools.

First, Chinese reading teachers should be cognizant of various factors that can impact students' motivation to read. Teachers should devote more attention to helping students develop intrinsic motivation to read. Because of the strong value of education in Chinese society and culture, students are expected to be intrinsically motivated. However, this study found that not all students are intrinsically motivated to read. Because of the importance of motivation in students' reading development, Chinese teachers should take more responsibility to help their middle school students develop motivation to read.

It is important for teachers to encourage students to read for personal enjoyment and pleasure. Because of the competitive mindset in Chinese middle schools, students

read in order to get high reading scores and a high academic ranking in class. This could be detrimental to some students' development of intrinsic motivation. Encouraging students to read for personal enjoyment and allowing students to provide personal responses to what they have read is critical. Teachers should deemphasize reading for grades and competition. Instead, teachers should make it a goal to develop lifelong engaged readers who have a true passion for reading.

Second, the study findings suggest that Chinese middle school students are motivated to read if provided with reading materials that match their interests and when allowed to make personal choices about what they read. In Chinese middle schools, students often read materials of little interest to them and they are not allowed to make personal choices. This often leads to some students having little motivation to read and performing poorly in reading. Teachers should make efforts to provide students with opportunities to read at school and allow them to choose what they read.

Third, the study found that social interaction with peers is a huge motivator for some students, especially low reading achievement students. Encouraging students in reading activities such as literature circles or book clubs that support social interaction can lead to stronger motivation to read. Students can also learn to be members of reading communities, not just academic competitors.

#### *Implications for Future Research*

This study has demonstrated that motivation to read in the Chinese context has its own unique aspects. Attempting to simply apply findings from studies conducted in Western contexts to Chinese student populations can be problematic. For example, reading for grades and social recognition appears to have a stronger role in Chinese students' motivation to read. Teachers' and parents' expectations also seem to be critical

to students' motivation to read. Furthermore, past motivation studies have not examined the cultural constructs and factors related to reading motivation. This study has identified several important Chinese culture-specific motivational factors. Future cross-cultural motivation research can build on the findings from this study and refine the MRQ instrument so that it can be more applicable to the Chinese context.

Second, there are few qualitative studies of reading motivation. Although quantitative studies can help identify the major motivation constructs and factors, we have limited understanding of the "why." In addition to this limitation, issues related to cultural and social aspects of motivation are even less explored in quantitative studies. Future studies should consider adopting qualitative methodologies and explore reading motivation in school, home, and community contexts so that we can have a better understanding of Chinese students' motivation to read.

#### *Limitations of the Study*

This study has four limitations. First, the study was conducted at only one school, which was located in one of the most populated commercial areas in Taipei, Taiwan. The results of this study should not be generalized to middle school students as a whole in Taiwan.

Second, the original research design focused on the relationship between reading motivation and reading achievement of high and low reading achievement groups of students. This study did not include middle reading achievement students for the qualitative component of the study. Therefore there is a lack of qualitative findings about the factors influencing those students' motivation to read.



Third, the participating students were observed only in Chinese regular class and the after-school programs. The results lack information about how students perform and behave in other school subjects.

Fourth, this study did not include teachers and parents. Inclusion of teachers and parents in future studies could yield important insights about the students' reading motivation.

Fifth, this study included selected students (High & Low reading achievement students) referred by the Chinese teachers based on their test scores in the Chinese subject exams. This may not accurately reflect the real reading achievement of some selected students.

### *Conclusions*

Despite these limitations, the mix-method triangulation research design employed in this study provides several important findings about Chinese middle school students' motivation to read. Chinese middle school students, like their Western counterparts, are motivated to read if they are presented with materials that match their interests and if they are presented with choices.

The study identified several external, social, and cultural factors that impact Chinese middle school students' motivation to read. Specifically, high reading achievement students placed great value on grades and social recognition. Teachers' and parents' expectations also had a critical impact on students' motivation to read.

This study has also yielded important implications for Chinese reading instruction. The most important suggestion is that Chinese reading teachers adopt practices that promote intrinsic motivation and de-emphasize reading for grades and

other external factors. It is critical for students to focus on developing intrinsic motivation and to become lifelong engaged readers who truly love reading.

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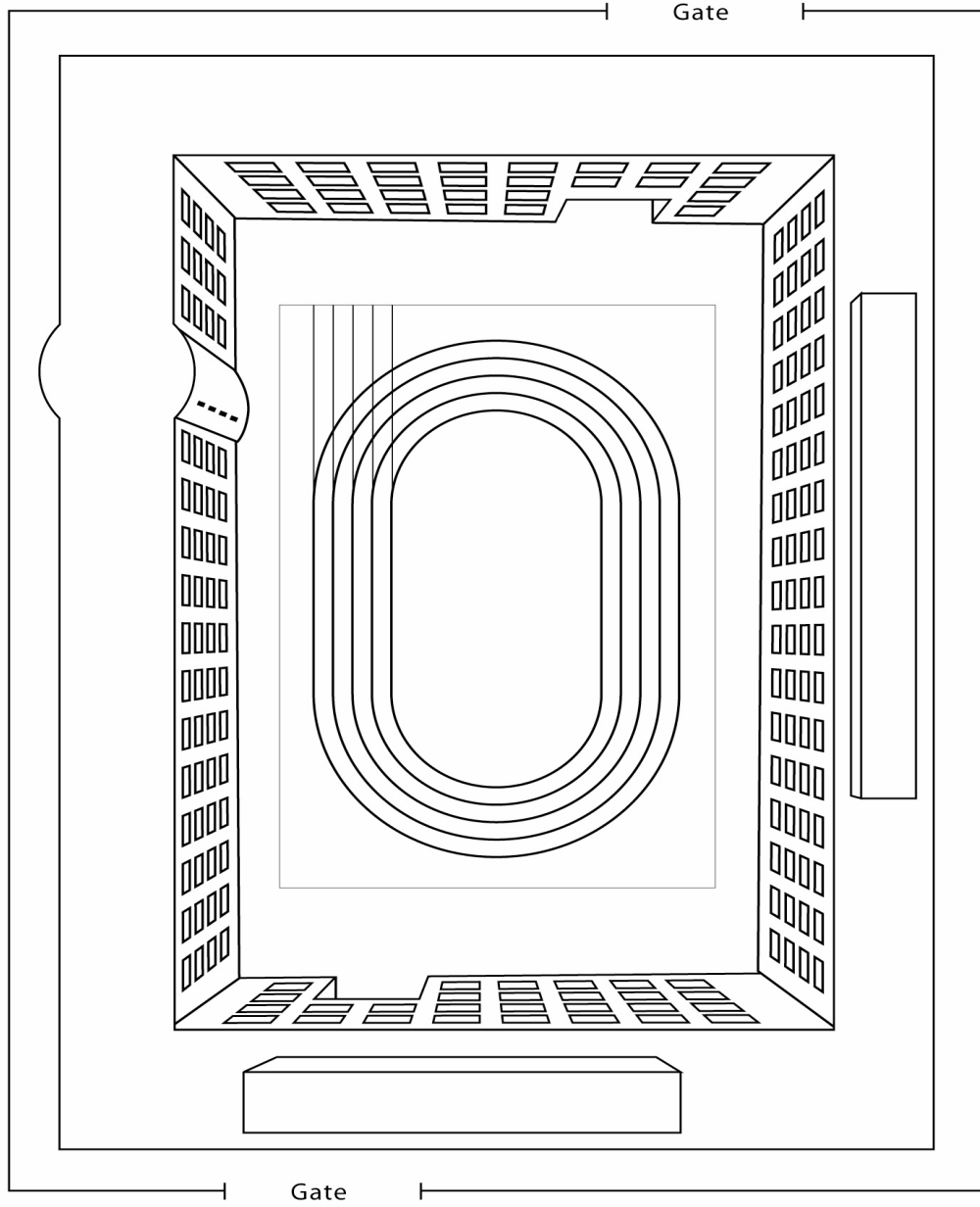
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Appendix A. An Outline of the School Building



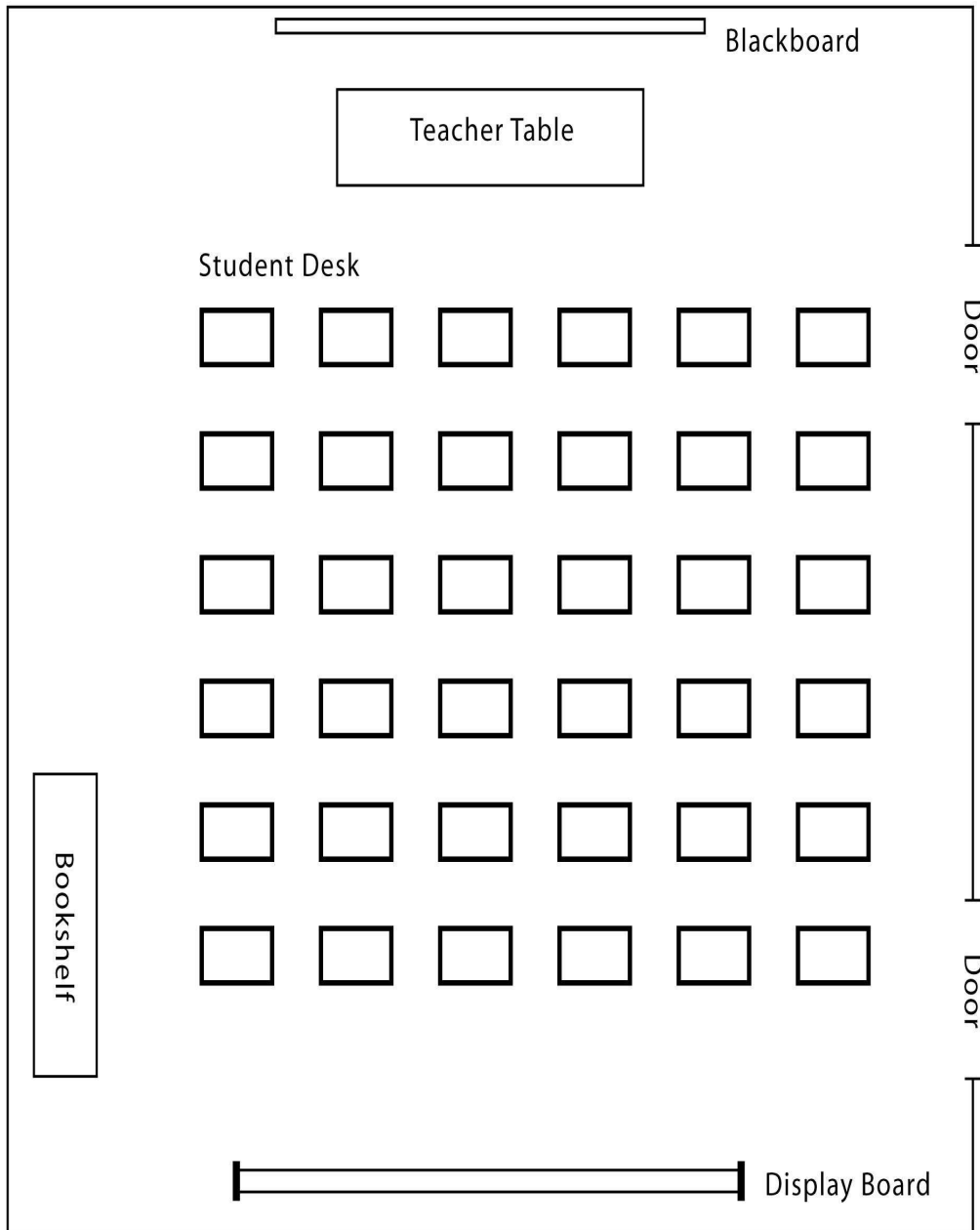
Appendix B. Schedule (English)

Period	Time	Mon.	Tue.	Wed.	Thru.	Fri.
	07:30	Clean Time				
	07:50					
	07:50	Homeroom Teacher				
	08:05					
	08:05	Assembly and Activity				
	08:25					
1	08:30	Health	Class meeting	Math	Geography	Biology
	09:15					
2	09:25	Biology	Home economic	Values	Math.	Chinese
	10:10					
3	10:20	PE	Scout	Biology	English	Math
	11:05					
4	11:15	English	Math	Chinese	Chinese	Geo.
	12:00					
	12:00	Lunch and Recycling				
	12:30					
	12:30	Nap Time				
	13:00					
5	13:10	Reading	Chinese	Self-study	Computer Science	History
	13:55					
6	14:05	Math	English	After-school Program	PE	Arts
	14:50					
7	15:05	Music	Drama	Guidance	Science	English
	15:50					
8	16:00	Biology	English	Math	Chinese	Social Study
	16:45					

Appendix C. Schedule (Chinese)

節次	時間	一	二	三	四	五
	07:30	晨間打掃				
	07:50					
	07:50	導師時間				
	08:05					
	08:05	朝會活動、體能活動				
	08:25					
1	08:30	健教	班周會	數學	地理	生物
	09:15					
2	09:25	生物	家政	公民	數學	國文
	10:10					
3	10:20	體育	童軍	生物	英語	數學
	11:05					
4	11:15	英語	數學	國文	國文	地理
	12:00					
	12:00	午餐 資源回收時間				
	12:30					
	12:30	午休				
	13:00					
5	13:10	閱讀	國文	自習	生資	歷史
	13:55					
6	14:05	數學	英語	社團	體育	美術
	14:50					
7	15:05	音樂	表演	輔導	生科	英語
	15:50					
8	16:00	生物	英語	數學	國文	社會
	16:45					

Appendix D. Classroom Arrangement



## Appendix E. The Original Motivation for Reading Questionnaire (MRQ)

### **Reading Efficacy**

1. I know that I will do well in reading next year.
2. I am a good reader.
3. I learn more from reading than most students in the class.
4. In comparison to my other school subjects, I am best at reading.

### **Challenge**

1. I like hard, challenge books.
2. I like it when the questions in books make me think.
3. I usually learn difficult things by reading.
4. If the project is interesting, I can read difficult material.
5. If a book is interesting, I do not care how hard it is to read.

### **Curiosity**

1. If the teacher discusses something interesting, I might read more about it.
2. I read about my hobbies to learn more about them.
3. I read to learn new information about topics that interest me.
4. I like to read about new things.
5. If I am reading about an interesting topic, I sometimes lost track of time.
6. I enjoy reading books about people in different countries.

### **Involvement**

1. I read stories about fantasy and make believe.
2. I make pictures in my mind when I read.
3. I feel like I make friends with people in good books.
4. I like mysteries.
5. I enjoy a long, involved story or fiction book.
6. I read a lot of adventure stories.

### **Importance**

1. It is very important to me to be a good reader.
2. Knowing how to read well is very important.
3. In comparison to other activities I do, it is very important to me to be a good reader.
4. Reading is so valuable activity.
5. Reading interesting book is a fun activity.

### **Recognition**

1. My friends sometimes tell me I am a good reader.
2. I like hearing the teacher say I read well.
3. I am happy when someone recognizes my reading.
4. My parents often tell me what a good job I am doing in reading.
5. I like to get compliments for my reading.

**Grades**

1. I look forward to finding out my reading grade.
2. Grades are a good way to see how well you are doing in reading.
3. I read to improve my grades.
4. My parents ask me about my reading grade.

**Social**

1. I visit the library often with my family.
2. I often read to my brother or my sister.
3. I sometimes read to my parents.
4. My friends and I like to trade things to read.
5. I talk to my friends about what I am reading.
6. I like to help my friends with their schoolwork in reading.
7. I like to tell my family about what I am reading.

**Competition**

1. I like being the only one who knows an answer in something we read.
2. I like being the best at reading.
3. It is important for me to see my name on a list of good readers.
4. I try to get more answers right than my friends.
5. I like to finish my reading before other students.
6. I am willing to work hard to read better than my friends.

**Compliance**

1. I do as little schoolwork as possible in reading.
2. I read because I have to.
3. I always do my reading work exactly as the teacher wants it.
4. Finishing every reading assignment is very important to me.
5. I always try to finish my read on time.

**Reading Work Avoidance**

1. I don't like reading something when the words are too difficult.
2. I don't like vocabulary questions.
3. Complicated stories are no fun to read.
4. I don't like it when there are too many people in the story.

*Note.* Permission for using the MRQ was given by John Guthrie and Allan Wigfield.

## Appendix F. The MRQ in Lau (2004) Study

### **Self-efficacy**

1. I know that I will do well in reading next year.
2. I am a good reader.
3. I learn more from reading than most students in the class.
4. In comparison to my other school subject, I am best at reading.
5. I usually know most of the word meanings when I read.
6. It is easy for me to get the meaning of the sentences.
7. It is easy for me to analyze the text structure.
8. I usually can get the main theme of the text when I read.

### **Intrinsic motivation**

9. If the teacher discusses something interesting, I might read more about it.
10. I read to learn new information about topics that interest me.
11. I like to read about new things.
12. If I am reading about an interesting topic, I sometimes lose track of time.
13. I make picture in my mind when I read.
14. If a book is interesting, I don't care how hard it is to read.
15. I like and enjoy reading.
16. I like reading different types of book.

### **Extrinsic motivation**

17. I like hearing the teach say I read well.
18. I am happy when someone recognizes my reading.
19. I look forward to finding out my reading grade.
20. I read to improve my grades.
21. I like being the only one who knows answer in something we read.
22. I like being the best at reading.
23. I try to get more answer right than my friends.
24. I like to compare my reading grade with my friends.

### **Social motivation**

25. I visit the library often with my family or friends.
26. I often read with my parent, brothers, sisters, or friends.
27. I like to exchange the books with my friends.
28. I often talk to my friends about what I am reading.
29. I like to do my schoolwork in reading with my friends.
30. I like to tell my family or friends about what I am reading.
31. I always read the books recommended by my teacher.
32. I always do the reading work because my teacher asks me to.

## Appendix G. A Revised Version MRQ in Wang & Guthrie (2004) Study

### **Curiosity**

1. I like read because I always feel happy when I read thins that are of interest to me.
2. If the teacher discusses something interesting I might read more about it.
3. I have favorite subjects that I like to read about.
4. I read to learn nee information about topics that interest me.
5. I read about my hobbies to learn more about them.
6. I like to read about new things.
7. I enjoy reading books about people in different countries.

### **Involvement**

8. If I am reading about an interesting topic I sometimes lose track of time.
9. I read stories about fantasy and make believe.
10. I like mysteries.
11. I make pictures in my mind when I read.
12. I feel like I made friends with people in good books.
13. I like to read a lot of adventure stories.
14. I enjoy a long, involved story or fiction book.

### **Preference for challenge**

15. I like hard, challenging books.
16. If the project is interesting, I can read difficult material.
17. I like it when the questions in books make me think.
18. I usually learn difficult things by reading.
19. If a book is interesting I don't care how hard it is to read.

### **Recognition**

20. I like having the teacher say I read well.
21. I like having my friends sometimes tell me I am a good reader.
22. I like to get compliments for reading.
23. I am happy when someone recognizes my reading.
24. I like having my parents often tell me what a good job I am doing in reading.

### **Grades**

25. Grades are a good way to see how well you are doing in reading.
26. I look forward to finding out my reading grade.
27. I like to read to improve my grades.
28. I like my parents to ask me about my reading grade.

### **Social**

29. I like to visit the library often with my family.
30. I often like to read my brother or my sister.
31. My friends and I like to trade things to read.
32. I sometime read to my parents.
33. I like to talk to my friends about what I am reading.
34. I like to help my friends with their schoolwork in reading.



35. I like to tell my family about what I am reading.

**Competition**

36. I try to get more answers right than my friends.

37. I like being the best at reading.

38. I like to finish my reading before other students.

39. I like being the only one who knows an answer in something we read.

40. It is important for me to see my name on a list of good readers.

41. I am willing to work hard to read better than my friends.

**Compliance**

42. I always do my reading work exactly as the teacher wants it.

43. Finishing every reading assignment is very important to me.

44. I read because I have to.

45. I always try to finish my reading on time.

Appendix H. The Motivation to Read Profile (MRP)

1. My friends think I am \_\_\_\_\_.
  - a very good reader
  - a good reader
  - an OK reader
  - a poor reader
2. Reading a book is something I like to do.
  - never
  - not very often
  - sometimes
  - often
3. I read \_\_\_\_\_.
  - not as well as my friend
  - about the same as my friends
  - a little better than my friends
  - a lot better than my friends
4. My best friends thinking reading is \_\_\_\_\_.
  - really fun
  - fun
  - OK to do
  - not fun at all
5. When I come to a world I do not know, I can \_\_\_\_\_.
  - almost always figure it out
  - sometimes figure it out
  - almost never figure it out
  - never figure it out
6. I tell my friends about good books I read \_\_\_\_\_.
  - I never do this
  - I almost never do this
  - I do this some of the time
  - I do this a lot
7. When I am reading by myself , I understand \_\_\_\_\_.
  - almost everything I read
  - some of what I read
  - almost none of what I read
  - none of what I read
8. People who read a lot are \_\_\_\_\_.
  - very interesting
  - interesting
  - not very interesting
  - boring
9. I am \_\_\_\_\_.
  - a poor reader
  - an OK reader
  - a good reader
  - a very good reader
10. I think libraries are \_\_\_\_\_.
  - a great place to spend time
  - an interesting place to spend time
  - an OK place to spend time
  - a boring place to spend time

To be continued

11. I worry about what other kids thinking about my reading \_\_\_\_\_.
- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> every day    | <input type="checkbox"/> almost every day |
| <input type="checkbox"/> once a while | <input type="checkbox"/> never            |
12. Knowing how to read well is \_\_\_\_\_.
- |   |  |
|---|--|
| <input type="checkbox"/> not very important | <input type="checkbox"/> sort of important |
| <input type="checkbox"/> important          | <input type="checkbox"/> very important    |
13. When my teacher asks me a question about what I have read, I \_\_\_\_\_.
- |   |   |
|---|---|
| <input type="checkbox"/> can never think of an answer | <input type="checkbox"/> have trouble thinking of an answer |
| <input type="checkbox"/> sometimes think of an answer | <input type="checkbox"/> always think of an answer          |
14. I think reading is \_\_\_\_\_.
- |   |  |
|---|--|
| <input type="checkbox"/> a boring way to spend time       | <input type="checkbox"/> an OK way to spend time   |
| <input type="checkbox"/> an interesting way to spend time | <input type="checkbox"/> a great way to spend time |
15. Reading is \_\_\_\_\_
- |  |  |
|--|--|
| <input type="checkbox"/> very easy for me    | <input type="checkbox"/> kind of easy for me |
| <input type="checkbox"/> kind of hard for me | <input type="checkbox"/> very hard for me    |
16. When I grow up I will spend \_\_\_\_\_.
- |  |   |
|--|---|
| <input type="checkbox"/> none of my time reading | <input type="checkbox"/> very little of my time reading |
| <input type="checkbox"/> some of my time reading | <input type="checkbox"/> a lot of my time reading       |
17. When I am in a group talking about stories, I \_\_\_\_\_.
- |  |  |
|--|--|
| <input type="checkbox"/> almost never talk about my ideas  | <input type="checkbox"/> sometimes talk about my ideas |
| <input type="checkbox"/> almost always talk about my ideas | <input type="checkbox"/> always talk about my ideas    |
18. I would like for my teacher to read books out loud to the class \_\_\_\_\_.
- |  |   |
|--|---|
| <input type="checkbox"/> every day       | <input type="checkbox"/> almost every day |
| <input type="checkbox"/> once in a while | <input type="checkbox"/> never            |
19. When I read out loud, I am a \_\_\_\_\_.
- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> poor reader | <input type="checkbox"/> OK reader        |
| <input type="checkbox"/> good reader | <input type="checkbox"/> very good reader |
20. When someone gives me a book for a present, I feel \_\_\_\_\_
- |  |  |
|--|--|
| <input type="checkbox"/> very happy      | <input type="checkbox"/> sort of happy |
| <input type="checkbox"/> sort of unhappy | <input type="checkbox"/> unhappy       |

*Note.* Permission for using the MRP was given by Linda Gambrell.

Appendix I. The Modified MRQ English Version

<b>Please make your answer under the appropriate column</b>		<b>1</b> very different from me	<b>2</b> l i t t l e different from me	<b>3</b> a little like me	<b>4</b> a lot like me
1	I know that I will do well in reading next year.				
2	I am a good reader.				
3	I learn more from reading than most students in the class.				
4	In comparison to my other school subjects, I like to read Chinese literature.				
5	I like hard and challenging books(e.g. classical Chinese literature).				
6	I like reading when the questions in books make me think.				
7	I usually learn difficult things by reading.				
8	If the project is interesting, I can read difficult materials.				
9	If a book is interesting, I do not care how hard it is to read.				
10	If the teacher discusses something interesting, I might read more about it.				
11	I read about my hobbies to learn more about them.				
12	I read to learn new information about topics that interest me.				
13	I like to read about new things.				
14	If I am reading about an interesting topic, I sometimes lost track of time.				
15	I enjoy reading books about people in different counties( e.g. the bibliography).				
16	I read stories about fantasy and make believe				
17	I make pictures in my mind when I read.				
18	I feel like I make friends with people in good books.				
19	I like mysteries.				
20	I enjoy a long, involved story in a fiction book.				
21	I read a lot of adventure stories.				
22	It is very important to me to be a good reader.				

Table continued

23	In comparison to others activities I do, Chinese language is very important for me to be a good reader.				
24	Knowing how to read well is important.				
25	Spending time in reading is a valuable activity.				
26	Reading interesting book is a fun activity.				
27	My friends sometimes tell me I am a good reader.				
28	I like hearing the teacher say I read well.				
29	I am happy when someone recognizes my reading.				
30	My parents often tell me what a good job I am doing in reading.				
31	I like to get compliments for my reading.				
32	I look forward to finding out my reading grade.				
33	Grades are a good way to see how well you are doing in reading.				
34	I read to improve my grades.				
35	My parents ask me about my Chinese grades.				
36	I like being the only one who knows an answer in something we read.				
37	I like being the best at reading.				
38	It is important for me to see my name on a list of good readers.				
39	I try to get more answers right than my friends.				
40	I like to finish my reading before other students.				
41	I am willing to spend time reading extra reading materials to get better than my friends.				
42	I visit the library often with my family.				
43	I often read to my brothers or my sisters.				
44	I sometimes read to my parents.				
45	My friends and I like to trade things to read.				
46	I talk to my friends about what I am reading.				
47	I like to help my friends with their schoolwork in reading.				
48	I like to make friends through reading projects or reading clubs.				
49	I like to tell my family about what I am reading.				
50	I do as little schoolwork as possible in reading.				
51	I always try to finish my reading on time.				
52	I read extra reading materials when I am asked by teachers.				
53	I always do my reading work exactly as the teacher wants it.				
54	Finishing every reading assignment is very important to me.				

Appendix J. The Modified MRQ Chinese Version

請在符合你情形的答案下打「✓」，請勿留白		非常不符合	有一點不符合	有一點符合	非常符合
1	我相信下個學期我的閱讀能力會比現在更好				
2	我是一個好的讀者例如常閱讀喜歡閱讀,重視書籍				
3	我常藉由閱讀書籍我比其他的同學獲得更多的訊息				
4	與其他的科目比較,我比較喜歡閱讀中文書籍				
5	我喜歡閱讀難度較高的書籍例如文言文科學雜誌				
6	我喜歡閱讀需要動腦筋或是讓我有所思考的書籍				
7	我通常透過閱讀書籍來學習我所不了解的事物				
8	我有興趣的主題,我願意閱讀更多比較難的書籍				
9	如果我有興趣的書,我不會在意書籍的困難度				
10	如果上課時老師討論到一些有趣的事我可能因此閱讀更多的相關書籍				
11	我喜歡閱讀有興趣的書籍,藉此我可以更了解那些事物				
12	我透過閱讀來得到我所感興趣的資訊				
13	我喜歡透過閱讀來學習到新的事物				
14	當我閱讀我有興趣的書的時候,我會忘記時間				
15	我喜歡閱讀外國的人物傳記,例如:愛迪傳、富蘭克林傳、林肯傳				
16	我閱讀科幻小說之後會相信其中的內容				
17	當我閱讀的時候,我會想像書中所描寫的人事物				
18	我覺得我好像跟書中人物變成好朋友				
19	我喜歡偵探小說				
20	我喜歡長的,身歷其境的故事或小說				
21	我喜歡閱讀冒險小說				
22	對我來講,成為一個好的讀者是很重要的				
23	跟其他學校的活動比起來,國文課對我來說是很重要的				
24	知道如何有效的閱讀對我來說是一件重要的事情				

Table Continued

25	閱讀中文是一個很有價值的活動				
26	閱讀一本自己有興趣的書是一個有趣的活動				
27	我的朋友有時候會說我是一個好的讀者				
28	我喜歡老師稱讚我的閱讀能力很好				
29	我很高興別人認同我的閱讀能力				
30	我的父母常常稱讚我的閱讀能力很好				
31	我喜歡因為閱讀能力好而得到一些稱讚				
32	我期待中文閱讀測驗的成績				
33	成績是衡量閱讀能力的好方式				
34	我都自己閱讀書籍來改善我的成績				
35	我的父母會詢問我有關國文測驗的成績				
36	當大家一起閱讀時，我喜歡當唯一知道答案的人				
37	當大家一起閱讀時，我期待自己是最優秀的人				
38	看到我的名字出現在優良讀者的名單內對我來說是一件重要的事情				
39	當大家一起做閱讀測驗的時候，我會期待我比我的朋友答對更多的問題				
40	我喜歡比別人更快完成我的閱讀作業				
41	我願意付出更多(例如:多看課外書),藉此能夠在閱讀能力上勝過我的朋友				
42	我時常跟我的家人到圖書館				
43	我會和兄弟姐妹分享我所閱讀到的內容				
44	我會和父母分享我所閱讀到的內容				
45	我和我朋友常常交換書籍來閱讀				
46	我會與我的朋友討論我閱讀的東西				
47	我喜歡幫助同學解決有關國文的問題				
48	我喜歡藉由閱讀來認識更多朋友例如讀書會書展				
49	我喜歡與師長分享我所閱讀的東西				
50	我希望學校的閱讀功課越少越好				
51	我會在時間內完成老師規定的閱讀功課或是國文功課				
52	我通常都是因為成績上的需要或是老師的要求，才會去閱讀課外讀物				
53	我都照著我的老師的指示來做我的閱讀功課				
54	我很重視每個閱讀功課				

## Appendix K. Students' Interview Protocol (English)

1. What is your favorite subject in school? Why?
2. What subject(s) do you like least? Why?
3. Do you like to read? Why?
4. Do you read outside of school or just at school? Why?
5. Are you a good reader? How do you know?
6. How do you describe yourself as a reader?
7. How often do you read for fun on your own time?
8. What types of books do you like to read? Why?
9. When you read, what kinds of image you have in your head?
10. What are your favorite books? Would you tell me about the book or story? How do you know them?
11. Do you like to share books with your friends?
12. How often do you go to the library to check out books to read?
13. What make you want to read? Why?
14. What are some things in school that help or get in the way of your wanting to read? How do they help or not help?
15. Do you attend any afterschool program? Which activity? Why?
16. Is it importance to your teacher if you do well in reading? How do you know?
17. Tell me about reading in your classroom, do you read alone or with others? Do your classmates value reading? How do you know?
18. What do you think you read in school?
19. Do you think your parents and peers think you are a good reader? How do you know?
20. Is being a good reader important for you to be successful in school or in your future career?



## Appendix L. Students' Interview Protocol (Chinese)

1. 你在學校最喜歡哪一個科目？為什麼？
2. 你在學校在不喜歡哪一個科目？為什麼？
3. 你喜歡閱讀嗎？為什麼？
4. 你會在學校以外的地方閱讀嗎？或者是在學校閱讀？為什麼？
5. 你是一個好的閱讀者嗎？你怎麼知道？
6. 你怎麼描述自己是一個閱讀者？
7. 你會用閱讀來打發時間嗎？
8. 你喜歡閱讀哪一個種類的書籍？為什麼？
8. 當你閱讀的時候，你的頭腦會出現什麼樣的景象？
9. 你最喜歡的書籍是什麼？你可以跟我訴說一下相關的內容嗎？你是怎麼知道這些書籍的？
11. 你會喜歡分享你的書籍給你的朋友嗎？
12. 你多久回去一次圖書館藉書來看？
13. 是什麼樣的因素，讓你想要閱讀？為什麼？
14. 在學校會有什麼事情幫助或是阻礙你想要閱讀書籍？這些事情是怎麼幫助或是阻礙你？
15. 你為什麼選擇學校的這個課外活動？
16. 你願意閱讀對你的老師是一件重要的事情嗎？你怎麼知道？
17. 告訴我有關你在課堂上閱讀的狀況，你都是自己一個人閱讀或是跟其它的人一起？你的同學會評估閱讀嗎？你怎麼知道？
18. 為什麼你會想要在學校閱讀？
19. 你認為你的同伴，你的父母認為你是很好的讀者嗎？你怎麼知道？
20. 成為一個好的閱讀者對你在學校的成功或是未來的成就是一件重要的事情嗎？

## Appendix M. Student Interview Assent Form

### 面試同意書

You are invited to participate in the interview. The interview is part of the research study titled: **7<sup>th</sup> Grade Chinese Students' Reading Motivation in Taiwan**. A tape recorder will be used while you are being interviewed. The duration of the interview will take you approximately 20-30 minutes. All interview questions are about your reading activities. There is no risk involved in participation with this project. All information obtained for this study will be kept confidential and your identities are protected. If you agree to participate, please sign your name.

我被邀請參加台灣七年級學生中文閱讀動機測驗。所有跟這個研究有關的資訊以及個人的資訊將會被安全的保存。研究者將會保護所有的面談資料，所以您將不會面臨任何資訊外流的風險。如果你同意參加這個計畫，請在下方簽名。

Name: \_\_\_\_\_

Print name

姓名(正楷): \_\_\_\_\_ 日期: \_\_\_\_\_

Signature: \_\_\_\_\_

簽名: \_\_\_\_\_

Appendix N. Categories and Subcategories of Motivational  
Factors Regarding Chinese Students' Motivation to Read

Questions	Categories	Subcategories
Profile of reading motivation	Personal interest	Topics of reading/ Genres of reading materials
	Choices	Teachers/ Parents/Personal choices of reading materials
	Personal values	Academic values/ Future career
	Personal goals	Levels of challenging reading materials/ Amount of reading/ Self-fulfillment
Motivation and Achievement	Study skills/Strategies	Note-taking/ Text Memorization
	Competence	Grades/ Rank in class
	Relationships	Teachers/Peers (positive and negative influenced)
Social factors	Stakeholders' expectations	Teachers/ Parents
	Social influence on book choices	Teachers/ Parents/ Peers/ community
	Competitions	Individual/ class/ school
	Chinese culture factors	Instructional Practices/gender differences in reading materials / Parental occupation backgrounds