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Motivation to Read: A Study of Three Primary Age Students

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MOTIVATION TO READ: A STUDY OF THREE PRIMARY AGE STUDENTS

Motivation to Read: A Study of Three Primary Age Students

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Abstract

Reading motivation encourages students to practice reading skills and advance their abilities. The primary years is the start to learning to read and has importance. Using 3 primary age students, a case study was conducted to discover personal reading motivation. Participants completed an attitude survey on reading, answered 10 interview questions about their motivation to read, and participated in several reading activities such as eBooks, hard covered books, short stories, listening to stories, and interacting with print. Results suggested primary age students are motivated by self-selection of literature of interest, guidance from teachers and adults with reading skills, having personal confidence in their reading ability, and extrinsic factors. Implications of these results are conversed in the report.

Chapter 1. Introduction

Introduction

This project explored how reading motivation effected students ability to be productive readers. Motivation to read is a topic many educators and researchers have researched for decades now. This study provides educators and researchers with insight into primary grade students' personal reading motivation.

Problem Statement

Many students cannot find personal reasons to enjoy reading or reasons to read for pleasure. Teachers often look for a multitude of ways to enhance personal motivation to help students grow as strong, independent, and successful readers.

Significance of the Problem

Reading involves many skills to reach proficiency and requires students to effectively use these skills like language dynamics, writing styles, vocabulary, spelling skills, and reading comprehension strategies. Students need to be strong in all the areas of reading and the only way to grow as a reader and be successful is by practice. A student's motivation to read is a critical factor in getting him involved in reading and improving his reading skills (Melekoglu & Wilkerson, 2013). However, many students do not apply reading skills and generally dislike reading. I wish to understand what motivates students to read to better help them practice these skills and develop strong reading abilities as they grow.

Purpose for the Study

Understanding what motivates students, researchers and educators ask questions and observe children to find the answers. Students need the opportunity to express what helps them learn. Motivation is a huge contributing factor to learning, especially reading. The purpose of

this study is to investigate what personally motivates three students in the primary grades to read. I studied motivation from a student's point of view, uncovering the participant's voice tied to their need to be successful readers.

Research Questions

- What motivates three primary grade students to read?
- What factors of intrinsic/extrinsic reading motivation do these students show?
- What specific reasons currently discourage primary grade students from feeling motivated to read?
- How can teachers incorporate students' personal reading motivation in the classroom setting?

Background to the Study/Personal Rationale for the Study

The rationale for this study is to uncover what causes students to struggle and feel discouraged with reading. Often these students lack motivation for many reasons. I wanted to dig into students like this and see, from their personal point of view, how to better guide them to success. Most research around reading motivation ties to testing motivation with certain assessments, trial and error approach of what motivates and does not motivate students, and a focus on older students and reading motivation. I wanted to learn younger children's perspectives on their personal beliefs about reading, how they feel they can be most successful being readers, and what will give them the drive to choose to read.

Chapter 2. Literature Review

A major area revolving around students becoming successful readers pertains to their personal motivation to read. Reading motivation is something all teachers and educators strive

for with their students. Areas such as intrinsic/extrinsic motivation, influential factors, and attitudes tie directly into reading motivation and the effect it has on learning. Subtopics within these trends consist of achievement, comprehension, technology, dimensions of motivation, instructional approaches, and personal needs. Reviewing these different areas of literature offered a wide spectrum of issues, findings, theories, and generalizations revolved around reading motivation. Understanding the research about reading motivation led me to research previous findings and what has yet to be answered.

Intrinsic and Extrinsic Reading Motivation

Achievement. Intrinsic and extrinsic motivation contribute to reading motivation. McGeown, Norgate, & Warhurst (2012) claim intrinsically motivated children engage in activities like reading for example because of personal interest or enjoyment. Extrinsically motivated children on the other hand engage in activities related to other outcomes like rewards and good grades. Intrinsic and extrinsic motivation between good and poor readers was researched to see if a possible difference or effect on reading efficiency could be determined. Reading skills relating to motivation were also examined in order to discover a relationship between intrinsic and extrinsic motivation. Children ages three to eight years were studied using reading tests and motivational questionnaires. McGeown, Norgate, & Warhurst found that through studying children with mixed reading abilities, intrinsic motivation relates to reading skills whereas extrinsic motivation was not. Good readers had a strong correlation to extrinsic motivation and a weak correlation to intrinsic motivation. Finally, it was determined that no relationship exists between motivation and reading skills with students who were poor. The results tell us student achievement tied to motivation varies according to ability to read. In

general, extrinsically motivating factors seemed to have a higher influence on reading skills and efficiency.

The use of extrinsic motivation is not a favored practice by teachers nor do teachers want their students encumbered by working for rewards. Sweet, Ng, & Guthrie (1998) presented different opinions from the teachers studied. These researchers studied how intrinsic motivation for reading related to teacher's perspectives on their students reading achievement. These teachers took the general conclusion that students with intrinsic motivation were more likely to have higher reading achievement. Sixty-eight elementary teachers gave their personal observations on the students of their classrooms. A preliminary study was conducted asking teachers to focus their observations on more highly motivated students. After observations, the teachers participated in a questionnaire addressing six motivational constructs (topic, autonomy, activity based, social writing, and response format). Finally, the teachers participated in conversational interviews with the researchers to collect data. Sweet, Ng, & Guthrie claim when looking at the six motivational categories, a positive relationship developed between student's personal motivation and their report card grades. These results tie to the original assumption the teachers made that intrinsic motivation ties closely to student achievement. "Specifically, we expected that students who were perceived to be more internally motivated (intrinsic) would receive higher grades than students depending heavily on external (extrinsic) supports. Our expectations were confirmed." (Sweet, Ng, & Guthrie, 1998, p. 219). These higher achieving students set their own reading goals and followed the goals they set more independently than students who were extrinsically motivated. Overall, the intrinsically motivated students were the ones found to have more achievement related to their reading skills than the students who were extrinsically motivated to read.

Reading achievement comes from practicing and engaging in reading as often as possible. Many educators and researchers question how practicing reading and intrinsic/extrinsic motivational factors ties to reading achievement. Gambrell (2011) noted intrinsic reading motivation has declined over the years for students and reading motivation is a demanding task for teachers as well as parents. This author generated an informational article in relation to reading motivation from intrinsic and extrinsic standpoints and how reading achievement is influenced. Students do not have a single-handed formula that motivates them to read. Motivation differs from student to student; therefore no general phenomena for reading motivation exists (Gambrell). Without being able to view reading motivation in a generalized format, teachers instead can understand the research about reading motivation and try to incorporate it in their classroom as well as getting to know their students personally. To enhance reading achievement, most teachers will agree motivation is of importance and having motivated readers will increase the chance that reading achievement will follow. Aspects of the classroom environment as well as teacher's instructional practices will encourage reading motivation (Gambrell). For example, Gambrell suggested ways to impact both reading motivation and achievement by accessing a range of reading materials and giving students opportunities to choose what they read, allowing time for sustained reading, supporting success with challenging texts, allowing for social interactions about texts, providing opportunities to engage in meaningful reading, and giving incentives to engage in reading. These can be starting points for teachers where educators can see specifically which students are still struggling and try different options with those few students. According to Gambrell there are several questions educators can ask to assist the motivation-to-read climate within their classrooms. For example, educators can build a classroom rich in reading materials or provide students with choices in what they read.

These guides are starting points for developing reading motivation related to reading achievement that are founded through research generated over time.

Comprehension. Aspects of motivation (intrinsic and extrinsic) were compared to reading literacy in order to discover relationships found which affects reading literacy development. The primary purpose was to see the effects motivation has on reading literacy and vice versa for students. Becker, Kortenbruck, & McElvany (2010) defined reading literacy as “the ability to understand, use and reflect on written texts in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate effectively in society” (p.773-774). In other words, reading literacy is the level individuals are able to comprehend texts, to grow as learners, and to apply those reading skills to real life situations. Using a longitudinal approach, 740 third grade students were studied using comprehension assessments, vocabulary assessments, and motivational surveys. A bidirectional study was also performed from Grade 3, 4, and 6 to see growth overtime in comparison to intrinsic and extrinsic motivation. Intrinsic motivation was tied to higher reading ability, which therefore led to children having well-developed comprehension skills. Becker, Kortenbruck, & McElvany found that student’s success with motivations tied to enjoyment of the activity and therefore, progress further with skills. Having intrinsic reading motivation served as a benefit for students because they practiced comprehension skills independently, finding the experience pleasurable and interesting. Extrinsic motivation played a role in negatively impacting students’ reading ability overtime. “Grade 3 reading negatively predicted Grade 4 extrinsic motivation, which negatively related to Grade 6 reading literacy, even when we controlled for Grade 3 reading literacy” (Becker, Kortenbruck, & McElvany, 2010, p. 781). Extrinsic motivation did not help students grow as readers and or help with comprehension. Extrinsically motivated students generally avoid reading; and therefore,

become poorer readers than intrinsically motivated students. The development of intrinsic reading motivation with learners confirmed a positive outcome in this study, and it leads to long-term reading abilities and comprehension skills as students advance in grades.

Similar findings of the comparison of intrinsic and extrinsic reading by Schaffner, Schiefele, & Ulferts (2013) questioned how the effects of intrinsic and extrinsic reading motivation coincide with students' reading comprehension. They discovered motivation directly relates to comprehension. The purpose was to determine the effects reading motivation had on reading amounts and reading comprehension. A motivational questionnaire (RQM) measured reading quantities and standardized comprehension was utilized in this study of 159 fifth grade students. Extrinsic motivation had a negative effect on reading amount for these fifth grade students. Higher order comprehension and extrinsic motivation have a direct effect on one another; students tend to read texts at the surface rather than deeply for understanding (Schaffner, Schiefele, & Ulferts). Extrinsically motivated students are more concerned with the outcome of reading, being a reward, verses reading for comprehension. Priorities on reading in general differ from that of an extrinsic reader. Schaffner, Schiefele, & Ulferts stated extrinsically motivated students struggle to focus on comprehension because they are more concerned with what results from reading the text. Extrinsic motivation is a form of motivation, but a form that negatively influences long-term reading skills, reading comprehension, and reading amounts.

A different viewpoint of reading motivation affecting reading comprehension was explored based on English Language Learners (ELLs) and learners with disabilities. Proctor, Daley, Louick, Leider, & Gardner (2014) questioned the role motivation played in predicting reading comprehension in students with disabilities in a contextual remedial reading program, and if ELL status has any effect on reading motivation and reading comprehension. Working

with 76 linguistically diverse middle school students, these researchers investigated intrinsic and extrinsic reading motivation in predicting comprehension outcomes in ELL students using a reading program (READ180), comprehension questions from the reading program, and a reading motivation survey. Previous research resulted in a positive relationship between intrinsic motivation and reading comprehension and negative reading outcomes in relation to extrinsic motivation (Proctor, Daley, Louick, Leider, & Gardner). Findings were different in relation to ELL students and students with disabilities, showing intrinsic and extrinsic motivation did not predict reading comprehension in this study according to Proctor, Daley, Louick, Leider, & Gardner. This shows a difference in how comprehension affects language learning and reading motivation in ELL students. Therefore, reading motivation serves to be a separate learning entity.

Influential Factors on Reading Motivation

Technology. Researchers study the role technology plays in relation to reading motivation and its influence on students. EBooks is a major source of technology teachers use currently as a resource for reading with their students. Eight first grade students were studied utilizing eBooks to see the effectiveness they have on their reading motivation. Ciampa (2012) performed a qualitative study over a span of 15 weeks using questionnaires, interviews, observations and field notes. The primary question of this research states is “What are eight grade 1 students’ experiences with reading, in general, and more specifically, with online eBook reading”? (Ciampa, 2012, p.94). Electronic storybooks have contributed to children’s development as well as their motivation for reading. The research showed that children were stimulated from the features eBooks offer such as a *next* and *previous* button that makes sounds and noises, as well as highlighting of the text and having the text read aloud to them (Ciampa). The experience of eBooks is engaging overall not only because of the features, but also because

of the way it requires students to focus on the comprehension of the text through play. Ciampa's major findings were with the students who lacked intrinsic motivation prior to the experience with eBooks. These students, after their interaction with the electronic storybooks, looked forward to working on computers during their reading blocks. eBooks had a high and positive influence on their reading motivation. Ciampa claimed behaviors, attitudes, and interest all increased prior to interacting with eBooks where learned helplessness related to reading decreased. These observations matched with primary grade students and influenced their reading motivation overall.

EBooks are a modern instructional tool incorporated with not only older students but younger students as well. Morgan (2013) claims younger students will be unmotivated to read due to unpleasant experiences and that applying research-based methods in the classroom will help increase motivation. One major research-based method in the 21st century is eBooks and all the features, learning experiences, and tools that coincide with this method to help students learn to read and enjoy reading. A gap between good and poor readers revolving around practicing to read occurs; good readers practice and get better while poor readers do not and continue to struggle (Morgan). Going beyond regular books and turning to eBooks for these young struggling readers has shown to improve reading skills and reading motivation. According to Morgan, eBooks are multimodal and provide visual displays of words that are difficult, repeated text, and animation to help students focus on meaning. Aspects like this make reaching all types of learners more likely; and therefore, engage them to be readers. This form of technology shows promising results for younger students learning to read, and it finds that personal intrinsic motivation revolves around reading.

Older students had a different exposure to online reading because play is incorporated less into the experience. Different findings were revealed with fifth grade students in relation to using technology as a motivating factor for reading. Aydemire and Ozturn (2012) were interested in the effects reading from the screen has on 60 fifth grade students. The participants were split in groups, 30 in the experimental group and 30 in the control group. Using narrative and expository texts, the researchers typed texts on computer screens for the observations of the experimental group. Data collection methods utilized a reading motivation scale designed by the researchers. Technology is growing as a resource for learning today in the 21st century and becoming more of interest for researchers to understand. Aydemire and Ozturn state reading habits are changing due to new approaches used with electronic texts. The researchers also know how reading skills and motivation are a large factor in the process of learning to read and choosing to read. Due to this, researchers investigated how screen reading effects the motivation of the fifth grade students studied. Students from the experimental group read texts from screens chosen from textbooks. They had some pictures, but no features that eBooks would offer. Reading from the screen had a decline in the student's motivation to read and did not have meaningful effects on the students reading motivation (Aydemire & Ozturn). Lack of pleasure was observed in this study, which may explain the low levels of motivation seen in the students. The influence of typing stories on technology devices from which students read had a negative impact on their overall reading motivation.

Dimensions of Motivation. The eleven dimensions of reading motivation, created by Wigfield and Guthrie (1997), are broken into three categories that describes students as readers in a positive or negative way. These dimensions include self-efficacy, challenge, work-avoidance, curiosity, involvement, importance, recognition, grades, competition, social, and

compliance. Baker and Wiffield (1999) studied these dimensions closely, assessing in a systematic way with a large sample group. The dimensions the researchers founded to have a strong relation to reading was self-efficacy, curiosity, involvement, recognition, grades, and importance. Another major purpose of the study was extending the research done on the 11 dimensions to see the relationship this has on reading motivation compared to reading behavior, linking to reading achievement and reading amount. Reading performance was collected and measured against the 11 dimensions. The participants consisted of 371 fifth and sixth grade students. Data collection included the Motivation for Reading Questionnaire (MRQ) developed by Wigfield and Guthrie, a reading activity inventory, the Gates-MacGinitie Reading Test level 5/6 version, a performance assessment measuring reading, and the Comprehensive Test of Basic Skills. Each student showed some of these dimensions in relation to their personal reading motivation. The influence of the dimensions varies from student to student in different ways. According to Baker and Wiffield, students studied in this research characterized themselves as motivated in relation to most of the 11 dimensions where some dimensions were stronger than others were. Some dimensions influenced students' goal setting for reading which is noted to be both intrinsic and extrinsic goals. This affects student's self-awareness as a learner and reader, and influences student's ability to set these goals in relation to the dimensions they may possess. Educator's awareness of these different dimensions and which dimensions each individual student may possess as a reader serves as a helpful tool to enhance their motivation in ways they may lack. Baker and Wiffield found this study provided information related to students' reading motivation and how it relates to reading achievement. The dimensions strongly influencing reading activity include self-efficacy and challenge. Intrinsic goal related dimensions were

curiosity, involvement, and social reasons for reading. All of these dimensions directly relate to reading motivation and some affect certain students in different ways.

These dimensions were not the only dimensions researchers studied; other dimensions were added and modified for review. Similar dimensions were reviewed as well as new ones through research review conducted by Schiefele, Schaffner, Moller, & Wigfield (2012). The dimensions of reading motivation are factors that impact students reading competence and behavior, as revealed in the previous study. Schiefele, Schaffner, Moller, & Wigfield identified curiosity, involvement, competition, recognition, grades, compliance, and work avoidance in the review of research. These researchers synthesized research findings presented over the years related to reading motivation and behavior as well as reading motivation and competence. Seeing how motivation influenced a large portion of learning, especially reading, Schiefele, Schaffner, Moller, & Wigfield strived to clarify the dimensionality of reading motivation more clearly as one major purpose of this review of research findings. Specifically, the researchers examined specific dimensions of reading motivation to see the effect the dimensions had on reading behavior and competence. A comparison of qualitative and quantitative approaches was presented to determine which had evidence that supported the dimensions of reading motivation. In results from the qualitative studies, the researchers reviewed many different studies done on these dimensions, in which some differed slightly with identifying the dimensions. Schiefele, Schaffner, Moller, & Wigfield found consistent results for these studies generally stating reading experience being an important influence compared to the dimensions of reading motivation. Results from quantitative researches revolved around similar reviews done from multiple studies on this type of research. Reading efficacy represents a requirement and not an element of reading motivation related to these different dimensions (Schiefele, Schaffner, Moller, & Wigfield). This

serves as one of the more important dimensions for students to have related to their reading skills and motivation. This major conclusion leads the researchers to state that future research on self-efficacy related to reading motivation would be necessary. Dimensionality was generally found to be combined in certain areas to follow future research on the influence these combinations have on students' reading motivation. Much is still unanswered about the dimensions of reading motivation, but it is obvious that these dimensions are factors influencing reading motivation for any student researchers encounter.

Attitudes

Instructional Approaches. Students' attitudes towards reading closely relate to reading motivation. In a study presented by Putman and Walker (2010), motivation was looked at using pre-service teachers in informal settings where students were tutored. Attitudes explored related to motivation. Students were instructed in various learning environments such as a museum and cultural center. The main purpose of the research was to see the impact instruction occurring in informal learning environments had on a child's reading motivation. To understand positive motivation and attitudes towards reading, it is important to engage students personally but to develop approaches for literacy instruction requires further investigation of children's interest in reading (Putman & Walker). Twenty-two children from ages 7-12 years were studied in this tutoring program. Between the university art museum and a regional cultural and nature center in which pre-service teachers tutored the students, several mechanisms existed for students to use. These included text on televisions, robots sensing human presence, interactive timelines, casts of dinosaur bones/fossils, representative ecosystems, and child-oriented exhibits (Putman & Walker). These teachers developed lesson plans where they met with the students for one hour two times a week for a total of 10 weeks. The lessons revolved around reading and writing based

on children's needs and interests. The lessons included important reading skills, development of understanding particular exhibits, applying information, writing creatively about artifacts observed, and following verbal and/or written directions. A reading survey was also administered prior to the lessons to assess students' reading motivation. Promising results of this instruction revealed a positive correlation in students' attitudes toward reading and reading motivation. Putman and Walker stated the activities the students were engaged in proved to be motivating because students had a purpose for reading. The more motivation that was seen, the more it was noted that students were able to read and learn. Interest was also noted as a result from this study. When exposing students to books that would be interesting to them and at their level, their motivation increased (Putman & Walker). Integrating the topics taught with hands-on activities showed higher engagement thus more positive attitudes as compared to the traditional formats to teach children. According to Putman and Walker, things like not reading from a book, quilt-making or planting flowers made motivation to read high. By focusing on instructional context related to children's motivation to read, the researchers were able to discover new findings. The environment was a focal point that enhanced motivation that related to good attitudes about reading from the students.

Often taking time to help students where they struggle with reading and giving them resources to turn to so the struggle is not so overpowering, has a major impact on their reading motivation as seen with studying instructional approaches related to informal settings. Melekoglu and Wilkerson (2013) who wondered how motivation changes for struggling readers with and without disabilities also examined the approach of instruction related to students' reading motivation. Limited research has been performed on unmotivated readers, thus of high interest to these researchers. The researchers used 45 students with and without disabilities from grades 4-

12, observing and interacting with the reading program where the students were taught during the time of the study. The instruction consisted of whole group activities with the teacher like vocabulary instruction and reading strategies to help improve specific skills. Following that was small-group rotations including three instructional options: small-group instruction with the teacher, instructional software, and independent reading. Small group with the teacher was guided reading groups, practicing specific reading strategies to help improve their reading skills. Instruction ended with a wrap up of the key points of the lesson for the students. Pre and posttests were distributed to the students to measure any changes with their personal attitudes towards reading motivation that occurred from the instruction they received. Melekoglu and Wilkerson stated for the students with disabilities significant changes were not seen in their motivational scores. However, for students without disabilities, scores increased from pre to post test. Good readers who have a reasonable amount of skills to turn to for direction have better attitudes on reading motivation. As reading skills develop, students' attitude towards reading ability improved their self-concepts as readers (Melekoglu & Wilkerson). Feeling confident in one's personal ability to read tied closely with one's motivation to be a reader, thus increasing positive attitudes towards reading.

Reading instruction is a very detailed process that is taught in a variety of ways. Teaching reading strategies is a form of instruction that offers a resource for students to turn to when struggling to read. Gurthie, Hoa, & Wigfield (2006) utilized the Concept-Oriented Reading Instruction (CORI) to test results of how situational reading affects overall intrinsic and extrinsic motivation to read. One major question these researchers looked at was how situational reading interest relates to reading comprehension. Most students in the beginning of this study expressed minimal intrinsic attitudes toward reading; their purpose to read relates to books of interest with

topics students understand. The authors tested 120 third grade students having them fill out reading logs according to their situational reading (reading books according to interest in a topic). Instructional contexts were provided to support students' reading ability and attitudes towards reading. The CORI program was taught for 90 minutes daily to give students reading strategies like questioning, activating background knowledge, searching for information, structuring a story line, and summarizing that supported their motivation to read (Gurthie, Hoa, & Wigfield). Reading instruction has multiple ways to be delivered to students; teaching reading strategies is a huge part of what students need to have positive attitudes towards reading. The strategies help avoid negatively influencing students' attitude toward reading; therefore influencing their motivation of reading. Gurthie, Hoa, & Wigfield found results of this instruction showed a decrease in extrinsic motivation to read; therefore, giving some students a better attitude overall related to their situational reading. The instruction supported the students reading for situational purposes overtime and affected their intrinsic motivation to read as well as their overall attitude towards reading.

Students' Personal Needs. All students have needs related to their learning that teachers must support for success. Meeting students' personal needs related to motivation will increase their attitude towards reading. Motivation and attitudes are closely related; attitudes will influence motivation and motivation will influence students' thinking about their success (Ertem, 2013). Ertem conducted a study seeking to understand how personalization of online texts will affects students reading comprehension and attitude, which revolves around motivation, interest, enjoyment, and beliefs towards reading. The researcher defines personalization as "adaptation of online texts according to each student's information and interest (name, favorite objects, place, event) and choice of color, font style, picture by each student on the computer screen" (Ertem,

2013, p. 219). Examining these personalization factors revolves around looking into what students need to be successful with online texts and how their attitude towards it looks. Using 47 fifth grade students, the researcher put students in two groups, a personalized group and a non-personalized group. Students read two online texts, completed a comprehension questionnaire, and attitude survey following the online reading. Results showed students had higher motivation in relation to reading online-personalized texts verses non-personalized texts (Ertem). To allow students to choose how their reading looks and what to focus on gives them opportunity to read how they want, using features that help them be motivated and have a good attitude. Ertem states the students in the personalized group mostly enjoyed changing color and writing styles as well as going at their own pace. Attitudes were more positive as well when utilizing the personalized text compared to non-personalized texts. “Personalized online texts can help these unmotivated and uninterested children. Personalization can make reading more enjoyable and interesting to students” (Ertem, 2013, p. 225). The results indicate that a major need for all students is enjoyment and interest, which leads to higher motivation and positive attitudes.

Studying what children need in order to have a positive attitude and motivation towards reading is one approach. Another approach would be ask students what they like and dislike to be successful readers. Edmunds and Bauserman, (2006) conducted a study to determine what motivated students to be readers. They studied an elementary school that consisted of 831 students in grades pre K-5. Students were placed in different motivational categories. From these categories, the researchers randomly selected three students from each category to study. The categories were Motivated Above-Grade Level, Motivated On-Grade Level, Motivated Below-Grade Level, Unmotivated Above-Grade Level, Unmotivated On-Grade Level, and Unmotivated Below-Grade Level (Edmunds & Bauserman). Students were orally interviewed and given

follow up questions to thoroughly understand responses and ideas students generated. Edmunds and Bauserman generated six categories according to student responses to understand what motivates them to have high attitudes towards reading. The categories generated were: factors that get children excited about narrative text, factor that get children excited about reading expository text, factors that get children excited about reading in general, sources of reading motivation, and actions of those who motivate children to read. One major area that motivated the children was personal interest. Edmunds and Bauserman claim that personal interest in what students read about and how they can relate to the books motivated students to read the most. Children also needed choice to be motivated to read. "It appears the children were motivated to read when they were given opportunity to decide what narrative text they would like to read" (Edmunds & Bauserman, 2006, p. 417). Having stories to help students gain knowledge and facts helped students have a positive attitude towards reading as well. The way students gained knowledge kept them interested and motivated to read (Edmunds & Bauserman). Another major finding that motivated these students was exposure to their school library. Edmunds and Bauserman claim the students preferred an introduction to a variety of books at the library and that positively affected their attitudes and motivation. Revolving needs according to students reading skills increases the chances of having students with good attitudes and high motivation towards reading.

Intrinsic and extrinsic motivation influenced students to read for different reasons. Some researchers found intrinsic motivation positively affects achievement. Other researchers found extrinsic motivation positively influenced achievement. Overall, intrinsic motivation was found to be a major factor leading to higher comprehension skills. Skills, technology, and the dimensions of reading influence students' reading motivation. Exposing students to interactive

technology related to reading proved to be something they enjoyed, but simply typing texts onto screens was not as engaging for students. EBooks was a major influence on reading motivation for students. The dimensions of reading motivation is a study researchers are continuing to look into and understand. Overall, possessing certain dimensions such as challenge and self-efficacy was found to have a solid influence on students' motivation to read. Students' attitudes closely relate to their personal motivation. They feed off each other. Effective instruction positively influences all students' reading, especially when their attitudes towards reading are low. Giving instruction on comprehensions skills and using informal settings was founded to affects students' attitudes towards reading in a beneficial way. Asking students what helps them learn and have a good attitude is important. Things like choice, personalization, interest, and access to a library proved to boost student's attitudes towards reading and motivation to read. The three themes of intrinsic and extrinsic motivation, influences, and attitudes relate directly to motivation as well as why students have success with reading or not.

Chapter 3. Study Design

Methodology and Design

I conducted a qualitative research approach with a case study design. "A case study research design is a set of qualitative procedures used to explore a bounded system in depth" (Clark & Creswell, 2010, p. 292). The system being studied is motivation to read and the case is personal motivation tied to three primary grade students. The bounded system for this research study refers to collecting specific data at different times to analyze closely for possible conclusions to be drawn. Understanding what is happening in the system of people is the main interest of a case study research (Clark & Creswell). The system of personal motivation for

younger aged students was of interest, specifically focusing on what these students have to say related to their learning and reading motivation.

Positionality as the Researcher

I have completed my bachelor's degree at The College at Brockport, earning a dual certification in Childhood Education 1-6 as well as Students with Disabilities 1-6. I have a third certification in Birth- Grade 2 from the completion of my Bachelors degree. I completed my student teaching in both suburban locations. One was in a special education 12-1-1 classroom grades K-3, and the other was in a regular education classroom grade 5. In the special education placement, I worked with the students to strengthen their language, reading, writing, and mathematical abilities. In the fifth grade placement, my main goal was developing a full math unit on fractions for the students, a social studied unit on The Government of America, and leading a book club with the highest readers in the classroom. Since 2012, when I earned my bachelor's degree, I have been working on my masters in Literacy Education Birth-Grade 6. Additionally, I am working on this at The College at Brockport. I will graduate with my master's degree in August 2015. I am a firm believer in inquiry and strong literacy skills for students. Students need to work at their own pace with instruction focusing around their needs as learners to be successful.

Participants and Setting

The participants in this study are primary-aged students. All the participants will have pseudonyms for their names throughout this paper to protect their identity. The school the students attend is in an Urban setting with students ages pre K-6. The setting of this project occurred in the student's elementary school classroom, a quiet study room, and the school library.

Jason. Jason is seven years old in the second grade. He is a Caucasian boy subsiding in an urban neighborhood. Jason is a student who puts forth all his effort to learn and absorbs skills easily. Reading is a personal struggle for him because he gets discouraged easily when he struggles, resulting in him giving up quickly.

John. John is seven years old in second grade. John is a Caucasian boy subsiding in an urban neighborhood. He is easily distracted from learning with a short attention span. John prefers to play and be active to anything school related, including reading. The main struggle with reading for John is applying the skills he learns. He needs much repetition before a skill or strategy makes sense for him to apply to his reading; therefore, causing him to feel frustrated easily with reading.

Sam. Sam is seven years old in second grade. He is a Caucasian boy subsiding in an urban neighborhood. Sam finds reading difficult and becomes upset when he cannot work through a word or story on his own. This frustration causes him to have a negative image in his mind about reading and prefer not to read if given the choice.

Procedures

This study was conducted over a 6-week period, starting December 2014 and ending January 2015. I met with the participants twice a week for about 30-35 minutes a session during normal school hours for the students.

I began by explaining to the students why I am doing what I am with them, and I allowed them to ask any questions they had. I wanted them to be comfortable with me as well as honest. The next time I met with the students I distributed the Elementary Reading Attitude Survey (Appendix A) to each child individually where I read the questions aloud to the students and allowed them time to answer according to their personal attitudes. The following session I

conducted my interview with the students doing so one at a time and asking follow up questions to ensure a full understanding of students' answers. Finally, I did multiple observational and reading activities with the students.

I started my observational activities with watching the students during their reading block, watching how they conducted themselves independently as well as during guided reading with the teacher. Next, I observed the participants during their writers workshop block, again seeing how they conducted themselves independently as well as conferencing with the teacher on their writing. Then I observed the students during their library block, paying attention to how they participated in the lesson of the day during library, how they self-selected books, and how they spent their time the librarian gave them to browse through the library. After that, I conducted an activity where the students interacted with instructional level eBooks (2 per student) to watch for how engaged they were in this type of an activity. Following the eBook activity, I did a different activity revolved around hard books and choice. One day I picked books for the students that were at their instructional level and had them read the books and explain to me what they thought of the book. The next day I had the students choose their own book, read it and again tell me what they thought of this book. I compared the two days to see if self-selection was a motivational factor for the students to read. Finally, I did a similar activity as done with the hard books but this time with short articles for the students to read. I first selected an article for the students to read, and then the children choose their own article from a list to read. I questioned them on their feelings about the articles and compared the two to see which type of article was more motivational for the participants to read.

Criteria for Trustworthiness

The qualitative research practices I used proved the research project is valid. I used persistent observations, incorporating many different observations tied to the interviewing and surveying to work together for data. Triangulation was also used with the three forms of data (interviews, survey, and observations) working together as forms of methods for the results drawn. This research project also had dependability because all the research processes I used were defined and closely looked at with conclusions to be made. Finally, conformability was tied in the project because all the data I collected was closely reviewed and any outcomes I generated were made directly from the data I collected and patterns I saw from the data.

Data Collection and Analysis

I collected data using three main techniques: surveying, interviewing, and multiple observations with anecdotal notes. The survey I used is called The Elementary Reading Attitude Survey (Appendix A) generated by McKenna & Kear (1990). This measured different attitudes these students have about reading in various situations and circumstances. I generated a 10-question interview (Appendix B) that related to reading and revolved around likes, dislikes, preferences, needs and wants. I asked sub-questions as necessary for clarification on student's answers. Finally, I conducted various observational activities including: Observing the students using eBooks, reading books I chose, reading books the students chose, guided reading block, writing block, and their library block. These various activities showed me the engagement the students possessed with reading and their level of focus as readers.

I analyzed the data by color coding and collapsing different findings to determine important trends. Through the data analysis, I looked for specific aspects that motivate these students to read, and coded these aspects to help me generate common themes found. There were

many incidents where I noticed choice being something that motivated the children to read. The students like reading about topics that interest them. For example, in question two of the interview (Appendix B) I learned John likes funny/scary books, Jason likes books about hunting/trapping animals, and Sam likes books about four wheelers/dirt bikes. When presenting books with these topics of interest to the students I noted their engagement was at a peak, and they all were motivated in the books they were reading. I also noticed in my data that when the students have a selection of many kinds of books this motivated them to read because they were not limited to one kind of book. They could make their own choices in what to read. This occurred while reading hard copy books, Razkids, the epic app for reading, and the Daily Five routine. I frequently found while coding my data that students preferred to have an adult present to help with their reading. The participants also liked to have older friends help them with their reading skills like buddy reading during daily five. I observed all three of the students to be motivated during guided reading with the teacher. The children were often participating in the lesson, and engaged with the skills/strategies they were learning. All three of the children also circled the happiest Garfield face for question sixteen on the survey (Appendix A) which is when they have guided reading time as well as time to read with other students of their choice. Next, I collapsed the data zoning in on confidence and looked at how this trait motivated the children with reading. Figure 1 represents student responses based on confidence in reading.

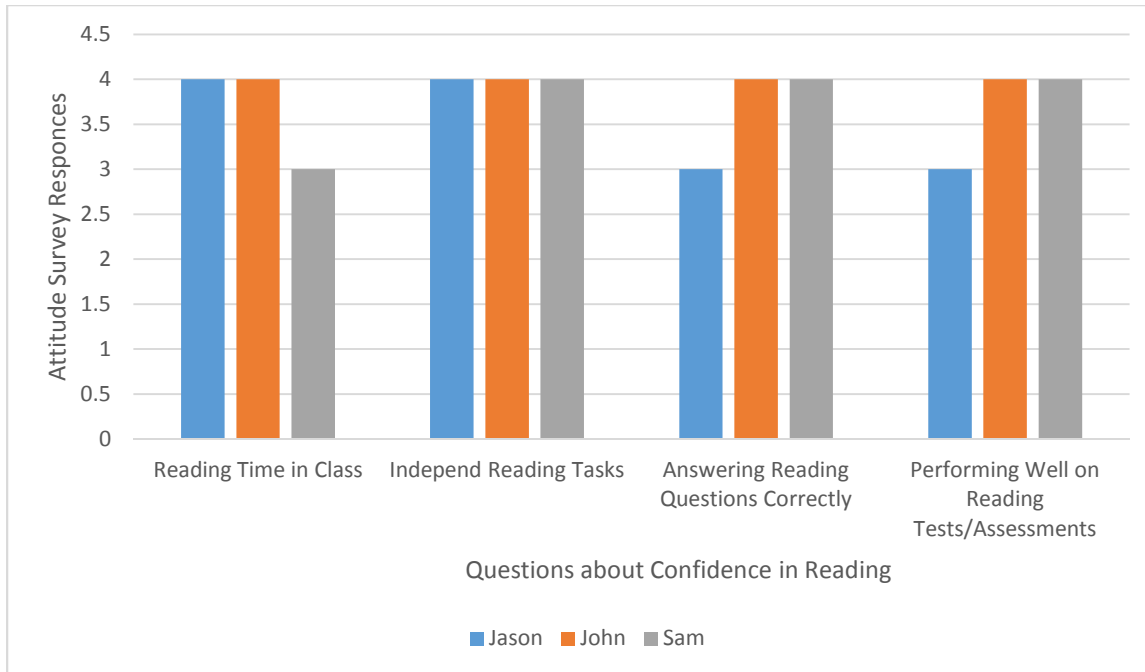


Figure 1: This chart represents questions from the attitude survey (Appendix B) relating to confidence. A number 4 response represents the happiest Garfield face, 3 is the second happy Garfield face, 2 is the frustrated Garfield face, and 1 is the mad Garfield face.

While observing the students take the Developmental Reading Assessments (DRAs), I watched how they would become excited and proud answering questions correctly. This excitement motivated the students to want to answer more questions and read more about the story on the assessment. I noted several times within my data that the three students enjoyed reading easy book. I observed how positive participants felt about themselves when reading a book independently. This increased their confidence in reading. While the participants were reading Razkids stories, I noticed the students liked to earn the stars after completing a book. My notes supported the fact that students commented on enjoying and doing well in school and hearing positive words of encouragement from their parents. The observations and behaviors I noticed helped me generate specific findings according to the each student's reading motivation.

Chapter 4. Findings and Results

My research centered around four distinct questions: 1. What motivates three primary grade students to read; 2. What factors of intrinsic/extrinsic reading motivation do these students show; 3. What specific reasons currently discourage primary grade students from feeling motivated to read, and 4. How can teachers incorporate students' personal reading motivation in the classroom setting? After working with the students, collecting data, and analyzing the information I discovered results according to the questions posed on this study. Jason, Sam, and John displayed four factors that proved to motivate them to want to read. Choice/Interest was the highest motivational factor for all three students. When the participants are in control of their book selections, and it interests them, they were highly motivated. Instruction/Help from the teacher was the next common theme to motivate the three children. Each of the students worked well with adult guidance on their reading skills, and while receiving this help with their reading, they were more motivated to read and perform. Personal confidence was the next factor affecting motivation. When each student felt positive about their reading, and saw progress, they were encouraged to read more. Finally, extrinsic factors were the last factors affecting motivation. The participants were motivated to read by the use of rewards, grades, and personal praise. This gave the students something to work towards; and therefore, therefore they were more motivated to read.

Students Presented with Choice and Interest Show Positive Motivation for Reading

Choice and interest helped motivate these three students to read such as choice in book selection, in how they read, or in their reading process. Anything revolving around choice and interest revealed high motivation for these students to want to read. Anytime I or other adults offered a story of interest to the students, they were more motivated to read verses being told

which book to read. I compared letting the children self-select books to assigning books to read, the participants showed higher levels of motivation when they were in charge of their book selections. Books about hunting, jokes, or dirt bikes were the highlight for these students. These are preferred topics. The students' engagement level was at a peak when topics interested them. In question ten (Appendix B), Jason told me he likes reading when he can choose what he reads; John said as long as the books are funny that reading makes him happy; and Sam said when he can decide how to read (meaning alone or with another person), then he likes to read. Reading does not bother the students when they have control in how the process will happen. Books selection was very motivational for all three of these students; they found reading enjoyable when they were interested in the topic.

In the attitude survey, choice and interest was an obvious motivational tool for the participants. From reading at home, to starting a new book, to going to the bookstore, or reading in class, the students had a good attitude in these areas of reading when they had the choice to control it. When the students started reading new books in class, they had choice in what to read. They selected their independent reading books, therefore; they were motivated to read. During the guided reading lesson I observed, the students were reading about sharks. I noted that both Jason and Sam found sharks interesting to read about. Having a topic that holds the interest of the children was motivating because they were engaged in the story. Therefore, Jason and Sam circled the happiest face for reading in class in question seventeen (Appendix A) because much of what they read in class is interesting to them. Guided reading books hold the students' attention and motivate them to learn. So long as these three students are interested in the topic and/or can choose the topic, they are motivated to read.

Choice and interest came up several times while doing reading activities as well as while observing the students in their daily reading routines. While observing the classroom teacher giving DRAs to the students to determine their growth for the year, the book used was about animals and their homes. This topic ties right into Jason's personal interest. While being assessed, Jason's comfort level and engagement were the highest compared to John and Sam. Jason was able to make strong personal connections to the story, and he was happy to be discussing the questions about the book. While reading eBooks with the students from Razkids (a website dedicated to leveled eBooks for students to interact with and read), one of the books Sam chose was about firefighters. When he saw the title he said, "I like this topic, I know all about what firefighters do because my mom is an EMT". His interest increased in this topic because he understands firefighters, therefore; he felt motivated to read this book. One day in particular John, Sam and Jason were very motivated to read when they had the opportunity to go to the school library and read to dogs that people brought in for the day. All three of the students like dogs, and that gave them a purpose to read. John stated he never read to dogs before and he felt happy to see them, read to them, and help them take a nap. The three students' personal interest in these animals showed a higher motivation level for reading instead of reading on regular school day. I also conducted an activity with hard covered books; some were topics the students preferred while others were random topics and titles of books. I laid all the books I brought in on a table for the students. When I told the children to pick a book, they each immediately filtered through the books to find one preferred. Giving them the choice to read what they wanted revealed high motivation. When the children began to read the self-selected books, all three of them were engaged in their stories. The students were looking close at the pictures, reading the words, and interacting with the story. John made the comment that the

graphic novel about Scooby Doo was cool because the speech bubbles made the story seem real. Sam said he would read a hard covered book as long as the book was something he liked. The difficulty level did not discourage Sam when the topic was his choice. On the other hand, when I picked books for the students to read they all felt the books were hard or boring. The students expressed they wanted to read about the topics they like (for example dirt bikes for Sam, hunting for Jason, and jokes or scary books for John). The students also stated that when I selected the books, there were too many words and too much difficulty. At a different time, the students choose short stories online to read with me, which ended up being more difficult for them to read than I anticipated. The participants still stated they liked the books because the topics interested them and made them want to try to read the story. In this situation, the difficulty did not seem to disrupt the student's motivation as long they choose the book. One of the most motivational reading activities I did with the students relating to choice and interest was allowing the students to interact with a reading application on their iPads called Epic. This application also has eBooks but does not level the books as Razkids does. All three students liked the variety of choice to filter through with this application. The selection was large and the children appreciated that. Sam stated he liked Epic better than Razkids because the selection was larger. Jason liked Epic better than Razkids because he cannot see the levels he is reading. Jason likes to see all the choices he has to read without knowing what the level is. John also said he preferred Epic to Razkids because the pictures in the books he choose were better. The students also liked the choice to read the book aloud to themselves or hear the book read to them. Having the choice in how to read stories made the books on this application more appealing to them.

Choice with what to read, how to read, and when to read was something that motivated these students. When the students can self-select topics and genres that are interesting to them, reading is something in which they participate and enjoy.

Students Given Specific Instruction and Support in Reading Show Positive Motivation for Reading

Receiving instruction from teachers or help from other adults was another form of motivation to read for the students. Direct instruction from the teacher during lessons, one-on-one help from the teacher, help from a peer, or features of a book helping the students understand a story better all helped these students want to read more. In question nine (Appendix B), the children expressed they like reading with friends who are better readers than they are because they can help with tricky words. In addition, they stated that hearing what good reading sounds like gives them good examples of fluency. The support and examples they received from higher readers motivated the students. I asked the students what part of daily five they most enjoy in question nine (Appendix B). Jason and John liked word study because that gives them a guide to turn to for new words they are learning. This guide motivated them because it was a resource for instruction to learn more words they may see in books. In question one (Appendix B), the children said they like pictures in the stories they read. They explained how the pictures help them read the words. It is a strategy they turn to for help with reading. In question three (Appendix B), the students all similarly stated enjoying working with the teacher during daily five routines. During guided reading in daily five, the participants use the teacher as a resource to learn new reading strategies. The students reflect on these strategies often and utilize them when reading independently. The interview showed different areas related to instruction that the students found motivating for reading.

The attitude survey provided reasons why instruction and help is a motivational factor to read for these students. Question sixteen and nineteen (Appendix A) are examples of how instruction and resources help the students read and this motivated them. They all circled the happiest to the second happiest faces for these two questions. The children had good attitudes for reading in class because this is where they receive the most help directly from the teacher. Small group instruction comforts them as well as having the teacher close by to assist them in their struggles. The children also use a dictionary often for many reasons related to reading. Their teacher instructs the students that a dictionary is a resource to turn to for help as well. Both of these areas were motivating for the students relative to their reading skills and supported positive attitudes towards reading.

There were several examples of how instruction and help motivated the students during my research with the participants. The students enjoyed reading books to adults, and often sought their assistance with difficult words and passages. All three of the children showed more motivation when reading with me or the teacher verses reading alone. Having an adult close by for help comforted the children to try reading more and resulted in higher levels of motivation. During my observations with the students on Razkids, the listening option was the most motivating form of instruction with eBooks for the students. When they could listen to a story read to them it allowed the students to learn new words they could not read independently. Having knowledge on new words led the students to want to read more because they felt more capable of reading. This form of help pushed the students to keep reading books, resulting in the reading of books on their own without the listening option. On a different day, I observed the students listening to a read aloud online where they all agreed about the book choice. The students all liked hearing the story read to them, and I noticed their engagement when listening

to this story. Jason stated, “Hearing books read aloud to me helps me learn what it sounds like to be fluent when reading”. Not only does Jason strive to be a good reader with words but also with his expression in reading. The children find this motivating because it is an example of what good reading sounds like. While the students read short stories online, they preferred to hear the story read to them. All three students wanted me to read the short stories to them after a couple paragraphs of them trying. The stories were too hard for them, which resulted in the students feeling discouraged. The second I began to read to them, they became more motivated in the story. Therefore, when the literature is out of a participant’s reading level, they lost motivation; but if an adult reads to them, they are more motivated. The pictures in the eBooks also motivated the students. As I watched them read the eBooks, I saw the students use pictures to help them through tricky words and sentences. Books with no pictures were less motivating to read for the students. Pictures also motivated the students when they read hard copy books. Jason disliked a book with minimal pictures. The hunting book did interest him, but the fact that he saw so many words and no pictures to turn to made him immediately unmotivated to read that book. He then turned to a book with more pictures instead. In addition, the Epic application on the iPad motivated the students because of the visuals. The pictures were a form of help for these students in this application, which showed higher motivation for all three students. I saw Sam read and try the words on his own, turning to the pictures, using his letter/sound recognition, and figuring out words himself. That made him feel proud and resulted in him feeling motivated by this application. Lastly, during their library block, the students all enjoyed hearing the book the librarian read to them. They were engaged in asking and answering the questions she asked about the text. Sam noticed the book the librarian had was one he had seen before and said he could not wait to hear the story. John made direct connections to the story as the librarian read the book.

Jason had the highest attention level during the library block and focused on the librarian reading the story. A model of good reading motivates the children to be a proficient reader. Any form of help or instruction offered to these students resulted in increased motivation to read books and stories.

Increased Confidence Correlates to Increased Motivation for Reading

When these three students felt confident in their reading ability, their motivation to read increased. Confidence in being a good reader, confidence in being able to help others and know answers, and confidence in working through a tough story all contribute to a student's overall confidence level as a reader. Any form of confidence boosting activities motivated these students to read. Just the right book for each student proved to help the participants in many ways to feel confident in themselves. John likes challenges because this makes him a better reader. Question four of the interview (Appendix B), John implied Razkids challenges him and he feels good when he moves up levels with his reading. John also stated for question six (Appendix B) that adults tell him to read to learn words and be a good writer. When he knows words in stories, he can read many different books he likes. Therefore, to John learning hard words makes him a good reader, and he likes knowing hard words. John feels confident when a word seems tricky, and he is able to work through the struggle independently. Reading chapter books is an example of being a good reader in John's eyes, and he wants to read a chapter book on his own. When he reaches his goal of reading chapter books, he will feel more confident as a reader. As John works towards this goal, the effort builds his motivation because he wants to be a good reader. The success John feels from these challenges makes him confident in himself as a reader. From a different perspective, Sam and Jason feel confident when books are easy. Question eight (Appendix B), both Sam and Jason feel confident when they are able to go through a book

independently at a quick pace. Sam and Jason also similarly implied in question ten (Appendix B) that reading is enjoyable when books are easy to read. Hard books discourage them and decrease their confidence; therefore, leaving them unmotivated to read. When the participants can help their friends with reading, this also builds their confidence. Question nine (Appendix B), all three students described reading with friends feels good and they enjoy helping others. The students see their teacher and older students helping others work through tough books. When they too can be that resource to others, they hold a sense of accomplishment. They feel more motivated to read when they see they are the expert with reading skills.

These students also increased their level of confidence by answering comprehension questions correctly. Jason circled the happiest Garfield face in question eleven of the survey (Appendix A) stating he does this on his own. Receiving correct answers on comprehension questions motivates Jason because being right shows him how well he is doing and that he is making improvements. Sam feels similar about answering questions correctly. Sam circled the second happy face and said when he answers the questions right he is happy with himself. Both Sam and Jason also feels good about taking reading tests as stated in question twenty (Appendix A). The test is a confidence builder when they see they can answer questions correctly. Sam stated when he knows answers on tests that means he is a good reader. John stated when he takes tests he is able to show the teacher how much he is learning. The results they see with their reading performance are an example of how their confidence level connects with their motivation to read. The participants all implied to like reading time in school, circling the happiest to second happy Garfield face in question thirteen (Appendix B). They all want to be good readers and reading in school offers opportunities to work on areas where they struggle. As they see improvement with their reading, the students feel confident from their effort. Starting

new books is another area that the participants like which relates to their confidence because that means they worked through a story on their own. When they start a new book, they see this as an opportunity to be independent readers, which makes them confident. On question six (Appendix A), the participants similarly stated reading new books helps them see they can read by themselves. They all circled the happiest Garfield face for this question in the attitude survey. Reading a new book independently builds the children's confidence as readers.

While watching the students in their reading block, I observed the students doing DRAs. The topic assessed was one Jason personally relates to, which helped to build his confidence when the teacher assessed his background knowledge on the story. Jason listed several correct answers about where animals live during the pre-assessment. Jason also analyzed the pictures in the story and verbalized correctly the way animals build their homes related to the story. Jason walked away the happiest of all three students related to this assessment; he felt very confident in himself and the teacher noted this to me after assessing him. John and Sam knew most to all the words in a book and this helped them feel confident. Both John and Sam read the story in the DRA easily and knew all the words. They also realized the book was part of an assessment, so reading the book correctly made them feel happy. The students stated they like easy books again when I supplied them with hard copy books. When the book was hard to read, the participants could not read on their own; therefore, not feeling as confident as they did with easier books. All three of the students showed no confidence while reading online stories with me. All the stories ended up being way above their reading level, and they all said they did not like this. Jason also liked the easier books on Razkids and stated too many words made him struggle. Jason does not like difficulty but at the same time likes to know he can read hard books on his own. Jason read a book at a level I, which is above his reading level. I saw some frustration in Jason with this book.

After he finished the book, Jason stated he knew more words than he thought he would. Jason recognized the story being above his reading level and felt confident for being able to do part of that book on his own. John also read well in the level I books on Razkids which similarly resulted in his confidence increasing. Recognizing these accomplishments was motivational to the students and ended with them wanting to read more eBooks with me. Confidence pushes the participant's motivation up, and this leads to reading more and trying harder to be good readers.

Extrinsic Factors Increase Motivation for Reading

Extrinsic factors also motivated these students to read. Certain things like performing well for grades, rewards, or to please adults proved to motivate the participants to read. All three of the students stated in question four of the interview (Appendix B) that Razkids is fun because they earned stars after completing a book. When so many stars are collected, the children can build robots and buy certain parts with the stars they have. The participants liked this part of Razkids and wanted to complete as many books as they could to earn the stars. John and Jason said reading helps them receive good grades in school. In question six (Appendix B), they expressed that adults tell them to read for good grades, and they want to do well in school. John and Jason feel that reading is a way to learn new information and when they know more material, they do better in school. Jason also said that reading helps him get ahead with his words so he can read harder books and be ahead of his friends as a reader. This is the main reason Jason reads is for his mom, dad, and teacher. Reading makes Jason's parents and teacher proud of him and that motivates him; he likes to make them happy. Sam stated for question seven (Appendix B) that his mom is a good reader because she went to college and received good grades. Sam implied that if he is good at reading, his grades will also be good and he can go to college like his mom. Sam also talked to me about how his teacher helped him read last year because he had a

hard time. Extra recess or time on the computers was a reward to Sam for a certain span of time that he read in school. This motivated Sam to want to read due to the prizes he received following a certain period that he read. John was extrinsically motivated to read a book that was difficult for him. John told me that the book was hard but hard books are good because he will learn more, leading to him being a better student in school and better grades. John feels the difficult books have difficult words, which will help him get ahead in school. The main factors that extrinsically motivated these students to read included earning rewards for their reading and seeing that extrinsic reward helps them do well in school. The children like to show their parents and teachers how well they are doing. Doing well in school (earning good grades) made them proud and want to read more because they see the results of something positive coming out of reading.

Jason, Sam and John are all students who need an extra push to practice reading and work towards being better readers. Each of them struggles in different areas with reading which causes them to have personal reasons to dislike reading. Choice/interest, instruction/help, confidence, and extrinsic factors are all ways that motivated these participants to read. This motivation encouraged the students to read more, practice often, and find enjoyment in reading.

Chapter 5. Conclusion and Implications

Summary of Major Results

This research sought to learn about reading motivation and its effect on students' reading. Three primary age students were the focus of this study. The topic was researched the data was collected and analyzed on my work with the three primary age students, and findings were reported. Students who are motivated to read practice reading skills and grow as readers. I posed

four research questions exploring reading motivation for primary age students. These questions were: 1. What motivates three primary grade students to read; 2. What factors of intrinsic/extrinsic reading motivation do these students show; 3. What specific reasons currently discourage primary grade students from feeling motivated to read; and 4. How can teachers incorporate student's personal reading motivation into the classroom setting. I found that children are motivated by having a say in what they read and how they read; they like receiving help from the classroom teacher or adults to build more strategies for reading; they like assurances and positive praise to help them feel good about themselves and their reading; and they are motivated by rewards/prizes/good grades. I observed no intrinsic factors that motivated these students to be readers. All three of the participants found reading a challenge due to personal struggles. Extrinsic factors, on the other hand, were part of personal motivation for the participants. When they earned rewards, praise from adults, or saw they had good grades they felt motivated. This resulted in the children wanting to read more. Some of the main reasons that discouraged the students from reading were difficulty working through books independently. Anytime I observed that the participants were unable to read stories/books/articles on their own, discouragement followed; therefore, decreasing their reading motivation. When it comes to students who struggle, teachers find it challenging to help these students be motivated to read. I found if the teacher allows students choice in their book selections according to interest, and encourages them in their efforts and supports their learning, then these students will more likely feel positive towards reading motivation to read.

Correlation to Research

The results I found have connections to the literature on reading motivation. Many areas of research on reading motivation are similar to what I found in my study. One area that was

motivating to the students was the use of eBooks. The participants enjoyed many features of eBooks and reading with eBooks. Ciampa (2012) states, students participating in eBook reading sessions indicated engagement and on task learning. In addition, according to Morgan (2013), when teachers use eBooks with their students, struggling readers will improve their literacy skills. eBooks were very motivating for the students and helped them practice their reading skills. Another aspect of my research that showed an increase in student motivation to read was direct teacher instruction. Explicit instruction motivates struggling readers and builds their confidence as readers. In turn, this leads to greater motivation. Anytime I observed the students being praised for their skills, they felt confident in themselves, which resulted in higher levels of motivation. Constructive feedback and improves reading motivation (Melekoglu & Wilkerson, 2013). Taking time to recognize needs students increases one's motivation and is a necessary teaching practice. Teachers have an impact on students' reading motivation that ultimately leads to more success in reading.

Implications for Practice

Implications with my research support ways to motivate and support students as readers in the classroom. I personally observed how eBooks are a helpful resource for students; it motivates them to read. There are many tools in eBooks that provide engaging and exciting learning opportunities for children. eBooks are a current tool students use to find motivating reading material and assist with their reading process. The choices eBooks offer are a motivating factor for students. I also find teacher instruction and support very motivating for students. The teacher is the instructional leader of the students and models for students the skills and practices of what a good reader does. Students will always turn to their teachers as examples of what reading should sound and look like. As the teacher explicitly teaches reading skills and

strategies the students learn how to apply these skills and strategies, and in turn, gain confidence as readers and grow their toolbox of strategies to use when stuck as a reader. It is the teacher's job to push students along and as the students overcome struggles, they feel good about themselves and continue to grow as readers. Feeling that sense of accomplishment will motivate students to learn and want to read. Experiencing positive reading outcomes is exciting for children; therefore, it is imperative that teachers provide quality instruction and support students with motivational and engaging reading materials to build strong and confident readers.

Additional implications with my research support several recommendations for educators relative to supporting positive classroom instructional practices that motivate students to read. First, I feel incorporating many different genres and leveled books in a classroom library is a good resource for teachers and students. In addition, it is important to teach students how to browse through the classroom library so they know how to find books they will enjoy to read. All students should have independent reading books accessible to them and should be given plenty of time to read books. When students feel empowered by their learning, they will feel motivated to read, as my research shows. Next, it will be helpful to check in with students who struggle with reading. Outside of guided reading groups and whole group instruction, checking in with students at various points during the day will comfort students who struggle. When students have assistance to turn to, they will feel better about reading. The more strategies children have in their toolbox, the more they can use as readers, and the more motivated they feel to read. When students are stuck, teachers can check-in with quick strategy reminders to help students use the correct strategy. Additionally, it is important to remind students that they are skillful and successful readers who have a repertoire of strategies to use when their reading breaks down. After that, offering praise to students with their skills will be a good confidence

booster. Children feel good about themselves when they can see their personal accomplishments in school. In addition, pointing out to students their small moments of success with reading will help build their confidence as readers. Helping students be aware of their efforts helps their confidence. Finally, finding ways to incorporate parents to be a part of this praise process will help with building student's confidence and provide consistency consistent at home and in school. Parents can support their child's effort at home by praising specific skills used, strategy practice, and accomplishments. If the students can hear this at home and at school on a consistent basis, this will enhance their confidence. Additionally, this is considered an extrinsic factor that could motivate students to read. As teachers implement these practices, it will positively affect students' motivation to read.

Limitations of the Study

This study presented with some limitations. First, the time allotted to work with these students was limited due to conflicts with classroom instruction. I only had about one hour each time I met with my participants to do my research, so some of the times I had to cut my time with the students short. Another limitation was not having any girls to work with during this research due to consent constraints. I had to work under a time sensitive slot, so as soon as I had three students who were not motivated readers with consent forms agreeing to work with me I begin my research. I received consent from three boys first; therefore, I was not able to work with girls and derive a sense of motivation and reading with them. A final limitation of this study was the number of participants whom I worked with. Working with only three participants made it difficult to generalize the effects of reading motivation for primary aged students across a specific population of students. The evidence is inconclusive as to the effects of motivation on reading for the general primary student population.

Future Research Needs

Future research based on the limitations would help better understand motivation and reading with primary age students who struggle with reading. To start, using a larger sample of students to test their reading motivation would help. Not only a larger sample of primary age students but also a variety of both girls and boys. Girls may show different motivational factors than the boys. In addition, studying the children for a longer span of time would give more insight on their personal reading motivation. Six weeks was a short time to study the students. Three to six months would answer more questions on reading motivation for primary age students. As time goes on and more skills are learned, primary students will grow and change. These milestones could help understand reading motivation better; therefore, giving more insight on how to implement this in actual classrooms. Finally, more research should be conducted in classrooms where choice, explicit teacher instruction, and building confidence is the standard classroom instructional practice. Observing these implementations in a classroom may offer more answers according to personal reading motivation, possibly helping discover more intrinsic motivational factors for struggling readers.

Overall Significance of the Study

This study demonstrated motivational practices that positively affect reading for primary students. The study focused on primary age students who struggle with reading; therefore, affecting their motivation to read. This study revealed how choice/interest, teacher/adult help, and confidence increased three participant's motivation to read. This study suggests the value of incorporating specific practices into classrooms to increase students' motivation to read. Motivation is such an important part of being a reader. When a student is motivated to read that results in increased reading ability and skills. As children learn more about being readers, they

become better and more proficient. Therefore, students who are motivated to read will practice reading and be better readers as they grow. Reading motivation is the key in helping students become independent and confident readers who enjoy reading. These students learn the valuable lesson that reading is a life-long personal habit of choice.





Appendices

Appendix A

Elementary Reading Attitude Survey

School _____ Grade _____ Name _____


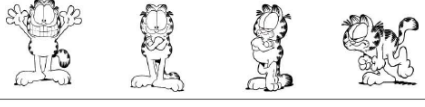
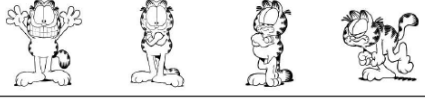

Please circle the picture that describes how you feel when you read a book.

<p>1. How do you feel when you read a book on a rainy Saturday?</p> 
<p>2. How do you feel when you read a book in school during free time?</p> 
<p>3. How do you feel about reading for fun at home?</p> 
<p>4. How do you feel about getting a book for a present?</p> 

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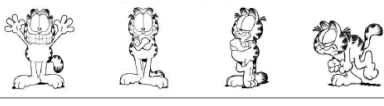
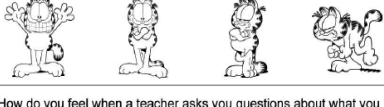
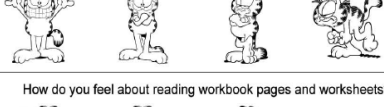
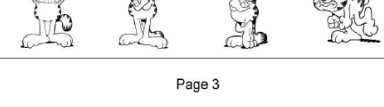
Please circle the picture that describes how you feel when you read a book.

<p>5. How do you feel about spending free time reading a book?</p> 
<p>6. How do you feel about starting a new book?</p> 
<p>7. How do you feel about reading during summer vacation?</p> 
<p>8. How do you feel about reading instead of playing?</p> 

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Please circle the picture that describes how you feel when you read a book.

<p>9. How do you feel about going to a bookstore?</p> 
<p>10. How do you feel about reading different kinds of books?</p> 
<p>11. How do you feel when a teacher asks you questions about what you read?</p> 
<p>12. How do you feel about reading workbook pages and worksheets?</p> 

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Please circle the picture that describes how you feel when you read a book.

<p>13. How do you feel about reading in school?</p> 
<p>14. How do you feel about reading your school books?</p> 
<p>15. How do you feel about learning from a book?</p> 
<p>16. How do you feel when it's time for reading in class?</p> 

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Please circle the picture that describes how you feel when you read a book.

17.	How do you feel about stories you read in reading class?				
18.	How do you feel when you read out loud in class?				
19.	How do you feel about using a dictionary?				
20.	How do you feel about taking a reading test?				

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Appendix B

Interview Questions

1. Do you like reading? What do you like/dislike about it?
2. What kind of books do you check out at the library? What kind of stories do you like to read?
3. Do you like reading stories with your teacher during daily 5? What do you like/dislike about it?
4. Do you like reading stories on the computer/iPad? What do you like/dislike about it?
5. Tell me about a time you enjoyed a book you read or a story that was read to you. What did you enjoy about this time?
6. Why do you think teachers and adults tell you to read so often? What do you think is important about reading?
7. Who is a good reader that you know, and why do you think he/she is a good reader?
8. If a book is not hard for you to read, will you choose to read it without someone asking you to? Why or why not?
9. Do you like reading with a friend? What do you like/dislike about it?
10. Tell me how you feel about reading?

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