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### Motivating Reluctant Readers

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MOTIVATING RELUCTANT READERS

(TITLE)

BY

Julia M. Greathouse

**PLAN B PAPER**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
AND PREPARED IN COURSE

Education 469

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
CHARLESTON, ILLINOIS

1967

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

July 31, 1967  
DATE

  
ADVISER

August 3, 1967  
DATE

  
DEPARTMENT HEAD

In the modern school, surely it is not too much to expect that first the child, then the pre-adolescent, and ultimately the youth has satisfying contacts with all kinds of literature: old and new, fanciful and realistic, fictional and informational, prose and poetry. When such is the case, the individual and the culture must benefit. For the well-read individual, whether he be five or seventy-five, possesses a rich personal resource and is an asset in a democracy. It is, indeed, fine recompense for teaching when one's students catch sight of the joys of exploring reading so that, as Alexander Pope has said, "Hills peep o'er hills and Alps on Alps arise" in the wonderful world of books.

Leland B. Jacobs

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## CHAPTER I

### INTRODUCTION

#### STATEMENT

To know how to read and have an interest in reading is essential, in modern life, for anyone who wishes to make a good adjustment in both his work and his recreation. One does few things during a day's activities without being required to do some reading in order to do them well.

In the school of today much more reading is required than in the past. The pupil must be a skillful reader to succeed in the subject matter fields. Unless the child acquires a certain facility in reading, his educational progress is seriously affected. If one were to choose from the curriculum the one most essential accomplishment, it would be the ability to read with understanding.

To the ability to read with understanding may be added the value of recreational reading. For many people, reading is a highly favored form of recreation. Reading may be for sheer enjoyment, or it may serve as a respite from some of the sterner realities of life. Inability to read well and have a zest for reading deprives one of many recreational opportunities.

Reading should contribute to the development of desirable personal and social understandings, attitudes and patterns of personal behavior. Adequate growth in reading is necessary if satisfactory personal adjustment is to be maintained.

As the pupil advances through the several levels he should develop a zest for reading. It is becoming more and more important for the adult citizen of our world to read extensively on many subjects in order to make important decisions which he must make from day to day. The pupil needs more than just reading what he is forced to read. If he wishes to keep adequately informed about local, national, or international affairs, he must read. To know the complex world one lives in today, it is necessary to do considerable reading. Any sound decision requires a background of information, and attitudes depend to a large degree upon reading.

In view of the fact that reading is a very important tool for the citizen in the complex world of today, every citizen needs to learn to read well with understanding. The school must make every effort possible to develop interest in reading in each pupil. The citizen of tomorrow will be required to read more than ever before in our history. It is the job of the school to foster an interest in reading in each of the pupils as it prepares the pupil of today to live in the world of tomorrow.

Research reports over a period of years show that reading decreases rapidly in Grade 9. Pupils in junior high school read an average of 19 per cent more than do pupils in senior high school.<sup>1</sup>

A current survey of individual reading over the past year for these three grades at the Laboratory School of the University of Chicago shows a seventh-grade range of 5 to 79 books read, and an eighth-grade range from 1 to 108, and a ninth-grade range from 1 to 55.<sup>2</sup>

Academic expectations increase considerable at this age, requiring additional homework and reducing time available for free reading. There are more extracurriculum activities in school and a marked increase in the demands for social life outside of school.

This paper reviews some of the literature written concerning the motivation of the pupil that has the ability to learn to read but does not read. The schools have a number of these pupils with this problem. This paper presents a number of ways which have been found to work in some cases.

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<sup>1</sup>Alice W. Wickens, Developing Permanent Interest in Reading, (Chicago: Proceeding of the Annual Conference on Reading held at the University of Chicago, 1956), XVII, p. 60.

<sup>2</sup>Ibid.



## DEFINITION OF TERMS

Interest: Jacob W. Getzels' definition of interest<sup>3</sup> is used in this paper. He defines interest as "a characteristic disposition, organized through experience, which impels an individual to seek out particular objects, activities, understandings, skills, or goals for attention or acquisition."

Motivation: The term "motivation" used in this paper means that which induces or spurs on the student to want to read.

Reading: Each author has a slightly different meaning for the term "reading." Reading is usually presumed to mean the interpretation of written symbols into meaningful concepts by the pupil. Arthur I. Gates' definition of reading has been used.<sup>4</sup> "Reading is a medium for learning, thinking and problem-solving in all areas of human concern."

Reluctant Reader: A reluctant reader is one that has mastered the necessary skills of reading but has no desire to use them. This type of reader has no zest or enthusiasm for reading.

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<sup>3</sup>Jacob W. Getzels, Developing Permanent Interest in Reading, (Chicago: Proceedings of the Annual Conference on Reading held at the University of Chicago, 1956), XVIII, p. 7.

<sup>4</sup>Arthur I. Gates, What Research Says to the Teacher, (Department of Classroom Teachers, American Education Research Association of the N.E.A., 1953), I, p. 3.

The reluctant reader reads only what he is forced to read. He reads the assignments and this is all the reading in which he has any interest. This is the type of reader with which this paper is concerned.

## CHAPTER II

### OBJECTIVES FOR MOTIVATING THE RELUCTANT READER

The first objective for improving reading interest should be the development of pupils who want to read.<sup>5</sup> The teacher's work will be to no avail if, having taught children the mechanics of reading, they never read.

We can strengthen the pupil's interest and desire for reading by seeing that he has successful experiences with reading. We like only those things at which we can succeed or at least see the possibility for success. Many children require a rich readiness program prior to their initiation into the complexities of reading. Without a good readiness program certain pupils will be placed in the impossible position of being expected to do that which they simply cannot do. These pupils will be building attitudes toward reading, but they will be ones of permanent dislike.

A major factor in helping children to want to read is the attitude of the teacher.<sup>6</sup> Few pupils come to first grade discouraged with their own abilities, but many, before they leave the first grade,

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<sup>5</sup>Charlotte Ruck, Developing Permanent Interest in Reading, (Chicago: Proceedings of the Annual Conference on Reading held at the University of Chicago, 1956), XVII, p. 26.

<sup>6</sup>Ibid.

have been made to feel unhappy with themselves.<sup>7</sup> The teacher must create a climate in the classroom conducive to promoting interest in reading and also to the well-rounded development of boys and girls. The pupils' attitude is likely to be a direct reflection of the teacher's.

The second major objective is that the teacher expose pupils to many books and to many different kinds of books. Textbook reading is not enough. Children need a diet of balanced reading. It should include modern stories, old favorites, informative as well as fictional, and some poetry. Children should also have time during the school day to read. Recreational reading should be a part of every grade. It often helps to use the daily story hour to expose the pupils to a greater variety of books. Pupils of every grade are always delighted to hear a good story. In this way we can fill in the gap between the pupil's highly developed level of appreciation with his slowly developing reading ability. Teachers have the responsibility to share certain choice books with the pupils which the pupils might not read on their own.

The third objective for promoting reading interest is to help the pupils do something with the materials which had been read in order to make them more meaningful.<sup>8</sup> The pupils should be

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<sup>7</sup> Ibid., p. 27.

<sup>8</sup> Ibid., p. 28.

encouraged to react to reading. The enthusiasm of the pupil through his reaction to a story can become contagious and so encourage other pupils into wider reading.

The fourth objective is to help pupils see that reading is really useful.<sup>9</sup> Children who have little interest in reading can often be reached if they have a real purpose for reading.

The fifth objective is to help the pupils recognize the enjoyment which can be theirs through reading.<sup>10</sup> Once the pupil has learned to read, he has the key to the gates of all knowledge which man has thought, dreamed of, despaired of, and determined as fact. It is written down in books somewhere.

Will pupils twenty years from now be readers or did we only teach them to read? If education has done a thorough job of teaching reading they should be readers. This is the main criterion for measuring the success of any reading program.

In summary, Charlotte Ruck has discussed five objectives for promoting permanent interest in reading, namely:

1. Development of pupils who want to read
2. Expose pupils to many books and to different kinds of books
3. Help the pupils do something with the materials which have been read

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<sup>9</sup>Ibid., p. 28.

<sup>10</sup>Ibid., p. 29.

4. Help pupils see that reading is useful
5. Help the pupils recognize the enjoyment which can be theirs through reading

CHAPTER III  
PROBLEMS IN RELATION TO MOTIVATION  
OF RELUCTANT READERS

The reluctant reader has many problems. (1) He is not interested in what the teacher feels he should be interested and is therefore a problem to the teacher. (2) He seldom does well in school as most subjects require reading and is therefore in trouble at home with his parents as most parents expect their child to do well in school. (3) The reluctant reader is usually looked down upon by his peers because he doesn't do well in reading.<sup>11</sup>

Nothing is more important in an instructional reading program than that every lesson be so motivated that interest and attention will be maintained at a high level. A child must have a desire to read and an interest in increasing his reading ability. Rate of growth, development and retention of skills, and the amount of voluntary reading depends largely upon a desire for reading.

According to Tinker, interest and motivation are interdependent in increasing the amount of reading which the pupil does.

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<sup>11</sup>Miles A. Tinker, Teaching Elementary Reading, (New York: Appleton-Century Crofts, Inc., 1952), p. 67.

Interest which provides motivation comes from at least two sources:

(1) The individual interest which the child brings to the reading situation and (2) the interests developed by the teacher in the guidance of the pupil in directed reading activities.<sup>12</sup> Motivation is perhaps the most important factor determining success in any learning situation. In the planning and organization of reading instruction, the teacher should always have clearly before her the need for providing the drive that comes from adequate motivation, e.g., Tinker states that interest provides motivation. It may, also, provide the drive needed for learning. In reading, the interested pupil is the well motivated pupil. There is a drive to accomplishment. Nothing is more important in teaching reading than maintaining strong motivation.

Education should provide the pupil with voluntary habits of growth and effective living. Any type of motivation should be judged by its success in achieving this goal. Certain types of motivation may increase the pupils effort at the expense of interest. Coercive types of motivation, such as threats, or punishments for lack of interest or low effort, are in this class. All motivation in the teaching of reading should have as its fundamental purpose a systematic increase in the child's desire to read.

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<sup>12</sup>Ibid.



Zest for reading may be killed by such things as rigid teaching procedures, by failure to help the pupil acquire the skills needed to read easily and understand well, and by too much pressure or discipline, which induces the pupil to fight back and to sidestep the activity.<sup>13</sup> Interest is influenced by the character and attractiveness of the reading material at hand. It is affected by the teacher's skill in guiding the pupil to read material suitable in difficulty and appealing in subject matter. It is greatly influenced by the teacher's ability to provide means of enabling each child to make good use of what he has to read.

In any successful program of motivation, the materials of instruction must be adjusted to the child's ability and learning rate. He should have materials that are not beyond his reading ability. It is imperative that the teacher know the reading level of each pupil. A common need is for easy books with an older interest level. It is impossible to motivate the pupil to read more if the books available are too difficult. The books must fit the pupil's reading abilities. The pupil should understand the relations of any specific exercises in the general program to his particular reading needs.

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<sup>13</sup> Arthur I. Gates, What Research Says to the Teacher, (Department of Classroom Teachers, American Educational Research Association of the N. E. A., 1953), I, p. 12.

The highest type of motivation is reading for some specific purpose which appeals to the pupil as important. The best assignments are those which call into play internal drives and satisfactions of the pupil. Some of these drives are the desire for social approval, the desire for praise from an admired person, helping less fortunate children, and investigations to satisfy curiosity. The reluctant reader can often be asked to help with a younger pupil in reading. This helps give the pupil a purpose for reading.<sup>14</sup>

The content subjects such as science, history and geography provide many opportunities for special reports by individuals or groups. They are quite suitable for the superior readers also. The reports should be made interesting by exhibits, pictures, maps, and drawings. The pupils making the reports to the class should keep an air of secrecy in the study and planning so that "previews" will not dull interest in the final reports. The pupil can often be motivated to read by giving a special report about something which he is interested. This can also motivate the listeners to read about the subject when they see articles concerning the subject their classmate has discussed.

Field trips and various events in which a class is to participate provide opportunities for purposeful reading which

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<sup>14</sup> Donald D. Durrell, Improvement of Basic Reading Abilities, (New York: World Book Company, 1946), p. 101.

may be followed by reports. The reading and reports should come before the events if the highest motivation is to be derived from them. Reading material in sufficient quantities at various levels should be available on the subject.

Class projects that utilize the pupil's interest in planning and carrying out plans can be used to motivate reading. A great deal of reading may be motivated by planning an assembly program, and exhibit, or a class newspaper. Other class projects may utilize sympathy and altruism as motivating elements in reading, as when illustrated books are planned, or suitable stories collected for children in hospitals or poor communities. These activities may help the reluctant reader to do more reading.

Challenges to curiosity is another method of motivating the reluctant reader. One of the usual methods is to read the beginning of an interesting story and then ask the children to guess how the action progresses and how the story might end. Calling attention to some curious fact in the story, such as a bird returning to the same nest a second year, may stimulate curiosity in regard to the migration and nesting habits of birds. If the purpose is sufficiently stimulating, the pupil will read on almost any topic which serves that purpose.<sup>15</sup>

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<sup>15</sup>Ibid., p. 101.

It is often possible to utilize for reading motivation current events of wide interest as well as seasonal activities. A flood or an earthquake, the visit of a head of another nation, an antarctic expedition, or any event dramatizing the news may be used to initiate a reading unit. The seasons, community festivals, or any of the special weeks, such as Fire Prevention Week, may stimulate the reluctant reader.

## CHAPTER IV

### PROGRAMS OF MOTIVATING THE RELUCTANT READER

#### ACTIVITIES:

Rearrangement of the furniture of the classroom for reading groups, a reading corner, or a library "project" provides the informal surroundings conducive to reading. Even simple changes tend to relieve the monotony. Any change in the established order for reading will be welcomed by the pupils.

If the teacher feels the need to use drill material it should be varied. Many simple devices add interest to drill material, such as variety in size, shapes, and colors or paper for word lists, different devices for quick exposure in word-recognition drill such as the use of a puppet that grabs the drill cards can be used to create interest. The use of any mechanical devices as the tachistoscope, motion-pictures and slides sometimes will help to create interest.

The librarian can be of great use in motivating the reluctant reader. Book lists, put out by the librarian of the books that she recommends, are often helpful. A librarian that permits the pupils to visit the library in a leisurely way to handle a variety

of books can often stimulate the reluctant reader who cannot be motivated by the classroom teacher. The librarian might come to the classroom to invite the pupils to visit the library to read the new books that have recently been placed in the library for their use. The pupils in this way could become aware of the new books.

Students like to know what their classmates read and have to say about the books they have read. It is helpful for the librarian to post a list of books together with printed statements of what the students say that have read them. Students like to read what their friends have read and are enthusiastic about. The list should be placed on the bulletin board or some place where the students are sure to see them.

Book displays, Book Fairs, and bulletin boards using the interesting dust jackets from books make the pupil aware of them. Books from which recent movies and stageplays are taken motivate interest in some pupils.

T.V. and radio programs can also be used with some reluctant readers. The teacher may mention to the pupils the date and time of a good program that might be of interest to them. If the program concerns a current event the teacher might list some books and articles from available magazines on the topic that might be discussed. After the program the pupils might like to read to find out what was left out of the program. If the program

was one concerning an author or a book, the pupils might like to read to see what was left out of the television program, or what was not like the book, or a discussion of the author might be the incentive for the reluctant reader to find out more about the author. A panel discussion after the program has been viewed by the pupils may bring some enthusiasm for reading more about the topic.

Some pupils are stimulated by success. They like to have a record where they can see for themselves how well they are progressing.

Records of books read by the pupil should be kept. Such a record is of value because it stimulates the child to see how many books he has read. These can be kept on a circle graph which has several different headings such as Pets, Poetry, Aviation, Indians, Seasons, Adventure, Biography, Fiction, Science, Geography, and History.\* The value of using such a record is that it stimulates the pupil to see how many of the sections of the circle he can fill in. It also provides a reference for the teacher to check on the variety of books a child is reading, and, thereby provides for guiding his interests into other fields.

Progress charts may record the number of books read and thus stimulate more reading.<sup>16</sup> Some classes might use the pocket

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<sup>16</sup>Albert J. Harris, Effective Teaching of Reading, (New York: David McKay Co., Inc., 1962), p. 297.

charts and add a slip bearing the name of the author and title of the book or short book reports to their individual pockets when they finish reading the books.

The pupil should know where he stands in reading. Each child should record his own achievement scores so he can see his rate of progress in reading from time to time. A knowledge of progress serves both to reward and to stimulate the reader. Nothing stimulates quite like progress!

The Coles Elementary School in Glen Cove, New York used grouping according to reading ability as determined by achievement tests and I.Q. scores together with teacher observation and judgment. For each of these groups, instruction was geared to a level and pace commensurate with their ability to learn. Controlled reading machines and multi-level reading laboratories were used with the 50 per cent of the children that had been exposed to the available texts.<sup>17</sup>

The attitudes and reactions to this reading program from the point of view of pupils, teachers, and parents were highly favorable.

Book boxes were used to spur independent reading in the Central Elementary School, Goshen, New York. The school has

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<sup>17</sup>Andrew C. Bongiorno, "Challenging Pupils to Develop Reading Capacity," Instructor, LXXII, (March 1963), p. 25.



about forty wooden boxes of books which are circulated in the primary grades to stimulate independent reading.<sup>18</sup> The boxes, each contained about fifteen books on the same reading level, are signed out to rooms as if they were a single volume. Each box had a list of titles taped to the side, with the reading level of each box marked on the top.

A Reading Festival was held at the Harelson School, Tuscon, Arizona to motivate more reading by the pupils.<sup>19</sup> This reading festival was patterned after music festivals. Several well-known authors were invited to meet with parents and students to autograph books. Local bookstores arranged attractive displays of childrens books.

Miss Newstein, first grade teacher, Ithan School, Radnor Township, Pennsylvania, used a small, battery-run tape recorder to increase enthusiasm for reading.<sup>20</sup> Two children, a "reader" from the top group and a "listener" from the lower group, would prepare a tape of a story read by the "reader." Both pupils had a copy of the same story. She reports that the listening center provided good motivation, and that listening habits also improved.

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<sup>18</sup>Richard P. Sawyer, "Book Boxes Spur Independent Reading," Instructor, LXXII, (April 1963), p. 27.

<sup>19</sup>"A Reading Festival," NEA Journal, LV, (January 1966), p. 75.

<sup>20</sup>E. Marjory Newstein, "Reading by Ear," NEA Journal, LVI, (February 1967), p. 76.

Fred Schab, in his teaching a fifth grade class at the Training School of the Western Kentucky State College, Bowling Green, Kentucky, found that the military experience of the father or some relative of the family, was responsible for the military interest of pupils in his class. All the children watched the same TV shows, many of which were concerned with military affairs. They decided to organize themselves into a battalion of infantry and prepare to invade a small island in the Pacific Ocean.<sup>21</sup>

Included in the preliminaries to the imaginary invasion were details of history, geography, and international affairs. These children saw the need to read in order to play the game. Even the frequent halts to discuss and analyze words were not objected to because of their eager pursuit of their goal. The most important result reported was that the readers were interested in reading.

The Bantam Library Unit, I. W. D. 600 was used with an experimental eleventh-grade English class.<sup>22</sup> The class consisted of 20 students, reading from two to five years below their grade level. This experimental English class was conducted by Saul Bachner of Detroit, Michigan. He reports that the results were gratifying. At the end of the period, all students had read the

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<sup>21</sup>Fred Schab, "Motivation in Remedial Reading," The Reading Teacher, XX, (April 1967), p. 626-627.

<sup>22</sup>Saul Bachner, Journal of Reading, X, (April 1967), p. 473-476.

required minimum-four books. Nine students had gone beyond the minimum and read from five to eleven books.

#### INTEREST INVENTORIES:

An interest inventory can be used to discover the interest of the reluctant reader.\* This can be teacher observation of the pupil, an interview or conversation with the child, or one of the written check list type of inventory. The teacher must determine whether it is an interest or a whim. If it has been pursued by the pupil over a long period of time, it is safe to assume that the interest will not disappear even if the reading is difficult.

No teacher can give successful motivation in reading activities unless she knows the interests of the individual boys and girls in the class. The teacher should be acquainted with what research says about the content of children's interests at different age levels and understanding what research studies tell about factors affecting children's interest.

One of the easiest and most effective ways of discovering a child's interests is to watch his daily activities in school, on the playground, and if possible in the community. In school situations where children have opportunities to express themselves in conversation, dramatic play, drawing, construction, and other activities, the teacher will often note an interest which she can jot down and file for later reference.

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\*Appendix I

Every wise teacher arranges a time when she can converse individually with each pupil. During the conversation the teacher encourages the pupil to talk about what he does out of school, what he likes in school, his favorite games, movies, and radio programs. Interviewing is quite time-consuming, but it does not take long to jot down such items as favorite books, favorite television programs, favorite movies, out-of-school activities, and possible suggestions for future reading.

Older children can save conferencing time and at the same time provide rather complete information about their interest on a questionnaire blank\* if there is an atmosphere of confidence and relaxation in the classroom.

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\*Appendix V

PROJECTS:

Through stamp, model airplane, nature collections, and similar hobbies the teacher can come to know a child's interests and possibly suggest some material which will motivate reading or lead to new, worth-while interests.

Keeping records of books read by means of wall charts and other classroom devices also gives clues to interest and is one of the methods of improving reading habits.

A child's reading interests are only one part of his total pattern of interests. In many cases they are closely related to his other interests: play interests, movies, radio and television interests, hobby and academic interests. In general the teacher may expect a child to possess a group of related interests in which reading may play a major or minor role.

The teacher has a responsibility for taking the pupils to some of the great books, old and new, of juvenile literature. The creation of a strong love for reading and of permanent interests in reading is the crowning achievement of a modern reading program.

EVALUATION:

It is very difficult to evaluate progress in motivating a pupil to read more. A test for this is difficult to devise. The best method of evaluation is the amount of books the pupil reads. This paper assumes that interest follows motivation; that the motivated child will read more.

Teacher observation is also a good method of evaluation. The pupil increases his interest in other areas as his reading increases.

The best methods of evaluating progress in motivating a pupil to read more are the list of books read and teacher observation of the pupil's reading habits.

Grouping by reading ability with the use of reading machines and multi-level reading laboratories was proved to be effective in the Coles Elementary School in Glen Cove, New York. It was found that most children like to use gadgets.

Book boxes were found to increase independent reading in the Central Elementary School, Goshen, New York. The pupils seemed to read more when these boxes were passed around between the primary grades. They felt they were getting something special. This method appeared to work quite well with primary pupils.

The Reading Festival, as previously described, was proved quite successful in motivating reading in the pupils of the Harelson School, Tuscon, Arizona and seemed to be a method that works in any grade level. Reading Festivals, or Book Fairs, motivates some pupils to read more as they are usually highly motivated when they see and talk with the author and are permitted to handle the books.

The special interest of the group, as mentioned used by Fred Schab at the Training School of the Western Kentucky State College, Bowling Green, Kentucky, was used to motivate his class to do more reading. He found they were interested in World War II. The class decided upon an island in the Pacific Ocean to plan an invasion as though they were an army invading this island. This gave them a real purpose for reading and one they were interested in pursuing.

This paper has presented ways to motivate the reluctant reader which have proved successful with some students. From the many procedures and project activities previously described, it becomes evident that there is no one method that proved to be successful with all students.



## CHAPTER V

### SUMMARY AND CONCLUSIONS BASED ON EVIDENCE

This study has presented many ways to motivate the reluctant reader such as progress charts, hobby clubs, book clubs, free reading time at school, and a teacher with a genuine interest in reading. The search for the reluctant reader's interest is not an easy road to travel as Bond and Tinker have recognized in stating, "The task is arduous, but the results will be highly rewarding and stimulating."<sup>23</sup>

From the evidence presented it becomes clear that the role of the teacher is of prime importance in promoting growth in tastes. She must know her pupils, be well read, and enthusiastic in bringing children and books together. The attitude of the teacher toward reading is very important in motivating reluctant readers. The enthusiasm of the teacher toward reading can be contagious.

A variety of approaches may be employed to enhance appreciation and to stimulate interest in reading. Among these are puppet shows, recordings, selected radio and television programs,

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<sup>23</sup> Guy L. Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction, (New York: Appleton-Century-Crofts, 1967), p. 459.

book fairs, displays of book jackets, book clubs, and an attractive library corner. Most important of all, perhaps, is the guidance provided by the enthusiastic and well-read teacher.

To motivate a reluctant reader the teacher should attempt to discover the pupil's interest. This can be done by a personal interview, interest inventory, or by observing his behavior in school and in the community. The teacher should find out as much as possible about the pupil.

The classroom should be free of tensions and a place where the pupil feels accepted and at ease. It should be a place to read and allow time for the pupil to read a book of his choice. The teacher should make sure there are some books in the classroom library corner that are on the interest of the pupil. If there is a central library, she should help the pupil to find books that are related to his interest. The reading material must be at the reading level of the student. There should be ample reading material in the library corner.

The teacher must make the students feel that reading is a worthwhile activity by giving them time during the school day to read. Also, she can share with the students something she has read that she feels would interest them. The pupils must feel that the teacher also reads. The teacher must show enthusiasm for reading if she expects the pupils to be enthusiastic about reading.

This paper has presented ways which could be recommended to motivate some reluctant readers. Book boxes worked well with primary grades as shown by the Central Elementary School, Goshen, New York. Grouping with the use of reading machines and multi-level reading laboratories was reported successful by the Coles Elementary School in Glen Cove, New York. The Reading Festival or Book Fair was quite successful in motivating reading of the Harelson School pupils of Tuscon, Arizona. This could be used with any grade level. Miss Newstein, of the Ithan School, Radnor Township, Pennsylvania, reported success using a tape recorder. One "reader" was chosen from the high group and a "listener" from the low group. These two students would prepare a tape of the "reader" reading a story and the "listener" following along from his copy of the story. Machines that can be used seems to increase the amount of reading pupils will do as some pupils enjoy using a machine.

The results of this study show no one way which proved more successful than another with all pupils. Several ways were found that teachers reported successful with some students. To find the solution for the individual reluctant reader, the teacher must try, or experiment, to find just the right one.

APPENDIX I

Name . . . . . THINGS I LIKE TO DO

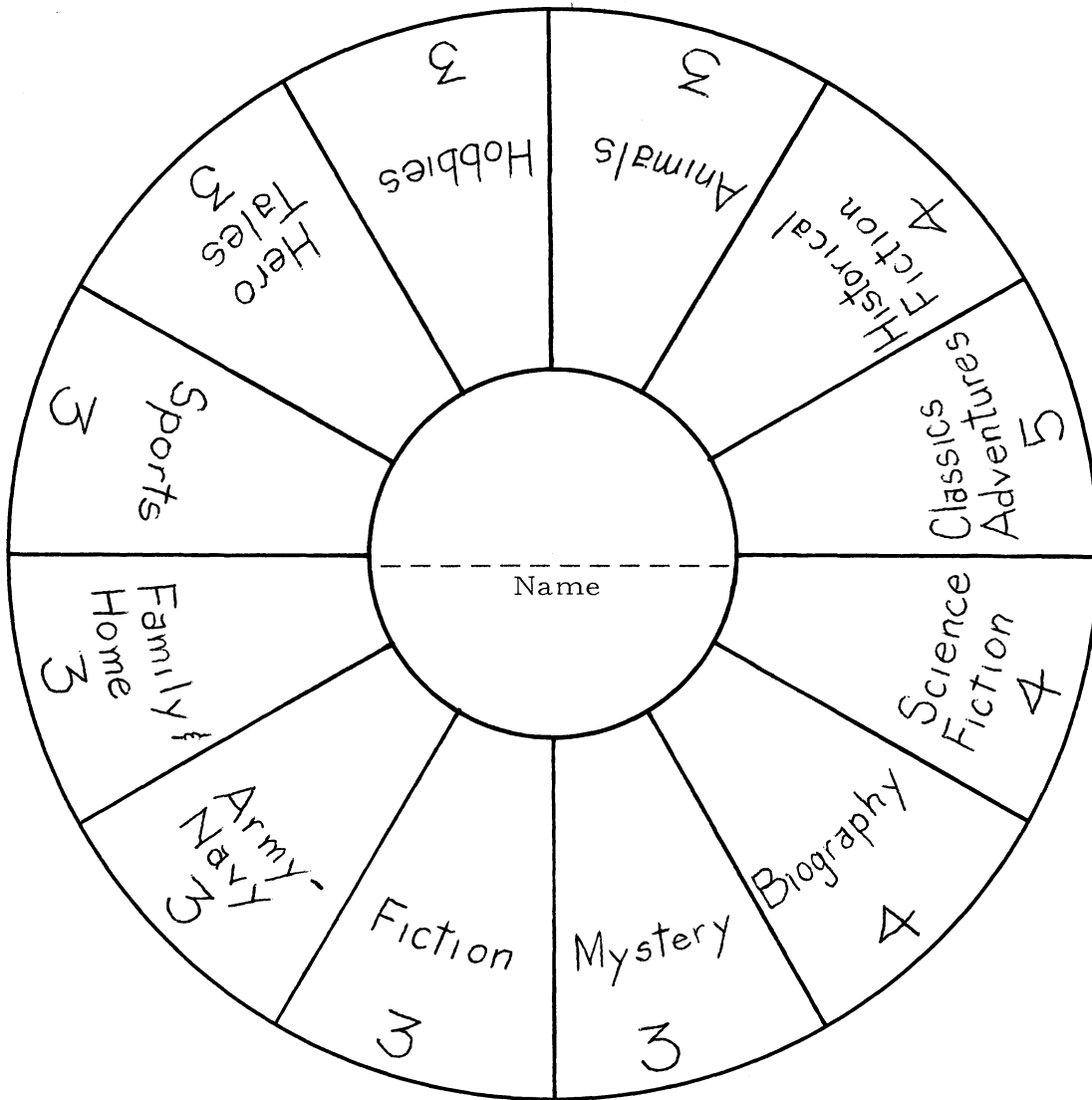
Devised by  
Albert J. Harris

- 
1. What do you like to do after school?
  2. What do you like to do when it rains?
  3. What do you like to do in the evening?
  4. What do you like to do on weekends?
  5. What kinds of movies do you like?
  6. What are your favorite television programs?
  7. What books that you have read do you like best?
  8. What kinds of things would you like to read about?

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Albert J. Harris, Effective Teaching of Reading, (New York: David McKay Co., Inc., 1962), p. 293.

APPENDIX II



READING CHART FOR INDIVIDUALIZED READING

Give each book you read a number. Write the number of the book under each of the categories of the chart it might be placed in. No number should be placed in more than three categories. Try to read books of all different kinds so that you will have numbers in all the categories. At the end of the year add your points and put the total score here. \* \_\_\_\_\_.

\*Used by State of Illinois Gifted Program in the Raymond, Illinois, demonstration center.

### APPENDIX III



A bookcase chart for recording independent reading.\*

When the child finishes a book, he draws another book into his bookcase. Coloring the books adds to the attractiveness of the chart.

\*Albert J. Harris, Effective Teaching of Reading, (New York: David McKay Co., Inc., 1962), p. 297.

APPENDIX IV

MY READING RECORD\*

Name . . . . .

Author	Title	No. of Pages	Date Started	Date Finished

\*Albert J. Harris, Effective Teaching of Reading, (New York: David McKay Co. Inc., 1962) p. 299.

APPENDIX V

AN INTERMEDIATE-GRADE QUESTIONNAIRE

Name . . . . .

Can you remember the name of any book that made you:

1. Feel patriotic? . . . . .
2. Want to help other people? . . . . .
3. Think that people in other times and places felt the way people do now? . . . . .
4. Laugh out loud? . . . . .
5. Cry? . . . . .
6. Want to see other places? . . . . .
7. Live in other times? . . . . .
8. Read more books by the same author? . . . . .
9. Love your family and home more? . . . . .
10. Want to know how the author happened to write the book? . . . . .  
. . . . .

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\*Lillian Gray, Teaching Children to Read, (New York: Ronald Press Co., 1963), p. 363.



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