WHAT ARE THE SIMILARITIES AND DIFFERENCES
IN FOURTH AND SIXTH GRADE RELUCTANT READERS’
RESPONSES TO THE MOTIVATION TO READ PROFILE?

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ABSTRACT

Dr. Nancy Fordham, Advisor

Motivating reluctant readers to read is a problem that needs to be addressed in all classrooms. Students need to be motivated to continue to develop their reading skills and experience some enjoyment of reading. As students progress through school, the expectations for reading increase, and some students begin to lose their motivation to read. This study was designed to examine the similarities and differences in fourth and sixth graders’ responses to the Motivation to Read Profile. In total, 29 students participated in this study, 23 sixth graders and 6 fourth graders. All students in the study were administered the Motivation to Read Profile Reading Survey after they had received parental consent and signed their assent. The researcher used the results of the survey to determine the reluctant readers in each grade level. These six students participated in the Motivation to Read Profile Conversational Interview.

The reading survey showed that fourth graders, overall, had higher means than the sixth grade students’ reading survey means. It should be noted that both fourth and sixth grade students had an overall lower mean for “self-concept as a reader” than they did for “value of reading.” Based on the conversational interviews, it seems students are motivated to read when they have access to books, when they have the opportunity to select their own reading material aligned with their own personal interests, and when others recommend books.

There does not seem to be any appreciable difference between fourth and sixth grade reluctant readers’ responses to the Motivation to Read Profile. While there are many similarities between the grade levels such as they are motivated by access to books, self-selection of books, and book recommendations from others.
DEDICATION

The effort, research, and conclusions for this thesis study are dedicated to all educators, including pre-service teachers. Hopefully this information will positively impact reading classrooms and be a resource in motivating reluctant readers to read.
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CHAPTER I. INTRODUCTION

As children reach the middle school years, there seem to be at least two different types of readers: the motivated reader and the reluctant reader. The motivated reader is generally a fairly good reader, who therefore enjoys reading and, in turn, reads frequently. The reluctant reader appears to not enjoy reading, may struggle with reading skills, and generally chooses other activities instead of reading. It is essential for reluctant readers to maintain motivation for reading as they continue in their reading development.

Motivation is a person’s need or drive to accomplish a specific task. “Motivation refers to the likelihood of choosing one activity over another, as well as the persistence and effort exerted when participating in the chosen activity” (Malloy, Marinak & Gambrell, 2010, p. 2). In today’s world, students, whether they are motivated to read or not, need to continue reading. “Reading motivation is a complex construct that is used to describe a person’s goals and beliefs about reading” (Tilley, 2009, p. 40). As they advance in grade level, they are expected to read increasingly sophisticated text, and they will need to learn skills to be able to read at these progressively more difficult levels. Students will need some of these more advanced reading skills as they continue into the world for their careers, as well as for other tasks present in day-to-day life.

Statement of the Problem

Readers seem to move from the excitement of learning to read to the expectation of gaining information from reading. This new expectation of gaining information from reading appears to be difficult for reluctant readers, and causes them to lose some of their motivation to read. Motivation needs to be maintained to encourage these reluctant readers to continue reading and developing the complex skills necessary for more advanced proficiency.
This drop in motivation occurs around the fourth grade level when reading becomes more for learning new information, and students start to become frustrated or bored with this new expectation. Tyre and Springen (2007) articulates that children make the switch around the fourth grade level from learning to read, to reading to learn. A study investigating what students believe is motivational, and what they believe would assist them in continuing their reading development, was needed. Efforts should be made to encourage these reluctant readers to continue reading, so that they do not become non-readers.

Research Question

The focus of this study was to answer the following question: What are the similarities and differences in fourth and sixth grade reluctant readers’ responses to the Motivation to Read Profile? The data used was based on responses to the Motivation to Read Profile Reading Survey and Conversational Interview.

Rationale

This investigation added to the current research on reading motivation, as well as to research on reluctant readers. It examined the reading motivations of fourth and sixth grade children as they leave the elementary years and enter the middle school years. This study provided teachers with an idea of what specific young adolescents are suggesting would help them to maintain motivation to read at two different middle grade levels.

Definition of Terms

Included below are some of the terms that may be helpful to reference and understand when reading this study.

Motivation: Motivation refers to having the drive or reason to accomplish something.

“Motivation refers to the likelihood of choosing one activity over another, as well as the
persistence and effort exerted when participating in the chosen activity” (Malloy, Marinak & Gambrell, 2010, p. 2).

**Extrinsic Motivation:** Extrinsic motivation means that the motivation is outside the individual. “Extrinsically motivated individuals rely solely on rewards and desirable results to act as a catalyst for their motivation” (Lei, 2010, p. 153).

**Intrinsic Motivation:** Intrinsic motivation refers to an individual’s inner drive to complete an activity. In other words, they do something just to feel good about themselves, or because they want to do that activity. “Intrinsically motivated individuals have been able to develop high regard for learning various types of course information without the inclusion of external rewards or reinforcements” (Lei, 2010, p. 153).

**Reluctant Reader:** A reluctant reader is a reader who is struggling with reading and tends to avoid reading activities. According to Watson and Stencel (2005), reluctant readers say they do not like to read, or at best *sometimes* like to read.

**Aesthetic Reading:** Involves the reader in reading for pleasure and experiencing the text. “The very sound and rhythm of the words will be attended to. Out of these ideas and feelings, a new experience, the story or poem, is shaped and lived through” (Rosenblatt, 1982, p. 269).

**Efferent Reading:** Refers to the reader capturing information from the text and carrying that information away. “The reader may be seeking information, as in a textbook; he may want directions for action, as in a driver’s manual; he may be seeking some logical conclusion, as in a political article” (Rosenblatt, 1982, pp. 268-269).

**Silent Sustained Reading:** SSR provides students with an opportunity to read independently, books that are of interest to them on a daily basis. “These programs include more than
‘just letting kids read.’ They set aside time to make sure children have a chance to read, they provide access to good books, and they do things that encourage reading” (Krashen, 2005, p. 445).

**Literature Circles or Book Clubs:** Refer to a small group of children or adults who have made the choice to read the same book, and are simultaneously meeting with the group to discuss their reading. Daniels (2002) explains, “Literature circles are small, peer-led discussion groups whose members have chosen to read the same story, poem, article, or book” (p. 2).

**Limitations**

Given the compressed nature of the graduate program in which the researcher is enrolled, students are encouraged to finish their thesis or project within one academic school year. This condensed time line places certain constraints on conducting a research study. As a result of these constraints on finishing this project, there was only a small sample student population used for this investigation. The participant sample included students and staff from two different school buildings: one class of fourth grade students in an elementary school, and one class of sixth grade students in a middle school. Due to time constraints there was a limit on sample size, resulting in the results not being generalizable to the larger population. The sample of grade levels studied was limited, as well as the study being limited to one school district. The number of students interviewed was restricted. Due to the time frame, the number of instruments utilized in the study was limited.

Another limitation was students’ willingness to participate and provide candid answers to survey and researcher questions. Not all students returned parental consent to allow them to
participate in the study. The students who returned parental consent were not the most reluctant readers in the class.
CHAPTER II. REVIEW OF THE LITERATURE

There are several areas of literature to consider when thinking about the research question: What are the similarities and differences in fourth and sixth grade reluctant readers responses to the Motivation to Read Profile? The first part of this chapter will discuss several of the theories that have been developed around motivation. The second part of Chapter II will examine historical studies in the area of motivation from the 1980s to the present. This section will also look at different aspects of motivating children to read, as well as reading in middle school.

Theoretical Orientation for the Study

Several motivational theories have been developed over the years. One of the most frequently-cited is Bandura’s self-efficacy theory, which “focuses on expectancies for success” (Eccles & Wigfield, 2002, p. 111). If students believe they can achieve something, they will put forth the necessary effort to achieve their goal. This applies to motivation in that if students believe they can do something, they will be motivated to prove they can achieve. Bandura (1997) discusses self-efficacy in relation to motivation in this way:

People motivate themselves by forming beliefs about what they can do, anticipating likely outcomes, setting goals, and planning courses of action. Their motivation will be stronger if they believe they can attain their goals and adjust them based on their progress. Self-efficacy beliefs determine the goals people set for themselves, how much effort they expend, how long they persevere, and how resilient they are in the face of failures and setbacks. (p. 4)

Another frequently cited theory is Deci’s and Ryan’s theory of “self-determination” (2008). According to the authors:
Self-determination theory (SDT) is an empirically-based theory of human motivation, development, and wellness. The theory focuses on types, rather than just amount, of motivation, paying particular attention to autonomous motivation, controlled motivation, and amotivation as predictors of performance, relational, and well-being outcomes. It also addresses the social conditions that enhance versus diminish these types of motivation, proposing and finding that the degrees to which basic psychological needs for autonomy, competence, and relatedness are supported versus thwarted affect both the type and strength of motivation. (p. 182)

Eccles and Wigfield (2002) argue that, “People seek out optimal stimulation and challenging activities and find these activities intrinsically motivating because they have a basic need for competence” (p. 112). Therefore, children need to be stimulated and challenged to feel motivated.

Ford offered a taxonomy of goals theory. According to Eccles and Wigfield (2002), “Ford viewed goals as only one part of motivation; in his model, motivation is defined as the product of goals, emotions, and personal agency beliefs” (p. 116). Eccles and Wigfield (2002) discuss Ford’s theory relating to within-person goals, and person-environment goals:

The within-person goals include affective goals (e.g., happiness, physical well-being), cognitive goals (e.g., exploration, intellectual creativity), and subjective organization goals (e.g., unity, transcendence). The person-environment goals include self-assertive goals such as self-determination and individuality, integrative social relationship goals such as belonging and social responsibility, and task goals such as mastery, material gain, and safety. (p. 116)
According to Eccles and Wigfield, Ford suggests that people rely on these goals in smaller groups to regulate behavior.

The next theory to consider is Jacquelynne Eccles’ expectancy value theory, which asserts that “People are most likely to do things at which they think they can succeed and that have high value for them” (as cited in Bembenutty, 2008, p. 533). Eccles and Wigfield (2002) explain,

Expectancies and values are assumed to directly influence performance, persistence, and task choice. Expectancies and values are assumed to be influenced by task-specific beliefs such as perceptions of competence, perceptions of the difficulty of different tasks, and individuals’ goals and self-schema. (p. 118)

A theory to consider in maintaining students’ reading motivation is Rosenblatt’s Reader Response Theory. Rosenblatt (2005) discusses Reader Response as students recapturing their reading experience, and then reflecting on their experience, possibly through aesthetic activities such as drawing, dancing, miming, talking, writing, role-playing, or oral interpretation. All of these activities allow students to reflect on the feelings and emotions they experienced while reading the literature. These activities allow students to reconnect with the text, and think of the text they are reading as not just a cluster of facts they need to remember for a test, but as an experience. Reading for enjoyment or as an experience could be termed aesthetic reading:

In aesthetic reading, the child must learn to draw on more of the experiential matrix. Instead of looking outward mainly to the public referents, the reader must include the personal, the qualitative, kinesthetic, sensuous inner resonances of the words. Hence, attention is turned toward what is immediately lived-through in transaction with the text, toward what is being shaped as the story or the poem. (Rosenblatt, 1982, p. 271)
Students are more likely to remember their reading experiences than they are to remember the facts they studied for a test. When students are reading for facts, they are reading “eff erently.” Rosenblatt (1982) adds:

In all such reading he [the student] will narrow his attention to building up the meanings the ideas, the directions to be retained; attention focuses on accumulating what is to be carried away at the end of the reading. Hence I term this stance efferent from the Latin word meaning ‘to carry away.’ (pp. 268-269)

Teachers should encourage their students to think about their reading experiences aesthetically, instead of focusing on only efferent information. “In the teaching of literature, then our primary responsibility is to encourage, not get in the way of, the aesthetic stance” (Rosenblatt, p. 275).

Significant Historical Research

Studies on Motivation

In 1984, Powers and Wagner looked at the regression of motivation. Regression of motivation refers to a person having motivation, and gradually their motivation fades. The examiners utilized two instruments: the Multidimensional-Multiattribut ional Causality Scale, and the Achievement Motivation Scale. “Multiple regression analyses indicated that the attribution of success to effort was the best predictor of achievement motivation” (p. 273). This means that students who credit personal effort for their success can be expected to achieve highly and are less likely to show regression of motivation.

Similar studies have also been conducted. Baker and Wigfield (1999) studied children’s motivation to read through several different tests including the Motivation for Reading Questionnaire, a reading activity, the Gates-MacGinitie Reading Test, a Performance Assessment, and the Comprehensive Test of Basic Skills. The authors analyzed testing data
against several different outside factors including gender, ethnicity, income level, grade level, reading activity, and reading achievement. Conclusions drawn from the study indicate teachers need to be prepared to teach students with a wide range of motivational needs, and not think of students as being on a scale from motivated to lacking motivation. Teachers should think of students as having different motivational needs or “dimensions,” and who are motivated for a variety of reasons or purposes. Different groups or individuals will react differently to assorted motivation strategies.

In 2006, a study was completed to look at the effects of school and sex differences on motivation. Dowson, McInerney, and Nelson (2006) report, “Results suggest that school and (to a lesser extent) sex differences, as well as the interaction between the two, significantly influence students’ motivational orientations” (p. 781). Students were administered the Goal Orientations and Learning Strategies Survey (GOALS-S), which was used to look at both academic and social goals. Dowson, McInerney, and Nelson (2006) state:

Males seem to report stronger adherence to academic and social goals under performance-oriented and competitive conditions, whereas females report stronger adherence to only academic goals under these same conditions. Alternatively, females under creative/cooperative and low-achieving conditions seem to report stronger adherence to social goals, whereas males under these circumstances report weaker academic and social goal orientations. (p. 806)

This study demonstrates that males need competition and activities that are centered on how well they perform if they are to achieve academically and socially. While females need the same activities centered on their performance and competition for their academic achievement, to
achieve socially, girls need to work together and have lower expectations placed on their achievement.

Sutherland and Snyder (2007) studied students with emotional and behavioral disorders by having students tutor each other to improve reading fluency. Sutherland and Snyder mentioned, “Results indicated that during the intervention phase students’ disruptive behavior decreased and active responding increased. Furthermore, during the intervention phase each student made progress on words read correctly per minute” (p. 103). By improving their fluency and allowing students to work in pairs, the researchers ultimately improved both the students’ motivation to read and their feelings of competency. Students indicated at the end of the study that they wanted more time to work together, and some students wanted to continue the peer tutoring intervention.

Mucerah and Yoder (2008) examined sixth and eighth grade students’ reading motivation and their performance on standardized tests in reading. This study utilized the Reading Motivation Questionnaire to analyze motivation as well as the Indiana Statewide Testing for Educational Progress (ISTEP+) for their standardized reading assessment. “Results showed that students who had high self-efficacy in their reading, read challenging material, and read for aesthetic enjoyment, did better on the ISTEP+ test. Students who read mostly for social reasons did poorly on the ISTEP+ test” (p. 214). They determined that eighth grade students seem to be intrinsically motivated, have higher self-efficacy, and read more difficult reading material, while sixth grade students seemed to be motivated extrinsically by grades and recognition. Overall, they determined that reading motivation has a significant impact upon reading achievement.

Kelley’s and Decker’s (2009) study utilized the Motivation to Read Profile with sixth, seventh and eighth grade students. “Findings revealed that students’ motivation to read and their
value of reading declined as grade level increased and differed according to gender. However, self-concept remained stable and was greater than students’ value of reading” (p. 466). They determined the females in the study had higher self-concepts and valued reading more than males. Females reported sharing books more frequently and believed that it was very important to have the ability to read well. The researchers added a question to the *Motivation to Read Profile* regarding reading at home, and females responded they read more frequently at home than males. The last finding was that at-home reading decreased as the students’ grade level increased.

*Motivation to Read*

Children are motivated to read for many different reasons. There are several ways to assess children’s motivation, but one instrument in particular will be discussed. In 1996, Gambrell, Palmer, Codling, and Mazzoni developed the *Motivation to Read Profile*, which includes two parts: the reading survey and the conversational interview. *The Motivation to Read Profile* was developed to “provide teachers with an efficient and reliable way to quantitatively and qualitatively assess reading motivation by evaluating students’ self-concept as readers and the value they place on reading” (p. 519). *The Motivation to Read Profile* was originally designed for elementary students. In 2007, Pitcher, Albright, DeLaney, Walker, Seunarinesingh, Mogge, et al. revisited the *Motivation to Read Profile* and adapted the language and questions to create an adolescent version of both the reading survey and the conversational interview.

Children need to be motivated to have the drive to complete certain activities including reading. “Motivation refers to the likelihood of choosing one activity over another, as well as the persistence and effort exerted when participating in the chosen activity” (Malloy, Marinak & Gambrell, 2010, p. 2). Students need to be motivated to select reading as an activity they want to
participate in, and as an activity they want to continue to practice. Gambrell, Morrow, and Pressley (2007) state that creating an environment that fosters reading motivation is one of ten evidence-based best practices for literacy instruction.

Motivation is a key component of all literacy classrooms, as it is necessary to keep students wanting and choosing to read. According to Veenman (1984), beginning teachers ranked motivating students as one of their top perceived problems with teaching. Clarke (2006) adds, “Many students view reading as a forced activity throughout middle school and close the book on reading before they enter high school” (p. 66). This research demonstrates that teachers need to be provided with more ideas, methods, and strategies for how to motivate their students to read.

Motivation can be addressed in many different ways, both within and outside the classroom. A key component in motivating children to read is giving them several opportunities for accessing books. Pachtman and Wilson (2006) conducted a survey with fifth grade students to find out what motivates them to read: “The item that was rated as ‘very important’ most often was ‘Having a lot of books in the class library.’ Eighty-six percent of the students rated this item as ‘very important’” (p. 682). This study demonstrates that classroom teachers should have a variety of books available, as not all students have books in their homes. Other children may have books at home, but find a book or series of books at school that is of more interest to them and inspires them to continue reading. According to Gambrell and Marinak (1997), access to books is critical to the amount of reading children do and to their reading achievement. Children should also have opportunities to visit the school library at least once a week, allowing them more access to a variety of books.
Children appear to be motivated by their personal choices; this is called student self-selection, and students should be given the opportunity to choose books during independent reading time. Research shows that allowing students to select their own reading material can be an excellent way to motivate them to read (Edmunds & Bauserman, 2010; Rettig & Hendricks, 2010; Turner & Paris, 2010). Middle school teachers should allow children at least one or two opportunities each week to make their own book selections, with the understanding that they must be school-appropriate. According to Pachtman’s and Wilson’s (2006) survey of fifth grade students, “The element of choice was important for most of the students because they had interests they wished to pursue” (p. 683).

Students should be given the opportunity to read silently multiple times each week, and they should have the choice of which book they want to read. Silent Sustained Reading (SSR) allows students to practice reading independently, and read literature of interest to them. Krashen (2005) adds:

These programs include more than ‘just letting kids read.’ They set aside time to make sure children have a chance to read, they provide access to good books, and they do things that encourage reading. I strongly suspect that ‘just letting kids read’ is better than many kinds of instruction, but SSR does more than that.” (p. 445)

Gardiner (2005) believes, “SSR significantly improves students' attitudes toward and enjoyment of reading” (p. 69). Gardiner also discusses SSR boosting reading achievement, and building students’ vocabularies. Allowing students time to read silently seems to have many benefits, along with helping to maintain their motivation.

Literature circles or book clubs are another way to motivate students to read. Daniels (2002) explains,
Literature circles are small, peer-led discussion groups whose members have chosen to 
read the same story, poem, article, or book. While reading each group-assigned portion of 
the text (either in or outside of class), members make notes to help them contribute to the 
upcoming discussion, and everyone comes to the group with ideas to share. (p. 2)

Some students enjoy literature circles or book clubs and, therefore, want to read to be able to 
discuss the literature with their peers. Whittingham and Huffman (2009) completed a survey with 
middle school students about their attitudes toward reading before and after implementing book 
clubs, “The results indicated that exposure to book clubs has a positive effect on students who 
have a resistance to reading” (p. 130).

Parents’ and teachers’ recommendations to students sometimes play a role in students’ 
motivation to read. Parents and teachers may express to a child what a particular story is about, 
and really “sell” the book. While they are selling the book, it is important that parents and 
teachers are only making suggestions, not forcing the child to read the book. Approaching the 
child by asking, “Have you heard of this book? I read it the other day and it is really good” is an 
appropriate technique. If the child seems interested, teachers and parents could continue by 
telling the child some of the events that occur in the book. The adults or even older siblings may 
have knowledge of books that are within the student’s range of interests that could be suggested. 
Edmunds and Bauserman (2010) suggest that family members can influence what children are 
currently reading, and affect their reading motivation. Teachers could talk to family members 
and encourage them to read when the child is around, as well as to read to and with the child. 
Family members should be encouraged to discuss books with the child—not only books the child 
read, but also books that were read together.
Teachers should read aloud to their classes every day; this allows students to hear how fluent reading sounds. Students may become interested in a story they hear, and in return may be motivated to read the story independently. Donaldson (1993) refers to teachers reading aloud to their students every day as one of the four key elements to a successful school-wide writing program. Reading and writing go hand in hand; when a student is able to write, he/she is typically able to read, and when he/she is able to read, he/she is typically able to write. This means reading aloud not only helps create a successful writing program, but also supports successful reading.

Corcoran and Mamalakis (2009) asked fifth grade students complete a survey about their perceptions of reading. “Implications are that teachers must explicitly dedicate time to read aloud, discuss, and explore literature with their students in order to motivate students to become life-long readers” (p. 137). The teacher should have a book to read when the students are reading so they can see a representation of a reading adult. Teachers should model what a good reader looks like by sitting up, holding the book in front of them at an appropriate distance, and modeling other reading skills.

Children like to compete, especially boys. Dowson, McInerney, and Nelson (2006) discussed in the previously mentioned study the importance of competition and performance-oriented conditions for boys to achieve academically. There could be an aspect of competition implemented into the reading program, which could be a motivational tool for boys. Students could compete to see how many books they can read in one month, although some children will select simple books or read the same book multiple times. Even if they select simple books, the children are still practicing their reading skills, and with an element of competition boys seem to love. According to Spence (in press), many boys learn differently than the majority of girls,
especially in the area of literacy. Spence emphasizes that boys tend to struggle sitting still in the classroom, and they have difficulty staying quiet. Spence also suggests that if one book is to be bought for the classroom, purchase the *Guinness Book of Records*. Boys seem to enjoy reading about facts and events that have actually occurred, rather than fairy tales and fictional stories. Having factual, real-life stories available for the boys in the classroom could motivate them to read.

Overall, there are many aspects of literacy that impact motivation, and not every strategy will work with every child. “Children are not merely motivated or unmotivated, but they possess a profile of different types of motivational goals” (Metsala, 1996, p. 660). Teachers should be encouraged to utilize a variety of strategies including having books available, allowing students to select their own books, providing access to books, and involving family members in their child’s reading experiences. There are many factors that can detract from children’s motivation to read; therefore, educators need to be prepared to create motivating reading experiences within their classrooms.

*Fourth Grade Slump*

In 2007, Samuels identified a phenomenon he called the “fourth grade slump.” Samuels suggests that struggling readers are able to keep up with reading at the beginning of elementary school, but around the fourth grade, they begin to have difficulties maintaining this level of reading achievement. Samuels points out that at this grade level, classroom instruction shifts from learning to decode and recognizing words, to reading fluently and with strong comprehension skills. Tyre and Springen (2007) also emphasizes that children make the switch around the fourth grade from learning to read, to reading to learn. Tyre and Springen discusses a
few potential contributing factors to the fourth grade slump such as testing, maturity, and textbooks becoming more difficult.

*Reading in Middle School*

Manning and Bucher (2009) define middle school as “a school organization containing Grades 6 to 8 (and sometimes Grade 5) that, first, provides developmentally appropriate and responsive curricular, instructional, organizational, guidance, and overall educational experiences; and, second, places major emphasis on 10- to 15-year-olds’ developmental and instructional needs” (p. 7).

Over the years, the middle school has changed to better serve and instruct the middle level student. These changes in the structure of the junior high into the middle school were centered on the development of the middle school-aged child. “Preadolescents and early adolescents experience dramatic physical, social, emotional, and intellectual changes during the maturation process” (Wiles, Bondi, & Wiles, 2006, p. 30). These changes encouraged schools to allow for more social interactions among students, along with improvements in the guidance department. “A growing body of knowledge shows that what happens to students between the ages of 10 and 14 determines not only their future success in school, but success in life as well” (Wiles & Bondi, 2001, p. 28). This developing knowledge shows the importance of having a school focused on the learner at this critical point in the students’ lives.

**Summary**

Over the years several theories have been developed around the concept of motivation and how or what motivates a person. This chapter has provided a snapshot of these different theories. A majority of these theories focus on the person as self, such as self-efficacy and self-determination, as well as taxonomy of goals. There is also a history of studies that have been
completed in the area of motivation. Investigating what motivates students to read and how motivation impacts students’ achievement is an essential component of this study. It is important to understand past studies to know what research has already been completed to go forward and add to that body of research.

Finding ways to motivate students to read can be difficult, as there are many different ways of motivating students, and not every technique works for every student. There is also the fourth grade slump, and other issues impacting children’s motivation to read. Looking at research, both past and present, can be helpful to gain a better understanding of motivation and the studies that have been completed on motivation. Research shows there are many outside forces that influence a child’s motivation to read. It is essential to find techniques to keep children motivated and reading.
CHAPTER III. METHODS AND PROCEDURES

The problem addressed in this study was students reaching a point in their reading development when the expectations have been raised, and, in return, their motivation drops. Children begin elementary school with excitement for reading, and gradually become overwhelmed with the challenges. Tyre and Springen (2007) articulates that children make the switch around the fourth grade level from learning to read, to reading to learn. Once they become overwhelmed or disinterested, students begin to lose their motivation to complete reading tasks. This study examined the reading motivations of fourth and sixth grade children as they leave the elementary years and enter the middle school years. The question answered within this study was: “What are the similarities and differences in fourth and sixth grade reluctant readers’ responses to the Motivation to Read Profile?” To answer this question, surveys and interviews were used to collect data from students.

Methods

Research Design

This study was designed to examine what may motivate reluctant readers in the middle grades. To achieve this goal, students in a fourth grade class and students in a sixth grade class were asked to take the reading survey portion of the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996). From these classes, the three most reluctant or lowest readers in each were selected based on their low scores on the reading survey, as well as classroom reading teacher input to ensure students were not simply selecting the negative answers on the survey. These six lowest students were then asked to participate in the conversational interview portion of the Motivation to Read Profile. This data helped the researcher to make comparisons between grade levels, and understand the students’ motivations.
Participants

Students from two buildings, one elementary school and one middle school, in a Northwestern Ohio school district, were participants in this study. These initially included six students from one fourth grade classroom at the elementary school, as well as 23 sixth grade students in one classroom at the middle school. From each classroom, the three lowest readers were selected based on the reading survey data, as well as classroom-reading teacher input to ensure students were not simply selecting the negative answers on the survey. These six reluctant readers were then asked to participate in an interview, there were two boys and one girl in each grade level. This interview helped to provide insights into what these reluctant readers believed are motivating factors in their reading experiences, including access, self-selection, SSR, teachers’ and parents’ recommendations, literature circles, or any other suggestions the students presented.

Instrumentation

The classroom of fourth grade students and the classroom of sixth grade students completed the Motivation to Read Profile Reading Survey. There are two separate Motivation to Read Profiles, one of which was created for younger students, and a version that was modified for use with older students. Gambrell, Palmer, Codling, and Mazzoni (1996) created the Motivation to Read Profile, which contains two sections. The first is a 20-question reading survey; the second is the conversational interview. The fourth grade students took this version of the Motivation to Read Profile, as it was designed for students up to the fifth grade. Pitcher, Albright, DeLaney, Walker, Seunarinesingh, Mogge, et al. (2007) adapted the Motivation to Read Profile to address the needs and language of adolescent students. Both of the profiles contain the reading survey, which is completed independently by the student, and each question
pertains to reading with multiple-choice answers that are on a scale from positive to negative. The multiple choice responses are alternately reordered from positive to negative, then negative to positive, to reduce the likelihood of students recognizing a pattern in the options. The adaptation for adolescent readers was the version the sixth grade students used. The reading survey required students to address what their friends think of reading, how they feel about reading, the value they place on reading, and some of their feelings about reading in the classroom. In scoring the responses to the survey, there is an overall score, a “self-concept as a reader” score, and a “value of reading” score. Both versions of the Motivation to Read Profile can be viewed in Appendix A.

The conversational interview portion of Motivation to Read Profile included open-ended questions about what the student had read most recently, and how the material was brought to their attention. The interview asked if the student had read at home recently, the student’s favorite author, what skills are needed to become a better reader, and what gets them excited about reading. The adolescent version of the conversational interview contains more questions than the elementary version. The extra questions pertain to having a computer at home, reading on the Internet, reading in classes, and sharing books with family and friends. A copy of both versions of the interview can be viewed in Appendix A.

Procedures

The researcher contacted local schools by telephone and spoke with the principal to describe the study. The principal was then sent a e-mail with a basic description of the study. The principal spoke with the classroom reading teachers to determine their willingness to participate in the study. The researcher then set up times to explain the study to the classroom reading teachers, and then times to administer the survey and interviews.
The students in fourth grade were introduced to the *Motivation to Read Profile*’s reading survey, and asked to complete it as the researcher read it aloud to them to ameliorate any possible reading difficulties. The sixth grade was introduced to the *Motivation to Read Profile*’s adolescent reading survey, and asked to complete the survey as it was read aloud to them to help prevent any possible reading difficulties. It was explained that they were to honestly indicate their own opinion and that no one except the researcher would see the survey. Each class was told they were not required to participate, and that their non-participation would not affect their grade in reading. The students were given approximately 10-to-15 minutes to listen to the entire survey and rate each question; this took place on the same Friday for both grade levels.

After conferring with the researcher, the teacher determined the three reluctant readers based on their perceptions, scores on the reading survey, and ideas the researcher had shared. Teachers were involved to ensure students responded in an accurate manner and were not simply randomly choosing responses or selecting all negative responses on the survey. After the students were selected and agreed to participate by signing a consent form, they participated in the conversational interview. The interviews occurred on the following Monday for the fourth grade students and on Wednesday for the sixth grade students to allow the researcher time to score the reading surveys and speak to the reading teachers, ensuring the appropriate students were selected to participate. Each interview with the individual students took about 15-to-20 minutes.

**Data Collection**

The first data source was the scores of the fourth and sixth grade students participating in the reading survey portion of the *Motivation to Read Profile*. Students completed the reading survey as the researcher read each question aloud, along with the multiple-choice options. The sixth grade students remained in the classroom to complete the survey, while the fourth grade
students were taken to the computer lab. The fourth grade students were moved to a separate room because only six students returned the parental consent form. Administering the survey took approximately 15 minutes; this allowed time for students to listen to and complete all 20 questions. The reading surveys were all completed on the same Friday. The surveys were then returned to the researcher, who then proceeded to score each survey. In scoring the responses to the survey an overall score, a “self-concept as a reader” score and a “value of reading” score were determined.

Additional data were derived from the conversational interviews completed with the three lowest readers from each class, who had scored as the most reluctant readers on the reading survey. Fourth grade students participated in the interview the next Monday; the interviews were completed in an office that was not being used. The sixth grade students completed the interview the following Wednesday; the interviews were conducted in the school library. The entire study was completed within one week between Friday and the following Wednesday. The researcher conducted the interviews and recorded each student’s responses to the interview questions. Most students responded to the interview questions with little difficulty; some students needed extra prompts. A couple of students needed to have the question repeated or reworded to help them understand what was being asked.

Data Analysis

The data collected from this study were analyzed and reported by displaying some data within tables. *The Motivation to Read Profile* includes a score sheet for the reading survey to allow the researcher a scoring system. The students’ scores on the reading survey were placed in a table, and the researcher calculated a mean for each grade level, so similarities and differences could be compared.
The conversational interviews were analyzed via qualitative analysis to look for patterns within grade levels, and themes between grade levels. The analysis examined students’ narrative responses and studied them for clues to motivation. The researcher also compared students’ responses to determine some of the similarities and differences in what motivates fourth and sixth grade reluctant readers.

Summary

The purpose of this study was to closely examine reluctant readers and determine what motivates them to read. The study determined the similarities and differences in reading motivations between grade levels. The researcher administered the elementary and adolescent versions of the *Motivation to Read Profile*, each of which contains a 20-question survey and questions for an individual conversational interview. Twenty-nine students participated in the reading survey, with six participating in an additional conversational interview. The information collected from the surveys and interviews was helpful in understanding what students think motivates them to read. The data were compared between grade levels to examine reading motivations.
CHAPTER IV. DATA ANALYSIS AND DISCUSSION OF RESULTS

Motivating reluctant readers to read is a problem that needs to be addressed in all classrooms. Students need to be motivated to continue to develop their reading skills and experience some enjoyment of reading. As students progress through school, the expectations for reading increase, and some students begin to lose their motivation to read. This study was designed to examine, “What are the similarities and differences in fourth and sixth grade reluctant readers’ responses to the Motivation to Read Profile?” In this chapter, there will be a presentation of the results and a discussion of the similarities and differences between study participants in the two grade levels.

Data Analysis

The data collected from the surveys and interviews were analyzed to determine reading motivation for reluctant readers. These data are reported in tables. The surveys are then briefly discussed in narrative form. The conversational interviews were analyzed question-by-question, and answers are separated by grade level. Finally, similarities and differences in the conversational interview responses between grade levels will be discussed.

Reading Survey

There were six initial participants in the fourth grade, and 23 in the sixth grade, who completed the Reading Survey portion of the Motivation to Read Profile. Three students from each class were ultimately selected to participate in the Conversational Interview, the second section of the Motivation to Read Profile. Both groups contained two boys and one girl. The fourth grade students, overall, had higher means on the Reading Survey (See Table 1), with their classroom teacher noting that the students who participated were not the least motivated or reluctant readers in the class. This could not be avoided, as only six students returned the parental
consent form with approval for their child to participate. With a larger sample from the sixth grade, students’ reading survey scores showed a broader range (See Table 2). It should be

Table 1

*Fourth Grade Students’ Reading Survey Results*

<table>
<thead>
<tr>
<th></th>
<th>Self-Concept as a Reader Score out of 40</th>
<th>Value of Reading Score out of 40</th>
<th>Full Survey Score out of 80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>22</td>
<td>24</td>
<td>46</td>
</tr>
<tr>
<td>Student 2</td>
<td>26</td>
<td>32</td>
<td>58</td>
</tr>
<tr>
<td>Student 3</td>
<td>32</td>
<td>28</td>
<td>60</td>
</tr>
<tr>
<td>Student 4</td>
<td>31</td>
<td>36</td>
<td>67</td>
</tr>
<tr>
<td>Student 5</td>
<td>32</td>
<td>35</td>
<td>67</td>
</tr>
<tr>
<td>Student 6</td>
<td>35</td>
<td>36</td>
<td>71</td>
</tr>
<tr>
<td>Grade Means</td>
<td>29.67</td>
<td>31.83</td>
<td>61.5</td>
</tr>
</tbody>
</table>

Table 2

*Sixth Grade Students’ Reading Survey Results*

<table>
<thead>
<tr>
<th></th>
<th>Self-Concept as a Reader Score out of 40</th>
<th>Value of Reading Score out of 40</th>
<th>Full Survey Score out of 80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>21</td>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>Student 2</td>
<td>18</td>
<td>23</td>
<td>41</td>
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<tr>
<td>Student 3</td>
<td>20</td>
<td>24</td>
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<td>Student 4</td>
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<td>Student 5</td>
<td>24</td>
<td>24</td>
<td>48</td>
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<tr>
<td>Student 6</td>
<td>23</td>
<td>25</td>
<td>48</td>
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<tr>
<td>Student 7</td>
<td>22</td>
<td>27</td>
<td>49</td>
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<tr>
<td>Student 8</td>
<td>22</td>
<td>27</td>
<td>49</td>
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<tr>
<td>Student 9</td>
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<td>Student 10</td>
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<td>Student 11</td>
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<td>Student 12</td>
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<td>Student 13</td>
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<td>Student 14</td>
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</tr>
<tr>
<td>Student 19</td>
<td>31</td>
<td>31</td>
<td>62</td>
</tr>
</tbody>
</table>
noted that both fourth and sixth grade students had an overall lower mean for “self-concept as a reader” than they did for “value of reading.” Although students were inconsistent, some students had a higher “self-concept as a reader” than they did “value of reading” score. The sixth grade students’ mean was lower than the fourth grade students’ mean. Class scores can be viewed in Appendix B, with Table 1 showing the fourth grade students’ scores and Table 2 indicating the sixth grade students’ scores.

**Conversational Interview**

**Emphasis: Narrative Text, Interview Question 1: The most interesting story or book you’ve read recently.**

*Fourth grade responses.*

All three of the fourth grade students, who were selected due to their low scores on the reading survey and their classroom teacher’s agreement, were able to talk about an interesting book or story that they have read recently. Students 1 and 3, both boys, recalled the book *The Stranger*, written by Chris Van Allsburg (1986), that they were reading in class. Student 3 said, “It’s a story about a farmer and Mr. Bailey. Mr. Bailey hit a man with his car, took him to the house, and called the doctor. At the end we learned the stranger was Father Nature.” Student 2, a girl, mentioned reading *Little House on the Prairie* by Laura Ingalls Wilder (1971). She mentioned, “There are three children, Ma and Pa, and they are all headed off to the west.” They were all able to tell the researcher something about the book they were reading.
Sixth grade responses.

All three of the sixth grade students, who were also selected due to their low scores on the reading survey and their classroom teacher’s agreement, were able to talk about an interesting book or story that they had read recently. Student 4, a girl, discussed reading *Confetti Girl* by Diana López (2009). She mentioned, “The girl babysits for a little girl, and the girl she is babysitting puts things in the blender.” Student 5, a boy, mentioned reading *Notes from a Totally Lame Vampire* by Tim Collins (2010). He discussed, “It’s a teenage vampire who is really like 100 years old, he gets acne, it’s kind of the opposite of *Twilight*.” Student 6, a boy, recalled *Gulliver’s Travels*, by Jonathon Swift (2008). The student said, “The guy likes sailing and gets trapped on a strange mystery island things happen, not like anywhere else. It kind of makes fun of England.”

Emphasis: Narrative Text, Interview Question 2: How did you know or find out about this book?

Fourth grade responses.

The boys were assigned the books they indicated they were reading, while the girl selected her reading material.

Sixth grade responses.

Again, the boys were assigned the books they indicated they were reading, while the girl selected her reading material.

Emphasis: Narrative Text, Interview Question 3: Why was this story/book interesting to you?
Fourth grade responses.

Student 1 stated he thought the book *The Stranger*, written by Chris Van Allsburg (1986), was interesting, “because there were a lot of strange things that happened; it was not just a regular story.” Student 2 alleged that there was “a whole bunch of action;” she mentioned she is ready to start a new chapter, and there are cliff hangers that make her want to keep reading *Little House on the Prairie* by Laura Ingalls Wilder (1971). Student 3 indicated that all of the details in the story came together, and he liked the mystery in the book *The Stranger*, written by Chris Van Allsburg (1986).

Sixth grade responses.

Student 4 talked about actual events in the story that maintained her interest in *Confetti Girl* by Diana López (2009). Student 5 said the book *Notes from a Totally Lame Vampire* by Tim Collins (2010) was funny. Student 6 stated it was interesting because the people and things in the story were funny. The story *Gulliver’s Travels*, by Jonathon Swift (2008) also had action.

Emphasis: Informational Text, Interview Question 1: Think about something important you learned recently… from a book or some other reading material. What did you read about?

Fourth grade responses.

Fourth grade students read about animals and weather. Student 1 pointed out he read about horses for his 4-H club. Student 2 mentioned she read about woodpeckers. Student 3 read *Magic Tree House #23: Twister on Tuesday* by Mary Pope Osborne (2001) about tornadoes.

Sixth grade responses.

Sixth grade students selected more complex genres such as biographies, and topics such as the Civil War. Student 4 discussed a book about a girl who was dreaming. She said it was about a star who was poor and came from the slums. Student 5 read about the Civil War. Student
6 read a biography about Andy Macdonald, a professional skateboarder, who has reportedly won 21 medals.

*Emphasis: Informational Text, Interview Question 2: How did you know about this book/article?*

*Fourth grade responses.*

Student 1 noted that the book he read about horses was assigned for his 4-H club. Student 2 was also assigned to read the book that she read about woodpeckers. Student 3 selected the book he read about tornadoes.

*Sixth grade responses.*

Student 4 selected the book she read, while student 5 read his book in school about the Civil War during a Saturday School. Student 6 selected his book on the professional skateboarder.

*Emphasis: Informational Text, Interview Question 3: Why was this book/article important to you?*

*Fourth grade responses.*

Student 1 discussed if he did not do well, he could not move forward in his 4-H club. Student 2 read about woodpeckers to get a good grade on her assignment. Student 3 read about tornadoes because of the recent tornadoes in the area.

*Sixth grade responses.*

Student 4 said the reading was important to her because it was really interesting. Student 5 read because he likes the military and learning about history. Student 6 read because he needed to complete a biography assignment.
**Emphasis: General Reading, Interview Question 1:** Did you read anything at home yesterday? What was it?

*Fourth grade responses.*

All three fourth graders could not recall reading anything at home the night before the interview, except for their homework.

*Sixth grade responses.*

All three sixth graders could not remember reading anything at home the night before the interview, except for their homework.

**Emphasis: General Reading, Interview Question 2:** Do you have any books at school (in your desk/storage area/locker/book bag) today that you are reading?

*Fourth grade responses.*

Student 1 claimed to have a book about coyotes, a book about wooly mammoths, and the book *Take Your Best Shot* by Austin Gutwein (2009). Student 2 maintained that she had the book *Bella Sara #1: Bella’s Gift* by Felicity Brown (2008) with her, about a little girl who draws animals in her journal and the animals come to life. Student 3 stated he had *Diary of a Wimpy Kid* by Jeff Kinney (2007), a book about a boy writing in his journal and telling about his life.

*Sixth grade responses.*

Student 4 mentioned having a book with her at school about a girl dreaming. Student 5 discussed having a biography on Criss Angel, a magician, with him. Student 6 claimed to have an RC (Remote Control) Driver magazine, about remote control cars.

**Emphasis: General Reading, Interview Question 3:** Tell me about your favorite author.
Fourth grade responses.

Student 1 only knew of one author, and that was Dr. Seuss. Student 2 liked Eric Carle’s picture books and stories. She also mentioned Shel Silverstein: “He has really good poems, and says silly things.” Student 3 likes Jeff Kinney, the author of *Diary of a Wimpy Kid* series (2007).

Sixth grade responses.

Student 4 said her favorite author was Diana López, author of the book *Confetti Girl* (2009), which she was currently reading. Student 5 liked westerns and claimed his favorite author was Zane Grey. Student 6 did not have a favorite author.

**Emphasis: General Reading, Interview Question 4: What do you think you have to learn to be a better reader?**

Fourth grade responses.

Fourth grade students responded they needed to learn how to read more slowly and take their time to understand, as well as learn how to read and pronounce large words.

Sixth grade responses.

Sixth grade students responded that they needed to learn how to spell better and pronounce words, how to keep focused, and how to have better reading comprehension.

**Emphasis: General Reading, Interview Question 5: Do you know about any books right now that you’d like to read?**

Fourth grade responses.

All three fourth graders were able to think of a book they wanted to read. Students 1 and 2 would like to continue reading the book series they are currently reading, including *Diary of a Wimpy Kid* and *Little House on the Prairie*. Student 3 mentioned seeing a book at the school book fair, but could not recall the title of the book.
Sixth grade responses.

Sixth graders seem to have lower motivation, as only one student could think of a book to read. Student 5 wanted to read a book about soldiers in World War II.

Emphasis: General Reading, Interview Question 6: How did you find out about these books?

Fourth grade responses.

Fourth graders heard about books from their teacher, from the library, and their parents. One student mentioned finding the book at the school book fair.

Sixth grade responses.

The sixth grader who could name a book he wanted to read saw the book in the Scholastic book flyer.

Emphasis: General Reading, Interview Question 7: What are some things that get you really excited about reading books?

Fourth grade responses.

The fourth graders responded they get excited about reading when the book has mystery, action, humor, and when friends or parents tell them about a book.

Sixth grade responses.

The sixth graders responded they get excited about reading when someone tells them about books, knowing that the book is something interesting, and if the book contains motorsports.

Emphasis: General Reading, Interview Question 8: Who gets you really interested and excited about reading books?
Fourth grade responses.

The fourth grade students mentioned their teacher, parents, and friends getting them excited about reading.

Sixth grade responses.

Sixth grade students responded very similarly that friends and parents get them excited about reading. One student stated that no one gets him excited about reading.

Emphasis: General Reading, Interview Question 9: Do you have a computer in your home?

Sixth grade responses.

All three of the sixth grade students shared that they had a computer at home, and that they spent anywhere from 15 minutes to two hours per day on it. They usually play games and complete homework assignments. One student does some vision therapy on the computer. While they are on the Internet, they like to read Facebook chats, facts about vehicles, assignments, Study Island, and stories for vision therapy.

Emphasis: School Reading in Comparison to Home Reading, Interview Question 1: In what class do you most like to read? Why?

Sixth grade responses.

Students 4 and 5, a boy and a girl, responded “social studies” because they are learning about Australia and the animals there, which is “interesting and fun.” Student 6, a boy, liked language arts because “The books the teacher picks are good.”

Emphasis: School Reading in Comparison to Home Reading, Interview Question 2: In what class do you find reading most difficult? Why?
Sixth grade responses.

One student said none of his classes, and the other two said reading. The students who indicated that they found reading most difficult also indicated that they had to read more, and they were reading leveled readers, which are challenging.

**Emphasis: School Reading in Comparison to Home Reading, Interview Question 3: Have any of your teachers done something with reading that you really enjoyed?**

Sixth grade responses.

None of the students could think of anything their teachers had done with reading they really enjoyed.

**Emphasis: School Reading in Comparison to Home Reading, Interview Question 4: Do you share and discuss books, magazines, or other reading materials with your friends outside of school? What? How often? Where?**

Sixth grade responses.

Only one student reported sharing any reading materials with friends, and she mentioned sharing magazines “every once in a while” when they have a “sleep over or hang out.”

**Emphasis: School Reading in Comparison to Home Reading, Interview Question 5: Do you write letters or email to friends and family? How often?**

Sixth grade responses.

The students revealed they could not think of a time when they had written a letter or email to family or friends.

**Emphasis: School Reading in Comparison to Home Reading, Interview Question 6: Do you share any of the following reading materials with members of your family: newspapers, magazines, religious materials, games? With whom? How often?**
Sixth grade responses.

Only two of the students shared reading materials with their family; both students were boys, and they generally share magazines and games.

*Emphasis: School Reading in Comparison to Home Reading, Interview Question 7: Do you belong to any clubs or organizations for which you read and write?*

Sixth grade responses.

None of the students reported being a part of a club or organization that involved reading or writing.

Discussion of Results

The purpose of this study was to answer the question: “What are the similarities and differences in fourth and sixth grade reluctant readers’ responses to the Motivation to Read Profile?” The data from the conversational interview were analyzed question-by-question, addressing similarities and differences between grade levels with each interview question.

*Similarities by Item*

Fourth and sixth grade students seemed to think books are interesting for very similar reasons such as action, mystery, and humor. In both grade levels, the boys discussed books that had been assigned, while girls mentioned books they had selected. All six students had only read to complete homework the night before the interview. They all had read or were in the process of reading some kind of reading material at school, and all but one of the students was able to think of a favorite author. Both grades reported similar characteristics about books and people motivating them to read. Several of the books that the students read were self-selected, showing personal choices are important and can help motivate students to read.
Differences by Item

Sixth grade students seemed to be reading non-fiction text for personal reasons, and are reading more complex texts such as biographies, while fourth grade students are reading for class or 4-H, and are reading about nonfiction topics such as animals and tornadoes. This also demonstrates that fourth grade students seem to be extrinsically motivated by events such as the recent tornado in their area. Sixth grade students seemed to have lower motivation, as only one student could think of a book that he would like to read, while all three fourth grade students were able to name a book they would like to read. Fourth grade students believed that to become better readers, they needed to gain stronger decoding skills and read faster, while sixth graders thought they needed better comprehension and focus skills. The fourth grade students seemed to still be excited about reading, as they had a book they wanted to read. Only one of the sixth graders could think of a book he wanted to read.

Similarities by Category

Narrative Text

All six students were able to discuss a narrative text they had read or were currently reading. Both of the girls had self-selected their narrative texts, while all of the boys were assigned their books. All of the students mentioned the books were interesting for similar reasons: they were interested in the topic, they liked the humor, and there were cliffhangers to keep them engaged.

Informational Text

The students were able to discuss informational text they had read or were currently reading. The books that students mentioned appeared to be important because they were part of a class assignment. All of the students seemed to show some interest in the material they had read.
General Reading

None of the students had read any reading material besides homework the night before the interview. Both fourth and sixth grade students had reading material they stated they were currently reading with them at school. The students learned about new books through their teachers, friends, family, book fairs, and flyers.

Differences by Category

Narrative Text

When asked about reading narrative texts, the fourth grade boys were only able to name the book *The Stranger*, written by Chris Van Allsburg (1986), which was a book that had been read aloud to the class. Sixth grade boys, when asked the same question, named books they had read that had been assigned, but not read aloud in class.

Informational Text

Two of the informational texts fourth grade students read were assigned; all the books sixth grade students read were self-selected. While students all read for an assignment, one fourth grade boy and one sixth grade boy read not only for the assignment, but also for personal reasons. These two students read to learn more about tornadoes and because of interests in the military.

General Reading

All fourth grade students were able to name a favorite author, while only two sixth grade students could do likewise. In general reading, fourth grade students were able to think of a book they would like to read, whereas only one sixth grade student could think of a book he wanted to read.
Summary

This chapter contains the data collected from this research study to address the question, “What are the similarities and differences in fourth and sixth grade reluctant readers’ responses to the Motivation to Read Profile?” The data gathered was reported first with survey results and then interview results with similarities and differences.

The results from the surveys determined which students were the least motivated students; these participated in the conversational interview. The interview results indicated the similarities and differences in what motivates these fourth and sixth grade readers. There are several similarities between the grade levels, but there are also differences. Overall, students reported that access to books helped to motivate them, as well as talking to others about books and having the opportunity to select their own reading material.
CHAPTER V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Students need to have fluent reading skills to survive in today’s society. As children progress through school, the expectation for reading evolves from learning to read to reading to gain information. It appears to be difficult for some students to make this adjustment, and they begin to struggle. These struggling readers are sometimes referred to as reluctant readers, and may gradually lose their motivation to read. To continue reading, students need to maintain their motivation. The purpose of this investigation was to answer the research question, “What are the similarities and differences in fourth and sixth grade reluctant readers’ responses to the Motivation to Read Profile?” This chapter will provide a summary of this study, recalling information from the previous chapters. It will draw conclusions from the study and provide recommendations for classroom teachers, administrators, and future researchers.

Summary

The intention of this study was to investigate the research question, “What are the similarities and differences in fourth and sixth grade reluctant readers’ responses to the Motivation to Read Profile?” The beginning of the study contained a discussion of the importance of students maintaining their motivation to read. There was a list of important terms with definitions, and the limitations of this research study.

This study provided insight into the importance of maintaining students’ reading motivation. Learning about past and present research studies and theories will help educators better understand what is motivating to reluctant readers to read. Historical research looked at the regression of motivation, the differences in what motivates boys verses girls, and students with emotional and behavioral disorders. Contemporary researchers have studied the importance of...
the following factors on reading motivation: personal choice, access, Silent Sustained Reading, literature circles, parent recommendations, and hearing fluent reading on a daily basis.

This study was performed in a school district located in Northwestern Ohio, with 23 sixth graders and 6 fourth graders. The students were asked to complete the Motivation to Read Profile Reading Survey; the three students from each grade who were the most reluctant readers then participated in the Motivation to Read Profile Conversational Interview. There are many similarities between the grade levels, but there are some differences.

Conclusions

The reading survey showed that fourth graders, overall, had higher means than the sixth grade students’ reading survey means. It should be noted that both fourth and sixth grade students had an overall lower mean for “self-concept as a reader” than they did for “value of reading.” This suggests that students do value reading, but they do not think highly of themselves as readers. The sixth grade students’ mean for “value of reading” was lower than the fourth grade students’ mean. This seems to show that motivation drops as students advance through school. Students were inconsistent, as not all students had a lower score for “self-concept as a reader” than they did for “value of reading.”

There did not seem to be an appreciable difference between fourth and sixth grade reluctant readers’ responses. Students were able to name books they had read, students read for similar reasons, and were influenced to read by comparable factors. They seemed to be motivated to read books that were recommended by others or books they self-selected, along with other dynamics.

Based on the conversational interviews, it seems students are motivated to read when they have access to books, when they have the opportunity to select their own reading material of
their own personal interests, and when others recommend books. Students mentioned finding books when they visited the library or book fairs, showing that access to books is important to maintain motivation. Pachtman’s and Wilson’s (2006) survey with students supports this finding that a large classroom library is “very important.”

Students participating in the conversational interview were able to discuss books within all three of the categories narrative, informational, and general reading. Narrative text appeared to appeal more to girls, as they both mentioned books that had been self-selected, and the boys discussed books that were assigned. Boys seemed to have more reasons and interests when reading informational text than girls, supporting that boys enjoy reading about facts. Within general reading, the fourth grade students seemed to be more motivated to read than the sixth grade students.

All of the books students mentioned having with them at school were books they had self-selected, which suggests that personal choice is another factor in maintaining reading motivation. Research supports that allowing students to select their own reading material can be an excellent way to motivate them to read (Edmunds & Bauserman, 2010; Rettig & Hendricks, 2010; Turner & Paris, 2010). The next item students mentioned in the interview was learning about books through friends, family, and their teachers. These recommendations seemed to encourage students. Edmunds and Bauserman (2010) suggest that family members can influence what children are currently reading, affecting their reading motivation.

The boys in the study recalled narrative text assigned, while girls were able to discuss books they had personally selected. According to Spence (in press), many boys learn differently than the majority of girls, especially in the area of literacy. Spence suggests that if one book is to be bought for the classroom, purchase the Guinness Book of Records. This seems to show that
boys enjoy reading about nonfiction, including facts and events that have actually occurred, rather than fairy tales and fictional stories. Boys appeared to be less motivated to read for leisure or pleasure. Perhaps having informational materials in the classroom, as well as the ability to self-select the material, might strengthen their motivation.

In this study, fourth grade students seemed to be reading nonfiction text that discussed animals and weather events, while sixth graders were reading more complex texts including biographies and books about the Civil War. The sixth grade students all mentioned self-selecting their books; one boy indicated the biography was selected for an assignment. Sixth graders also knew they needed to learn more complex skills to become better readers than the fourth graders, who were concerned about pronouncing words and increasing their speed while reading. Tyre and Springen (2007) articulate that children make the switch around the fourth grade level from learning to read, to reading to learn. It appears from this study the students in fourth grade are still making this transition.

Fourth grade students seemed to be reading due to extrinsic motivations such as the recent tornado in the area. However, with the limited sample size, it is difficult to draw reliable conclusions. Mucerah and Yoder (2008) determined that eighth grade students seem to be intrinsically motivated, have higher self-efficacy, and read more difficult reading material, while sixth grade students seemed to be motivated extrinsically by grades and recognition. Mucerah’s and Yoder’s (2008) study seems to be similar to this study, except sixth grade students in this study were beginning to show signs of intrinsic motivation by reading for personal readings, and the fourth grade students were extrinsically motivated to read by reading for class.

The fourth grade students in this study appeared to have stronger motivation to read than the sixth grade students. However, with the limited sample size, it is difficult to draw reliable
conclusions. All of the fourth grade students were able to think of a book they would like to read, while only one sixth grade student could name a book he was interested in reading. Kelley’s and Decker’s (2009) study utilized the Motivation to Read Profile with sixth, seventh and eighth grade students. “Findings revealed that students’ motivation to read and their value of reading declined as grade level increased and differed according to gender. However, self-concept remained stable and was greater than students’ value of reading” (p. 466). Kelley’s and Decker’s study supports the current study, as the sixth grade students appeared to be less motivated than the fourth graders.

“Reluctant reader” is a broad term, and it appears there may be a variety of readers within this category. The sixth grade student who indicated his favorite author was Zane Grey is a case in point. While he may be a reluctant school reader, he is likely reluctant due to disinterest in classroom material or for reasons other than his reading level. Obviously, if he is reading Zane Grey’s novels, motivation and ability, at least with narrative text, do not seem to be a problem.

None of the sixth grade students were able to think of anything their teachers had done to get them excited about reading. This shows that teachers need to raise the bar on their reading instruction to capture the interest of their students. Reluctant readers need to be exposed to the joy of reading to inspire them to keep reading.

While the Motivation to Read Profile is a fairly simple tool to use with students, it should be noted that other tools should be utilized in the determination of reluctant readers. The Motivation to Read Profile provides some valuable information that could be useful to teachers, including learning about students’ interests and how they feel about reading. Other instrumentation could supply teachers with more information about the reluctant readers in their classroom.
Recommendations

For Classroom Teachers

The data gathered from this study suggest that teachers need to provide students with several opportunities to access books, whether that includes visiting the school library or building a classroom library. Classroom libraries should be stocked with a range of genres to support the interests of all students in the class, and contain material that is up-to-date. Classroom teachers should recommend books to their students, and encourage them to visit the school book fairs. Teachers should learn about their students’ reading interests and have material such as RC (Remote Control) Driver magazine, for example, available if students are interested in such material. When glancing through the surveys, the researcher noted that several students indicated they would also like their teacher to read aloud to the class on a daily basis.

Sixth grade teachers should praise their students for reading at their reading levels and more advanced texts, but also give students opportunities to learn more about animals and read simpler texts. Classroom reading teachers should implement new ideas and strategies that motivate students to read. Teachers need to seek ideas for reading instruction that students view as fun and exciting, and that create memorable reading experiences. Potentially, teachers could include literature circles or book clubs in their classroom instruction to allow students to communicate with peers and experience social interaction and greater enjoyment in reading. Students should be praised for their reading to encourage them to develop a higher self-concept in reading.

For Administrators

Administrators should be encouraged to keep their school libraries well stocked and current. The school libraries should also have a variety of genres, and cater to students with a
wide variety of interests. In particular, genres available for boys should include nonfiction books and books with action and comedy. Administrators should do their best to support book fairs at their schools to allow students to see the most current books on the market, and keep their students motivated to read. It is recommended that administrators be reading models, perhaps stopping by classrooms once a month or whenever possible to read to students. Administrators could come into the classroom during silent reading time and read their own book, allowing students to see another example of adults reading for pleasure. Administrators should stay current with reading research, and encourage teachers to attend professional development sessions related to reading, to promote classrooms that invite reading motivation.

For Parents

Parents should be encouraged to help stock classroom libraries with books of interest to boys. Parents must take their children to libraries, book stores, and book fairs to expose them to a variety of literature and expand their interests. Parents should research current books that their children may be interested in, and encourage their children to read a variety of books. Parents must also encourage their children to make their own choices in literature.

For Future Researchers

Future researchers could look at different grade levels to determine if secondary students and/or younger students are motivated by different factors. Researchers may utilize different instrumentation to gather more information about what motivates students to read. In the future, studies could investigate a larger population and, potentially, multiple school districts to make the results generalizable to a larger population.
Summary

This chapter reviewed the purpose of the current study, drew conclusions based on the data collected, and made suggestions to classroom teachers, administrators, and future researchers. Overall, the findings in this study are supported by previous research indicating that access, personal choice, and others’ recommendations are all factors in motivating reluctant readers to read. Reluctant readers need to be exposed to a variety of genres to help them find their interests; they need opportunities to select their own reading material, along with having support and recommendations from others around them.
References


Children’s Literature Cited


APENDIX A.

INSTRUMENTATION
Motivation to Read Profile

Reading Survey

Interviewee’s Name ________________________________ Date _____________

Interviewer’s Name ________________________________

1. I am in ___________________ grade.

   • I am a
     ( ) Boy/Male
     ( ) Girl/Female

2. My friends think I am…
   ( ) a very good reader
   ( ) a good reader
   ( ) an OK reader
   ( ) a not-so-good reader

3. Reading a book is something I like to do…
   ( ) Never
   ( ) Not very often
   ( ) Sometimes
   ( ) Often

4. I read…
   ( ) not as well as my friends
   ( ) about the same as my friends
   ( ) a little better than my friends
   ( ) a lot better than my friends

5. My best friends think reading is…
   ( ) really fun
   ( ) fun
   ( ) OK to do
   ( ) no fun at all

6. When I come to a word I don’t know, I can…
   ( ) almost always figure it out
   ( ) sometimes figure it out
   ( ) almost never figure it out
   ( ) never figure it out

7. I tell my friends about good books I read.
7. When I am reading by myself, I understand…
( ) almost everything I read.
( ) some of what I read.
( ) almost none of what I read.
( ) none of what I read.

8. People who read a lot are…
( ) very interesting.
( ) interesting.
( ) not very interesting.
( ) boring.

9. I am…..
( ) a poor reader.
( ) an OK reader.
( ) a good reader.
( ) a very good reader.

10. I think libraries are…
( ) a great place to spend time.
( ) an interesting place to spend time.
( ) an OK place to spend time.
( ) a boring place to spend time.

11. I worry about what other kids think of my reading….
( ) every day.
( ) almost every day.
( ) once in a while.
( ) never.

12. Knowing how to read well is…
( ) not very important.
( ) sort of important.
( ) important.
( ) very important.

13. When my teacher asks me a question about what I have read, I…
( ) can never think of an answer.
( ) have trouble thinking of an answer.
( ) sometimes think of an answer.
( ) always think of an answer.
14. I think reading is…
( ) a boring way to spend time.
( ) an OK way to spend time.
( ) an interesting way to spend time.
( ) a great way to spend time.

15. Reading is…
( ) very easy for me.
( ) kind of easy for me.
( ) kind of hard for me.
( ) very hard for me.

16. When I grow up, I will spend…
( ) none of my time reading.
( ) very little of my time reading.
( ) some of my time reading.
( ) a lot of my time reading.

17. When I am in a group talking about stories or books, I…
( ) almost never talk about my ideas.
( ) sometimes talk about my ideas.
( ) almost always talk about my ideas.
( ) always talk about my ideas.

18. I would like for my teacher to read books out loud to the class.
( ) every day.
( ) almost every day.
( ) once in a while.
( ) never.

19. When I read out loud, I am a …
( ) poor reader.
( ) OK reader.
( ) good reader.
( ) very good reader.

20. When someone gives me a book for a present, I feel…
( ) very happy.
( ) sort of happy.
( ) sort of unhappy.
( ) unhappy.
Motivation to Read Profile

Conversational Interview

Interviewee’s Name____________________________________ Date_______________

Interviewer’s Name____________________________________

A. Emphasis: Narrative Text

Suggested prompt (designed to engage student in a natural conversation): “I’ve been reading a good book and I was talking with ___________ about it last night. I enjoy talking about good stories and books that I’ve been reading. Today, I’d like to hear about what you’ve been reading.”

1. **Tell me about the most interesting story or book you’ve read this week (or even last week). Take a few minutes to think about it. (Wait time.) Now, tell me about the book or story.**

   Probes: *What else can you tell me? Is there anything else?*

2. **How did you know or find out about this story/book?**

   ( ) assigned       ( ) in school
   ( ) chosen        ( ) out of school

3. **Why was this story/book interesting to you?**
B. Emphasis: Informational Text

Suggested prompt: “Often we read to find out about something or to learn about something. We read for information. For example, I remember a student of mine who read lots of books about ______________ to find out as much as he/she could about ______________. Now, I’d like to hear about some of the informational reading you’ve been doing.”

1. Think about something important you learned recently, not from your teacher and not from television, but from a book or some other reading material. What did you read about? (Wait time.) Tell me about what you learned.

Probes: What else could you tell me? Is there anything else?

2. How did you know about this book/article?

( ) assigned         ( ) in school
( ) chosen           ( ) out of school

3. Why was this book/article important to you?

C. Emphasis: General Reading

1. Did you read anything at home yesterday? ( ) Yes ( ) No What was it?

2. Do you have any books at school (in your desk/storage area/locker/book bag) today that you are reading? ( ) Yes ( ) No Tell me about them.
3. *Tell me about your favorite author.*

4. *What do you think you have to learn to be a better reader?*

5. *Do you know about any books right now that you’d like to read? Tell me about them.*

6. *How did you find out about these books?*

7. *What are some things that get you really excited about reading books?*
   
   **Prompt:** *Tell me about.....*

8. *Who gets you really interested and excited about reading books?*
   
   **Prompt:** *Tell me more about what they do.*
# MRP Reading Survey Scoring Sheet

**Student Name**

**Grade**

**Teacher**

**Administration Date**

**Recoding Scale:**

1 = 4  
2 = 3  
3 = 2  
4 = 1

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<th>Value of Reading</th>
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</table>

**SC raw score:** ____/40  
**V raw score:** ____/40

**Full survey raw score** (Self-Concept & Value): ____/80

**Percentage Scores:**  
Self Concept  
Value  
Full Survey

**Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Adolescent Motivation to Read Profile

Reading Survey

Interviewee’s Name __________________________________________ Date _____________

Interviewer’s Name __________________________________________

Sample 1: I am in ________________.
☐ Sixth grade
☐ Seventh grade
☐ Eighth grade
☐ Ninth grade
☐ Tenth grade
☐ Eleventh grade
☐ Twelfth grade

Sample 2: I am a ________________.
☐ Female
☐ Male

Sample 3: My race/ethnicity is ________________.
☐ African-American
☐ Asian/Asian American
☐ Caucasian
☐ Hispanic
☐ Native American
☐ Multi-racial/Multi-ethnic
☐ Other: Please specify __________________

1. My friends think I am…
☐ a very good reader
☐ a good reader
☐ an OK reader
☐ a not-so-good reader

2. Reading a book is something I like to do…
☐ Never
☐ Not very often
☐ Sometimes
☐ Often

3. I read…
☐ not as well as my friends
☐ about the same as my friends
☐ a little better than my friends
☐ a lot better than my friends

4. My best friends think reading is…
☐ really fun
☐ fun
☐ OK to do
☐ no fun at all

5. When I come to a word I don’t know, I can…
☐ almost always figure it out
☐ sometimes figure it out
☐ almost never figure it out
☐ never figure it out

6. I tell my friends about good books I read.
☐ I never do this.
☐ I almost never do this.
☐ I do this sometimes.
☐ I do this a lot.

7. When I am reading by myself, I understand…
☐ almost everything I read.
☐ some of what I read.
☐ almost none of what I read.
☐ none of what I read.

8. People who read a lot are…
☐ very interesting.
☐ interesting.
☐ not very interesting.
☐ boring.

9. I am…..
☐ a poor reader.
☐ an OK reader.
☐ a good reader.
☐ a very good reader.

10. I think libraries are…
☐ a great place to spend time.
☐ an interesting place to spend time.
☐ an OK place to spend time.
☐ a boring place to spend time.
11. I worry about what other kids think about my reading….
☐ every day.
☐ almost every day.
☐ once in a while.
☐ never.

12. Knowing how to read well is…
☐ not very important.
☐ sort of important.
☐ important.
☐ very important.

13. When my teacher asks me a question about what I have read, I…
☐ can never think of an answer.
☐ have trouble thinking of an answer.
☐ sometimes think of an answer.
☐ always think of an answer.

14. I think reading is…
☐ a boring way to spend time.
☐ an OK way to spend time.
☐ an interesting way to spend time.
☐ a great way to spend time.

15. Reading is…
☐ very easy for me.
☐ kind of easy for me.
☐ kind of hard for me.
☐ very hard for me.

16. As an adult, I will spend…
☐ none of my time reading.
☐ very little of my time reading.
☐ some of my time reading.
☐ a lot of my time reading.

17. When I am in a group talking about what we are reading, I…
☐ almost never talk about my ideas.
☐ sometimes talk about my ideas.
☐ almost always talk about my ideas.
☐ always talk about my ideas.

18. I would like for my teacher to read books out loud in my classes…
☐ every day.
☐ almost every day.
☐ once in a while.
□ never.

19. When I read out loud, I am a …
□ poor reader.
□ OK reader.
□ good reader.
□ very good reader.

20. When someone gives me a book for a present, I feel…
□ very happy.
□ sort of happy.
□ sort of unhappy.
□ unhappy.
Adolescent Motivation to Read Profile

Conversational Interview

Interviewee’s Name ____________________________________  Date ________________

Interviewer’s Name ____________________________________

D. Emphasis: Narrative Text

Suggested prompt (designed to engage student in a natural conversation): “I’ve been reading a good book. I was talking with ________________ about it last night. I enjoy talking about what I am reading with my friends and family. Today, I’d like to hear about what you’ve been reading and if you share it.”

4. Tell me about the most interesting story or book you’ve read recently). Take a few minutes to think about it. (Wait time.) Now, tell me about the book.

Probes: What else can you tell me? Is there anything else?

5. How did you know or find out about this book?

( ) assigned  ( ) in school  ( ) Other: (specify)
( ) chosen  ( ) out of school

6. Why was this story/book interesting to you?

E. Emphasis: Informational Text

Suggested prompt: “Often we read to find out about something or to learn about something that interests us. For example, a student I recently worked with enjoyed reading about his favorite sports teams on the Internet. I’m going to ask you some questions about what you like to read to learn about.
1. Think about something important that you learned recently, not from your teacher and not from television, but from something you have read. What did you read about? (Wait time.) Tell me about what you learned.

Probe: What else could you tell me? Is there anything else?

2. How did you know or find out about reading material on this?

( ) assigned  ( ) in school  ( ) Other? (Specify)
( ) chosen  ( ) out of school

4. Why was this reading important to you?

F. Emphasis: General Reading

9. Did you read anything at home yesterday? ( ) Yes ( ) No What was it?

10. Do you have anything at school (in your desk, locker, or book bag) today that you are reading? ( ) Yes ( ) No Tell me about them.

11. Tell me about your favorite author.
12. What do you think you have to learn to be a better reader?

13. Do you know about any books right now that you’d like to read? Tell me about them.

14. How did you find out about these books?

15. What are some things that get you really excited about reading books?

Tell me about.....

16. Who gets you really interested and excited about reading?

Tell me more about what they do.

17. Do you have a computer in your home?

If student answers yes, ask the following questions:

How much time do you spend on the computer a day?
What do you usually do?

What do you like to read when you’re on the Internet?

If student answers no, ask the following questions:

If you did have a computer in your home, what would you like to do with it?

Is there anything on the Internet that you would like to be able to read?

D. Emphasis: School reading in comparison to home reading

1. In what class do you most like to read? Why?

2. In what class do you find reading most difficult? Why?

3. Have any of your teachers done something with reading that you really enjoyed?

Could you explain some of what was done?
4. Do you share and discuss books, magazines, or other reading materials with your friends outside of school?

What?

How often?

Where?

5. Do you write letters or email to friends and family?

How often?

6. Do you share any of the following reading materials with members of your family: newspapers, magazines, religious materials, games?

With whom?

How often?

7. Do you belong to any clubs or organizations for which you read and write?

Could you explain what kind of reading it is?
Adolescent MRP Reading Survey Scoring Sheet

Student Name___________________________________________________________
Grade__________________  Teacher________________________________________
Administration Date______________________________________________________

Recoding Scale:
1 = 4
2 = 3
3 = 2
4 = 1

<table>
<thead>
<tr>
<th>Self-Concept as a Reader</th>
<th>Value of Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>*recode 1. _____</td>
<td>2. _____</td>
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<tr>
<td>3. _____</td>
<td>*recode 4. _____</td>
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<td>17. _____</td>
<td>*recode 18. _____</td>
</tr>
<tr>
<td>*recode 19. _____</td>
<td>*recode 20. _____</td>
</tr>
</tbody>
</table>

SC raw score: ____/40  V raw score: ____/40

Full survey raw score (Self-Concept & Value): ____/80

Percentage Scores:
Self Concept
Value
Full Survey

Comments: ________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Percentage Scores:    Self Concept
Value
Full Survey
APENDIX B.

CONSENT LETTERS
Dear Parents/Guardians:

My name is Erin Wolf, and as a graduate student completing my Masters degree in reading at Bowling Green State University, I am conducting some research in the area of reading. I taught for a few years, and have watched many students struggle with reading and gradually lose their motivation to read as they advance through school. I am curious about these students, what motivates them to read, and what their beliefs are as to what would help them maintain motivation to read. Therefore, I would like to study fourth and sixth grade students to, hopefully, determine answers to these questions.

Participation as a subject in this study involves me first contacting you via this letter requesting permission to survey and interview your child. Please return this consent form even if you do not wish to have your child participate. If you respond affirmatively, I would then arrange a mutually agreeable date and time with your child’s reading teacher, and visit the classroom to have students complete the reading survey portion of the Motivation to Read Profile. The survey contains 20 multiple choice questions, which will be read aloud to the class and should take no longer than 10 – 15 minutes. Students who do not participate in the survey will be asked to read silently, and complete any activities that their reading teacher has prepared. Next, three students from each grade level will be selected to complete the conversational interview portion of the Motivation to Read Profile. Students will be selected for the interview based on their responses to the reading survey; students selected for the interview will have answers indicating low reading motivation or low value for reading. The interview itself should involve no more than 15 – 20 minutes of your child’s time, and I will arrange a mutually agreeable date and time with your child’s reading teacher to complete the interviews. I will hand-write students’ responses; they will not be videotaped or audio recorded.

Your child’s participation in this study is entirely voluntary, and you may withdraw your consent or child’s participation at any time. While we would like to know how we might continue to support your child’s motivation to read, there may be no direct benefit to your child as a study participant. Your child is free to withdraw at any time. Your child may decide to skip questions or discontinue participation at any time without penalty. Deciding to participate or not will not affect your child’s grades/class standing or your child’s relationship with Bowling Green State University, their teacher, or their school.

The risks to your child as a subject in this study are minimal, i.e., no greater than those encountered in daily life. Your child’s name and any information obtained will remain confidential. Your child’s name will be known only to me, and completed questionnaires or other information you provide will be stored in my personal files. Information will be stored for three years before it will be destroyed. If study results are published as part of a conference presentation or journal article, any quotes
attributed to your child will be cited generically as “Student #1,” “Student # 2,” etc., ensuring that confidentiality remains intact. If you wish, significant study findings will be released to you.

If you have questions about this study, you may contact me at ewolf@bgsu.edu or at my campus number: (419) 372-7320. You may also contact my advisor Dr. Nancy Fordham at nfordha@bgsu.edu or at her office: (419) 372-9819. If you have questions about the conduct of this study or your rights as a research participant, you may contact the Chair of Bowling Green State University’s Human Subjects Review Board at (419) 372-7716 (hsrb@bgsu.edu).

I have been informed of the purposes, procedures, risks and benefits of this study. I have had the opportunity to have all my questions answered and I have been informed that my child’s participation is completely voluntary. Please sign ONE of the lines below.

I agree to allow my child to participate in this research.

__________________________  _________________________
Parent/Guardian Signature    Date

OR I would prefer that my child NOT participate in this research.

__________________________  _________________________
Parent/Guardian Signature    Date
Assent Form for Students

I have been informed that Erin Wolf is completing this study to look at what motivates students to read, including students who do not seem to enjoy reading.

I will take a survey about reading and what I think about reading.

If I am selected, I will participate in an interview about my feelings and beliefs about reading.

I have been informed that my answers and participation will not have any effect on my grade or how my teacher feels about me.

I have been informed that participating is voluntary, and that I can drop out of the study at any time.

________________________________________  __________________________
Student’s Signature                      Date

I do NOT want to be a part of this study.

________________________________________  __________________________
Child’s Signature                        Date