TO READ OR NOT TO READ: AN EXPLORATION OF THE CLASSROOM
FACTORS THAT MOTIVATE ADOLESCENT READERS

A Thesis
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Marietta College

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ABSTRACT

In every classroom there are some students who seem unmotivated to read. Frontier Middle School, a small rural school in southeast Ohio, is no exception. Past research has addressed factors that motivate early readers and suggests that as students become older their desire to read decreases. The researcher employed a qualitative approach utilizing an adaptation the reading survey portion of the Motivation to Read Profile to determine what factors motivate students to read. In addition, the researcher used a follow-up interview using open ended questions to acquire more in-depth information in regards to the students’ feelings on specific motivational factors in the reading classroom.
DEDICATION

This thesis is dedicated to the hundreds of students and their families I have had the pleasure of working with over the past twelve years at Frontier Local Schools. I hope that I have enriched your lives as much as you have mine.
ACKNOWLEDGEMENTS

I would like acknowledge those who supported me throughout this endeavor. First, I would like to thank my husband, Bob, and my two beautiful daughters, Taylor and Kasey, for their unconditional love and the sacrifices they have made while I pursued the advancement of my career.

In addition, I would like to thank my colleague and special friend, Valerie McPeek, whose encouragement helped me strive to reach my goals.

Finally, I would like to thank Dr. Bauer for his advice and assistance throughout the process of completing my thesis.
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Major Field: Elementary Education
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CHAPTER 1

INTRODUCTION

“The man who does not read books has no advantage over the man that can not read them.” - Mark Twain

“Why do I have to read this? I hate to read.” Those are all too familiar words junior high teachers hear in their classrooms on a regular basis. Students, who have the ability to read but choose not to read. Recent studies suggest that few students choose read on their own (Strommen & Mates, 2004)

One of the most common problems all teachers face is lack of student motivation. However, motivation is of particular importance for those who work with adolescents. Considerable research has shown a decline in motivation and performance for many children as they move from elementary school into middle school (Ecles & Midgley, 1989).

Few educators would argue with the notion that student motivation is an important influence on learning. Everyday teachers face the daunting challenge of improving adolescents’ literacy skills by trying to motivate students to become life long readers. What factors motivate adolescents to make reading a choice?

Throughout ten years of experience working with adolescents this researcher, a junior high literature teacher and school literacy specialist, has noticed a decline in the amount of students who choose to read. These are students who not only choose not to
read during free time for pleasure, but students who refuse to read classroom reading assignments. These choices help to determine whether a student is successful in the classroom.

Statement of the Problem

Many times, as children get older their desire to read decreases. Although most students start school with a high level of intrinsic, internal, motivation to learn, they tend to lose this motivation as they get older. Often it has been assumed that the decline is largely caused by physiological and psychological changes associated with puberty and, therefore is somewhat inevitable. This assumption has been challenged, however, by research that demonstrates that the nature of motivational change on entry to middle school depends on characteristics of the learning environment in which students find themselves (Midgley 1993). Traditionally, research has focused on factors that affect early childhood reading motivation. Factors that affect adolescent reading motivation are often ignored. By exploring these factors, educators will be able to better understand adolescents’ drive to read and therefore make their classrooms a more productive environment.

Purpose

As the middle and high school literacy consultant, the researcher explored the classroom factors that affect adolescents’ motivation to read. In order to accomplish this,
the researcher interviewed and surveyed junior high students at Frontier Middle School to
discover what factors affect their desire to read.

**Research Question**

This study aimed to explore the following question: What classroom factors affect an
adolescent’s motivation to read?

**Central Phenomena**

What motivates junior high students to read at Frontier Middle School?
Definition of Terms

ADOLESCENT LITERACY- It is the time period, from fourth to twelfth grade, that students are expected to master increasingly complex and technical materials to prepare them for continued higher education and work.

MOTIVATION- Beliefs, values, needs and goals that individuals have. An individual’s self-concept and the value the individual places on reading.

SELF-EFFICACY- “a person’s judgment about his or her capability to perform a task at a specified level of performance” (Seifert, 2004, p. 137)
Limitations of the Study

This study was limited by the fact that replication of results may be complicated to achieve. The researcher focused on a specific group of students in a small rural school setting. Therefore, the opinions of these students compared to other students in different school settings may be different.

Another limitation of this study was obtaining participants because it relied on parental permission for the students to participate. Consequently, only a small amount of students participated therefore it was difficult for the researcher to develop themes.

In addition, the interpretations of the student responses to the interview are subject to human error as well as the researcher relied on truthful responses from the participants.
CHAPTER 2
REVIEW OF THE LITERATURE

Prominent researchers have focused on the importance of motivating children throughout their lives to have a life long love of reading. However, motivating them and maintaining that motivation is still a matter of great frustration among educators. By the time a child reaches middle school, their desire to read can become lost. According to Pitcher, Albright, Delaney, and Walker (2007), few adolescents choose to read on their own. According to Dreher (2003), only 28% of 13 year-olds report reading daily for enjoyment. Research investigations show that even competent readers report they hate to read (Worthy 1996). It is vital to understand how and why youth read so that educators can adopt policies and practices that addresses youth interests, needs, skills, and also to support youth in developing sophisticated academic, community, and workplace literacy practices (Moje, Overby, Tysvaer, and Morris 2008). This chapter defines motivation and the characteristics of motivated and unmotivated readers. In addition, the chapter explores the literature related to motivational theories, attitudes, and interest factors in motivation. Finally, this chapter explores ways to assess reading motivation in adolescents.

Motivation

What is motivation? According to Eccles (2000), “Motivation is framed by the self-concepts, values interests, and expectations for success that people attach to particular
Motivation and Adolescent Literacy

activities in particular contexts.” In particular to the construct of reading motivation can be defined as “A complex construct that influences readers’ choices of reading material, their willingness to engage in reading, and thus their ultimate competence in reading” (Pitcher, Albright, Delaney, Walker, Seunarinesingh, Mogge, Headley, Ridgeway, Peck, Hunt, & Dunston 2007).

Wigfield and Guthrie (1993) believe there are two basic types of motivation: intrinsic and extrinsic.

Baker (2003) defines intrinsic motivation as a natural desire to learn or read about a topic of interest. The desire to do something comes from within the individual. The intrinsic goals are curiosity, the desire to read about a particular topic of interest; involvement, the enjoyment experiences from reading certain kinds of texts; and importance, the belief that reading is valuable. However, extrinsic goals are performance related and include recognition, the pleasure in receiving something tangible for success; reading for grades, the desire to be favorable evaluated by the teacher, and competition, the desire to outperform others.

There are a number of studies that suggest a connection between motivation and achievement. According to Gambrell (1996), teachers view motivation as an integral component of reading instruction. Guthrie’s (1997) findings demonstrate that cognitive development depends greatly on a child’s motivation to read.
Prominent Motivation Theories

Presently, there are four well-known motivational theories that address adolescent readers: attribution theory, self-efficacy theory, achievement-goal theory, and self-worth theory. These theories can be considered in isolation but also are inherently interrelated and have particular relevance for adolescent readers.

Attribution Theory

The first motivational theory is the attribution theory. According to Seifert (2004), an attribution refers to “the perceived cause of a given outcome”, or “a person’s explanation of why a particular event turned out as it did”. Examples of attributions in a school setting include skills, effort, ability, luck, or mood of the teacher or student. Ultimately, according to Weiner (1985), “attributes possess characteristics and will give rise to emotions which may later impact behaviors and affect motivation”.  

Self-efficacy Theory

The second motivational theory is self-efficacy theory. According to Seifert (2004), self-efficacy refers to the person’s beliefs or self-confidence to perform a task at a specific level of performance. Therefore, children who have more self-confidence will be more likely to engage in challenging tasks. Consequently, students who lack self-confidence will less likely engage in challenging tasks.

Achievement Goal Theory

The third motivational theory is the achievement goal theory. In achievement goal theory students have different purposes for achieving. This theory can be separated into
task and goal orientation (Midgely, 1993). Task orientation centers on students’ behaviors as a means to the eventual end of achieving a particular task. In essence, they focus on their own progress and define success in mastering a skill. According to Seifert (2004), students seeking mastery believe that “effort in pursuing mastery of skills is the cause of success or failure”. Students who are goal orientation focus on comparing themselves with others.

**Self-Worth Theory**

The last motivational theory is the self-worth theory. According to Seifert (2004) a student’s perceptions of their own abilities are important to understanding levels of motivation for a certain task. This theory suggests that a person makes judgments about this or her dignity or value as a person. For example, students may possess a low self-worth because they struggle to succeed in reading tasks.

**Characteristics of Motivated and Unmotivated Learners**

What makes some students seem motivated to read while others are not? It is vital for teachers to recognize the differences in characteristics of those children who are motivated and those who are unmotivated. Although there is not a line that clearly separates the two groups, there are certain characteristics to be mindful of when determining degrees of motivation.

Students who are motivated to read enjoy reading. They choose to read during free time and not to just to complete assignments. They will volunteer to read at every opportunity in class (Cunningham 2005). Also, motivated readers read a variety of
printed materials. Gambrell, Palmer, Codling, and Mazzoni (1996) state “Highly motivated readers are self-determining and generate their own reading opportunities. They want to read and choose to for a wide range of personal reasons such as curiosity, involvement, social interchange and emotional satisfaction”.

The reluctant reader can be termed unmotivated. These students have the potential to read, but do not use the skill. These students only read when necessary to complete an assignment (McCoy, 2007). According to Cunningham (2005), the unmotivated reader will not become a good reader because they lack to desire. The reluctant reader will do anything to avoid reading. They will make excuses not to read. They will be anxious during silent reading time, wanting to frequently use the restroom or get a drink. They repeatedly want to choose a different silent reading material, never completing any book.

Factors Impacting Reading Attitudes and Interests

There are many factors that affect an adolescent’s attitude toward reading. Attitudes are developed over time through the influences of reading experiences. School and home are both important factors that shape adolescent readers’ attitudes. Wang (2000) states “Children’s personal experiences in reading are directly related to children’s attitudes toward reading”.

One way to impact motivation at home is through encouragement. Parents need to encourage their child to read and offer praise when a child chooses to read over another activity. In addition, parents need to surround their children with a literature rich
environment and model reading daily. If a child sees their parent reading a book then they are more likely to choose a book to read (Wigfield and Guthrie, 1993).

At school it is the teacher and the classroom that plays a vital role in fostering a positive attitude toward and promotes interest in reading. Classrooms need to provide a warm environment that promotes literacy by offering a wide range of reading material that is available to students (Gambrell, 1996). In addition, teachers can model their love of reading by reading aloud daily to students. Seefeldt (2003) states, “Reading aloud to children appears to be a motivational factor in developing a positive attitude toward reading”. Another way is to provide praise and positive feedback to students about their reading. Another important factor is giving students the ability to choose what they want to read (Pitcher et al., 2007). Finally, a wide variety of reading strategies need to be employed by teachers to engage students in reading. For example, teachers could include strategies such as sustained silent reading, buddy reading, choral reading, readers’ theatre, and literature circles into their reading curriculum (Cole 2003).

Assessing Motivation

Motivating adolescents to read will enhance their knowledge base and help improve their reading success. According to Collins (1996), struggling readers demonstrate the following characteristics: poor motivation, lack of experience reading, and self-interest. By assessing students’ needs and interests educators can be more successful in motivating learners to read more which in turn may result in higher achieving students.
Researchers found one way to connect adolescents with materials they want to read. An adaptation of The Motivation to Read Profile (MRP) (Gambrell et al., 1996), the Adolescent Motivation to Read Profile (AMRP) was created by researchers Pitcher, Albright, DeLaaney, Walker, Seunarinsingh, Mogge, Headley, Ridgeway, Peck, Hunt, & Dunston to specifically target adolescents’ interests. According to Pitcher et al. (2007), “Motivation to read is a complex construct that influences readers’ choices of reading material, their willingness to engage in reading, and thus their ultimate competence in reading, especially related to reading tasks.”

Summary

Existing research supports the importance of considering motivation as one of the most important factors in determining adolescent reading achievement. Therefore, it is important for educators to understand the various motivational theories to determine what motivates adolescents. Teachers need to recognize that students can be motivated intrinsically or extrinsically to read, and they need to be able to differentiate their instructional techniques to accommodate both groups of students’ interests. It is equally vital for parents and educators to understand the characteristics of motivated and unmotivated readers so appropriate strategies can be employed in the classroom and at home to ensure reading success. Parents and educators through modeling and providing a literature rich environment need to instill in children the lifelong benefits of reading. Finally, educators can assess an adolescent’s motivation to read by using an instrument such as the AMRP to determine student motivation and reading interests.
CHAPTER 3

METHOD

This study’s main objective was to gain insight from students into the classroom factors that influence them to read. In an attempt to address the daunting question students ask themselves, “To read or not to read?” this chapter will discuss the methods that were used to collect the data for this study.

Study Design

The research developed in this qualitative study was to explore the classroom factors that affect adolescents’ motivation to read. A grounded theory design was used. The researcher accomplished this by surveying students with an open-ended questionnaire. The researcher adapted the Motivation to Read Profile (MRP) to create the questionnaire. Using an emerging design approach, the researcher used the data collected from the surveys to generate themes concerning the classroom factors that affected motivation to read. After categories were developed, the researcher interviewed students to gain more in-depth information to refine each theme.

Participants

The participants in this purposeful sampling were 115 middle school students at Frontier Middle School located in Southeast Ohio. Typical sampling was used with the 61 seventh-grade and 54 eighth-grade students who were administered the questionnaire. After initial data has been collected from the survey, confirming and disconfirming
sampling was used to interview students. This information was used to further solidify the developing themes. This specific school was chosen because the researcher’s relationship and proximity to the location. Before completing the survey, a letter was sent to the parents requesting permission to allow their child to participate. Permission was sought from both participants in the study and their parents or guardians.

Procedure

The first step of the research procedure was to obtain permission from the Frontier Local School District’s superintendent to perform the research. Appendix 1 shows a copy of the letter that was used to obtain permission. Secondly, the researcher requested permission from Frontier Middle School’s principal. This was a verbal consent to conduct the research. Third, the researcher received for approval from The Human Subjects Committee at Marietta College. After approval, the researcher sent a permission letter to the parents or guardians of the participants that allowed their child to participate in the study. Appendix 2 shows a copy of the parent letter granting permission to participate in the study.

After the permission letters were returned the researcher administered the questionnaire to the identified participants. Appendix 3 contains the survey. The survey was administered to the students during third period. Administering the survey at the same time eliminated students comparing or sharing responses with each other. The entire class time was allotted for completion of the survey. The survey was anonymous. Students were told to answer each question honestly and thoroughly. The researcher
collected the surveys and analyzed the responses to formulate themes. Following, the survey confirming and disconfirming sampling was used to further explore specific findings that were present in the survey. The purposeful sampling was in the form of a conversational interview with five seventh-grade and five eighth-grade students. The interview was audio-taped and conducted one-on-one with the researcher and the participant. It focused on questions and probes specifically created from the emerging themes. The responses from interviews were recorded by the researcher and included in the results section. The responses from the interviews helped the researcher aggregate, refine, and show relationships within each theme.
CHAPTER 4

RESULTS

The purpose of this study was to explore the classroom factors that affect adolescents’ motivation to read. First, the researcher met with five classes of seventh and eight graders and discussed the purpose of the study. During the brief discussion, the researcher distributed the permission to participate requests and gave the potential participants a one week deadline to return the requests. Students who returned their requests received a small incentive (homework pass) for participating. Each day the students were reminded to return their permission requests. On the fifth day a written reminder was sent home. One hundred fifteen permission requests were sent home and only forty-nine were returned for a rate of 43%. Sixty-six requests were not returned for a rate of 57%.

On the following day the researcher distributed the questionnaire to the forty-nine participants during third period. The researcher adapted the Motivation to Read Profile (MRP) to create the questionnaire (see Appendix B). The participants were given the entire class to complete the survey and return it to the teacher. Using an emerging design approach, the researcher used the data collected from the surveys to generate themes concerning the classroom factors that affected motivation to read.

Student responses and comments from the survey were recorded. From the following responses and comments five general themes emerged.
**Student confidence in reading ability affects reading motivation.**

* I hate reading class because I can’t read fast.
* I don’t like reading because I am not good at it.
* I like to read but I don’t do good on reading tests because I don’t understand what I read.
* I get A’s in reading class, but I don’t like to read.
* I love to read. I read in my free time at school.
* I enjoy reading class because it is easy, and I am a good reader.
* I like to read, but I sometimes the words are too hard for me to understand.
* I am not a good reader. I only read when I am made to.
* It is hard for me to focus when I am reading in class.

**Types of material available to students affects motivation.**

* We don’t have a library at school where I can check out books anymore.
* I like to read romance books which is something we don’t read in class.
* I’d read more if we had books to choose from at school.
* We don’t have any good books at school.
* Our classroom doesn’t have any books I like.
* We live along way from the library so I don’t get to go very often.
* My family doesn’t have a library card for me to get books.
* I am not allowed to go to the public library.
Student’s ability to choose affects reading motivation.

*Reading class is better when we read books we choose instead of the our literature book.*

*I like it better when we do group and choose our books.*

*If I had to choose, I’d choose not to read.*

*I like to read in my spare time because I get to pick that book.*

*Most of the stuff I read is off the internet (my space type of stuff)*

Teachers and classroom environment affect student motivation.

*The teacher always decides what we have to read. I hate adventures, but we have to read them.*

*I would rather have the teacher tell me what I need to know rather than expecting me to read and find the answer.*

*I like it when the teacher explains a story.*

*My teacher is always trying to get us to read.*

*My reading teacher is mean, and I am afraid to ask her questions.*

*Our classroom is too noisy to concentrate on reading*

*Our teacher yells a lot so I don’t like to go to reading class.*

*I don’t like to ask questions about things I don’t understand.*

*Reading class is dumb. We have always had to read those stupid stories.*

*Reading is my favorite class because it has always been easier than Math and Science for me.*
Types of Activities affect student motivation.

*Literature circles are fun because we each get to talk about our book.*

*I don’t like it when we go around the room and read.*

*I like it when the teacher reads a book to us.*

*I rather do the reading on my own instead of around the room.*

*I like it when we do projects over the books we read.*

*Reading class is boring because we do the same stuff every day.*

*When we are reading a story aloud, I hate it when the teacher stops to explain what we just read every few minutes.*

After the initial survey was completed a set of five interview questions (see Appendix D) were devised to further develop and narrow the themes. Ten students were chosen for the interview process. The interview was conducted one on one, and the responses were recorded and later transcribed by the researcher. Below is the summary of the results from the interviews:

When asked if they liked reading, 60% of the students indicated that they liked reading mainly because it was something they were good at in elementary school. 20% indicated they didn’t like reading because they were not good readers and were made fun for being poor readers. 20% indicated they didn’t like reading because they thought it was boring.

When asked what specific activities they enjoyed the most in reading class, 20% responded they enjoyed doing projects over self-selected reading materials. 30% said they liked the activities they do on the computer (using technology), 20% indicated they
liked literature circles. 10% indicated any cooperative group activity was their favorite because they had an opportunity to work together. 10% indicated they enjoyed reading stories aloud in class because they could understand them better. 10% said they liked when the teacher read to them because she made the story seem more interesting.

When asked what activity they least enjoyed about reading class, 40% indicated they didn’t like state achievement test preparation activities (worksheets and practice tests). 30% indicated reading in front of the entire class. 20% said that didn’t like doing the same things over and over. 10% indicated they didn’t like to read the book’s short stories and answer the comprehension questions.

When asked if they liked reading aloud 60% said “no” and 20% said “yes” and 20% had “no opinion”. Of the “no” responses all stated they felt embarrassed to read aloud because they felt they were poor oral readers. The two who stated they liked reading aloud rated themselves as good readers and felt comfortable reading in front of their peers.

When asked if they like working in groups, 80% said “yes” and 20% said “no”. When asked to explain why four said they “like being with their friends”, two stated because they “had less work in groups”, one said because they “could hear others’ ideas and opinions”, and 1 said because they “could finish their work faster in groups”. Of the 20% who said they didn’t like group work both cited because it was “too noisy and they couldn’t get their work done because they just couldn’t work together”.
CHAPTER 5
DISCUSSION

Summary

Reading is an integral part of daily life. Research shows that adolescent’ views of reading change when they move from elementary school to middle school, and with these changes their attitude toward reading deteriorates.

The researcher was not surprised by the majority of the responses she received on the surveys or during the interview sessions with the participants. All students felt that reading was an important skill to master, and that it is something they will do as an adult daily. However, the findings of this study show that there is not one simple explanation as to why some students are not motivated to read.

One major theme that emerged from the surveys and was further solidified in the personal interviews was that many of the children expressed a lack of confidence or embarrassment in reading skills during reading activities at school especially when asked to read orally in front of a group. According to Seifert (2004), teachers who are perceived as being nurturing, supportive, and helpful will be developing in students a sense of self-confidence and self-determination which will be translated into the learning-oriented behaviors of the intrinsically motivated student.” Therefore it is essential that teachers take the responsibility and help promote, through modeling, these feelings in each student, to help develop reading motivation. As this study showed, creating a supportive environment is essential to a child’s motivation to read.
Another major theme in this study which was also supported in the research is that students are more motivated if they have a decision in their learning. These decisions can the form of choice when associated with motivation. If students have a choice of the material that they may read, they are more likely to want to read. Exposing children to a wide variety of printed materials is critical to motivation as well. Participants in this study indicated that their choices were very limited due to the lack of available resources in the classroom and no available library at the middle school. Some also indicated that they had no access to public library resources as well.

The final prominent theme in this study involved the types of activities that the students participate in during class affects motivation to read. Students are more motivated by participating in cooperative group work like literature circles. Participants in the study also voiced negativity toward types of worksheets that were “skill and drill” and in taking practice achievement tests. Teachers are the decision makers when creating literacy activities in the classroom and these decisions impact students’ reading motivation (Gambrell, 1996). Past and present research and the findings of this study support the idea that teachers are a critical component in promoting motivation in students and helping teach them to develop into life long readers who read for both pleasure and information.
Future Implications

Students with negative attitudes towards reading begin to view reading as a chore and something that should only be done for the school learning purposes. With negative attitudes towards reading growing through the transfer from middle to high school there is a continued need for future investigations on motivation in adolescent learners. It is important for educators to use different types of reading material to avoid this downward spiral of non-readers as well as implement a variety of reading strategies to promote active learning opportunities. Students need to be given the opportunity to choose the type of material they want to read to complete assigned tasks. As educators, it is our job to help all students feel comfortable in their abilities to read and promote life long readers who are always motivated to learn.
APPENDIX

Appendix A. Letter to Superintendent to gain permission for research.

February 6, 2009

Mr. Troy Thacker,

I am writing to obtain permission to perform a study which focuses on reading motivation at Frontier Middle School. Our school’s literacy plan outlines goals targeted to specific areas of need in reading instruction with regards to state academic standards. I feel that it is equally important to address the motivational factors that influence our readers. This study will attempt to find out what factors motivate our students to read in the classroom. By better understanding our learners’ needs, teachers can make their classrooms more successful.

Thank you in advance for your cooperation in my master’s thesis process.

Sincerely,

Melissa Buchanan

Signing below states that I am granting Melissa Buchanan permission to conduct a study entitled: “To read or not to read: An exploration of the factors that motivate adolescent readers”.

________________________________
Print Name Here

________________________________
Sign Name Here

________________________________
Date
Appendix B. Informed Consent Form

Motivation and Adolescent Literacy Informed Consent Form
Researcher: Melissa Buchanan
Email: fl-mbuchanan@seovec.org
Advisor: Dr. William Bauer
Email: bauer@marieta.edu

This study of the motivational factors that affect adolescent literacy involves research conducted succeeding approval from the researcher’s site’s administrator and Marietta College’s Human Subjects Committee. Through this study, the researcher plans to determine what factors affect motivation to read by surveying and interviewing seventh and eighth grade students. Your child’s participation in the survey and interview will be the only task that the researcher is requesting.

Prior to the completion of the survey and interview, please read over and sign this consent form at the bottom of the page. This will allow the researcher to take the information and use it in the research. All the information that your child provides will be used anonymously. The information obtained is for research purposes only. Upon completion of the consent form your child will be given a survey to complete. Some students will also be given a follow-up interview.

Participation in this study is voluntary, which means that there is no penalty to you or your student if you choose not to participate. If at any time the student feels uncomfortable or is unable to continue, they may discontinue participation, again without penalty.

If you have any questions or concerns at any time about research subjects’ rights, or your rights in this study, please contact Gloria Stewart, Marietta College Human Subjects Committee Chair, at 740-373-4458. You may also reach her at stewartg@marietta.edu.

Again, thanks for your child’s participation. Please be sure that you and your child sign, date, and print your names on the designated lines below. You are signing this form with the full knowledge of the purpose and procedures of the survey and interview. A copy of this form will be given to you to keep.

________________________  __________
Participant’s Signature    Date

________________________  __________
Parent’s Signature        Date

________________________
Printed Name

________________________
Printed Name
Appendix C: Modified Motivation to Read Profile

Student Name_________________________

Directions: This is a survey that describes how you feel about reading. Circle the phrase that best describe you. If additional explanations are required, please answer thoroughly. You answers will be kept confidential. Thank you for participation.

1. I am ____________________.
   a poor reader
   an OK reader
   a good reader
   a very good reader

Explain why you see yourself this way.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. I worry about what others think of my reading.
   every day
   almost every day
   once in a while
   never

Explain why you feel this way
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Describe how you feel when the teacher asks you a question about something you have read.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What kinds of books do you like to read?___________________________________
Where do you get these books?
________________________________________________________________________
________________________________________________________________________

5. Do you enjoy reading?
   not at all
   some
   very much

6. Knowing how to read is______________.
   not very important
   sort of important
   important
   very important

7. Reading class is__________________.
   Why?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

8. People who read a lot are______________.
   very interesting
   interesting
   not very interesting
   boring

9. When I am an adult I will spend______________.
   none of my time reading
   very little time reading
   some time reading
   a lot of time reading
10. I would like if the teacher read books out loud to the class______________.

   every day
   almost every day
   once in a while
   never
Appendix D: Modified MRP Interview Questions

Student Name ________________

1. Do you like reading in general?
   Why or why not?

   When did you decide that you did not like reading?

   What happened?

   What kinds of printed material do you like to read?

   Do you have access to printed materials at school or home?

2. What do you like about reading?

   What activities do you like in reading class?

   Why do you like doing this?

3. What do you not like about reading in school?

   Why don’t you like doing this?
4. Do you like reading aloud in class?
   Why or why not?

5. Do you like working in groups during reading time?
   Why or Why not?
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