

CHILDREN SPEAK OUT ON CLASSROOM FACTORS THAT NEGATIVELY IMPACT
READING MOTIVATION

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ABSTRACT

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The purpose of this study was to investigate the classroom factors the negatively impact a child's motivation to read. This investigation utilized the reading survey portion of the *Motivation to Read Profile*. A follow up interview, including Likert-scale questions and open-ended questions, was conducted to acquire more in depth information regarding the students' feelings on specific classroom factors dealing with reading. The setting for this study involved three third grade classrooms in a suburban northwest Ohio elementary school.

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CHAPTER I. INTRODUCTION

Every day teachers all across the United States of America hear students say, “I hate reading.” This problem was illustrated in preliminary observations that took place during several tutoring sessions between a university student and a first grade boy. After observing the young boy on the first day of tutoring, it was clear that he was not the biggest fan of reading or school in general. In fact, he even made several comments such as “Reading is stupid” and “I hate reading.” Throughout the first tutoring session, he did not smile once. He kept trying to put his head down on the table, as what appeared to be a sign to show that he was bored. It was obvious that he wanted nothing to do with reading or being tutored in reading.

Throughout the tutoring sessions, the university student discovered the young boy’s personal interests and integrated these concepts in reading. She also used a bar graph so he could see his daily sight word progress, as a way to intrinsically motivate him. By the end of the practicum, he was a different boy. He smiled many times during the tutoring sessions. The young boy no longer rested his head on the table. Instead, he was sitting up appearing to be eager to read or work on the present reading activity. Overall, he seemed excited to read and thrilled to be tutoring in reading. In fact, on the second to last day he said, “I can’t wait to read today!” It was great to hear this comment and to see the progress of this young boy’s reading motivation. On the other hand, the tutor was extremely concerned. Although the young boy’s reading motivation did increase throughout the tutoring sessions, it was unclear how a first grade boy could be so unmotivated to read. What was going on in the classroom or at home that was contributing to his lack of reading motivation? How could a child be so highly unmotivated to read at such a young age?

Statement of the Problem

According to Gambrell (1996), “The central and most important goal of reading instruction is to foster the love of reading” (p. 14). In fact, to be an effective reader, one must not only have the skill to read but also the desire to read (Gambrell). Although children come into school excited to read, the desire and will to read decreases as they get older (Langer, Applebee, Mullis, & Foertsch, 1990; Rosenblatt, 2005). Therefore, it makes sense that of 84 topics on reading, teachers chose “creating interest in reading” as the number one priority for research (Gambrell). Due to the concern of teachers all across the United States, motivation to read or the lack of motivation to read has been a hot topic in reading research for many years (Gambrell).

Traditionally such research has focused on classroom factors that promote reading motivation within students (Edmunds & Bauserman, 2006; Gambrell, 1996; Oldfather, 1993; Pachtman & Wilson, 2006). Classroom factors that negatively impact reading motivation are often overlooked.

Research Question

Given this problem, this study was designed to explore the following question: What factors in the classroom negatively impact a child’s motivation to read? This study was created to identify and interview third grade children who are highly unmotivated to read.

Justification

Motivation does not simply appear within a child, but it is rather a result of an interaction between the child and his or her literacy environments, including the school environment (Turner & Paris, 1995). According to Wigfield, Guthrie, Tonks, and Perencevich (1997), the type of literacy experiences that children have in the classroom strongly influence their motivation for reading. In fact, some believe that the elementary school years are the most vital in promoting

reading motivation. Included in the literacy environments at schools is one of the most essential pieces to motivating students, the teacher. Teachers are a crucial component in promoting motivation in students and helping each of them to develop into life long readers who read for pleasure and for information. Teachers are the decision makers when creating literacy activities in the classroom and these decisions impact students' reading motivation (Gambrell, 1996).

According to Turner and Paris, the most reliable indicator for reading motivation is the daily literacy tasks that teachers provide in the classroom. Therefore, it is essential to identify which of these classroom factors promote reading motivation and which of these factors does not.

Traditionally such research has focused on the beliefs of teachers, administrators, and parents but rarely on children's beliefs. Students' opinions about specific classroom reading practices are often overlooked (Pachtman & Wilson, 2006). However, students' voices should be the ones heard because, "they have much to teach us about how to create motivating classrooms" (Oldfather, 1993, p. 672). Therefore, this study included student interviews to help find a connection between specific classroom factors or reading experiences that take place at school and children's reading motivation.

Definition of Terms

To understand some of the central concepts explored in this study, the following terms will need to be clearly understood. These brief definitions do not adequately illustrate the relationships between these key concepts but these relationships will be explored later.

Motivation - "an individual's self-concept and the value the individual places on reading" (Gambrell, 1996, p. 519).

Attitude - "a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object" (Fishbein & Ajzen, 1975, p. 6).

Self-efficacy/Self-concept - “synonymous with confidence and refers to a person’s judgement about his or her capability to perform a task at a specified level of performance” (Seifert, 2004, p. 137).

Delimitations and Limitations

This study was designed to take an in-depth look at the reasons behind low reading motivation in students. To do this, unmotivated children were selected for one-on-one interviews. Therefore, a delimitation of this study was not looking at a larger number of highly unmotivated third graders. For the purpose of this study, it was more important for quality interviews rather than the quantity of interviews.

In addition, this study was created to take a look at the opinions of others. Therefore, a limitation of this study was the reliability and honesty of responses from both the students and teachers involved. The teachers’ responses had an effect on the study when teacher recommendations were asked for to pinpoint the unmotivated readers in the classroom. Teacher recommendations were a limitation because it was a factor that was out of the researcher’s control and was based solely on trust that the teachers were being honest. In addition, the students’ responses impacted the study during both the survey and interview. These student responses were a limitation because it was out of the researcher’s control to whether the students’ responses were both honest and reliable.

An additional limitation of this study was parental permission. Only 66 of the 73 third grade students returned permission slips to participate in this study. Some of these students who did not return permission slips could have been selected as “unmotivated” readers that would have been involved in the one-on-one interviews. Therefore, not receiving permission slips from all of the third grade families was an additional limitation in this study.

Summary

This chapter presented a summary of the importance of this investigation on motivation. Motivation effect's whether a child reaches full reading potential. As research has shown, motivation decreases in children as they get older. Therefore, this study was set out to find what possible classroom factors are negatively impacting a child's motivation to read, by asking the children themselves. The delimitation of this study was not looking at a larger number of highly unmotivated third graders. The limitations of this study were obtaining parental permission and relying on the honesty of responses from both the students and teachers involved.

CHAPTER II. REVIEW OF LITERATURE

“If we teach children to read and write but they have no desire to do so, we will not have achieved much.” –Lesley Mandel Morrow

“Motivation is the heart of many of the pervasive problems we face in teaching young children to read” (Gambrell, Palmer, Codling, Mazzoni, 1996, p. 518). According to Glover and Mitchell (1991), many critics argue that schools are failing to teach children to love to read. Gambrell et al.’s (1996) study, which used the Value of Reading subscale of the *Motivation to Read Profile* (Gambrell, Palmer, Codling, Mazzoni) with third and fifth grade students, found that elementary children do value reading, although many of them do not view reading as a positive activity or something they would rank high on their priority lists. In fact, “17% reported that they would rather clean their room than read a book” (Gambrell, et al., p. 20). Therefore, it is essential to determine how to get children motivated to read. Turner and Paris (1995) state that the most reliable indicator of reading motivation in children is not the type of reading program in which they are involved, but rather the reading tasks that the teacher provides them with each day. Turner and Paris also state that motivation is not something that simply comes from within the child, but rather it comes from the “interaction between students and their literacy environments” (Turner & Paris, p. 664). Overall, researchers agree that teachers play a critical role in helping children to become motivated and avid readers (Gambrell, et al.).

This chapter contains a review of literature that supports the present study. Included in this chapter is research related to the significance of motivating students to read, theories of motivation, aspects that relate to students motivation to read, characteristics of motivated and unmotivated students, assessing a student’s motivation to read, and motivating factors in the classroom.

Historical Significance on the Importance of Motivation

In the past few decades, reading research on the topic of motivation has changed from a topic that was not studied much to a topic that has become increasingly popular. In the 1980s, reading research focused on the cognitive aspects of reading such as prior knowledge. From 1985 to 1992, only about nine research studies were conducted per year on the role of motivation in reading development (Gambrell, 1995). As the years passed, researchers found that “in order for students to develop into mature, effective readers they must possess both the skill and the will to read” (Gambrell, 1996, p. 15). While skills such as phonics, vocabulary, and fluency allow students to be skillful readers without motivation students may never reach their full potential (Marinak, 2006). In addition, it became more clear that because “reading is an effortful activity that often involves choice, making motivation crucial to reading engagement” (Wigfield, Guthrie, Tonks, & Perencevich, 2004, p. 299). Therefore, it is no surprise that motivation to read has become an increasingly hot topic in reading research today.

Past and present reading research has shown the importance of reading motivation. One example of the importance of reading motivation is Guthrie’s (1997) findings that cognitive development depends greatly on a child’s motivation to read. In other words, if a child does not have the desire or the drive to learn or to read, then he or she will not fully develop to his or her ability. Also, a child’s reading motivation is important because it has been linked to his or her ability to become a successful reader. The more a child is motivated to read, the more time he or she will spend reading (Wigfield & McCann, 1997). In fact, Wigfield and Guthrie (1997) found that highly motivated students read three times as much outside of school than their less motivated peers. In turn, the more a child reads, the better the reader he or she will become, making motivation extremely important (Edmunds & Bauserman, 2006). On the other hand,

even a reader with very strong cognitive skills may not spend a great deal amount of time reading if he or she is not motivated. In turn, that child will not become the reader he or she potentially could (Wigfield, et al., 2004). Therefore, past and present research has shown that motivation can determine whether a child reaches his or her potential as a reader.

Along with this idea, Shaaban (2006) states, “readers who value reading and have positive self-concepts as readers are more likely to work harder at reading tasks than readers with negative attitudes and poor self-concepts” (p. 377). Csikszentmihalyi (1990) supports this idea when he stated that unless someone is willing to devote time and attention, learning can not take place. If a child is not motivated to read, then he or she will not be willing to put in the effort that it takes to become a successful reader. Therefore, it is important for researchers to identify what promotes reading motivation in students because if students are motivated to read then they will not only read more but they will also work harder at becoming better readers, allowing them to become more successful readers.

Current Motivation Theories

Currently there are four prominent theories on motivation and they are as follows: self-efficacy theory, attribution theory, self worth theory, and achievement goal theory. Although each of these theories will be discussed separately, the theories are intertwined and have an impact on one another (Seifert, 2004).

Self-Efficacy

The term self-efficacy refers to a person’s belief that he or she is able to perform a task at a specific level of performance. According to Siefert (2004), “Students who are efficacious are more likely to be self-regulating, strategic and metacognitive than students who do not feel efficacious” (p. 137). Also, children who are efficacious are more likely to engage in challenging

tasks than students who are not efficacious. The self-efficacy theory simply states that if an individual is efficacious then he or she will be more motivated to complete tasks than a student who is not efficacious (Siefert). In regards to reading, if a child does not believe that he or she is capable of reading a particular book then the child's motivation to read the book will be low.

Attribution Theory

The second current theory of motivation is the attribution theory. According to Seifert (2004), an attribution is the perceived cause of an outcome or a person's reasoning of why something happened the way it did. In school, some attributions may include effort, skills, ability, the teacher's mood and luck. Weiner (1985) believes, "attributions give rise to emotions, which, in turn, have consequences for future behaviors (motivation)" (p. 559). In connection to the self-efficacy theory, less efficacious students will often attribute the outcome to inability (Siefert). Applying this concept to reading, if a student attributes reading failure to uncontrollable stable factors, such as inability, then he or she is more likely to feel shame and will then show little effort to read or motivation to read.

Self-Worth

The third motivation theory is the self-worth theory. The word "self-worth" refers to the way one feels about one's sense of worth as a person. According to Siefert (2004), a person who feels worthy believes that that he or she is loved and is respected by others. Whereas, a person who feels unworthy does not believe he or she is respected or loved (Siefert). With regards to school, students are being evaluated often and the students who receive high grades and receive teacher compliments often feel more worthy than students who do not receive such high grades and get teacher compliments. It is important for all students to feel worthy at school because self-worth is often connected with performance and effort (Siefert). Applying this theory to reading

motivation, if a child does not feel respected as a reader and may be embarrassed by his or her reading skills then he or she will not be motivated to put much effort into reading.

Achievement Goal

The final motivation theory is the achievement goal theory. Achievement goal theorists believe that students' academic motivation can be understood as attempts to achieve goals. According to Seifert (2004), the basis of this theory is that students' behaviors are outcomes of their desire to achieve either learning goals, also called mastery or task goals, or performance goals, also called ego-oriented. Students who set out to achieve learning goals are more likely to challenge themselves, make positive self-statements, and take more responsibility for their success than students whose goals are performance based (Seifert). Students who are more focused on pursuing performance goals are more concerned with how well they perform in relation to others. They are also concerned about how others view them, which is a connection to the self-worth theory. In addition these students believe that ability is the cause of success and failure, that intelligence is a fixed entity, make more negative self-statements and attribute success to uncontrollable factors (Seifert). In terms of reading, if a student has learning goals as a reader then this student will be more likely to challenge one-self as a reader, take responsibility as a reader, and also be a more confident reader. Whereas, a child who has reading performance goals, may put little effort and be unmotivated to read if the child already feels he or she is not capable as a reader.

In all, motivation researchers have learned much about why individuals are motivated to engage or disengage in different activities, based on the individual's beliefs, values, and goals (Eccles & Wigfield, 2002). It is essential that teachers understand that feelings of competence and control do have an impact a child's motivation. "In order for students to develop into

healthy, adaptive, and constructive individuals, it is imperative to foster feelings of competence and control” (Seifert, 2004, p. 147). Past research has suggested that teacher-student interactions are vital in fostering these feeling of competence and control (Seifert & O’Keefe, 2001).

According to Seifert and O’Keefe, “Teachers who are perceived as being nurturing, supportive and helpful will be developing in students a sense of confidence and self-determination which will be translated into the learning-oriented behaviors of the intrinsically motivated student” (p. 86). Therefore, it is essential that teachers take the responsibility and help promote these feelings in each student, to help develop reading motivation.

Characteristics of Motivated and Unmotivated Students

It is important for teachers to recognize the differences in characteristics of children who are motivated to read and children who are unmotivated to read. However, first it is essential to understand that there are not just two simple groups of readers: motivated readers and unmotivated readers. The degree to which a student is motivated varies from student to student (Edmunds & Bauserman, 2006). Therefore, when discussing the two groups, one must understand that there is a huge variation between students in each group.

Unmotivated students may be also known as reluctant readers, who are students who have the potential to read but do not use this skill (McCoy, 2007). A reluctant reader is one who only reads when it is necessary. According to Cunningham (2005), this type of student will not become a good reader. There are many characteristics of an unmotivated or a reluctant reader. One characteristic is that he or she may ask to use the bathroom every day during SSR time. Another characteristic is that the student may refuse or get upset when asked to read aloud in the classroom (Spence, in press). Overall, the main characteristic of an unmotivated student is that he or she will do anything to avoid reading.

On the other hand, a motivated reader is one who considers reading to be an important aspect of his or her life. Motivated readers enjoy reading challenges (Gambrell, Morrow, & Pressley, 2007). They do not just read when they are instructed to do so. Motivated readers read for a variety of personal reasons such as to gain knowledge about a particular subject or to simply escape everyday life (Gambrell, 1996). Gambrell, Palmer, Codling, and Mazzoni (1996) believe, “Highly motivated readers are self-determining and generate their own reading opportunities. They want to read and choose to read for a wide range of personal reasons such as curiosity, involvement, social interchange and emotional satisfaction” (p. 518). Highly motivated readers create their own literacy learning opportunities and determine their future as literacy learners (Guthrie, 1996). Motivated readers read because they want to read and enjoy reading. These readers have the opposite characteristics of unmotivated readers. Motivated readers will accept every opportunity to read aloud to the class. They may also beg the teacher to have more time for SSR. Overall, these readers will do anything possible to read.

Assessing Motivation

It is important for teachers to know the level to which each student is motivated or unmotivated to read, so they can base their instructional activities around this knowledge. For example, if an unmotivated reader states that reading is boring, then the teacher may suggest books of particular interest to that child to help increase motivation. Also, a student may not be motivated to read because he or she does not feel like a competent reader. In this case, a teacher may have this student read to children in lower grades to help boost self-confidence in reading (Gambrell, Palmer, Codling, & Mazzoni, 1996). Therefore, it is important to not only find out if a child is motivated or unmotivated to read but also why or why not the child is unmotivated or motivated. There are several tools to measure a child’s motivation and reasons for being

motivated or not motivated and they include the Motivation to Read Profile (MRP) (Gambrell, Palmer, Codling, & Mazzoni), Motivations for Reading Questionnaire (MRQ) (Wigfield, Guthrie, and McCough, 1996) and the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990).

Motivation to Read Profile

The Motivation to Read Profile was designed by Gambrell, Palmer, Codling, and Mazzoni (1996) and they define reading motivation as, “an individual’s self-concept and the value the individual places on reading” (p. 519). Therefore, the MRP assesses these two elements, self-concept and value of reading, to gain knowledge of one’s motivation level. The MRP consists of the Reading Survey, which can be administered in a group or individually, and the Conversational Interview, which should be administered individually. The Reading Survey portion of the MRP contains 20 questions, 10 questions about self-concept as a reader and 10 questions about the child’s value of reading. The student responds to these questions using a four-point scale. The Conversational Interview portion of the MRP contains three parts. The first part asks questions about motivational factors related to the reading of narrative text. The second section asks information about informational reading. The third section asks general questions related to reading motivation. The interview portion is set up more as a conversation between two people (Gambrell, et al.). According to Burgess (1980), this form of interview is beneficial because conversational interviews can help provide a better understanding than more formal interview techniques. Overall, the information gained from both parts of the MRP can be used to help a teacher plan activities that will support students’ individual reading motivation (Gambrell et al.).

The reliability for the MRP was found by using Cronbach's (1951) alpha statistic, and the results showed a moderately high reliability for both subscales on the MRP. (self-concept =.75; value=.82). Also, pre- and posttest reliability coefficients were calculated for each subscale and these results confirmed the moderately high reliability of the instrument. (self-concept=.68; value=.70) The validity of the MRP was constructed by conducting the test on two highly motivated readers and two less motivated readers. The validity results came to an interrater agreement of .87 (Gambrell, Palmer, Codling & Mazzoni, 1996).

Motivations for Reading Questionnaire

Another form of assessing a child's reading motivation was developed by Wigfield, Guthrie, and McCough (1995). The Motivations for Reading Questionnaire (MRQ) was developed to assess specific dimensions of reading motivation rather than general reading motivation (Wigfield, Guthrie, & McGough, 1996). The MRQ is comprised of 82 questions that measure 11 possible dimensions of reading motivation. The dimensions are as follows: challenge, curiosity, aesthetics, importance, compliance, reading efficacy, recognition, grades, social, competition, and reading work avoidance (Wigfield & McCann, 1996). Each of the dimension's reliability was found and the results ranged from .78 (social dimension) to .44 (reading work avoidance dimension). The MRQ is continually being revised in order to help increase the reliability in all dimensions of the assessment (Wigfield, Guthrie, & McGough, 1996).

It is recommended that the MRQ be orally read to children fourth grade and under. The assessment may be given in an individual or group setting and takes about 20-25 minutes. The MRQ results can then be used to help teachers understand what specific dimensions of reading motivates individual students (Wigfield, Guthrie, & McGough, 1996).

Elementary Reading Attitude Survey

An additional form of assessment created to develop an understanding of a child's feelings towards reading is the Elementary Reading Attitude Survey (ERAS), also known as the Garfield Attitude Survey, created by McKenna and Krear. McKenna and Krear (1990) state, "the purpose was to produce a public-domain instrument that would remedy these shortcomings (lack of reliable motivation assessments) and enable teachers to estimate attitude levels efficiently and reliably" (p. 626). The ERAS may be given in a group or individual setting. The assessment involves 20 statements about recreational and academic reading. The child circles or colors in the Garfield the cat that corresponds most closely to how the student feels about each statement. The Garfields range from a very angry Garfield to a very happy Garfield. There are four Garfields the child from which to choose to respond to the statement. The creators of the ERAS chose four Garfields as a way to avoid any neutral responses. A picture was incorporated into the assessment to help appeal more to children, especially the very young children who may be nervous about an assessment like this. Garfield was chosen as the character, after an informal survey was conducted in the late 1980s, and results showed that Garfield was more recognized by children in grades one to six, than any other comic strip character.

The ERAS results can be used in a variety of ways. First, the ERAS may be used to inform teachers of attitudes towards reading of specific students. Second, the results can provide a teacher with an overall group profile and students' attitudes towards recreational and academic reading. Finally, the ERAS may be used to determine whether there is an increase in attitude towards reading, when implementing specific instructional programs (McKenna & Kear, 1990).

The ERAS appears to be both a reliable and valid assessment. Cronbach's 1951 alpha was used to measure the reliability of the ERAS and the coefficients ranged from .74 to .89. The

validity of the academic subscale was tested by looking at the relationship of scores to reading ability. The results of this validity test did in fact show that the ERAS scores were reflective of how the students truly feel about reading for academic purposes. The validity of the recreational subscale was tested by comparing students who reported watching an average of less than an hour of television per night with students who reported watching more than two hours per night. The results of this validity test showed that the ERAS scores were truly reflective on how a child feels about recreational reading.

Motivating Factors in the Classroom

The types of experiences that children have in classrooms have an impact on their motivation for reading (Wigfield, Guthrie, Tonks, & Perencevich, 2004). Therefore, it is important to identify what factors motivate children to read and then incorporate these elements in the classroom. Based on past reading research on motivation, there is not one simple answer to motivating children, although there are common factors. Some of the common elements include the ability to choose, access to books, interactions with others about books, the teacher as a reading model, and tying reading to personal interests.

Each person has his or her own personal interests. Therefore, it makes sense that children like the ability to choose their own books. In fact, one of the most consistent findings of Gambrell's (1996) study with first-grade, third-grade, and fifth grade students on what motivates them to read was the ability to choose. The findings in Gambrell's study were supported by Edmunds' and Bauserman's (2006) study with fourth grade students, when the power of choice ranked in the top three responses by students on what motivates them to read. "My teacher letting me pick the books" was one of the top responses when asking first through eighth graders what their best memory in early reading was (Cheak & Wessel, 2004, p. 61). This overall idea is

supported by Cunningham (2005), who states, “Reading books you want to read motivates you to read more” (p. 89). To incorporate this motivation factor in the classroom, teachers simply need to allow time each day where children may choose a book of their choice to read.

The second common motivation factor found throughout past reading research studies is access to books. In Gambrell’s (1996) study, she asked elementary aged students what teachers should do to get their students more interested and excited about reading. One child responded, “Make sure there are lots of books. There are not a lot of books in our classroom” (p. 14). In addition, “Having a lot of books in the class library” was also rated “most important” most often on a 2006 survey with students when they were asked what factors in the classroom motivated them the most (Pachtman & Wilson, 2006). Although the concept of giving children access to books appears to be a simple idea, the research above shows that it is not taking place in every classroom.

Next, being able to socially interact with others about one’s reading was an additional common factor in motivating children to read. Cunningham (2005) states that in addition to allowing children to choose books of their choice, providing them time to share those books once a week with a teacher who is very interested and intrigued, is a “surefire motivator” (p. 89). This statement is demonstrated when a student responded to Gambrell’s (1996) question of what teachers should do to get their students more excited about reading. The student responded to this question by saying, “When we have ‘Read and Respond Time’ the teacher should let us read our own books and tell about them in a group” (p. 14). According to Turner and Paris (1995), social interaction is motivating for students because comments and ideas from peers can initiate further interest and curiosity. Sharing one’s reading also puts responsibility on the individual to read because he or she will be sharing the information with others which, therefore, helps the reader

to become more intrinsically motivated (Pachtman & Wilson, 2006). In a study done with fourth grade students, Mullis, Campbell and Farstrup (1993) found that students who were involved in social interactions about their reading were more motivated and had higher reading achievement scores than students who did not socially interact with others about their reading. Teachers may incorporate this factor in the classroom simply by following Cunningham's guidelines above: allow the child to choose a book, and then provide the child with an opportunity to share this book with a teacher or another classmate.

When college students were asked what their elementary teachers did to motivate them to read, teacher reader-alouds was the largest response (Cunningham, 2005). This fact holds true today because when elementary students were asked what motivated them to read the book they were currently reading, the most common response was "my teacher read it to the class" (Cunningham, p. 89). As a teacher, not only is reading aloud important for increasing reading motivation, but also showing a love and personal interest for reading helps provides a good role model for students (Gambrell 1996). Students of teachers, who were avid readers and demonstrated their love for reading, had higher achievement than students who rarely read (Gambrell). Therefore, taking as little as 10 minutes a day to read a chapter of a book or telling the class about an excellent book that was just read, can make a huge difference in a child's motivation level.

Last but definitely not least, the extent to which books are related to students' personal interests was a common factor throughout reading research studies. In Edmunds' and Bauserman's (2006) survey, the degree to which books tie to a student's personal interests was the number one response from students for what motivates them to read narrative text. No one wants to read a book in which he/she has no interest. In fact, a survey that was conducted asked

first through eight graders what their worst early reading memory was; many students said, “When I have to read books I don’t like,” or “Forced to read a book that I didn’t want to read” (Cheak, Wessel, 2004, p. 61). Unfortunately, there is an increasing gap in schools between student interests and materials that the school provides (Worthy, Moorman & Turner, 1999). Therefore, it is essential that teachers identify what students’ interests are to promote motivational reading.

To a non-teacher, the concept of using students’ personal interests to base instructional strategies and instructional materials on may sound easy but to a teacher this idea may seem a bit overwhelming. In today’s day and age, classroom sizes are increasing which means more of a diversity in students, which in turn creates a variety of interests within the students. Although it may seem like a difficult task to tie in students’ diverse interests to reading materials, Rosenblatt (2005) believes it is essential. She states that a teacher must know the students and what their interests are before deciding upon reading materials for the school year because this helps to create a connection between the readers and the books, which will in turn help increase motivation. To do this in a larger classroom, a teacher may form small groups based on personal interests and give each of these groups a different book to read. But no matter how a teacher decides to do it, it is essential that in some way students’ interests are being taken into account when choosing books to read in class.

Motivation and Gender Differences

Listed above were common reading motivational factors found in past reading research, and each of these elements should be incorporated into the classroom to promote motivational reading. However, does a teacher need to motivate boys differently than he or she motivates girls? According to Cunningham (2005), there is a difference between boys and girls. Boys

typically like to read informational texts, whereas girls tend to read more fiction. This concern is expressed by Cunningham when she states, “I wonder if my struggling boys’ attitudes toward reading was an unintended consequence of years of being read to by female teachers who were reading their favorite books, which just happened to be mostly fiction?” (p. 89). To meet the interests of all students, a teacher could incorporate non-fiction texts in each subject area (Cunningham). For example, while doing a unit on the Holocaust, the teacher may also have the class read *The Diary of Anne Frank*. Although there appears to be difference in interests between boys and girls, Spence (in-press) states that no matter what the differences are, both groups need the common factors listed above: choice, personal interest to books, and reading models.

Throughout the many years of reading research on the hot topic of reading motivation, the common elements are clear: the power of choice, access to books, the opportunity to interact with others about books, having the teacher as a role model, and reading books that tie to personal interests. No matter how diverse a classroom may be, it is essential that teachers apply these research findings in the classroom, because a child’s level of motivation to read “makes the difference between learning that is superficial and shallow and learning that is deep and internalized” (Gambrell, 1996, p. 15).

Extrinsic vs. Intrinsic Motivation

One classroom motivational element that has been controversial throughout the years is the use of extrinsic and intrinsic motivations. Extrinsic motivation is when an “activity is undertaken in order to obtain an extrinsic reward or avoid extrinsic punishment” (Lepper, 1988, p. 293). Intrinsic motivation is defined as, “behavior undertaken for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes” (Lepper, p. 292),

Extrinsic motivations may include the Book It program or the Accelerated Reader program. According to Cunningham (2005), these extrinsic motivating programs are actually demotivating to struggling readers. When children do not meet the reading goals of these programs, they are normally punished in some way. Cunningham observed two children who were placed in another classroom because they were not allowed to watch a video due to the fact that they did not reach their Accelerated Reader goals. The children were overheard making comments such as, “I hate reading,” and “Yeah, reading sucks” (p. 88).

On the other hand, some researchers believe specific types of extrinsic motivations may be beneficial to a child. Marinak (2006) found that when students are given an extrinsic reward that is reading related, they are more likely to engage in reading than when students are given an extrinsic reward that is not reading related. Gambrell (1996) supports this idea when she states that when a book is given as a reward, students are more likely to value books and reading.

Intrinsic motivation has been harder to promote in students than extrinsic motivation because it is a motivation that comes from within the students. According to Lepper (1988), there are several ways to promote intrinsic motivation in students. First, a teacher can provide students with a sense of control over the activity. A teacher can accomplish this by simply allowing students to choose their own books to read. Secondly, the teacher may provide a continuous challenge for the students. This task may be achieved when a teacher encourages a child who normally reads picture books, to read a chapter book. Finally, the teacher may also incite curiosity within the students to promote intrinsic motivation (Lepper). A teacher may do this by tying in a student’s personal interest to reading materials.

Researchers have suggested for many years the importance of promoting intrinsic motivation within students. Wigfield and McCann (1997) found that the more intrinsic reasons a

student has to read, the more he or she will read. The importance of intrinsic motivation is summed up by Marinak (no year) when she states, “While phonemic awareness, phonics, vocabulary, fluency, and comprehension allow students to be skillful and strategic readers, without the intrinsic motivation to read, students may never reach their full potential as literacy learners” (p. 55). In conclusion, past and present research appears to support the use of intrinsic motivations but is wary of the use of extrinsic motivations, when trying to increase a child’s motivation to read.

Summary

This review of literature has explained some background information and research studies regarding children’s motivation in reading. Research studies over motivation have increased greatly over the years. Currently there are four prominent theories in regards to reading motivation and they are as follows: self-worth, self-concept, achievement goal, and attribution. Research studies have also shown that there are characteristics of children who are motivated and unmotivated. In all, the main finding was that children who are motivated will do anything to read. On the other hand, children who are unmotivated will do anything not to read. It is important for a teacher to find out if the students are motivated to read or not and the teacher may do this by using one of the following motivation assessments: *MRP*, *MRQ*, and *ERAS*. Finally, research has shown that the following classroom elements help promote reading motivation and they are: ability to choose, access to books, interactions with others about books, the teacher as a reading model, and tying reading to personal interest.

CHAPTER III. METHODS AND PROCEDURES

The purpose of this study was to examine children's motivation towards reading in regards to classroom practices and reading experiences that take place in school. This study was designed to specifically answer the following question: What factors in the classroom negatively impact a child's motivation to read? In this chapter, the methods and procedures that were used throughout the study will be described and explained. Along with the methods of this study, research design and participants will be discussed.

Methods

Research Design

The research design used in this study was a triangulation mixed-methods design (Mertler & Charles, 2008). Survey research was used for a portion of the study, while student interviews were used for the second part of the investigation. Both the Reading Survey portion of the *Motivation to Read Profile*, MRP, (Gambrell, Palmer, Codling, & Mazzoni, 1996) and one-on-one interviews, which included open-ended questions and Likert-scale questions, were administered.

Participants

All participants in this study were third grade students in a suburban northwest Ohio school district. This specific school was chosen because of the prior relationship that developed during methods and student teaching. Students were selected from three third grade classrooms. The participants were chosen without consideration to gender, race, ethnicity, or religion. All third grade students participated in the Reading Survey portion of the *Motivation to Read Profile* (Gambrell, Palmer, Codling, & Mazzoni, 1996). Thirteen students were chosen to participate in one-on-one interviews based on the results of the *Motivation to Read Profile* and teacher

recommendations. Of the 13 students, eight were male students and five were female students. The students were between the ages of eight and nine. Nine students were Caucasian; two students were African American, and two students were biracial. Permission was sought from both the individuals being asked to participate in the study and their parents or guardians.

Instrumentation

One central data collection instrument for this study was the Reading Survey portion of the *Motivation to Read Profile (MRP)* (Gambrell, Palmer, Codling, & Mazzoni, 1996) (see Appendix A). The reliability for the MRP was found by using Cronbach's (1951) alpha statistic, and the results showed a moderately high reliability for both subscales on the MRP (self-concept =.75; value=.82). Also, pre- and posttest reliability coefficients were calculated for each subscale and these results confirmed the moderately high reliability of the instrument (self-concept=.68; value=.70). The validity of the MRP was constructed by conducting the test on two highly motivated readers and two less motivated readers. The validity results came to an interrater agreement of .87 (Gambrell, Palmer, Codling & Mazzoni).

For this study, the survey portion of the *Motivation to Read Profile* was used and distributed to all third grade students. This portion of the MRP consists of 20 questions and none of these questions were modified from the original version. Each of the 20 questions on the MRP Reading Survey had four options below, in which the student may select one. The survey consists of questions based on the student's value of reading and the student's self-concept as a reader. The MRP Reading Survey was given in a group setting in each of the three third grade classrooms. As Gambrell, Palmer, Codling, and Mazzoni (1996) suggests, the MRP Reading Survey was read orally to prevent any confusion and to fit the needs of students on all reading levels.

After the *MRP* was completed by all of the students, teacher recommendations were then taken (see Appendix B). Teachers were asked to fill out a worksheet for each student that they believed to be unmotivated to read. On the teacher recommendation worksheet, teachers wrote the name of the child, gave reasons for why they believe that child is unmotivated to read, and finally provided some possible causes for why that child is an unmotivated reader.

After the *MRP* was scored and the teacher recommendations were taken, 13 students were chosen to participate in the second portion of this study. The second part of the study first consisted of The Chassee Motivation to Read Profile (see Appendix D). The Chassee Motivation to Read Profile is a modified version of the *Garfield Elementary Reading Attitude Survey (ERAS)*. The modifications were made to the *ERAS* to better fit the Likert scale type questions with the goal of the study, which is to find out what is going on specifically in the classroom that is unmotivating children. The Likert-scale questions on the Chassee Motivation to Read Profile were about reading practices that take place at school. The Likert-scale questions came from observing reading practices in several classrooms K-3. For each question, the child was instructed to color the smiley face that best represents his or her feelings toward that reading activity. Each question had five possible smiley faces the child could color in, ranging from an extremely happy smiley face to an extremely sad smiley face.

After the Likert-scale questions were completed, each student was then asked six open ended questions, with some additional questions following based on the response of the previous questions, about his or her motivation towards reading (see Appendix E). The main focus of these questions was: What is going on at school that has unmotivated these students to read? Also, based on the results of the Likert-scale questions, each child was asked further about certain reading practices that he or she did not like. For each of these open-ended questions, the

child was provided the opportunity to elaborate, including telling stories. By doing this, more information was able to be collected on the child's reasoning for not being motivated to read. In addition, to allowing the child time to elaborate on answers, more questions were also asked of the student based on his or her response to the initial question.

Procedures

The first step in this study was to administer the Reading Survey portion of the *Motivation to Read Profile* to all of the third grade students. The second step was to select the unmotivated readers to participate in the second portion of the study. The students were selected in three different ways. The first way was the student had a score of 55 or lower on the *MRP*. The second possible way was the student was recommended by the teacher as being unmotivated to read. Teacher recommendations were taken over a possible score higher than 55 on the *MRP* because of the possibility of false student responses on the *MRP* and because of the fact that the teachers see these students day in and day out and have a good idea of each student's reading motivation level. The third way was the student had both a score of 55 or lower, on the *MRP*, and was recommended by the teacher.

After the students were selected, each one was then involved in a one-on-one interview that consisted of open-ended questions and Likert-scale type questions. During the first part of the one-on-one interview, the students were asked to answer Likert-scale type questions on the Chassee Motivation to Read Survey. The questions on this survey were about specific classroom reading practices. For each question, the child was instructed to color the smiley face that best represents his or her feelings toward that reading activity. Each question had five possible smiley faces the child could color in, ranging from an extremely happy smiley face to an extremely sad smiley face.

After the Likert-scale questions were answered, the child then was asked several open-ended questions about classroom reading practices. The respondents were encouraged to provide stories and long explanations. The purpose of this was to gather a more in depth response on how the individual feels about the specific question being asked.

The results of each interview were then compiled and analyzed by using explanatory mixed-methods design (Mertler & Charles, 2008). This research design analyzes and then compares both quantitative and qualitative data.

Data Collection

To answer the research question, data were collected in three different ways. The first means of data collection were the results of the *Motivation to Read Profile Reading Survey*. These results were used to help determine what students would participate in the on-on-one interviews. After the students were chosen for the interviews, data were then collected based on the results of both the open-ended questions and the Likert-scale questions. These two forms of data collection were then analyzed in attempt to find similarities between the responses of the unmotivated readers.

Data Analysis

To choose the students for the interview portion of the study, two items were analyzed. First, the results of the Reading Survey portion of *Motivation to Read Profile* were calculated. Each item on the survey received a certain amount of points, according to the student's response (see Appendix A). Each student's survey was then calculated and the 10 bottom scores were selected for the interview portion of the study. In addition, after the *Motivation to Read Profile* scores were calculated, teacher recommendations were also taken into account. Three students were added to the interview portion of the study simply based on teacher recommendations.

Once 13 students were selected for the one-on-one interviews, two additional items were analyzed. The first item that was analyzed was the Likert-scale questions. These questions were analyzed by summarizing each question and the responses from each student. The second item that was analyzed was the open-ended questions in the interview. These were also analyzed by comparing each question and the responses from each student. Then by using the explanatory mixed-methods design both the quantitative data results (*MRP* scores and Likert-scale question scores) and qualitative data results (one-on-one interviews) were then informally compared to see if there were similar results (Mertler & Charles, 2008).

Summary

This chapter outlined the methods and procedures that were used in this study. This study involved third grade students from a Northwest Ohio school district. All of the students were assessed using the *Motivation to Read Profile*. Students were then selected for a one-on-one interview based on *MRP* scores and teacher recommendations. During the one-on-one interviews, students were asked both open-ended questions and Likert-scale questions, to collect data. The data were then analyzed by using a triangulation mixed-methods design. The results of the data analysis can be found in the fourth chapter.

CHAPTER IV. DATA ANALYSIS AND DISCUSSION OF RESULTS

The purpose of this study was to examine children's motivation towards reading in regards to classroom practices and reading experiences that take place in school. This study was designed to specifically answer the following question: What factors in the classroom negatively impact a child's motivation to read? The first portion of the study involved administering the Reading Survey portion of the *Motivation to Read Profile* to all of the students in three third grade classrooms. Thirteen third grade students were then selected for the second portion of the study by having a score of 55 or lower on the *MRP* and/or being recommended as an "unmotivated" reader by a third grade teacher.

After the 13 students were selected, each one was then involved in a one-on-one interview that consisted of open-ended questions and Likert-scale type questions dealing with reading at school. Each student was asked eleven Likert-scale questions and at least 6 open-ended questions, with some additional questions following based on the response of the previous questions. Chapter IV presents the results of the investigation. Student data will be presented in case study format. The names of the students are pseudonyms. A discussion of the results concludes the chapter.

Data Analysis

Student Interviews

Max

Max was identified for the second portion of this study because he had the lowest *MRP* score, 40, in the three classrooms. On the *MRP*, Max stated that when he reads by himself, he does not understand any of it. He also marked that reading is very hard for him. In addition, on the *MRP*, Max stated that he is a very poor reader when he reads out loud. He also marked that

people who read a lot are boring. Finally, Max marked on the *MRP* that he thinks reading is a boring way to spend time.

However, the one-on-one interview with Max told a completely different story. On the Chassee Motivation to Read Survey, Max did not select any “very upset” or “somewhat upset” faces. In fact, he said that he enjoys doing all of the reading activities listed on the survey. When Max was asked if he enjoys reading he stated, “Yes. I think it’s fun and it helps me read better.” Max also stated that the reading activity he enjoys the most at school is when he gets to retell during P.A.L.S. (partner reading program). Max explained that he likes retelling in P.A.L.S. because it helps him answer questions on the A.R. tests.

The only thing Max said that he does not like about reading in school is when he does not get called on for answers during reading time. Max said he gets upset when everyone else gets called on but him.

James

James was selected for the one-on-one portion of this study because of his score on the *MRP*, 46, which was the second lowest in the three third grade classrooms. James had many statements that stood out on the *MRP*. For example, he stated that he does not read as well as his friends. In addition, he said that reading is very hard for him. He also said that when he reads aloud, he is a poor reader. James stated that libraries are a boring place to spend time. Finally, James stated on the *MRP* that he thinks reading is a boring way to spend time.

During the open-ended question portion of the interview, James was asked if he liked reading. He stated, “Sorta because some A.R. books take a long time to read and I forget my answers by the time I take the test.” James was then asked when he decided that he didn’t really

like reading and he responded by saying, “In first grade and kindergarten. I just didn’t like it. My A.R. points were low and I thought I wasn’t a good reader.”

James stated that he enjoys choosing his own books because then he doesn’t have to read boring books. However, James does not like reading harder level books and challenging himself. He said he does not like to do this because “words are harder, it takes a long time to finish, and I mess up on tests.”

On the Chassee Motivation to Read Survey, James selected the “very upset” face three times. He selected this face for both being called on in class and reading aloud. James said he does not like reading aloud because he is not a really good reader so he gets very nervous. When James was asked if there has ever been a time where he has been embarrassed during a reading activity he told a story about when he had to read aloud. James said he had to make a book and read it aloud to the class. He said that he got “really really nervous” that people wouldn’t like it.

Another reading activity that James does not enjoy, according to both the survey and open-ended questions, is working in groups during reading time. James selected the “very upset” face for this question on the Chassee Motivation to Read Survey. He explained that he does not like working in groups because when he messes up or loses track of where they are in the reading, the other children yell at him and it gets very loud.

Jimmy

Jimmy was chosen for the second portion of this study because he was recommended by his teacher and also because he had a score of 49 on the *MRP*, which was the third lowest score in the three classes. Jimmy’s teacher recommended him because “He says that he hates school, is always out of his seat not following along. He needs an adult to sit with him and make him read.” Jimmy’s teacher believes that a possible cause for his unmotivation may be because he is

a very low reader and gets frustrated. Another possible cause, according to Jimmy's teacher, is that he is very worried about what everyone else is doing.

On the *MRP*, Jimmy stated that his friends think he is a not-so-good reader. He also marked that he does not read as well as his friends. In addition, Jimmy stated that when he comes to a word that he doesn't know, he can never figure it out. Also according to the *MRP*, Jimmy stated that he is a poor reader when he reads aloud.

During the one-on-one portion of the study, it seemed that Jimmy struggled to explain what he wanted to say; it appeared that he has a very limited vocabulary. When asked if he likes reading, Jimmy said "Yes. It's fun because you look at pages." Jimmy stated that the one thing he likes about reading in school is when he gets to earn tickets for his reading. He can then use these tickets to buy prizes. When Jimmy was asked what he does not like about reading in school, he said "Hard words. They are hard for me."

On the Chassee Motivation to Read Survey, Jimmy did not mark any "very upset" faces. In fact, he only marked one "somewhat upset" face on the survey. The question he marked dealt with taking A.R. test. Jimmy said he does not like taking A.R. tests because they are not fun and he gets bad grades.

Logan

Logan was identified for the one-on-one interview portion of this study because he had an *MRP* score of 51, which was the fourth lowest in the three third grade classes. One of Logan's responses that stood out on the *MRP* was that he said "People who read a lot are boring." Another one of Logan's responses on the *MRP* was that "When someone gives me a book for a present, I feel unhappy."

On the Chassee Motivation to Read Survey, Logan selected the “very upset” face only once. He colored in the “very upset” face for the third question, which was, “How do you feel when you get to share how you feel about a book?” When I asked Logan why he does not like doing this reading activity he stated, “On Mrs. Smith’s test you have to tell how you feel and it is really hard. You have to write 3 sentences or more and it is hard to explain.” Logan also only selected the “somewhat upset” face once on the *Chassee Motivation to Read Survey*. He colored in the “somewhat upset” face for the first question, which was, “How do you feel when you read a loud in the classroom?” Logan said he does not like doing this because it is a lot of pressure.

When asked if he likes reading or not Logan stated, “I like it because it affects my grade because if I didn’t read it would hold me back. But if it didn’t affect my grade I would still like it.” During the open-ended questions portion of the interview, Logan stated, “The thing I do not like about reading in school is you have to read a lot to be good and I don’t feel like reading a lot.” When asked what he does like about reading in school Logan stated, “Going to the library to read because in the classroom people talk and it is loud but people can not talk in the library.”

Kelly

Kelly was selected because of her score of a 52 on the *MRP*, this score was the fifth lowest in the three third grade classes. During the interview portion, Kelly was asked if she likes reading. Kelly stated, “Kind of because some words are hard.” When asked when she decided that she only “kind of” likes reading, Kelly said, “Because my teacher made me read hard books.”

On the Chassee Motivation to Read Survey, Kelly marked the “very upset” face for the question regarding how the student feels when the teacher calls on him or her to read. Kelly explained, “I do not like this because it makes me nervous when she has something to say to

me.” Kelly also marked the “very upset” face for the question regarding A.R. tests. Kelly said she does not like this because she gets “F’s.”

In addition, Kelly marked “somewhat upset” for the questions regarding silent reading and sharing feelings about a book. Kelly said she does not like silent reading because the teacher only gives 15-20 minutes and that is not enough time. In addition, Kelly said she does not like telling other people how she feels about a book because she is afraid that they will laugh at her.

During the open-questions portion of the interview, Kelly said the thing she likes about reading at school is reading poetry in class because you get to illustrate “what is in your mind.” However, Kelly said the thing she does not like about reading in school is reading books. She explained, “I do not like doing this because my teacher makes me tell what’s happening.”

Kenny

Kenny was chosen because of his score of a 53 on the *MRP*, which was the sixth lowest in the three third grade classrooms. When asked if he likes reading or not, Kenny said “Yes because I like to see what’s next in books.”

On the Chassee Motivation to Read Survey, Kenny did not select any “very upset” or “somewhat upset” faces. He said that he likes doing all of the activities on the survey.

When asked, “What do you like about reading in school?” Kenny said he likes picking out a book and silently reading. He said, “It is fun to pick out a book because if someone else would pick out a book for me, I might hate it.” According to Kenny, the one thing he does not like about reading in school is “reading with a girl” because girls “bug” him.

Sally

Sally was identified because she had a score of 54 on the *MRP*, which was the seventh lowest score in the three third grade classrooms. On the *MRP* Sally stated that she does not read

as well as her friends. She also stated that she would be very unhappy to receive a book as a present.

During the one-on-one interview portion, it was very hard to get Sally to go in-depth into any of her answers. On the Chassee Motivation to Read Profile, she did not select any “very upset” or “somewhat upset” faces. In fact, she only selected one “kind of happy face” and that was for the third question, which stated, “How do you feel when you get to share how you feel about a book?” Sally said she does not know why she only kind of likes doing that reading activity.

When asked if she likes reading, Sally said, “Yes because it helps me learn.” She also stated that she likes taking A.R. tests because she gets to use the computer. However, Sally stated that the one thing she does not like about reading in school is “when I don’t know a word because I get stuck and just stop.”

Billy Jean

Billy Jean was selected for the interview because she had an *MRP* score of 54, which was the eighth lowest score in the third grade. When Billy Jean was asked if she likes reading, she stated “Kind of. I’m a little nervous when I read aloud but if I’m comfortable with the words it’s ok.” On the Chassee Motivation to Read Survey, Billy Jean selected the “somewhat upset” face for the question regarding reading aloud. She explained, “I do not like reading aloud because if I read a word wrong and then figure it out. I have to start all over again and then I get nervous.” However, Billy Jean did mark the “very happy” face for the survey question regarding silent reading. She said that she likes silent reading because “If I miss a word it is o.k.”

Billy Jean explained that she decided that she may not like reading in third grade because that is when she started taking big reading tests (Ohio Achievement Test). Billy Jean said the one

thing she does not like about reading in school is taking test. She went on to explain, “One time we took a test and I got a real bad score. I was having a bad day and just wasn’t thinking right but I felt bad about my score.”

On the Chassee Motivation to Read Survey, Billy Jean selected the “kind of happy” face for reading with a partner. She went on to explain that she likes working with another student but that if she is paired up with a “really, really, good” reader then she gets nervous.

Bianca

Bianca was chosen for the one-on-one interview because she had the ninth lowest *MRP* score, 55, in the three third grade classrooms. On the *MRP*, Bianca said that “People who read a lot are boring.” She also said that she never tells her friends about good books she reads.

During the open-ended questions, when Bianca was asked if she likes reading, she said “I’m in the middle because I read too much and it hurts my brain but I don’t know why.” The next question she asked was, “When did you decide that you did not like reading?” Bianca responded by saying, “I liked it when I first started then it started to hurt my brain.”

Bianca only selected one “somewhat upset” face on the survey and she selected this face for question two, which was about being called on in class. She said when this happens she gets very nervous. Bianca also only selected one “very upset” face on the Chassee Motivation to Read Survey. She selected this face for question one, which was about reading aloud in the classroom. Bianca explained that she does not like this because “I get nervous a lot in my reading.” Later on in the interview during the open-ended questions, Bianca explained a specific event that made her really not like reading aloud in the classroom. Bianca said, “When I was in kindergarten, the teacher made me read aloud and I got so nervous that I had an accident. I really don’t like to talk about it.”

Another reading activity that Bianca does not appear to like, according to both the open-ended questions and the Chassee Motivation to Read Survey, is reading aloud with the class. Bianca selected the “kind of happy” face for question nine on the survey, which states “How do you feel when you and your entire class read together?” Bianca said she does not like doing this because she can’t concentrate when they read together. Also, during the open-ended questions, when Bianca was asked what she does not like about reading in school, she stated that she does not like reading aloud with the class because it is loud. Along with this idea, during the open-ended questions, Bianca stated that she enjoys reading books during SSR time because “you do not have to listen to people scream.”

Harry

Harry was identified for the interview because he was recommended by his teacher and had a *MRP* score of 55. Harry’s teacher said he has problems staying on task, during reading, which may be because of his “lack of maturity.” On the *MRP*, Harry marked that he does not read as well as his friends. He also marked that when he grows up he will not spend any of his time reading. In addition, Harry marked that he is a poor reader when he reads aloud.

Reading aloud also came up in the interview with Harry. Harry marked the “very upset” face on the survey, for the reading aloud question. He said he does not like reading aloud because he “messes up.” When Harry was asked about what he does not like about reading in school, Harry said “reading aloud because sometimes I get laughed at.” Harry was asked if there has ever been a time where he has been embarrassed during a reading activity. Harry explained that there have been several times when he has been embarrassed because he gets laughed at as he is reading aloud.

When Harry was asked if he likes reading he stated, “Kind of because it’s fun when we have silent reading because I can get more points (A.R.).” He also marked the “very happy” face on the survey question dealing with silent reading time. Harry explained that he likes this time because it is quiet in the classroom. On the survey, Harry also explained that he does not like working in groups or reading together with the entire class because it is too loud.

Harry also marked the “very happy” face on third question on the survey which stated, “How do you feel when you get to share how you feel about a book?” Harry said he likes doing this because then everyone knows that he is reading.

Ned

Ned scored a 60 on the *MRP*, which was slightly below average in the three classrooms. However, he was chosen to move onto the second portion of the study because of a recommendation from his teacher. The teacher recommended Ned because she said he has difficulty completing any reading activity without help. She believes that a possible cause of him being unmotivated may be his lack of maturity.

When asked if he likes reading or not, Ned said “Yes because it just the same thing as taking A.R. tests. You can read something you never knew about so you learn from reading.” Ned said the one thing he does not like about reading in school is writing book reports because “you have to write like 15 sentences and it is boring.” However, Ned said he does like reading in groups because ideas can be shared and help for each other can be provided when a person gets stuck on a word.

On the *Chassee Motivation to Read Survey*, Ned did not color in any “very upset” faces and he only colored in one “somewhat upset face.” He colored in this face for question number three, which was “How do you feel when you get to share how you feel about a book?” Ned said

he does not like doing this because it makes him nervous and scared that he may say something wrong.

Pat

Pat's teacher recommended him for the one-on-one interview. The teacher recommended him because she said that he puts little effort into reading. She believes a possible cause for him being unmotivated may be because he is on and off meds frequently.

Pat scored a 61 on the *MRP*, which was around average for the three third grade classes. However, on the *MRP*, Pat marked that he does not read as well as his friends and that he is a poor reader when he reads aloud. Pat mentioned reading aloud in both the survey and the open-ended question portions of the interview. He marked the "very upset" face on the survey question that dealt with reading aloud. Pat explained that he does not like reading aloud because everyone stares. He went on to explain that he gets "tingly" inside when he has to read because he is afraid that he will mess up on a word. During the open-ended questions, Pat went on to explain a specific time when he had a bad experience reading aloud. He said he was reading aloud in class and he got very nervous. Then while he was reading, he messed up a word and got even more nervous. Pat said, "I started not feeling good inside and wanted to stop reading and that's what I did."

One reading activity that Pat said he does like at school is silent reading time. He said he likes this time because he is alone and nobody bothers him. However, Pat said the one thing he does not like about reading in school is when he does not do well on A.R. tests. Pat stated, "I don't like doing this because I don't feel good about it because then my mom doesn't think I read it (the book)."

Ariel

Ariel was selected for the interview because, according to her teacher, “During silent reading she is either talking or staring off into space. She often says she is done reading when I know no one could finish that quickly.” During the interview with Ariel, she stated that the thing she does not like about reading at school is silent reading. Ariel said she does not like this because when she is finished with a book, she is not allowed to get a new book at the library. Instead she has to get a book in the classroom and she does not like any of the books in the class.

Ariel scored a 67 on the *MRP*, making her above average for the three third grade classes. During the interview portion of the study, when Ariel was asked if she likes reading she stated, “Yes because I learn new stuff about things I never knew.” Ariel explained that her favorite reading activity at school is when she gets to read with a partner or in a group because “it’s more fun.”

On the *Chassee Motivation to Read Survey*, Ariel did not mark any “very upset” or “somewhat upset” faces. Ariel explained that the only activity, listed on the survey that she “sometimes” does not like doing is when the teacher calls on her to read. Ariel said, “I don’t like this because I get really nervous when I read aloud.”

Chassee Motivation to Read Survey

As presented in Table 1 (see Appendix S), reading aloud appears to be the reading activity that the 13 third grade students least like doing. Both question number one and two on the *Chassee Motivation to Read Survey* focus on reading aloud or speaking in the classroom. Both of these questions had the highest number of “very upset” and “somewhat upset” faces marked. The questions dealing with partner reading, choice of book, and prizes were the

questions that had the lowest number of “very upset” and “somewhat upset” faces marked. In fact, these three questions did not have any “very upset” or “somewhat upset” faces colored.

Discussion of Results

Given 13 third grade students who were labeled “unmotivated readers,” what classroom factors negatively impacted these children’s reading motivation? The findings from this study show that there is not one simple answer to why unmotivated children are unmotivated. When considering the results of this study, it is very evident that there are differences within the students’ opinions and feelings on reading factors in the classroom. However, there were also some common factors within the students’ opinions on reading. First of all, several of the students involved in the interviews reported on the *MRP* that they were poor readers, possibly indicating that these students have low self-concept as a reader. In addition, during the interview portion of the study, it was found that many of these students have experienced embarrassing moments or get very nervous during reading in school, specifically while reading aloud. Therefore, this study suggests that students may be unmotivated because of lack of confidence or embarrassment of reading skills at school.

In addition, this study also suggests that students’ reading motivation is impacted by reading testing and the noise level of the classroom. It was also found that many of the students who were interviewed compare themselves to others in the classroom and/or are worried about how other children view them as readers. Finally, it was found that not one of the 13 children who were identified as “unmotivated” to read, completely hate to read. In fact, each child was able to describe something that he or she enjoys about reading at school. Additional conclusions relating to the research question can be found in the following chapter.

Summary

This chapter provides mini case studies that outline the reading motivation of 13 third grade students. The analysis is based upon the results of the *MRP*, teacher recommendations, and one-on-one interviews. Based on the results of the Likert-scale questions and open-ended questions, reading aloud appears to be the classroom reading activity that the children least like doing. In addition, silent reading appears to be the classroom reading that the children most like doing. Some patterns that were found amongst the 13 interviews include lack of confidence in reading skills, noise level in the classroom, and meeting reading standards, specifically A.R. Further discussion of the findings can be found in the next chapter.

CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to examine children's motivation towards reading in regards to classroom practices and reading experiences that take place in school. This study was designed to specifically answer the following question: What classroom factors negatively impact a child's motivation to read? The study was designed to survey and interview third grade students in a northwest Ohio school district to identify "unmotivated readers" and the factors that negatively impacted these students' reading motivation.

Summary

"Motivation is the heart of many of the pervasive problems we face in teaching young children to read" (Gambrell, Palmer, Codling, Mazzoni, 1996, p. 518). Although children come into school excited to read, the desire and will to read decreases as they get older (Langer, Applebee, Mullis, & Foertsch, 1990; Rosenblatt, 2005). Therefore, motivation to read or the lack of motivation to read has been a hot topic in reading research for many years (Gambrell). Currently there are four prominent theories in regards to reading motivation and they are as follows: self-worth, self-concept, achievement goal, and attribution.

Traditionally research on motivation has focused on classroom factors that promote reading motivation within students (Edmunds & Bauserman, 2006; Gambrell, 1996; Oldfather, 1993; Pachtman & Wilson, 2006). Classroom factors that negatively impact reading motivation are often overlooked. Given this problem, this study was designed to explore the following question: What factors in the classroom negatively impact a child's motivation to read? This study was created to identify and interview third grade children who are highly unmotivated to read.

The method of surveying and interviewing students included choosing a school district where the rapport was already present, in attempt to get more honest answers from students and teachers. The subjects involved were in third grade and participated without consideration to gender, race, ethnicity, or religion. All third grade students completed the Reading Survey portion of the *Motivation to Read Profile* (Gambrell, Palmer, Codling, & Mazzoni, 1996) (see Appendix A).

Upon completion of the survey, 13 students were then asked to participate in the one-on-one interviews, based on having an *MRP* score of 55 or lower and/or teacher recommendation. The students involved in the interview then answered the same Likert-scale type questions and open-ended questions regarding feelings towards specific reading classroom practices and experiences that take place at school. Additional questions asked of each student were drawn from previous answers given in the interview or in the response to the students' answers on the Likert-scale questions.

The findings from this study show that there is not one simple answer to why unmotivated children are unmotivated, although there are common factors. First of all, several of the students involved in the interviews reported on the *MRP* that they were poor readers. Such a response indicates that these students have low self-concept as a reader. In addition, during the interview portion of the study, many of these students articulated that they have experienced embarrassing moments or get very nervous during reading in school, specifically while reading aloud. Further information regarding student responses and comments can be found in the next portion of this study.

Conclusions

The types of experiences that children have in classrooms have an impact on their motivation for their reading (Wigfield, Guthrie, Tonks, & Perencevich, 2004). Therefore, it is important to identify what factors motivate children to read and then incorporate these elements in the classroom. Traditionally research has focused on classroom factors that promote reading motivation within students (Edmunds & Bauserman, 2006; Gambrell, 1996; Oldfather, 1993; Pachtman & Wilson, 2006). However, this study examined the classroom factors that negatively impact a child's motivation to read.

Though all students were approximately the same age and come from the same area, some of their responses varied from one another. However, one big similarity that was found among many of the third grade students was that many of them expressed lack of confidence or embarrassment during reading at school, specifically while reading aloud. One example of this is the story of Bianca. Bianca expressed that she gets very nervous when it is time to read aloud because of her embarrassing accident in kindergarten that took place because she was so nervous about her ability to read aloud. Billy Jean and Ariel also stated that they do not like reading aloud because they get very nervous. James expressed the same concern about reading aloud. He said he does not like reading aloud because he is not a really good reader so he gets very nervous. In addition, the young boy Harry said he does not like reading aloud because he gets laughed at. Logan said reading aloud "is a lot of pressure." Also, Pat explained that he does not like reading aloud because everyone stares. He then explained that he gets "tingly" inside when he has to read because he is afraid that he will mess up on a word.

Some of the students also expressed lack of confidence in other reading activities. For example, Kelly and Jimmy both said they do not like taking A.R. tests because they do not do

well on them. Billy Jean explained that she decided that she may not like reading in third grade because that is when she started taking big reading tests (Ohio Achievement Test). Billy Jean said the one thing she does not like about reading in school is taking test because of one time she got a real bad score. Also, on the Chassee Motivation to Read Survey, Billy Jean selected the “kind of happy” face for reading with a partner. She went on to explain that she likes working with another student but that if she is paired up with a “really, really, good” reader then she gets nervous. In addition, Ned said he does not like doing sharing how he feels about a book because “it makes him nervous and scared that he may something wrong.” When James was asked when he decided that he didn’t really like reading, he responded by saying, “In first grade and kindergarten. I just didn’t like it. My A.R. points were low and I thought I wasn’t a good reader.” Finally, James explained that he does not like reading in groups because when he messes up or loses track of where they are in the reading, the other children yell at him and it gets very loud.

According to the self-worth theory, if a child does not feel respected as a reader and may be embarrassed by his or her reading skills, then he or she will not be motivated to put much effort into reading (Siefert, 2004). Along with the self-worth theory, the self-efficacy theory states that if a child does not believe that he or she is capable of reading a particular book, then the child’s motivation to read the book will be low (Siefert). Both of these theories apply to the children’s stories about their lack of confidence or embarrassment during reading activities. According to these two theories, if the children are feeling a lack of confidence or embarrassment while reading, then their motivation for reading will decline.

Another finding from this study was that many of the students stated on the MRP and/or one-on-one interviews that they are not good readers. For example, Jimmy stated on the MRP that he is a not-so-good reader. Also on the MRP, Max, Harry, Pat, and James stated that they are

very poor readers when they read aloud. James also made a statement during the interview that he decided he did not like reading when he thought he wasn't a good reader in kindergarten or first grade.

The attribution theory (Siefert, 2004) states that if a student attributes reading failure to uncontrollable stable factors, such as inability, then he or she is more likely to feel shame and will then show little effort to read or motivation to read. This theory applies to the children's statements about not being "good" readers. If the students think they are not good readers then they are more likely to be unmotivated to read.

Another theory that can be applied to this study's findings is the achievement goal theory. This theory states that students' behaviors are outcomes of their desire to achieve either learning goals, also called mastery or task goals, or performance goals, also called ego-oriented (Seifert 2004). Students who are more focused on pursuing performance goals are more concerned with how well they perform in relation to others. They are also concerned about how others view them, which is a connection to the self-worth theory. Some of the children in this study made statements specifically about being viewed or compared to others. Harry said he likes telling how he feels about a book because then people know that he is reading. In addition, Billy Jean stated that she gets nervous when she reads with a "really really good reader." On the MRP, James, Sally, Pat, Harry, and Jimmy stated that they do not read as well as their friends. In addition, Kelly said she does not like telling other people how she feels about a book because they might laugh at what she says. Therefore, according to the achievement goal theory, a child who has performance goals may put little effort and be unmotivated to read if the child already feels he or she is not as capable as a reader (Seifert). The achievement goal theory relates to the children's stories about being compared and viewed by others because it appears that the

children are setting out to meet performance goals rather than learning goals, which leads to lack of reading motivation.

An additional finding from this study was that several of the students made statements about the noise level in the classroom in regards to reading. Logan said the thing he likes about reading in school is going to the library. Logan stated, "I like going to the library to read because in the classroom people talk and it is loud but people can not talk in the library." Bianca explained that the thing she likes most about reading in school is silent reading time because she does not have to listen to people scream. She also stated that the thing she likes the least about reading in school is reading with the class because "it is too loud". Bianca explained that she can not focus when everyone is reading aloud. Pat said he likes silent reading because "nobody bothers me and I'm all by myself." Twelve out of the 13 students selected the "very happy" or "kind of happy" face on the Chassee Motivation to Read Survey question regarding silent reading. In fact, Kelly was the only student to select the "somewhat upset" face for this question and she said she does not like silent reading because they only get "15 or ten minutes to read" and she wants more. Therefore, it appears that the noise level in the classroom does have an impact on a child's motivation to read.

Another significant finding from this study was that many of the children made statements about meeting standards, specifically regarding A.R. When Max was asked when he decided that he did not like reading he stated, "In first grade and kindergarten. I just didn't like it. My A.R. points were low and I thought I wasn't a good reader." In addition Jimmy stated that he does not like A.R. tests because "they aren't fun and I get bad grades." Kelly made a similar comment to Jimmy when she said she does not like A.R. tests because she gets "F's." Billy Jean stated that she does not like taking reading tests because a time when she got a bad score. Billy

Jean explained, “Well one time we took a test and I got a real bad score. I was having a bad day and just wasn’t thinking right but I felt bad about my score.” In addition, Pat said the thing he does not like about reading in school is when he does bad on A.R. tests. Pat said, “I do not like this because I don’t feel good about it because my mom doesn’t think I read it.”

On the other hands, several of the students made positive comments about A.R. testing. Harry said the one time he was very proud or excited during a reading activity was when he got a five out of five on an A.R. test and his teacher was happy. Ned also said that a time when he was very proud during reading was when he got a one-hundred percent on his A.R. test. In addition, eleven out of the thirteen students selected the “very happy” or “kind of happy” face for the Chassee Motivation to Read Survey question about taking A.R. tests.

Therefore, the findings from this study show that it depends on the child and the situation whether A.R. testing or reading testing of any kind increases or decreases a child’s motivation to read. This finding leads to the next finding in this study, which is that motivation to read is situational. Teachers may identify children as unmotivated readers but the children may not be completely unmotivated to read. For example, one teacher recommended Ariel as being an unmotivated student in her classroom. One reason the teacher chose Ariel is because she said she does not read during silent reading time. However, after speaking with Ariel during the one-on-one interview, it was clear that Ariel enjoys reading. In fact, Ariel stated that the reason she does not like silent reading is because “When I get finished with the book, the teacher does not let me get a new book at the library so I have to get a book in the classroom and those are all boring.”

After analyzing each child’s quantitative and qualitative data from this study, it was found that not one child completely did not like reading. Each child was able to explain something about reading that he or she enjoys. Therefore, from this study one could assume that

a child is not simply “unmotivated” to read or “motivated” to read. Instead, it depends on the reading situation that is taking place at the time.

In conclusion, some of the results from this study related directly to the four prominent theories of motivation: self-efficacy theory, attribution theory, self-worth theory, and achievement goal theory. However, there were also findings from this study that were separate from these four theories. One of these findings was that testing does impact a child’s motivation to read. Another finding was that students’ reading motivation is affected by the noise level in the classroom. Finally, the results from this study suggest that reading motivation is situational.

Recommendations

For Teachers

Past and present research supports that teachers are a crucial component in promoting motivation in students and helping teach of them to develop into life long readers who read for pleasure and for information. Teachers are the decision makers when creating literacy activities in the classroom and these decisions impact students’ reading motivation (Gambrell, 1996). The findings of this study support the idea that teachers play a very important role in the motivation of students relating to reading.

A commonality among the interviews in this study is that many of the children expressed a lack of confidence or embarrassment of reading skills during reading activities at school. According to Seifert and O’Keefe (2001), “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” (p. 86). Therefore, it is essential that teachers take the responsibility and help promote these feelings in each student, to help develop reading motivation. However, not only

should teachers help promote these feelings in students in the classroom, but teachers should also model how students can promote these feelings in other students. As this study showed, creating a supportive environment is essential to a child's motivation to read.

In addition, not only do teacher dispositions have an impact on a child's motivation to read, but the types of reading activities in the classroom also play a role in a child's motivation. Reading aloud was an activity that stood out in the one-on-one interviews with the "unmotivated" third grade students. Many of these children expressed that they do not feel confident while reading aloud. Therefore, it is crucial that teachers are sensitive to reading aloud in the classroom. For example, rather than calling on children to read aloud, teachers may instead take volunteers to read aloud. Teachers may also allow the children to practice reading the material before being asked to read it aloud. By doing this, the students may not feel as much pressure.

Although reading aloud was a commonality among most of the one-on-one interviews, there were many differences among the students and their feelings toward specific classroom reading activities and/or experiences. Therefore, it is important for teachers to take time out of the first couple days of school and get to know individual students and their specific feelings about reading in the classroom. By doing this, teachers will be more aware of student's individual reading concerns and feelings and this in turn, will help promote reading motivation in each student. A classroom reading activity that many of the students in this study said they like is silent reading time. Therefore, it is important that teacher set aside time for silent reading each and every day.

For Further Study

This study suggests that student motivation is negatively affected by lack of confidence or embarrassment of reading skills at school. More specifically, reading aloud appears to be the one classroom reading activity that negatively impacts students' reading motivation. Though this is apparent in not only this study but many others, there is still much research in this area that could be conducted.

One area that could be further investigated could be the location of the study. This study focused on one suburban northwest Ohio school. Additional studies may focus on students from other communities where the socio economic status may be higher or lower than the students who participated in this study. By focusing a study on students in other areas, it may be found that location plays a role in a student's motivation toward reading.

Also, additional studies could focus on other age levels of students. It is possible that older students would have differing opinions on classroom factors and reading motivation. This study could be very easily simulated in other settings and age groups.

Additional studies could also be done to look at the definition of the words relating to motivation. What is the difference between an "unmotivated" student and a student is "negatively motivated"?

Summary

This chapter presented a summary of the investigation. Conclusions from the data were presented. According to this study and the participants that were part of this study, lack of confidence and embarrassment during reading activities, particularly during reading aloud, have a negative impact a child's motivation to read. Recommendations for teachers and possibilities for further studies were also stated. If teachers create a classroom environment that is supportive,

children will be less likely to have feelings of embarrassment, and will in turn help increase motivation. Teachers should also be very cautious when having children read aloud in the classroom. Another major finding from this study is that motivation to read is situational. The topic covered in this study is somewhat broad; therefore, this study is only one contribution to the area of motivation toward reading.

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APPENDIX A

MOTIVATION TO READ PROFILE- READING SURVEY

Figure 2
Motivation to Read Profile (cont'd.)

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

(continued)

Figure 2
Motivation to Read Profile (cont'd.)

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, 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

APPENDIX B
TEACHER RECOMMENDATION FORM

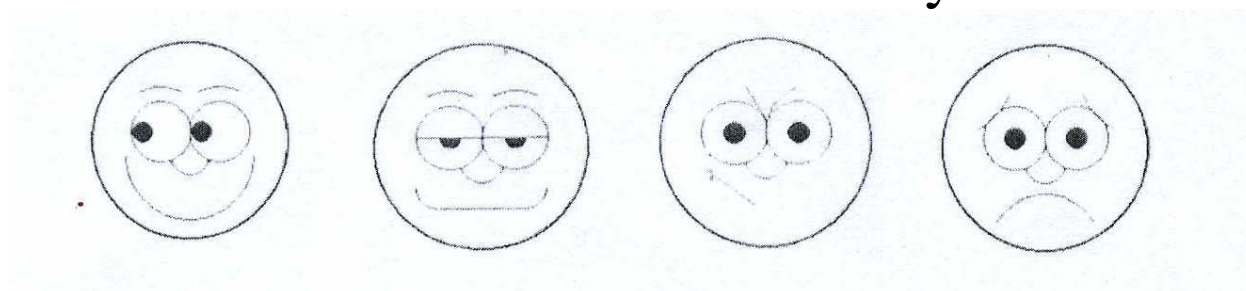
Teacher Recommendations

1. I think _____ (student name) is unmotivated to read.
2. I believe this because he or she (characteristics or actions of the child- ex. Refuses to read during SSR time):
3. I believe some of the possible causes for this child being unmotivated to read may be:

APPENDIX C

EXPLANATION OF THE FACES ON THE CHASSEE MOTIVATION TO READ SURVEY

Explanation of the faces on the Chassee Motivation to Read Survey



Very Happy

Kind of Happy

Somewhat Upset

Very Upset

APPENDIX D

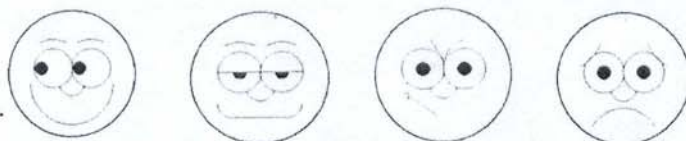
CHASSEE MOTIVATION TO READ SURVEY

Chassee Motivation to Read Survey

Circle the face that shows how you feel about each question.

Student Name _____

1. How do you feel when you read aloud in the classroom?



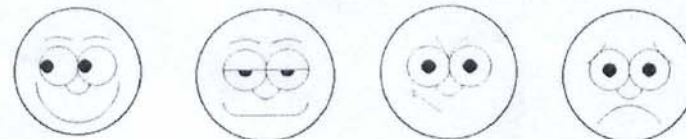
2. How do you feel when the teacher calls on you to read?



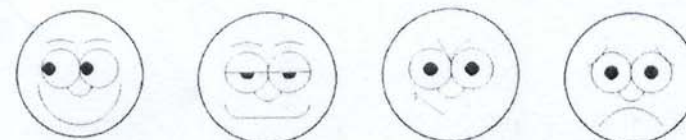
3. How do you feel when you get to share how you feel about a book?



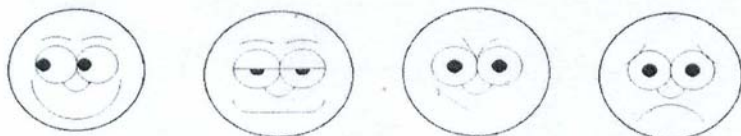
4. How do you feel when a teacher asks you questions about what you have read?



5. How do you feel when you read with someone else in the class?



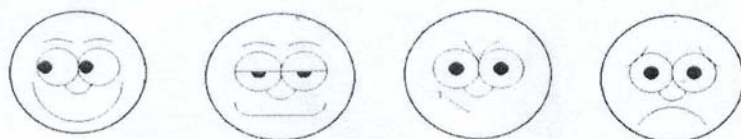
6. How do you feel when you work in groups, during reading time?



7. How do you feel when you get to pick your own book to read?



8. How do you feel when you read by yourself in the classroom during SSR time?



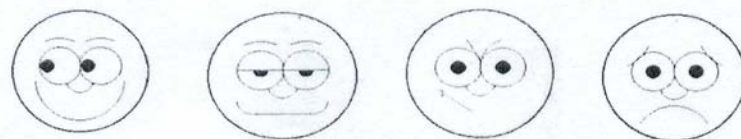
9. How do you feel when you and your entire class read together?



10. How do you feel when you take an A.R. test?



11. How do you feel when you are given some type of prize for your reading?



APPENDIX E
MODIFIED MRP INTERVIEW QUESTIONS

Modified MRP Interview Questions

Student Name _____

1. Do you like reading?
 - a. Why or why not?
 - b. When did you decide that you did not like reading? What happened?
2. What do you like about reading in school?
 - a. Why do you like doing this?
3. What do you not like about reading in school?
 - a. Why don't you like doing this?
4. Ask questions about the student's responses on the Likert-scale questions
 - a. Ex: Why don't you like reading aloud in class? Why do you like working in groups during reading time?
5. Tell me about a time when you have been embarrassed during a reading activity.
6. Tell me about a time when you were very proud or excited during a reading activity.

APPENDIX F

INTERVIEW RESPONSE: “MAX”

Max's Interview

Emily: "Max, Do you like reading?"

Max: "Yes, I think it's fun and it helps me read better."

Emily: "What do you like about reading in school?"

Max: "I like to retell."

Emily: "When do you get to retell in school?"

Max: "P.A.L.S."

Emily: "Why do you like retelling?"

Max: "Because it helps me better answer A.R. questions."

Emily: "Max, what don't you like about reading in school?"

Max: "When I don't get called on for answers."

Emily: "Why don't you like doing this?"

Max: "Because everyone else does and I get mad."

Emily: "Ok, I see on this worksheet that you did not select any upset faces, which is ok but are there any reading activities on this worksheet that you don't like doing?"

Max: "No, I like them all."

Emily: "Ok that's fine, well has there ever been a time when you have been embarrassed during a reading activity?"

Max: "No."

Emily: "Well, can you tell me about a time when you were very proud or excited during a reading activity?"

Max: "Yes."

Emily: "Go ahead and tell me the story."

Max: "I read a book and got to call on someone."

Emily: "What happened when you got to call on someone?"

Max: "They got to read next."

APPENDIX G

INTERVIEW RESPONSE: “JAMES”

James' Interview

Emily: "James, do you like reading?"

James: "Sorta because some A.R. books take a long time to read and I forget my answers by the time I take the test."

Emily: "When did you decide that you only 'sorta' liked reading?"

James: "In first grade and kindergarten. I just didn't like it. My A.R. points were low and I thought I wasn't a good reader."

Emily: "So what do you like about reading in school?"

James: "Picking my own book."

Emily: "Why do you like being able to pick out your own book?"

James: "because then I don't have to read boring books."

Emily: "What do you not like about reading in school?"

James: "When I have to read a hard book."

Emily: "Who makes you read harder books?"

James: "Me."

Emily: "So you challenge yourself?"

James: "Yes."

Emily: "Why don't you like to read harder books and challenge yourself?"

James: "Because words are harder, it takes a long time to finish, and I mess up on tests."

Emily: "I noticed that you selected the 'very upset' face for the question about reading aloud.

Why don't you like reading aloud in class?"

James: "Because I am not a really good reader so I get kind of nervous."

Emily: "That is understandable James. I also saw that you selected the 'very upset' face for the question about working in groups. Why don't you like working in groups?"

James: "Because everyone gets loud."

Emily: "What do you mean they get loud?"

James: "They yell."

Emily: "Why do they yell?"

James: "When I mess up or lose track of where we are."

Emily: "James, has there ever been a time when you have been embarrassed during a reading activity?"

James: "Yes."

Emily: "Could you please tell me about it?"

James: "I had to make a book and read it in front of the class. I got really really nervous that people wouldn't like it."

Emily: "Ok. Now could you tell me about a time when you were very proud or excited during a reading activity?"

James: "When I got to check out a library book and did good on my A.R. test."

Emily: "Good. Thank you for talking to me about reading James."

APPENDIX H

INTERVIEW RESPONSE: "JIMMY"

Jimmy's Interview

Emily: "Do you like reading, Jimmy?"

Jimmy: "Yes. It's fun because you look at pages."

Emily: "So you like looking at pictures in books?"

Jimmy: "Yes."

Emily: "What do you not like about reading in school?"

Jimmy: "Going to Miss King's."

Emily: "Why do you like going to Miss King's?"

Jimmy: "Because you get tickets."

Emily: "What do you get tickets for?"

Jimmy: "Reading with her."

Emily: "What can you do with your tickets? Can you buy prizes?"

Jimmy: "Yes. You buy cool things."

Emily: "Very neat. What do you not like about reading in school?"

Jimmy: "Hard words. They are hard for me."

Emily: "Ok. I noticed on this worksheet that you colored in the 'somewhat upset' face for the question about A.R. tests. What do you not like about taking A.R. tests?"

Jimmy: "They aren't fun and I get bad grades."

Emily: "Alright. Can you tell me about a time when you have been embarrassed during a reading activity?"

Jimmy: "I don't remember."

Emily: "Ok. That is fine. Can you tell me about a time when you have been proud or excited during a reading activity at school?"

Jimmy: "Don't remember."

APPENDIX I

INTERVIEW RESPONSE: “LOGAN”

Logan's Interview

Emily: "Logan, Do you like reading?"

Logan: "Yes."

Emily: "Why do you like reading?"

Logan: "I like it because it affects my grade because if I didn't read it would hold me back. But if it didn't affect my grade I would still like it."

Emily: "Ok. What do you like about reading in school?"

Logan: "Going to the library to read because in the classroom people talk and it is loud but people can not talk in the library."

Emily: "Understandable. What do you not like about reading in school?"

Logan: "The thing I do not like about reading in school is you have to read a lot to be good and I don't feel like reading a lot."

Emily: "Ok. I noticed on this worksheet that you colored in the 'very upset' face for the question about sharing how you feel about a book. Why don't you like doing this?"

Logan: "On Mrs. Smith's test you have to tell how you feel and it is really hard. You have to write three sentences or more and it is hard to explain."

Emily: "Alright. I also noticed that you colored in the 'somewhat upset' face for the question about reading aloud in the classroom. Why don't you like reading aloud in the classroom?"

Logan: "It is a lot of pressure."

Emily: "Pressure to do what?"

Logan: "Read right."

Emily: "Ok. Has there ever been a time when you have been embarrassed during reading at school?"

Logan: “Nope.”

Emily: “Ok. How about a time when you have been very proud or excited during reading at school?”

Logan: “Yes. I was reading aloud and could not figure out a word. I sounded it out and figured it out.”

Emily: “Ok. Thank you for talking with me today, Logan.”

APPENDIX J

INTERVIEW RESPONSE: “KELLY”

Kelly's Interview

Emily: "Kelly, do you like reading?"

Kelly: "Kind of because some words are hard."

Emily: "When did you decide that you only 'kind of' like reading?"

Kelly: "Because my teacher made me read hard books."

Emily: "What do you like about reading in school?"

Kelly: "I like reading poems in class because you get to draw pictures of what is in your mind."

Emily: "Great. What do you not like about reading in school?"

Kelly: "I don't like reading books at school."

Emily: "Why don't you like reading at school?"

Kelly: "I do not like doing this because my teacher makes me tell what's happening."

Emily: "Ok. I noticed on this worksheet that you colored in the 'very upset' face for the question about the teacher calling on you. Why do you not like when the teacher calls on you?"

Kelly: "I do not like this because it makes me nervous when she has something to say to me."

Emily: "Why do you get nervous?"

Kelly: "Because I might say something wrong."

Emily: "Ok. Can you please explain to me what you do not like about A.R. tests?"

Kelly: "I don't like them because I get F's."

Emily: "Ok. Why don't you like to silent read in class?"

Kelly: "We only get like fifteen or ten minutes to read."

Emily: "Would you like more time to read silently?"

Kelly: "Yes."

Emily: "Ok. Can you please tell me what you don't like about telling other people how you feel about something you read?"

Kelly: "I get nervous that people might laugh at whatever I say."

Emily: "Ok. Speaking of that, has there ever been a time where you have been embarrassed during a reading activity at school?"

Kelly: "Nope."

Emily: "Great. Has there ever been a time when you were very proud or excited during a reading activity at school?"

Kelly: "Nope."

Emily: "Ok. Thank you so much for talking with me."

APPENDIX K

INTERVIEW RESPONSE: “KENNY”

Kenny's Interview

Emily: "Kenny, do you like reading?"

Kenny: "Yes because I like to see what's next in books."

Emily: "What do you like about reading in school?"

Kenny: "I like picking out a book and reading it."

Emily: "When do you like to read the books that you pick out?"

Kenny: "I like to read during silent reading."

Emily: "Why do you like picking out your own books?"

Kenny: "It is fun to pick out a book because if someone else would pick out a book for me, I might hate it."

Emily: "Ok. What do you not like about reading in school?"

Kenny: "Um. Reading with a girl."

Emily: "Interesting. Why don't you like reading with girls?"

Kenny: "They bug me."

Emily: "Very funny Kenny. I noticed on this worksheet that you did not color in any 'very upset' or 'somewhat upset' faces, which is fine, but are there any reading activities on this worksheet that you do not like doing?"

Kenny: "I like them all."

Emily: "Ok. Has there ever been a time when you have been embarrassed during a reading activity?"

Kenny: "No."

Emily: "Good. Has there ever been a time when you were very proud or excited during a reading activity at school?"

Kenny: "Yes."

Emily: "Can you please tell me about it."

Kenny: "We had a raffle and my name got picked out."

Emily: "How did you get your name in the raffle?"

Kenny: "For reading books."

Emily: "Ok great. Thanks for talking with me Kenny."

APPENDIX L

INTERVIEW RESPONSE: “SALLY”

Sally's Interview

Emily: "Do you like reading Sally?"

Sally: "Yes because it helps me learn."

Emily: "How does it help you learn?"

Sally: "I don't know."

Emily: "Ok that's fine. What do you like about reading in school?"

Sally: "taking A.R. tests on books."

Emily: "What do you like about A.R. tests?"

Sally: "you get to use the computer."

Emily: "What do you not like about reading in school?"

Sally: "When I don't know a word."

Emily: "Why don't you like this?"

Sally: "Because I get stuck and just stop."

Emily: "Are there any reading activities that you can think of, that you don't like doing?"

Sally: "Not really."

Emily: "Ok. I noticed that you colored in the 'kind of happy face' for the question about sharing how you feel about a book. Why do you only kind of like doing this reading activity?"

Sally: "I don't know."

Emily: "Alright that's fine. Have you ever been embarrassed during a reading activity?"

Sally: "No."

Emily: "Have you ever felt very proud or excited during a reading activity at school?"

Sally: "Yes."

Emily: "Could you please tell me about it."

Sally: "I read a whole paragraph without stopping."

Emily: "Were you reading aloud to the class or by yourself?"

Sally: "Aloud."

Emily: "Ok. Thanks for talking with me Sally."

APPENDIX M

INTERVIEW RESPONSE: “BILLY JEAN”

Billy Jean's Interview

Emily: "Billy Jean, do you like reading?"

Billy Jean: "Kind of. I'm a little nervous when I read aloud but if I'm comfortable with the words it's ok."

Emily: "When did you decide that you only kind of like reading?"

Billy Jean: "When I started reading and taking big tests."

Emily: "What do you like about reading in school?"

Billy Jean: "I like reading in the library."

Emily: "Why do you like this?"

Billy Jean: "Because I can find books I like then find books that are about the same."

Emily: "What do you not like about reading in school?"

Billy Jean: "I do not like taking tests."

Emily: "Why do you not like taking tests?"

Billy Jean: "Well, one time we took a test and I got a real bad score. I was having a bad day and just wasn't thinking right but I felt bad about my score."

Emily: "Yes, that happens sometimes. We all have bad days. I noticed that you colored in the 'somewhat upset' face for the question about reading aloud. Why do you not like doing this?"

Billy Jean: "I do not reading aloud because if I read a word wrong and then figure it out. I have to start all over again and then I get nervous."

Emily: "That's understandable. Can you explain to me how you feel about reading with someone else in the class?"

Billy Jean: "Well, I like this but if I have to be partners with a really really good reader then I get nervous."

Emily: "What do you like about silent reading in class?"

Billy Jean: "If I miss a word, it's ok."

Emily: "Because you aren't reading aloud?"

Billy Jean: "Yes!"

Emily: "Has there ever been a time when you have been embarrassed during a reading activity?"

Billy Jean: "No."

Emily: "Ok. Well has there ever been a time when you have been very proud or excited during a reading activity?"

Billy Jean: "Not really proud of, but if I read aloud in front of the class and have no mistakes then I feel good about it."

Emily: "Ok, great! Thank you for talking with me Billy Jean."

APPENDIX N

INTERVIEW RESPONSE: “BIANCA”

Bianca's Interview

Emily: "Bianca, do you like reading?"

Bianca: "I'm in the middle because I read too much and it hurts my brain and I don't know why."

Emily: "When did you decide that you may not like reading?"

Bianca: "Well, I liked it when I first started then it started to hurt my brain."

Emily: "What do you like about reading in school?"

Bianca: "I like reading books during silent reading."

Emily: "What do you like about this?"

Bianca: "you do not have to listen to people scream."

Emily: "What do you not like about reading in school?"

Bianca: "I don't like reading with the class."

Emily: "Why is that?"

Bianca: "Because it is too loud."

Emily: "Ok. I noticed on this worksheet that you colored in the 'very upset' face for reading aloud. Why do you not like doing this?"

Bianca: "I get nervous a lot in my reading."

Emily: "What do you get nervous about?"

Bianca: "That I may say a word wrong."

Emily: "Ok. I also saw that you only kind of like reading with your class. Why is this?"

Bianca: "I can't focus when everyone is reading."

Emily: "Understandable. Has there ever been a time when you have been embarrassed during a reading activity?"

Bianca: “Well, I don’t really like to talk about it.”

Emily: “If you do not want to tell me, you don’t have to. But I am always here to listen.”

Bianca: “Well, when I was in kindergarten, the teacher made me read aloud and I got so nervous that I had an accident. I really don’t like to talk about it.”

Emily: “Well we don’t have to talk about it anymore Bianca. How about you tell me about a time when you were very proud or exciting during a reading activity at school?”

Bianca: “I was in first grade and I finally started to read.”

Emily: “That is great! Thank you so much for talking with me Bianca.”

APPENDIX O

INTERVIEW RESPONSE: "HARRY"

Harry's Interview

Emily: "Do you like reading Harry?"

Harry: "Kind of because it's fun when we have silent reading because I can get more points (A.R.)."

Emily: "When did you decide that you only kind of like reading?"

Harry: "When I was three years old."

Emily: "What happened when you were three?"

Harry: "My mom and dad read to me and made me read. I got bored."

Emily: "Ok. Well what do you like about reading in school?"

Harry: "I like to ask people if they read the book before."

Emily: "Why do you like doing this?"

Harry: "It's fun."

Emily: "What do you not like about reading in school?"

Harry: "Reading aloud."

Emily: "Why do you not like reading aloud?"

Harry: "Because I mess up and sometimes I get laughed at."

Emily: "I saw that you colored in the 'very happy' face for the question about silent reading time. What do you like about this?"

Harry: "It is quiet."

Emily: "I also saw on the survey that you colored in the 'somewhat upset' face for the questions about group work and the class reading together. Can you please explain to me what you don't like about these reading activities?"

Harry: "It gets too loud."

Emily: "Ok. What do you like about sharing how you feel about a book?"

Harry: "Because then everyone knows that I'm reading."

Emily: "Alright, Harry. Have you ever been embarrassed during reading time at school?"

Harry: "Yes."

Emily: "Can you please tell me about?"

Harry: "I get laughed at when I read aloud."

Emily: "Does this happen a lot?"

Harry: "Sometimes."

Emily: "Ok. Has there ever been a time when you were very proud or excited during a reading activity at school?"

Harry: "When I finished my first A.R. test in second grade. I got like five out of five. My teacher was glad."

Emily: "That is great Harry. Thank you so much for talking to me about reading."

APPENDIX P

INTERVIEW RESPONSE: “NED”

Ned's Interview

Emily: "Ned, do you like reading?"

Ned: "Yes because it is just the same thing as taking A.R. tests. You can read something you never knew about so you learn from reading."

Emily: "Ok. What do you like about reading in school?"

Ned: "Reading in groups."

Emily: "What do you like about reading in groups?"

Ned: "It is really cool. You share ideas and if you get stuck on a word your partner can help"

Emily: "Ok. What do you not like about reading in school?"

Ned: "Book reports."

Emily: "Why don't you like book reports?"

Ned: "Because you have to write like fifteen sentences and it is boring."

Emily: "Alright. I saw on this worksheet that you colored in the 'somewhat upset' face for the question about sharing how you feel about a book. Why do you not like doing this?"

Ned: "I get nervous and scared that I might say something that is wrong."

Emily: "Ok. Has there ever been a time when you have been embarrassed during a reading activity?"

Ned: "No."

Emily: "Has there ever been a time when you were very proud or excited during a reading activity?"

Ned: "Well I usually don't read chapter books. One day, I read my first one and got like a one-hundred on my A.R. test."

Emily: "That is great. Well thanks for talking to me about reading Ned."

APPENDIX Q

INTERVIEW RESPONSE: “PAT”

Pat's Interview

Emily: "Do you like reading Pat?"

Pat: "Yes because it's good for you and it tells you interesting stories."

Emily: "Ok. What do you like about reading in school?"

Pat: "Getting a book and flipping through to see if it's a good story."

Emily: "Why do you like doing this?"

Pat: "Because it makes me think it's a good book to read."

Emily: "What do you not like about reading in school?"

Pat: "When I do bad on A.R. tests."

Emily: "Tell me more about this."

Pat: "I don't like this because I don't feel good about it because then my mom doesn't think I read it."

Emily: "I noticed on this worksheet that you colored in the 'very upset' face for the question about reading aloud. Why do you not like doing this?"

Pat: "Every stares and I kind of tingly inside because I might mess up on a word."

Emily: "Ok. I also noticed from this worksheet that you like silent reading time. What is it about silent reading that you like?"

Pat: "Nobody bothers me and I'm all by myself."

Emily: "Ok. Has there ever been a time when you were embarrassed during reading at school?"

Pat: "I messed up on a word when I was reading aloud. I got real nervous and started not feeling good inside. I wanted to stop reading and that's what I did."

Emily: "Alright. Tell me about a time when you were very proud or excited during a reading activity."

Pat: "One time I finished a whole chapter book and got a one-hundred on my A.R."

Emily: "Awesome. Thanks for talking to me Pat."

APPENDIX R

INTERVIEW RESPONSE: “ARIEL”

Ariel's Interview

Emily: "Ariel, do you like reading?"

Ariel: "Yes because I learn new stuff about things I never knew."

Emily: "Ok. What do you like about reading in school?"

Ariel: "I like to work with a partner or group."

Emily: "Why do you like doing this?"

Ariel: "It's more fun."

Emily: "What do you not like about reading in school?"

Ariel: "I don't like reading for like an hour or twenty minutes."

Emily: "During silent reading time?"

Ariel: "Yes."

Emily: "Why do you not like doing this?"

Ariel: "Well when I get finished with a book, the teacher does not let me get a new book at the library so I have to get a book in the classroom and those are all boring."

Emily: "Ok. Are there any activities on this worksheet (Chassee Motivation to Read Profile), that you just finished, that you don't like doing?"

Ariel: "Well sometimes I don't like when the teacher calls on me."

Emily: "Why do you not like this?"

Ariel: "I don't like this because I get really nervous when I have to read aloud."

Emily: "Ok. Have you ever been embarrassed during a reading activity at school?"

Ariel: "I don't think so."

Emily: "Have you ever been very proud or excited during a reading activity at school?"

Ariel: "There was this friend that I used to not get along with. But we were reading the same book or something and started talking."

Emily: "Talking about the book or something else?"

Ariel: "The book."

Emily: "Then what happened?"

Ariel: "We became friends so I was really happy."

Emily: "Great. Well thanks for talking to me about reading Ariel."

APPENDIX S

FREQUENCY OF RESPONSES TO ITEMS ON THE CHASSEE MOTIVATION TO
READ SURVEY

Table 1. Frequency of Responses to Items on the Chassee Motivation to Read Survey

Question	Very Happy	Kind of Happy	Somewhat Upset	Very Upset
1. How do you feel when you read aloud in the classroom?	4	3	2	4
2. How do you feel when the teacher calls on you to read?	1	8	2	2
3. How do you feel when you get to share how you feel about a book?	6	4	2	1
4. How do you feel when a teacher asks you questions about what you have read?	7	4	2	0
5. How do you feel when you read with someone else in the class?	11	2	0	0
6. How do you feel when you work in groups, during reading time?	7	4	1	1
7. How do you feel when you get to pick your own book to read?	11	2	0	0
8. How do you feel when you read by yourself in the classroom during SSR time?	8	4	1	0
9. How do you feel when you and your entire class read together?	8	3	2	0
10. How do you feel when you take an A. R. test?	6	5	1	1
11. How do you feel when you are given some type of prize for your reading?	11	2	0	0