

I AIN'T GONNA READ NONE:
INVESTIGATING ADOLESCENT/YOUNG ADULT TEACHERS' ABILITY TO
MOTIVATE STUDENTS TO READ

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ABSTRACT

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In college undergraduate education programs, pre-service teachers are required to complete a content reading course. In this course, students may use a textbook that presents reading motivation theory as well as strategies teachers can use to motivate their students to read. However, those strategies may not work appropriately in the real-world classroom.

Studies of students' beliefs about their own motivation indicated they are motivated to read by intrinsic and extrinsic motivational factors. A survey of content reading textbooks indicated four broad aspects of reading motivation: setting a purpose, having access to a wide variety of materials, student self-selection of text, and social contexts of reading.

This study investigated the strategies adolescent/young adult teachers use to motivate their students to read as well as where the teachers learned these strategies. In interviews with five adolescent/young adult language arts teachers, the teachers reported the strategies they used to motivate their students to read. This study then used the four broad aspects of reading motivation to categorize strategies teachers reported using in their classrooms to motivate their students to read.

The results from the study indicate adolescent/young adult teachers use strategies they learned outside of their content reading textbooks to motivate their students to read. However, each of those strategies align with the four broad aspects of reading motivation. The results found in this study help future pre-service teachers as well as current teachers find new strategies to motivate their students to read.

DEDICATION

I dedicate this thesis to all past, present and future adolescent/language arts educators. May they be successful in their attempts to motivate their students to read.

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Thank you to my family, specifically my father, for encouraging and supporting me during this process. I would also like to thank my committee members for their guidance and instruction in this difficult task. To my fellow graduate assistants, thank you for keeping me sane this year. It is much appreciated.

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Preface

In my student teaching internship, I often encountered difficulties motivating my students to read. In particular, one student always resisted any of my efforts and stubbornly refused to engage in any of the reading assignments. One specific time, this student told me, “I ain’t gonna read none. This is stupid.” His blatant and bold statement about not reading made me determined to investigate and find additional strategies to motivate students to read.

CHAPTER I: INTRODUCTION

Introduction to the Topic

Motivation is one of the most important aspects of reading. If students are not motivated to read, they will not become better readers. Instead, they will view reading as a detestable task. However, if students are motivated to read and to become better readers, they will greatly improve their literacy. Teachers need to be able to motivate students to learn to read. Teachers may learn appropriate motivation strategies during their undergraduate study, or they could acquire motivational strategies through professional development sessions. Pre-service educators often learn specific theories or beliefs that supposedly translate into effective practices in the real-world setting. Veteran teachers often discover motivational strategies through professional development, collaboration with other teachers, or personal research.

Statement of the Problem

In the course of their undergraduate education, pre-service teachers learn a variety of theoretical motivational strategies to use in their future classrooms. During their content reading course, they use textbooks to learn about specific strategies such as book talks and guided reading handouts to possibly motivate their students to read. Unfortunately, the textbooks in the courses cannot provide the teachers with an exhaustive list of all possible reading motivation strategies. If educators want to learn additional strategies to motivate their students to read, they must find the information from new sources. To develop a more complex repertoire of motivational strategies after they graduate from college, they could possibly learn new strategies from professional development sessions, through collaboration with coworkers, or through random trial and error in their classroom. At times, adolescent/young adult educators may use strategies they learned in their undergraduate education, or they could ignore those strategies for

new-found methods that work better for them. Nevertheless, teachers often do not learn enough reading motivation strategies from their content reading textbooks, and are forced to devise their own strategies as they are teaching.

Research Question or Hypothesis

To determine where high school language arts teachers learned reading motivation strategies, this study investigated the origins of the teachers' knowledge of motivational strategies as well as which methods were used in the classroom. The study was designed to address the following research questions:

1. What strategies do adolescent/young adult language arts educators use to motivate their students to read?
2. Where did the educators learn these different strategies?
3. If educators are not using practices commonly learned in college content reading textbooks, where did they learn about the different motivational strategies?

By researching and trying to answer these questions, this study attempts to uncover how teachers help motivate their students to read, as well as discover where teachers learned the techniques and methods they use in their classroom. Did the teachers learn how to motivate their students to read through their undergraduate education, or did they learn different methods through workshops, graduate degrees, or elsewhere? If teachers are willing to share the strategies they found to be effective in their classroom, then other teachers can implement the effective strategies to improve their students' learning.

Rationale

Motivating students to read is an essential part of helping students become better readers and learners. If students do not desire to read, then they will not read. Well-prepared educators

might use a variety of methods and techniques to stimulate students' interest in reading. Teachers should have learned adequate and appropriate strategies to motivate their students to read during their undergraduate education. In Ohio, pre-service teachers are required to complete content reading courses that teach different reading motivation strategies. However, the strategies teachers learn in the textbooks associated with this course are not all the possible strategies they could use to motivate their students to read. If teachers have discovered effective motivational strategies, their knowledge can be beneficial to other language arts educators who may observe low motivation for reading in their classroom. Therefore, this study hopes to discover effective strategies to help educate educators who find low motivation for reading in their classroom.

This shared knowledge will directly benefit the students of teachers who choose to employ more effective reading motivation strategies. In the era of No Child Left Behind, which demands each student must improve upon his knowledge each year, effective educators need access to any available data or knowledge that could help improve their students' learning. By understanding where educators learned effective strategies, undergraduate programs could potentially decide to include new information in their content reading courses, which would make that learning experience more beneficial for pre-service teachers.

Definition of Terms

Through this study, the researcher uses reading motivation strategies and adolescent/young adult educators throughout the study.

- Reading Motivation Strategies: "the deliberate, planned procedures designed to achieve a goal. Examples of comprehension strategies include previewing, predicting, summarizing, inferring, asking oneself questions, making images, and rereading" (Gunning, 2003, p. 106).

- Adolescent/Young Adult Educators: educators who teach within the grades of 7-12, as prescribed by the licensing of the Department of Education in Ohio.

Limitations

The study was designed to elicit detailed responses from veteran language arts teachers. Collecting and analyzing this kind of data is time-consuming, and lends itself best to focused interviews with a limited number of respondents. Out of the 15 queries sent out to area teachers, five agreed to be interviewed. While the data is rich in description, the data sample is small, thus limiting the claims that can be made about representational data. However, the in-depth interviews with each participant yielded sufficient results to draw preliminary conclusions to the research questions. Another limitation associated with this study is the lack of investigation of content reading courses. To establish baseline data regarding what strategies teachers might have learned in their college content reading classes, a range of current content reading texts were surveyed. However, a more comprehensive study would have included researching the courses themselves to see what strategies are actually taught, as opposed to what strategies appear in the textbooks. Such a research design would have required time beyond the scope available. However, the survey of the content reading textbooks does allow for general analysis of strategies pre-service educators learn during their undergraduate courses.

CHAPTER II: REVIEW OF LITERATURE

Introduction

For teachers to be able to motivate their students to read in an effective manner, they must understand and implement effective motivational strategies in their classrooms. Many students will not read simply because a teacher instructs them to do so. Students need an incentive given to them or a desire inspired within them in order to engage the reading process. Teachers must assume the responsibility of encouraging or inspiring students to read. Otherwise, students will not partake in the assignments. However, to inspire or motivate their students to read, teachers must know an arsenal of different strategies that will inspire their students. Each student tends to respond to particular motivational strategies in a different way, so teachers need to be able to utilize different methods that could work for different students. To be able to motivate their students, teachers must also learn about and employ effective strategies. Not every reading motivation strategy works for every student. In almost every undergraduate education program, pre-service teachers learn about reading motivation theory as well as strategies in their content-reading classes. Teachers then use the learned knowledge and tools in their classrooms to help their students read. To understand the complexity of this task of motivating young readers, motivation theory in relation to reading needs to be studied, in addition to a historical look at reading motivation.

Theoretical Orientation

Reading Motivation Theory

To understand how to motivate students to read, educators must first understand the complexities of motivation reading theory. Motivation is not a simplistic ideal that is easily achieved or defined, especially when associated with reading. Its complex and multifaceted

definition has several different parts that help make it whole. Several theorists and researchers have investigated and researched the different aspects of reading motivation that help make up its entirety. Specifically, Alvermann (2001) and Marinak and Gambrell (2008), along with other theorists, investigated the relationship between intrinsic and extrinsic motivation in relation to students' desire to perform reading. Theorists have also investigated other areas of reading motivation, such as student self-selection and gender differences (Logan & Johnston, 2009; Schiefele, 1991; Turner & Paris, 1995). Turner and Paris (1995) theorized students are more apt to read if they are personally interested in the material. Likewise, Logan and Johnston (2009) discovered boys require different stimulus or praise to remain engaged in reading. Other theorists, such as Moore and Hinchman (2003) and Malloy & Gambrell (2000) have investigated different elements of reading motivation such as purpose for reading and the social context surrounding reading.

These elements of reading motivation—extrinsic versus intrinsic, student self-selection, purpose for reading, social contexts, and gender differences—help compose the core elements of reading motivation. Even though each of these different parts of motivation carries its own constructs and definitions, each element is an essential component of reading motivation. Teachers must be able to incorporate and utilize all of the different factors in order to help motivate their students to read.

Intrinsic Versus Extrinsic Motivation

Essentially, motivation can be looked at from two central components: intrinsic factors and extrinsic factors. These two variables are essentially the only way students can feel motivation to read. In terms of intrinsic motivation, students want to read due to their internal feelings. When students read for extrinsic motivation factors, an appropriate reward for reading

has been perceived, which drives them to read. Intrinsic motivation usually is more common with students who are already proficient readers (Seifert, 2004). Neville-Lynch (2005) states, “An important characteristic of an efficient reader is to be self-motivated, that is, having a strong will to win, persistent in [his] efforts, and flexible to alter [his] present course and try new approaches to reading” (p. 9). In addition, intrinsically motivated students are more likely to read without the offer of rewards (Marinak & Gambrell, 2008; Ryan & Deci, 2000). Marinak and Gambrell (2008) argue that intrinsic motivation to read can occur at two different levels:

The first level, primary reading satisfaction, involves gratification sought and obtained. The second level, adolescent/young adult satisfaction, is gratification obtained but not intentionally sought out by the reader. According to Van der Bolt and Tellegen (1995-96), primary intrinsic reading satisfaction is marked by the intentional act of reading. In other words, reading is used for the purpose of temporarily getting away from the cares and worries of daily life. The adolescent/young adult intrinsic satisfaction results from text contact. There are pleasurable circumstances associated with reading that take the reader by surprise. Adolescent/young adult intrinsic satisfaction, by its definition, arises from primary reading satisfaction. However, gratifications at the adolescent/young adult level are neither goal-directed nor intentional. They are accidental and occur by virtue of pleasure contact with a book and they do not satisfy an intentional need (p. 132).

However, if students struggle to read, they are less likely to perform reading in accordance with intrinsic motivation. In other words, “The student believes that the outcomes are beyond his or her control, and, regardless of one’s actions, the outcome is the same” (Seifert, 2004, p. 146). Because they are not proficient at the process of reading, they do not want to attempt to

participate in an act that will be difficult for them (Alvermann, 2001). Therefore, they do not consult a book for a specific kind of gratification. This correlates to their lack of understanding of potential benefits of reading, because they are unable or unwilling to perform a process with which they struggle. Alvermann (2001) suggests struggling readers are unwilling to attempt reading because they are “caught up in a society that insists on treating literacy as something that is hard to acquire” and “will indeed experience difficulty in achieving competence in reading” (p. 684).

However, these same struggling readers can occasionally become motivated to read using extrinsic motivation, such as with a reward or praise, for performing the reading task. Extrinsic motivation encompasses a person’s desire to perform a task due to the perception of reward they will receive after completion of that task (Deci & Ryan, 1985). If someone presents the reader with a specific reward, which is appealing and tempting to the reader, then the reader will read for the sole purpose of obtaining that reward (Marinak & Gambrell, 2008). The student who reads for the reward or praise still does not yet understand the benefits and purposes for reading other than obtaining the promised reward. However, eventually the student can realize the internal benefits of reading, and can transition into performing intrinsic motivation as the reason to read: “Students can perform extrinsically motivated actions with resentment, resistance, and disinterest or, alternatively, with an attitude of willingness that reflects an inner acceptance of the value or utility of a task” (Ryan & Deci, 2000, p. 55). If students accept the value or utility of reading, then they are more likely to understand the gratification of reading, which can lead them to utilizing intrinsic motivation towards reading. If the teacher discovers the student is extrinsically motivated to read, then the teacher can begin to utilize selective tasks and rewards to help the student begin reading as well as understand the value and utility of reading. After the

teacher helps the student realize the associated benefits, the teacher can help the student transition into becoming intrinsically motivated to read.

Student Self-Selection

After the student develops the desire to read, whether intrinsically or extrinsically, student self-selection of the reading material is one of the most important factors teachers can utilize to help sustain reading motivation. Often, students are not willing to read because they are not interested in the material the teacher assigns them to read (Kragler & Nolley, 1996). If a student has the ability to choose his own text, he is more likely to read the material, because he is personally interested in it (Turner & Paris, 1995; Schiefele, 1991). Cremin, Mottram, Collins, Powell and Safford (2009) found students were more likely to perform reading if they had “more choice or control over both what they read and when, and having more or more preferable resources and more time to read” (p. 17). Teachers and students rarely hold the same interests in books. Adolescent/young adult language arts teachers are “predisposed to view reading, particularly of the literary canon, as something that all students will love, and may easily overlook the irrelevance their students may perceive and the struggle they may experience” (Lenters, 2006, p. 140). Therefore, by engaging student self-selection in the classroom, students will be more willing to engage complex reading material if they are interested in it. Their interest in a particular book translates into motivation to read (Cremin et al., 2009).

Purpose

Even if students are allowed to choose their own text, they must have a meaningful purpose to perform that reading. Often, if students do not understand the purpose for reading a certain piece of required material, they will not be motivated to read it. Moore and Hinchman (2003) argue, “When individuals decide that school reading offers little value, they disdain it for

other outlets” (p. 15). However, if they understand the implication of the material as well as its connection to their life, then the students will be more likely to read an assigned text, whether they chose it or the teacher chose it (Guthrie et al., 1996). Within a classroom, a student might have to read for several different purposes. Some of these purposes include efferent and aesthetic reading (Rosenblatt, 1982). If a student understands which response they should use when reading, they are more likely to understand the reading as well as actually perform the reading. They will know how to approach reading process to help their comprehension and understanding of the material. Students who are not guided through the process are more likely to misunderstand the material, or simply not complete it.

Social Contexts

In addition to helping students understand the purpose behind their reading, teachers also need to contemplate different social contexts that concern their reading instruction. Most importantly, teachers need to establish an environment that is supportive and nurturing for readers (Cremin et. Al, 2009; Guthrie & Cox, 2001). Teachers need to demonstrate reading in order to help students understand reading is a desirable activity. They can perpetuate the importance of reading by designing classroom instruction that incorporates reading (Malloy & Gambrell, 2000). Donovan, Smolkin, and Lomax (2000) found “Group perusal of difficult but interesting text, such as occurred in this study, enables individual students to act as experts on topics and enables their peers to gain more information and excitement from an encounter with text that they might otherwise miss” (p. 330). Because the students can socially interact in the classroom because of a shared reading, they are more motivated to read that material.

Outside of the classroom, teachers also need to be aware of and incorporate different societal attitudes towards reading. One specific societal attitude teachers need to consider

concerns gender and parental influence. Often, society assumes most males do not read, and some parents do not support their child's reading progress. Baker and Scher (2002) found, "Those parents who viewed reading as important as a source of entertainment were more likely to have children who scored higher on the enjoyment, value, and competence subscales of the motivations questionnaire and on the questionnaire as a whole" (p. 262). Therefore, if parents believe reading is an important element of their child's life, then their children are more likely to be motivated to read, because they have an understanding of the positive effects of reading. That understanding relates to the intrinsic motivation factors when the students read for an internal reward. However, if the parents do not foster a love of reading, then their children will not have the same understanding as students whose parents appreciate the value of reading. If a teacher can be mindful of the different social contexts as well as create an environment which supports readers, students will be more motivated to read, because they have the appropriate support to try an activity.

Gender Differences

Although a teacher can successfully incorporate student self-selection accurately within the classroom, the instructor must still account for gender differences in terms of reading motivation. In the early elementary years, girls are more advanced than boys in terms of reading ability (Marinak & Gambrell, 2010; Taylor, 2004). After the early elementary years, boys are significantly less motivated to read than girls are, and boys tend to have a more negative attitude towards reading (Logan & Johnston, 2009). This effects their motivation to read, because "boys need to find enjoyment in [reading] in order to work hard" (Logan & Medford, 2011, p. 87). Their negative attitudes toward reading continually disrupt their motivation to read (Logan & Medford, 2011). Educators can help reverse male students' negative attitudes concerning reading

through extrinsic motivation strategies: "...boys in particular benefit from praise and encouragement to increase confidence in their abilities, which in turn promote more positive attitudes to reading and school" (Logan & Johnston, 2009, p. 210). If educators understand male students have different attitudes concerning reading than their female students, then teachers can use different strategies and praise to help encourage their male students to read. In addition, if teachers understand how students believe they are motivated to read, then the teachers can choose strategies that are more effective for the students.

Significant Historical Research

Motivation for Reading

In 1997, Wigfield and Guthrie examined different theories of reading motivation and the different aspects of those theories. Specifically, they were interested in the students' perspective of reading motivation. They wanted to align students' motivation to read with the different parts of those theories. In their quest to deconstruct the motivation theory, they developed 11 different dimensions they categorized into three broad areas: self-efficacy beliefs, intrinsic and extrinsic motivation and goals for learning and social aspects of motivation. They then used these 11 dimensions to develop a Motivation to Read Questionnaire (MRQ) that consisted of 82 questions. Each dimension in the questionnaire was allotted 7 or 8 statements to measure that aspect accurately. Once the students were given the questionnaire, they "answered each item on a 1 to 4 scale, with answer choices ranging from very different from me to a lot like me" (Wigfield & Guthrie, 1997, p. 422). The researchers administered the MRQ twice a year, once in the fall and again in the spring, to measure the students' motivation to read. The questions were then coded based on the students' response and each category was analyzed to determine their motivation towards reading in that particular area.

Within the self-efficacy beliefs, Wigfield and Guthrie (1997) developed the dimensions of “reading efficacy, the belief that one can be successful at reading, and reading challenge, the satisfaction of mastering or assimilating complex ideas in text” (p. 422). They developed these dimensions after reviewing theory and literature pertaining to self-efficacy theory. Within the MRQ, Wigfield and Guthrie (1997) specifically wanted to investigate this aspect of reading motivation, because they thought, “...when children believe they are competent and efficacious at reading they should be more likely to engage in reading” (p. 421). Students need to believe they are capable of successfully performing a challenging task as well as believe they have the necessary tools to adapt to a difficult situation (Seifert, 2004). Therefore, by investigating the students’ belief that they could be successful at the task as well as their satisfaction with understanding difficult material, the researchers believed they could better understand how students conceptualized themselves as readers in relation to the amount of reading the students actually performed.

The researchers then furthered their exploration of students’ reading motivation by investigating the intrinsic and extrinsic motivation and goals for learning category. In this category, Wigfield and Guthrie (1997) separated the types of motivation by aligning intrinsic motivation with goals for learning and then combining extrinsic motivation with goals for learning. For the intrinsic motivation portion of this category, the researchers investigated “reading curiosity, the desire to learn about a particular topic of interest to the child, and reading involvement, the enjoyment of experiencing different kinds of literary or informational texts” (Wigfield & Guthrie, 1997, p. 422). Both of these dimensions relate to students performing reading for the purpose of their enjoyment. The researchers then contrasted this sentiment and investigated the extrinsic motivation dimensions in relation to goals for learning. For this portion

of the category, Wigfield and Guthrie (1997) developed the following dimensions: “competition in reading, the desire to outperform others in reading; recognition for reading, the gratification in receiving a tangible form of recognition for success in reading; and reading for grades, the desire to be evaluated favorably by the teacher” (p. 422). Each of these dimensions focus on students performing reading for some type of external reward or praise. In addition to these specific intrinsic and extrinsic motivation dimensions, the researchers also added one more quasi-related dimension to this category, reading work avoidance. The researchers classified this as “what students say they do not like about reading” (Wigfield & Guthrie, 1997, p. 422). They included this final dimension in this category, because they believed it related to reading involvement in terms of what the students did not like about reading.

To complete their 11 dimensions, Wigfield and Guthrie (1997) included the final category of social motivation for reading. In this category, the researchers developed the dimensions of “social reasons for reading, the process of sharing the meanings gained from reading with friends and family; [and] compliance, reading because of an external goal or requirement” (Wigfield & Guthrie, 1997, p. 422). The researchers decided to include these dimensions in their MRQ due to emerging studies that investigated social motivations relationship with reading. Specifically, the researchers examined studies that showed “children with prosocial goals and who were socially responsible in the classroom tended to do better in school than children who do not have these kinds of social goals” as well as “high achievers combined strong social and academic goals in school, whereas lower achievers focused more on social goals” (Wigfield & Guthrie, 1997, p. 421). Because of these studies, Wigfield and Guthrie (1997) believed it was important to investigate this final category in their MRQ.

Baker and Wigfield (1999) then adopted these 11 dimensions as well as the MRQ, and transformed them into a more concise Motivation to Read Questionnaire. To form their version of the MRQ, Baker and Wigfield (1999) analyzed all 11 dimensions Wigfield and Guthrie (1997) created. Through different reliability and statistical tests, Baker and Wigfield (1999) discovered 8 of the 11 dimensions to have “good internal consistency reliability” (p. 455). Therefore, the researchers reduced the questionnaire to 54 questions from the previous 82, and included the following dimensions in their version of the MRQ: self-efficacy, challenge, work avoidance, curiosity, involvement, recognition, competition, and social importance. The researchers did not find compliance and grades as being empirically distinct dimensions (Baker & Wigfield, 1999). However, Baker and Wigfield (1999) did add new dimensions to their MRQ. Instead of focusing solely on the students’ motivation to read in the academic sense, the researchers decided to investigate how personal issues affected the students’ motivation to read. Therefore, Baker and Wigfield (1999) added the following dimensions to their MRQ: gender, grade, ethnicity, and family income. They decided to include gender as an aspect of reading motivation due to the research that depicted girls as having a higher motivation to read than their male counterparts have. Grade factored into the dimensions because of evidence that indicated students lose their motivation to read as they ascend grades in school. Wigfield and Guthrie (1997) found evidence of this in their MRQ, but the evidence was not substantial enough for Baker and Wigfield (1999). They wanted to examine it further:

Wigfield and Guthrie (1997) found statistically significant grade differences between fourth and fifth graders favoring fourth graders on three motivation scales (Self-efficacy, Recognition, and Social) in their fall questionnaire administration of the MRQ, but no grade differences at the spring administration. Because the present sample consisted of

fifth and sixth graders, [the researchers] had the opportunity to test whether there are age differences in motivation in students who are slightly older. (Baker & Wigfield, 1999, p. 456)

Finally, they decided to examine “ethnicity and family income differences in reading motivation because research on motivation in children from different ethnic and income groups is limited” (Baker & Wigfield, 1999, p. 456). Thus with the inclusion of these new dimensions, Baker and Wigfield (1999) formulated their revised MRQ. They then administered it to 371 fifth and sixth grade students at an elementary school that consisted of almost 100% African American students, and almost 100% of the students qualified for free or reduced lunches.

The results from Baker and Wigfield’s (1999) study confirm there are multiple dimensions of motivation to read for students. Where Wigfield and Guthrie’s (1997) study had too small of a sample to adequately comment on the multiple dimensions of motivation, Baker and Wigfield (1999) included a large enough sample size that allowed the researchers to generalize their findings to a broader population. In their results, Baker and Wigfield (1999) discovered students tend to favor certain dimensions of motivation over the others. Specifically, “Both intrinsic (e.g. Importance) and extrinsic (e.g. Grades) dimensions were included among the most strongly-endorsed scales. The least endorsed dimensions were Social and Work Avoidance” (Baker & Wigfield, 1999, p. 469). They concluded “most children do not seem to be highly motivated to read for social interaction, and most reportedly do not shy away from difficult reading activities” (Baker & Wigfield, 1999, p. 469). However, these findings indicate preferences for fifth and sixth grade students, and are not necessarily applicable to all students’ reading motivation. These findings did mirror the results Wigfield and Guthrie (1997) reported in the results of their MRQ. By understanding students’ perceptions of how they can be motivated

to read, teachers can select specific strategies from content reading textbooks that align with the students' beliefs about reading motivation.

Glimpse of Aspects of Motivation to Read Found in Content Reading Textbooks

Undergraduate content reading textbooks often describe reading motivation strategies in relation to four broad aspects of reading motivation: setting a purpose for reading, having access to a wide variety of materials, student self-selection of text, and social context for reading (Richardson & Morgan, 2002, Tovani, 2004; Vacca, Vacca & Mraz, 2011). These four broad aspects align with certain elements of reading motivation theory. Reading motivation theory combined with strategies learned in the content reading textbooks then develop the foundation from which adolescent/young adult educators can build their repertoire of knowledge to motivate their students to read. A quick glimpse of these categories is provided here in the literature review; however, arriving at these categories required a closer study which became part one of a two part study—and will be more fully articulated in the next chapters.

Summary

Understanding how students are motivated to read is not a simple task. While educators may be reluctant to consider variables outside of the classroom, outside factors, such as race, gender, and socio-economic status could potentially affect a student's motivation to read. However, if a teacher is able to understand the different aspects of reading motivation, including setting a purpose for reading, having access to a wide variety of materials, student self-selection of text, and the social contexts of reading, then the teacher could encourage and sustain student reading. Teachers then use the theoretical knowledge and basic strategies they learn in their content reading textbooks to help motivate their students to read. However, the reading motivation strategies found in content reading textbooks is not an exhaustive list. Beyond the recommendations of content area reading textbooks, this study investigated the strategies

adolescent/young adult language arts teachers actually use in the classroom for encouraging reading motivation.

CHAPTER III: METHODS AND PROCEDURES

Introduction to the Chapter

To determine where high school language arts teachers learned reading motivation strategies, this study investigated the origins of the teachers' knowledge of motivational aspects and strategies as well as which methods work in the classroom. The study was designed to address the following research questions:

1. What strategies do adolescent/young adult language arts educators use to motivate their students to read?
2. Where did the educators learn these different strategies?
3. If educators are not using practices commonly learned in college courses, where did they learn about the different motivational strategies?

To address the research questions, the study evolved into a two-part study. The first part of the study surveyed 10 content reading textbooks to determine the four broad aspects of reading motivation. The second part of the study consisted of interviews with educators, from which the researcher collected data concerning the types of motivational strategies adolescent/young adult language arts educators use in their classroom as well as where the educators learned the specific strategies. By surveying adolescent/young adult language arts educators from a variety of school districts in northwest Ohio, the study was able to access a wide range of data to form an accurate conclusion to the given hypothesis. The data from the surveys were then categorized into the four broad aspects of reading motivation found in the survey of content reading textbooks.

Methods and Methodology

Research Design

The first part of this study uses a survey of 10 content reading textbooks. To study the content reading textbooks, each book was examined for information related to broad aspects of reading motivation. Each book was examined for information concerning aspects of motivation. A survey of 10 textbooks revealed four common aspects of motivation: setting a purpose, having a wide variety of materials, student self-selection, and social contexts. The textbook was used to explain the four broad areas of reading motivation if it specifically addressed and discussed the concepts of reading motivation. If the textbook only listed strategies for reading motivation, it was not included in the discussion of the four broad aspects of reading motivation. The resulting four broad aspects of reading motivation found in the textbooks then became the titles used to categorize the strategies teachers mentioned in the interviews.

This study also used qualitative research methods. According to Mertler (2009), qualitative research entails any research methodology that “require the collection and analysis of narrative [and descriptive] data [and] utilize an inductive approach to reasoning” (p. 247). To collect the data for this study, the researcher conducted a series of recorded interviews. Interviews allow for an in-depth discussion that could potentially reveal information not otherwise found through surveys or other quantitative forms of data collection (Mertler, 2009; Seidman, 2006). A qualitative interview “seeks to discover the everyday lived world of the interviewee” (Shank, 2002, p. 44). In this study, the everyday lived world is the classroom in which the teachers motivate their students to read. For this study, the interview consisted of 11 questions that focused on the different motivational strategies adolescent/young adult language arts teachers use to motivate their students to read for assignments and pleasure. The interview

questions also aimed to discover where the veteran educators learned the effective strategies they use in the classroom as well as discover how the students respond to the strategies.

In the recorded interviews, all participants were asked identical interview questions, and were able to respond with their individual answers. However, the interview process allowed for tangential question, which allowed the researcher and the participant the opportunity to engage in a conversational interview style that resulted in additional questions to stem from the participants' responses. The researcher then examined the answers to the interview questions to find similarities between the responses. The answers to the questions in the interview were also analyzed to find different motivational strategies teachers use in their classes.

Participants

In this study, adolescent/young adult language arts educators in the northwest Ohio region were interviewed. Fifteen educators were contacted to participate in this study; five agreed to participate. Each educator received an email from the researcher that outlined the study and invited the educators to participate in the interview. The email also contained the required consent form for the educators to review and analyze to help guide their decision concerning participating in the study. The contacted educators were selected through a combination system of random selection and referral. All of the participants were from Northwest or Central Ohio, which are two areas in which the researcher has professional contacts. Some of the participants were selected at random from websites of high schools in Northwest Ohio. Other participants were selected through recommendations from professional contacts and colleagues. Each educator contacted in this process was asked for his or her consent to participate in the interviews. Only the consenting educators participated. Each of the consenting educators has

been teaching for at least five years. Within the time frame of this study, five educators responded, and five interviews were conducted.

Instrumentation

To collect data from the educators, the researcher engaged the participants in a 30-60 minute recorded interview that is kept confidential. Throughout the entire research process, the educators' identity as well as the identity of their school district was kept confidential, and will continue to be protected for a duration of three years post-study. Both the instructor and the associated school district were given pseudonyms to protect the participants confidentiality. Each interview was recorded on a digital recorder, and select responses from the interview were transcribed in the study. The participants were contacted at the conclusion of the study to receive the results from the study. This provided the opportunity for the educators to better their instructional practices associated with motivational techniques and strategies of reading.

Procedures

To complete the investigative portion of this study, the researcher conducted an interview process to obtain the pertinent data. Each individual participant determined the time and location of the interview to accommodate his or her schedule the best. Once a time and location was determined, the researcher met with each participant to conduct the interview. Each interview was recorded on a digital recorder, and each participant was informed of this part of the process. The interviews lasted between 30-60 minutes. During the subsequent interview, the researcher asked the interviewee 11 questions (see Appendix A) pertaining to reading motivation strategies. The interview process also allowed for tangential questioning (Holstein & Gubrium, 1995). Therefore, the interviewer and interviewee may have discussed items related to the interview that were not specified on the predetermined list of questions. Once the interview process was

concluded, the researcher examined the answers from the five different participants to find any potential similarities between the participants. The researcher also analyzed the participants' answers for any unusual or unique strategies concerning reading motivation as well as their effectiveness with the students.

Each strategy mentioned by each participant was then classified according to the four broad aspects of motivation found in the content reading textbooks: setting a purpose, having access to a wide variety of material, student self-selection of text, and social contexts of reading. As the teacher described each strategy he/she used in the classroom, the description of that strategy was compared to the descriptions of the four broad aspects of reading motivation found in the textbooks. The strategy was then assigned to a broad aspect of motivation depending on its correlation to the broad aspect.

Data Collection

The second phase of this study collected data concerning language arts teacher's ability to motivate their students to read. For this study, the data that were analyzed were the answers to the questions asked in the interviews concerning reading motivation. Specifically, this study examined the strategies teachers learned from their content reading textbooks to motivate their students to read as well as the reading motivation strategies they learned from additional resources throughout the course of their professional career. The interviews focused primarily on strategies teachers may use within the classroom to motivate students to read as well as examined the strategies' perceived effectiveness through questions asked in the interview process.

Data Analysis

Because the second phase of this study consisted solely of an interview process, the results of the data collection were analyzed through a qualitative method (Mertler, 2009; Shank, 2002). Since each participant in this study was an adolescent/young adult language arts educator, they may have performed similar methods to motivate their students to read. The interviews were analyzed for particular strategies the participants claim to be extremely effective in terms of motivating their students to read. The strategies the educators claimed to be effective in their classroom were categorized into four different possible methods that were found in the content reading course textbooks: setting a purpose, providing a wide variety of reading materials, student self-selection, and social contexts for learning. In addition to analyzing the different methods and techniques the participants use, the study also analyzed the places where the participants learned the different methods. The study attempted to determine if any similarities exist in relation to where the participants learned their effective motivational techniques. Finding potential similarities or unusual answers from the interview will help answer the research questions in this study.

Time Line

The researcher began analyzing textbooks and contacting potential participants in mid-January, after approval from the Human Subjects Review Board. Once the participants expressed their interest to participate in this study, the researcher began the interview process in early February. All interviews were completed by mid-February, and were subsequently analyzed.

Budget

In this research study, money to buy a digital recorder, along with the gas needed to visit the different teachers for interviews, are the only areas of required money in this research. Together, this cost no more than \$100.

Support Letters

Educators who agree to participate in this study received consent letters that explained the details and purpose of this study (see Appendix C). The participants first received a copy of the consent form in the initial email that invited them to participate in this study. They received an additional copy of the consent form when they met with the researcher to conduct the interview process. The consent letter details the purpose and methodology of the study as well as the confidentiality of their identities. In addition, the letter explains any potential risks involved with participating in the study as well as any potential benefits associated with their participation. The only potential risks associated with participating in this study include an accidental breach of confidentiality as well as possible time constraints. Possible benefits associated with participating in this study include the expansion of knowledge concerning reading motivation strategies and techniques. Each participant in this study will receive an email that explains the results of the study, so that each teacher may incorporate new, effective motivational techniques and strategies into their reading instruction.

Summary

The researcher began by surveying 10 content reading textbooks to find broad aspects of reading motivation. The survey yielded four broad aspects of reading motivation, which then became areas that assisted in categorizing strategies teachers mentioned in the interviews. The researcher then conducted confidential individual interviews with each participant. To allow for

a tangential questioning format in the interview process, each interview contained identical questions, but allowed for additional questions to be asked during the sessions. Because each interview was recorded on a digital recorder, the interviewer and interviewee were free to talk in a conversational manner. The answers from each interview were analyzed qualitatively for similarities between each participant, and they were also categorized according to the descriptions of the broad aspects of reading motivation. The potential correlations between the participants' answers will help answer the research questions in this study.

CHAPTER IV: DATA ANALYSIS AND DISCUSSION OF RESULTS

Introduction

In the course of their undergraduate education, pre-service teachers learn a variety of theoretical motivational techniques and strategies to use in their future classrooms. During their content reading course, they learn about specific strategies such as book talks and guided reading handouts to possibly motivate their students to read. However, since educators try to learn new strategies to use with their students, teachers develop a more complex repertoire of motivational strategies after they graduate from college. They could possibly learn new strategies from a variety of locations. Data from the interviews revealed teachers generally obtained new strategies from professional development sessions, through collaboration with coworkers, or through random trial and error in their classroom. At times, adolescent/young adult educators may use strategies they learned in their undergraduate education, or they could ignore those strategies for new-found methods that work better for them. However, some educators do not readily share this beneficial information with other teachers. Therefore, other educators are unable to utilize this effective knowledge to affect their students' learning in a positive manner.

This chapter explores and analyzes the data collected during the interview process with the selected candidates. The data were then used to answer each of the following research questions this study investigated:

1. What strategies do adolescent/young adult language arts educators use to motivate their students to read?
2. Where did the educators learn these different strategies?
3. If educators are not using practices commonly learned in college courses, where did they learn about the different motivational strategies?

By using the data to answer the research questions in two separate sections, motivational strategies, and the origin of that knowledge, the study can analyze the different research questions in terms of the problem statement. To answer the first question effectively, the data concerning motivation strategies was organized into the four different strategies prescribed by the common textbooks used in content reading courses: setting a purpose for reading, having a wide variety of materials accessible to students, student self-selection of text, and social context of reading. The following two research questions were answered in the second section, the origin of the knowledge of motivational strategies. These two research questions were answered in conjunction with one another, not in terms of the four broad aspects of reading motivation: setting a purpose for reading, having a wide variety of materials accessible to students, student self-selection of text, and social context of reading. After data was analyzed for each question, conclusions were drawn that address the problem presented in this study.

Aspects of Motivation to Read Found in Content Reading Textbooks

Although each content reading book differs slightly depending on the authors and editors, many of the textbooks contain the same basic information that is relatively similar or identical across the texts. Out of a survey of 10 different content reading textbooks, six of the books described strategies teachers could use to motivate their students to read in terms of the four broad aspects of reading motivation. For instance, both Vacca, Vacca and Mraz (2011) and Tovani (2004) propagate the importance of student self-selection in reading. Richardson and Morgan (2000) and Tchudi and Mitchell (1999) emphasize a supportive social environment to motivate students to read. Similarly, Daniels and Zemelman (2004) advocate almost identical aspects to motivate students to read as found in the other content reading textbooks. All of the information in these textbooks that pertain to motivating students to read closely identifies with the National Institute for Literacy's (2007) statements that illustrate research-based methods for

motivating adolescent readers. These correlations to the National Institute for Literacy (2007) help support and solidify the proposed strategies the content reading textbooks offer to pre-service teachers as means for motivating their students to read. However, not all of the 10 studied content reading textbooks described strategies for teachers to use to motivate their students to read in terms of the broad aspects of reading motivation. The four remaining textbooks mentioned motivation was a key factor to content reading, but they did not explain specific ways teachers could use to motivate their students to read in relation to the four broad aspects of reading motivation (Fisher & Frey, 2008; Smith & Wilhelm, 2002; Tatum, 2009; Tierney & Readence, 2000). A study of the six content reading textbooks that did discuss motivation revealed four key aspects of motivation teachers can engage to motivate their students to read: setting a purpose, access.

Setting a Purpose

Setting a purpose for the reading is one of the most important aspects of motivation an educator can use to motivate their students to read. If students do not know why they need to read a certain material, then they do not understand how to approach the material or what metacognitive tools to use as they are reading to help their comprehension. Daniels and Zemelman (2004) state, “The purposes in students’ heads make all the difference not only in what they get out of reading and study...but in whether they even attempt the work at all” (p. 249). Similarly, Tovani (2004) argues, “The purpose readers set for themselves as they read affects comprehension in several ways...When readers have a purpose, they tend to remember more of the text” (p. 52). Throughout their scholarly career, students are taught to approach different forms of reading material in different manners. How they might approach an autobiography completely differs from how they will approach a Shakespearean sonnet. Students

must know what the teacher expects them to glean from the material as well as what the students expect to learn from the material before they approach it, so they can understand how they should navigate the reading process. Likewise, the National Institute of Literacy (2007) states that “Adolescents’ understanding of a task and the work necessary to complete it successfully influence their motivation” (p. 36). The National Institute of Literacy (2007) extrapolates the concept: “Goals and expectations for reading and writing assignments should be clear and specific” (p. 36). Once students understand the purpose for their reading, they should have access to a wide variety of materials from which to choose their reading material.

Wide Variety of Material

Having a wide variety of material is another aspect of reading motivation that is essential for students to be motivated to read. Tovani (2004) suggests educators should not “limit their students’ ability to think about [the] content because the textbook is too hard. Collect accessible text related to [the] field” (p. 49). Daniels and Zemelman (2004) also support this idea: “It’s essential: kids need to read lots of real-world books and materials of many kinds” (p. 248). Along the same lines, students need to have access to a wide variety of materials that are within their reading proficiency levels (Daniels & Zemelman, 2004; Richardson & Morgan, 2000; Tovani, 2004). If students have the opportunity to choose their own reading material from a wide variety of texts, they will be more motivated to read than if they could only read an assigned text.

Student Self-Selection

If students have the opportunity to choose their own reading material, they will be more motivated to read. Even if students need to read about a particular topic or genre, by selecting their own reading material they will be more likely to complete their assigned reading (Daniels & Zemelman, 2004; National Institute of Literacy, 2007; Richardson & Morgan, 2000; Tovani,

2004; Vacca, Vacca & Mraz, 2011). Often, the textbooks are too difficult and uninteresting for the students to read (Tovani, 2004). If students are able to choose their reading material that is closer to their reading abilities, then they will be more likely to engage the reading process.

The Social Context of Motivation

Pre-service teachers learn that if they are to allow students to have the opportunity to collaborate with their peers in the learning process, they are more likely to be motivated to read and participate in the activities. Because teenagers are interested in interacting with one another, including that characteristic in the learning environment can be beneficial to readers (Richardson & Morgan, 2000; Tchudi & Mitchell, 1999). Daniels and Zemelman (2004) believe the classroom should become a community of readers who share their experiences with each other. In his book, *Literature Circles: Voice and Choice in Book Clubs and Reading Groups* (2002), Daniels explicitly defines the importance of social learning in relation to reading with the concept of literature circles. In literature circles, a concept sometimes taught in content reading courses, each member of a group is responsible for their interpretations of the reading material as well as potentially being responsible for individualized, specific knowledge of one aspect of the material (Daniels, 2002). As the members of the group meet, they are collaboratively learning through their shared knowledge. Teachers need to “provide class time for student[s] to get into groups to talk to other students about what they are reading” (Tchudi & Mitchell, 1999, p. 164). The concept of literature circles also aligns with the National Institute of Literacy’s (2007) concept that the teacher should “Create opportunities for small groups of students to discuss their reading” (p. 37). If students understand the purpose for their reading and are able to discuss their thoughts and opinions about the reading, then they will be motivated to complete the reading to be able to participate in the discussion.

Strategies Used to Motivate Students to Read

In the recorded interview, the educators were asked specific questions aimed towards understanding how they motivated their students to read. While the interview did not provide specific examples from which the educators could choose their response, the interview did allow the educators to list any strategies they believed were pertinent to share in response to different questions. The questions (Appendix A) asked the educators how they introduced new reading material to their students as well as what strategies they used to motivate their students to read for assignments and for pleasure. A bulleted list of the educators' responses can be found in Table 1 (Appendix B). In Table 1, each strategy the teachers mentioned in the interview was categorized according to the broad areas of motivation found in the survey of content reading textbooks: setting a purpose, having a wide variety of materials, student self-selection of texts, and social contexts of reading. Each of the bullet points in the table represents specific motivational strategies the teachers described in the interview that they use to motivate their students to read.

Among the results from the five educators, Setting a Purpose for reading was one of the most apparent motivational elements the educators used to motivate their students to read. In this broad aspect of reading motivation, the educators used a wide variety of strategies specific to their own classrooms. Each educator activated background knowledge to motivate their students to read. They either provided background information about the author of the text, or they provided information about the genre and the text itself. Another commonality between all five educators is the application of meaningful assignments concluding the students' reading. While varying in the specificity of the assignment, each educator had their students demonstrate their knowledge of the material in some manner. Teacher A, for instance, utilized Glogsters, an

interactive form of an online poster, to assess the students' knowledge, while Teacher E had the students complete a one-page summary of a self-selected book to demonstrate their knowledge. In addition, each classroom consistently created an environment that was supportive of student reading.

Creating a Social Context for reading was another aspect of reading motivation each educator used in his/her classroom to motivate the students to read. Each teacher vocalized the importance of nurturing the students' development and understanding of reading. In the interviews, all of the teachers stated they believed themselves to be an avid reader, and they shared their passion of reading with their students. They stated it was important to share their love of reading with the students, because it helped the students discover a love of reading. Three of the five teachers mentioned sharing their favorite reading material with their students. Specifically, Teacher E stated she often read young adult literature so she could have meaningful conversations with her students about reading. In addition, three of the five teachers stated they helped the students create meaningful text-to-self connections as a strategy to motivate their students to read. They believed the students would be more interested in and motivated to read the material if they could relate it to their lives in some manner. However, even though all of the teachers believed in creating an environment that was supportive of reading, not all of the teachers provided access to a wide variety of reading materials for the students to read. media specialists, and fellow teachers to recommend new reading material to their students as well. Four of the five educators mentioned occasions in their classroom when students would casually recommend books to one another. While Teacher B did not expressly state her students conducted conversations concerning new reading material, she did state her students often

collaborated in the classroom and discussed material they were currently reading. If her students did recommend reading material to one-another, she did not express that in the interview.

While not all the teachers provided many different strategies for the motivation aspect of having a wide variety of materials for the students to read, each educator implemented book talks as a strategy in their classroom to motivate students to read. Each teacher expressed the importance of introducing new material to the students as well as conveying their love of reading to their students. Teacher E mentioned always telling her students about books she just finished reading, and Teacher A described using a document camera to show specific passages he enjoyed in books he read. Teacher C also explained how he would constantly refer new books to the students based on their interests they expressed in class. Most of the educators also utilized available resources in their schools, such as librarians,

Out of the five teachers, only three educators allowed for student self-selection as an aspect of motivating used to motivate their students to read. Teacher A used self-selection for both assigned and pleasure reading. To allow his students to choose their own reading material, he created instructional time that allowed students to explore multiple books within a certain genre they were to begin reading. The students were allowed to examine different books and quickly skim the text to gain a general understanding of it. They conducted this process with several different books before the students chose which book they would like to read. Teacher A also allowed the students to choose a different book if they decided they did not enjoy the book they were currently reading. Similarly, Teacher E required each student to read two books of their own choosing each grading cycle. The students could choose a book of any genre or topic. For one of the books, the students would complete a one-page summary of the book that asked the students to describe specific elements of the text that would prove their knowledge of the

material. For the other book they read during that grading cycle, the students would have to create a culminating project that corresponded with the text. The students could choose how to represent the text in a manner that best suited them. Teacher E also implemented student-self selection in terms of the literature circle activities. The students were allowed to choose which book they would like to read from a presented selection. Teacher C also mentioned student self-selection, but in a different manner than the other four teachers. While he did not allow students to choose their own reading material for his lessons, the students were allowed to choose their own pleasure reading material for their Kindles (e-readers). Each student in the school was assigned a Kindle, and could download any reading material to the device to read. The other two teachers mentioned they did not allow students to choose their own reading material due to varying restrictions in the classroom.

Teachers A, C, and E, who utilized all four strategies of reading motivation, expressed the best overall responses from their students in terms of motivation to read. Each of these three teachers described their students as avid readers. Teacher A stated both male and female students responded well in his class, and often professed they read the most books of their high school career during his course. Teacher C called his students avid readers, and described how the students loved to read. Teacher E stated her students loved to read, and would spend any of their spare time in class reading. Teacher B and Teacher D did not offer any statements concerning their students' love of reading. They did mention, however, that their students could be motivated to read by using the different strategies they mentioned. However, they did not express that their students had as strong of motivation towards reading as the other three teachers in this study.

New Strategies Not Learned in Content Reading Courses

Out of all the reading motivation strategies mentioned in the interview, Teacher A was most excited about using Glogsters as strategy to motivate his students to read. Glogsters can be used to create a Web 2.0 format of a book poster. Through the use of an interactive website, students can create a poster that represents different elements of the book. They can add music, pictures, video, text, and links that correspond their book in a different manner. The interactive posters allow students to express their interpretations of their reading in an individualized manner. Glogsters also allow students to demonstrate their knowledge and mastery of the material in a new format. Since students are used to using technology frequently in their life, Glogsters allow students to be more engaged in their learning, because it exists online. Students can then share their products with their fellow classmates as well as friends and families outside of school. Teacher A described how the students responded well to this strategy as well as created impressive interactive posters.

Teacher B mentioned her students responded best when they could argue in class, or have a debate over a book. She stated teenagers like to argue on a daily basis. Therefore, she decided to incorporate their love of arguing into a strategy to motivate the students to read. After the students finished reading a book, Teacher B would pose a debatable question to the class. The students would then separate themselves according to how they would answer the question. The students would then take turns making a statement to the opposing side. From there, the students would debate the question. If the students did not have knowledge of the material, then they would not be able to participate in the debate; they could not argue their point, because they would be unable to support their decisions. Teacher B stated the students responded well to this strategy, and loved the opportunity to argue in class.

Teacher C stated Socratic questioning was his most challenging and interesting reading motivation strategy he uses in his classroom. To implement this strategy, Teacher C would ask a question to the class that did not have an answer. He even stated the question might be unanswerable in the beginning. The students would then have to use their knowledge from the text to construct a beginning response to the original question. Teacher C would then question their answer, and they would continue this circle until both the students and the teacher reached a deep discussion about the text. He stated the students experienced difficulty with this strategy when he first implemented it with them. However, as they became more accustomed to thinking expanding their thinking and not trying to find the correct answer to the question, the students experienced a deeper understanding of the material they just read. If the students did not read the text, however, then they would be unable to participate in this discussion. Teacher C stated he has experienced extremely insightful discussions with his students that he would not have previously experienced.

While Teacher D did not express a particular strategy that was extremely beneficial to her students, Teacher E emphasized the importance of reading with her students every Friday. Regardless of what unit she is teaching, Teacher E consistently dedicates Friday as reading day in her classroom. Each Friday, the students know to bring some form of reading material to class with them. They could read novels, magazines, handbooks, or user manuals. As long as the students engage reading during class, they are allowed to read any appropriate material. Teacher E also stated this activity correlated with the two books each student was required to read each grading cycle. They could use this time to read those books, or they could read any other material of their choosing. During this time, Teacher E also read with the students. She would often read a young adult novel. She wanted to be able to discuss books with the students, so she

read the material they were commonly reading as well. Teacher E stated the students responded extremely well to this strategy, and would begin to read whenever they had a free moment in any of their classes. She stated this strategy has helped develop a love for reading in some of her students.

Where the Educators Learned the Strategies

To answer the second and third research questions—Where did the educators learn these different strategies?, and If educators are not using practices commonly learned in college textbooks, where did they learn about the different motivational strategies?—the teachers were asked specific questions about where they learned their reading motivation strategies. In each of the five interviews, each educator expressed the development of their knowledge through additional resources outside of their college content reading course textbooks. While two of the educators mentioned the content reading textbooks provided a solid foundation of knowledge concerning various techniques, each educator mentioned their insufficiency of knowledge following their content reading course. Teacher A, for example, mentioned originally using techniques like KWL, SQ3R, and reading guides; however, he mentioned their inability to motivate his students to read. Therefore, he conducted his own research through recommended textbooks and professional development to find alternative techniques to motivate his students to read. Teacher A also stated he altered techniques previously prescribed for elementary students, like flip charts and book covers, and transformed them into more challenging assignments he could use with his high school students.

Teacher B and Teacher C blatantly stated they did not use any techniques learned in their content reading textbooks in their classrooms to motivate students to read. While the teachers could not recall specific techniques they might have learned in their content reading textbooks

due to the length of time that had passed since they had taken that course, they mentioned having learned effective techniques from their coworkers, or devising their own strategies “on the fly” in their classroom. They remembered the lack of real-world applicability of the techniques they learned in their college textbooks. Once they devised their own techniques that worked, they continually altered them in attempts to perfect the techniques in their classroom.

Teacher D stated content reading textbooks in college provided good theoretical knowledge to new teachers, but were insufficient in terms of providing effective means to motivate students to read. However, Teacher D stated she used anticipation guides in her classroom, which are a common technique taught in content-reading textbooks. However, she has altered the ways in which she utilizes anticipation guides. She does not adhere to strict forms of that technique as it was described in her content reading textbooks. She uses the idea of the guide in several different forms to motivate her students to read. Teacher D also mentioned learning new techniques from her coworkers as well as through various professional development sessions her school has provided. In addition, Teacher D described stumbling upon new techniques to use in her classroom through experiments with different ideas in her classroom. She also alters her methods of motivating her students to learn through the feedback she receives from her students.

Similarly to Teachers A, B, and C, Teacher E recalled the lack of applicable information from her content reading textbook in college. She did state, however, that she gained the majority of her knowledge concerning reading motivation from various conferences and professional organizations. She uses the resources of professional organizations such as National Council of Teachers of English. She also gains ideas for motivating her students to read from the Bureau of Education and Research. In addition to reviewing the literature from various professional

organizations, Teacher E also performs independent research to supplement her own knowledge. She continually researches new ways to motivate her students to read. Within her school, Teacher E confers with the media specialist and teacher aides to find new ways to motivate her students to read.

Summary

A survey of 10 content reading textbooks revealed four broad aspects of reading motivation in six of the textbooks. The four broad aspects include setting a purpose for reading, having access to a wide variety of materials, student self-selection of text, and social context of reading. The information in these six textbooks defined the broad aspects of motivation as well as formed the categories for classification of the strategies the teachers use in the classroom. Each of the five educators interviewed for this study has their own repertoire of strategies they use to motivate their students to read. The strategies range from anticipation guides to teacher-modeled reading in the classroom. However, three out of the five teachers claimed they do not use any strategies they learned in their content reading textbook. Each teacher cites professional development, coworkers, or self-invented techniques as the source of their knowledge for motivational strategies. Although each teacher gained their knowledge concerning motivating their students to read from their own specific sources, each educator manages to use the same aspects of reading motivation prescribed in content reading textbooks. Each of the five educators is using knowledge learned in their content reading course even though they are applying that information in their own individualized manner.

CHAPTER V: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

In the course of their undergraduate education, pre-service teachers learn a variety of theoretical motivational strategies to use in their future classrooms. During their content reading course, they use textbooks to learn about specific strategies such as book talks and guided reading handouts to possibly motivate their students to read. Unfortunately, the textbooks in the courses cannot provide the teachers with an exhaustive list of all possible reading motivation strategies. If educators want to learn additional strategies to motivate their students to read, they must find the information from new sources. To develop a more complex repertoire of motivational strategies after they graduate from college, they could possibly learn new strategies from professional development sessions, through collaboration with coworkers, or through random trial and error in their classroom. At times, adolescent/young adult educators may use strategies they learned in their undergraduate education, or they could ignore those strategies for new-found methods that work better for them. Nevertheless, teachers often do not learn enough reading motivation strategies from their content reading textbooks, and are forced to devise their own strategies as they are teaching.

By incorporating the theoretical understanding of reading motivation theory with an understanding of motivational strategies from both the students' and educators' viewpoints, the data received from the interview process in this study can help can draw conclusions and answer the posed research questions. The combination of that information can also provide possible solutions to the problem statement of this study. With additional analysis of the data in this study, recommendations for future action can be presented for possible consideration.

Summary of Chapters I – III

Educators' ability to motivate students to read is an essential part of teaching language arts. Since a majority of language arts focuses on reading a plethora of material, effective educators need to understand how to encourage and entice their students to perform the reading. In their content reading courses, teachers are presented with different techniques and strategies to use in their classroom. They also learn a small portion of reading motivation theory to accompany the knowledge of strategies. However, as effective educators are constantly trying to adapt their instruction and implement new techniques, they need to devise or learn new motivation strategies throughout their career. The purpose of this study was to investigate the different types of strategies adolescent/young adult language arts educators use in the classroom as well as discover where the educators acquired the knowledge of these different techniques and strategies.

To understand the effectiveness of strategies found in content reading course textbooks as well as strategies the educators use, an understanding of reading motivation is imperative. Reading motivation is a theory that consists of many parts. Some of the more prevalent parts of the theory consist of intrinsic versus extrinsic motivation, student self-selection, purpose, social contexts, and gender differences. Some of these parts of motivation theory are mentioned in content reading textbooks as aspects of reading motivation. Within these aspects of reading motivation, teachers can use a variety of strategies to motivate their students to read.

After exploring the different parts of reading motivation theory as well as the students' and educators' perceptions of reading motivation, the two components of the study could be addressed to answer the research questions: 1) the analysis of the 10 content reading textbooks, and 2) the interviews with classroom teachers. Specifically, the content reading textbooks focus

on setting a purpose for reading, having access to a wide variety of materials, student self-selection of texts, and social contexts of reading as important aspects of reading motivation. Next, educators were then be interviewed to answer the research questions posed in this study. Through the process of studying the textbooks and interviewing the five educators, the study hoped to answer the following questions:

1. What strategies do adolescent/young adult language arts educators use to motivate their students to read?
2. Where did the educators learn these different strategies?
3. If educators are not using practices commonly learned in college courses, where did they learn about the different motivational strategies?

During a recorded interview with a set of 11 questions and the allowance of tangential questioning, the participating educators were asked about the strategies they used in their classroom to motivate their students to read. The educators were also asked about where they learned these strategies. The participants' answers were then analyzed based on the aspects of motivation found in the survey of the content reading textbooks: setting a purpose for reading, providing access to a wide variety of materials, student self-selection, and sharing reading in social contexts. The participants' responses were also analyzed to determine where the educators accumulated the knowledge of their effective strategies they use in their classroom. The analysis of their responses answer the questions posed in this study as well as respond to the problem stated in this study.

Implications and Conclusions

Out of the four broad aspects of reading motivation, all five teachers effectively used setting a purpose and social contexts of reading to motivate their students to read. The other two

areas—having a wide variety of materials and student self-selection of text—were not as widely used as aspects of reading motivation. Therefore, teachers could focus their professional development and continued knowledge towards those areas. Since education is an evolving process and consists of constantly changing strategies, it is impossible for pre-service educators to learn everything they need to know from one class in their undergraduate education. They must continually explore new information and new strategies to use in their classroom. The data in this study suggests the teachers have adequately evolved their learning for the aspects of setting a purpose and social contexts of reading. Therefore, to become more effective at motivating their students to read, the teachers could continue their learning concerning having a wide variety of materials and student self-selection. The teachers could consult journal articles, professional organizations, coworkers, or books to expand and continue their learning concerning motivating their students to read. This would enable the teachers to reach more of their students through different strategies.

Effective educators understand the importance of being able to adapt to a constantly changing environment. Often, no two classes of students are the same. Certain strategies may motivate students to read in one class, but could possibly be ineffective for others. With the basic understanding of different aspects of motivation that work well for students, educators can creatively invent their own strategies that work for their specific classes. The educators can also combine their knowledge of motivational strategies with the students' perceptions of their own motivation. Studies concerning student motivation, such as Wigfield and Guthrie's (1997) and Baker and Wigfield's (1999) study with the MRQ, reveal pertinent information concerning students' attitude towards motivation. By understanding and incorporating all the different information and data available, teachers can create the most effective strategies to motivate their

students to read. Without the understanding of the four broad aspects of motivation upon which teachers focus when they select materials and strategies, or students' perception of their own motivation (the 11 dimensions from the MRQ), educators would be less effective in terms of motivating their students to read. Unfortunately, all five educators in this study stated they did not learn helpful strategies from their content reading textbooks. Nevertheless, the educators in this study were still utilizing broad areas of motivation currently found in content reading textbooks listed as ways to motivate students to read. The task at stake for educators is to map their approaches to motivation against the dimensions of motivation articulated by students in the MRQ, and to begin to better align their strategies with the needs and perceptions of their students.

Recommendations

While content reading textbooks being the foundational knowledge for reading motivation, teachers still have room for expanding their knowledge. The basic knowledge of motivation theory and the broad strategies for motivating students to read is a good foundation from which content reading textbooks can start; however, since education is an evolving field, teachers need to supplement their knowledge after their experiences with content reading textbooks to meet the needs of their students. Even though the content reading courses do provide strategies for reading motivation, they do not supply an exhaustive list of strategies. The teachers still need to consult supplemental sources, such as journal articles or variations of professional development, to expand their repertoire of strategies. However, since some of the interviewed teachers mentioned developing their own strategies in their own classrooms, it would be beneficial to share those strategies with other teachers.

Many of the effective techniques teachers use in the classroom, such as Glogsters, Shakespeare raps, and Socratic questioning, are not taught in the content reading textbooks for various reasons. Often, new and effective motivation strategies are not immediately popular enough to be included in content reading textbooks, or the strategies became popular after that edition textbook was already published. Content reading textbooks can be more effective if the teachers supplement their learning with current articles that correspond with the broad aspects of reading motivation. Because journal articles can be published faster than textbooks, students can learn about innovative or newly popular strategies that are effective for motivating students to read. However, the articles may still not mention all of the strategies classroom teachers are using to motivate their students to read. While teachers may openly share their knowledge with coworkers or graduate students who ask specific questions, the majority of adolescent/young adult language arts educators are unlikely to write and publish materials that explain effective reading motivation strategies. They either think they do not have the time to do so, or they believe their instructional methods are common knowledge to other instructors. However, all pre-service teachers can benefit from the sharing of knowledge concerning effective motivation strategies. The shared knowledge could positively affect all students' learning. Therefore, additional research concerning effective reading motivation strategies would be highly beneficial for all educators.

Recommendations for Classroom Teachers

Since classroom teachers are using the broad aspects of motivational theories to create reading motivation strategies in their classroom, they have first-hand knowledge of effective strategies. In the interviews, the teachers expressed the most experience with setting a purpose for reading and social context for reading. Therefore, the educators should focus on

strengthening strategies that address the other two areas of reading motivation: having access to a wide variety of materials and student self-selection of text. The teachers could incorporate thematic units or a historical approach in their teaching that would allow students to choose books of a similar genre or time. This would provide students with a wide variety of materials as well as provide the students with the power to select their materials. Even though the students are playing a larger role in their education, the teachers are still able to reach their objectives. This provides a powerful learning experience for the students.

If teachers are able to develop and create motivational strategies within these two aspects of reading motivation, the students will have more control over their learning. Through trial and error processes, teachers could develop different strategies to motivate their students to read. Their knowledge of these effective strategies is a valuable resource for other teachers. These teachers could contemplate communicating their findings to their coworkers or other educators. They could give presentations at professional development sessions, present at conferences, or consider publishing articles in journals. This shared knowledge would allow more teachers to use the two aspects of reading motivation more effectively. If teachers are willing to share their knowledge with other teachers, all teachers could become more effective at motivating their students to read.

Recommendations for Methods Pre-Service Teachers

While content reading textbooks provide a foundation of knowledge concerning reading motivation, pre-service teachers need to acquire information from additional resources. Often, textbooks are not the most recent source of information concerning a topic. Journal articles and research studies would present the pre-service teachers with more current strategies for reading motivation. Pre-service teachers could also engage in their own informal interviews with veteran

teachers. If the inexperienced pre-service teachers learn discuss reading motivation with veteran teachers, they can gain an abundance of knowledge that stems from the veteran teachers' experiences in the classroom. This would help the pre-service teachers be more effective as they venture into their own classrooms. Since education is an evolving field, pre-service teachers need to take control of their knowledge and skills; they need to explore other areas of knowledge in addition to their textbooks.

Recommendations for Teacher Educators

While most undergraduate courses use a textbook for a source of information, college professors can use additional resources to help supplement their instruction. Sources such as journal articles, research studies, and guest presenters can provide information not available in textbooks. These sources of information tend to contain more recent information as well as provide supplemental knowledge. Effective professors already supplement their instruction with these kinds of additional resources. However, some professors tend to rely solely on textbooks for information. To prepare their pre-service students to the best of their ability, teacher educators should consider using additional resources to present their students with different reading motivation strategies.

Recommendations for Future Research

Unfortunately, this study was unable to investigate every part of reading motivation theory. Aspects such as gender and self-efficacy were not addressed in the interviews. However, these two areas of reading motivation theory as well as the other unmentioned aspects are important to students' motivation to read. This study, however, focused primarily on the broad aspects of reading motivation found in a survey of content reading textbooks. The individual parts of reading motivation theory were not explicitly mentioned in the textbooks. Therefore,

those areas of reading motivation were not included in the interview questions or in the analysis of the data. In future research concerning effective strategies for motivating students to read, researchers should investigate specific aspects of reading motivation theory, such as gender and self-efficacy, to learn more ways students are motivated to read. While this study did not address those factors, future studies can.

Summary

Content reading textbooks in pre-service undergraduate education provide a foundation of reading motivation theory. In these textbooks, pre-service educators learn broad aspects of reading motivation theory as well as strategies concerning how to motivate their students to read. However, these strategies might not always be useful in real-world classroom situations. Teachers often need to discover techniques that are more effective for reading motivation. If teachers who had already discovered these effective techniques would readily share their knowledge with a wider group of educators, then teachers could begin to improve more students' learning. Since teaching is becoming more of an accountable profession where governmental agencies are demanding to see improvement in teaching results, educators need to be aware of techniques that are more effective for motivating their students to read. If students are not reading, then they are undermining their educational experience. Therefore, teachers would benefit from collaborating with fellow educators concerning reading motivation. Having access to a wide variety of motivational strategies from which teachers can self-select specific lessons could create an environment supportive of each other that has a specific purpose of helping students succeed.

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Appendix A

Interview Questions

1. How do you present new required reading materials to your students?
2. Do you use any specific strategies or techniques to stimulate your students' interest in reading the assigned materials? Can you name them as well as tell where you learned the technique?
3. Which strategies or techniques do your students respond to the best?
4. How do you know if the strategies are effective?
5. How do you choose which strategy you will use to present reading materials?
6. Do you present reading material for your students' pleasure reading? If so, how do you present the material? Where did you learn these different ways of presenting material for pleasure reading?
7. Are these strategies significantly different from the techniques you use to present the required reading materials? If so, why do you use different techniques for motivation?
8. Do you use techniques you primarily learned in your college courses, or do you use techniques you learned in additional professional development exercises?
9. Which types of motivational techniques or strategies do you personally like the best? Which strategies work best for you as a reader?
10. How do you alter your techniques or methods to encourage persistently resistant readers?
11. Do you consider yourself an avid reader? Why or why not?

Appendix B

Table 1
Strategies Each Teacher Used for Motivating Readers

Teacher	Setting a Purpose	Wide Variety of Materials	Student Self Selection	Social Context
A	<ul style="list-style-type: none"> ▪ Create Glogsters ▪ Student Book Talk ▪ Group Book Talk ▪ Flip Charts ▪ Probes ▪ Book Covers ▪ KWL 	<ul style="list-style-type: none"> ▪ Walk Around ▪ Teacher Book-Talk ▪ Librarian Book Talk ▪ Book Reselection ▪ Challenge all Readers 	<ul style="list-style-type: none"> ▪ Choose own book for genre ▪ Self-Selection 	<ul style="list-style-type: none"> ▪ Read in Class ▪ Group Book Talks ▪ Creating a Positive Attitude for Reading ▪ Readers' Workshop ▪ Teacher Modeling of Reading
B	<ul style="list-style-type: none"> ▪ Background information on Author ▪ Act out Reading ▪ Book Debates 	<ul style="list-style-type: none"> ▪ Book Lists ▪ Book Talks 		<ul style="list-style-type: none"> ▪ Conversations about text ▪ Made Authentic Meaningful Text-Self Connections ▪ Group Collaborations
C	<ul style="list-style-type: none"> ▪ Background information on Author ▪ Information on Genre ▪ Read Summaries ▪ Act out Plays ▪ Memorize Sonnets ▪ Rewrites/Restate Material ▪ Update/Relocate Setting ▪ Rap Shakespeare ▪ Puppet Reading ▪ Written Responses to Reading ▪ Socratic Questioning 	<ul style="list-style-type: none"> ▪ Translated Shakespearean Text ▪ Book Talks ▪ Kindles 	<ul style="list-style-type: none"> ▪ Select Personal Literature for Kindle 	<ul style="list-style-type: none"> ▪ Create Supportive Environment ▪ Teacher Demonstrate Love of Reading ▪ Make Authentic Meaningful Text-Self Connections

D	<ul style="list-style-type: none">▪ Anticipation Guides▪ Create Text-Self Connections▪ Diorama▪ Turn story into Play▪ Research about Story	<ul style="list-style-type: none">▪ Book Talks▪ Book Recommendations	<ul style="list-style-type: none">▪ Present Material▪ Teacher is Personally Excited About▪ Create Supportive Environment▪ Use High Interest Material▪ Adjust Teaching to Match Student Learning	
E	<ul style="list-style-type: none">▪ Pre-reading questions▪ Introduce Theme▪ Participant in Group▪ One-Page Summaries▪ Book Projects▪ Visual Representation of Books▪ Role Sheets with Literature Circles▪ Display Visual Representations	<ul style="list-style-type: none">▪ Book Talks▪ Librarian book talks▪ Availability between young adult books	<ul style="list-style-type: none">▪ Choose Book for Literature Circle▪ Self-Selection▪ Free-choice Reading▪ Allow students to choose Material at their Reading Level	<ul style="list-style-type: none">▪ Literature Circle▪ Meaningful Text-Self Connections▪ Conversations about Reading▪ Read Every Friday▪ Create Supportive Environment for Reading▪ Casual Student-Student Book Recommendations▪ Teacher Reads Students' Material▪ Teacher Model Reading Behavior▪ Incorporate More Approachable Texts▪ Incorporate assistance for Struggling Readers▪ Teacher read-alouds▪ Display Students' Visual Representations

Appendix C



BOWLING GREEN STATE UNIVERSITY

School of Teaching and Learning

Informed Consent for Educators

My name is Elysia Sposato. I am a graduate student in the School of Teaching and Learning's Reading program at Bowling Green State University. My advisor is Dr. Timothy Murnen, associate professor in the School of Teaching and Learning at Bowling Green State University. I am currently conducting a research study pertaining to the motivational techniques and strategies secondary language arts teachers use in the classroom to motivate their students to read. I am asking you to participate in this study because you are a veteran teacher who has experience working with students as well as utilizing different methods to motivate your students. I received your contact information from different professors within the School of Teaching and Learning at Bowling Green State University. They have recommended I work with you because of your experience and expertise in teaching.

The purpose of my research is to discover which motivational methods teachers use to encourage their students to read actually work. In addition, I am interested in discovering where teachers learned these effective methods, whether in their college courses or in professional development work. By investigating and discovering effective strategies and techniques, future educators can use these techniques to encourage their students to read. Specifically, teachers can incorporate the beneficial techniques into their instruction to become effective educators. In this project, the participants will receive benefits from additional knowledge that stems from the research. All participating participants will receive the results of the research, which they can use to cultivate new instructional techniques and procedures in their classroom.

To obtain information pertaining to the different motivational strategies and techniques, participants in this study will be asked to participate in a voice-recorded, in-depth interview. The interview can take place face-to-face or over the phone, and will happen at the subject's convenience. The interview will not last for more than one hour. During the interview, the researcher will record the participant on a digital voice recorder. The recordings will be used for analysis of answers as well as transcription of direct quotes in the reporting of the data. No other person will have access to the recordings, and the recordings will not be completely transcribed. After the initial interview, the subjects may be contacted for further follow-up questions, and can choose to answer these questions at their own discretion. After the completion of interviews, the researcher will examine all the participants' responses to find any potential similarities between the participants, which could suggest effect motivational techniques.

Your participation is completely voluntary. You are free to withdraw at any time. You may decide to skip questions (or not do a particular task) or discontinue participation at any time without penalty. Deciding to participate or not will not affect your relationship with Bowling Green State University, your school, or your job.

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EXPIRES 1.30.12

To ensure confidentiality as well as protect your anonymity, all interview recordings as well as any documents containing your identity will be kept in a locked filing cabinet or on a password-protected computer. In addition, all forms, transcripts, or any documents that contain identifying information will contain the participant's pseudonym instead of the participant's legal name. The participant's school district will also receive a pseudonym, and it will be listed on any document pertaining to the research instead of the actual district's name. Only I will have access to the confidential information. All data collected during this study will be kept for three years before being destroyed.

Throughout the study, you may encounter a potential risk through accidental breach of confidentiality. However, to deter any potential risks, certain procedures and safeguards are in place to protect your information and identify. Please refer to the previous paragraph for details pertaining to the keeping of confidential information.

If you have any questions pertaining to the research or your participation in the research, please contact me through email at esposat@bgsu.edu, or call me at (419)566-1804. You may also contact my advisor, Dr. Murnen at tmurnen@bgsu.edu. You are also encouraged to contact the Chair, Human Subjects Review Board at (419)372-7716 or hsrb@bgsu.edu, if you have any questions about your rights as a participant in this research. Thank you very much for your time.

I have been informed of the purposes, procedures, risks and benefits of this study. I have had the opportunity to have all my questions answered and I have been informed that my participation is completely voluntary. I agree to participate in this research.

Participant Signature