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Understanding Fourth Graders' Decline in Reading Motivation from Students' and Teachers' Perspectives

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Understanding Fourth Graders' Decline in Reading Motivation from Students' and
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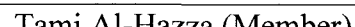
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ABSTRACT**UNDERSTANDING FOURTH GRADERS' DECLINE IN READING MOTIVATION
FROM STUDENTS' AND TEACHERS' PERSPECTIVES**

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Previous research by Chall and Jacobs (2003) documented the phenomena of the fourth grade slump, a period in which students switch from learning to read to reading to learn and the subsequent loss of motivation to read. The purpose of this research is to present a phenomenological qualitative study of whether a sample of fourth grade students, low-achieving readers and average achieving readers, exhibited a loss in their motivation to read. Students' responses to a standardized conversational survey and questionnaire, the Motivation to Read Profile (Gambrell, Palmer, Codling & Mazzoni, 2007) and teachers' responses to a researcher-developed questionnaire were examined and coded by themes. Results indicated that there was no difference in motivation to read between low-achieving and average-achieving readers. Students' responses showed positive motivation to read, while teachers' response indicated a negative attitude towards students' motivation to read. Research results were inconclusive concerning students' readiness to switch from learning to read to reading to learn. Implications for future research are discussed. A review of pertinent literature is presented.

Dissertation Committee Members: Dr. Linda Bol

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CHAPTER ONE: INTRODUCTION

In 2000, the National Institute of Child Health and Human Development published a groundbreaking report on reading titled *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. This report, the basis for the National Reading First initiative, details five areas of reading instruction crucial to primary students' reading development: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In 2004, the Alliance for Excellent Education published a report, *Reading Next: A Vision for Action and Research in Middle and High School Literacy* which emphasized comprehension, reading in the content areas, and reading to learn in the secondary grades. Missing from these seminal reports was research on effective instruction for grades four and five, crucial years in reading instruction, as children transition from learning how to read to using reading to learn in the content areas.

According to the *Reading Next* report, the number of fourth grade students reading at grade level has significantly improved since 1992. However, this statement is misleading, because according to the Nation's Report Card for 2008 (The National Assessment for Educational Progress, NAEP), reading test scores for fourth graders have increased by only nine points since 1992, increasing from 211 out of 500 in 1992 to 220 out of 500 in 2008, while eighth grade students' achievement remained flat at scores of 260 for both 1992 and 2008. With extensive amounts of effort and money spent on improving students' reading, these gains seem minimal. Interestingly, the research analyzed by the National Reading Panel in 2000, includes no studies conducted on children's motivation to read, and its relationship to reading achievement.

Implicit in these findings should be the consideration of how students are prepared in primary grades, K-3, to assume the task of reading to learn. As students learn to read, instruction

is focused on phonemic awareness in kindergarten and into first grade. When students grasp the concept that words are made up of sounds, reading instruction then turns to decoding, text structure, and fluency. Children are taught how to preview a text through pictures and then to determine if their predictions are supported by the text. When students are ready for reading short chapter books, illustrations may no longer provide enough information to aid in comprehension. By the intermediate grades, most chapter books have few or no illustrations; thus students must rely on understanding vocabulary for comprehension. Some students are not ready to give up the crutch of illustrations because their decoding skills may be weak; therefore reading becomes laborious without the assistance of pictures. Motivation to read for these students fades due to weak self-efficacy in reading.

Research studies show a decline in children's motivation to read as they enter fourth grade (McKenna, Kear & Ellsworth, 1995; Baker, L. & Wigfield, 1999; Fredricks, Blumenfeld & Paris, 2004). Curriculum in grade four changes from teaching children how to read and emphasizes reading for information, particularly in the content areas of science and social studies. Phonics and word study no longer take up the majority of instructional time. Instead, reading comprehension skills and test-taking strategies fill the greater part of instructional time in reading. With the switch from instruction predominately in phonics to the emphasis on comprehension skills, struggling students lose their enthusiasm and fascination with reading. Motivating students without efficient comprehension skills to read then becomes an arduous task.

McKenna (1995) proposes that positive attitudes toward reading weaken gradually throughout elementary school due to lack of motivation compounded by attitudes and social factors. He identified three factors influencing attitudinal change toward reading: a) judged

desirability about the outcomes of reading, b) beliefs about others' expectations and the child's conforming to those expectations, and c) the outcomes of specific reading experiences (p. 938). As students grow older, they become more conscious of parental and teacher expectations and their academic performance in relation to the performance of their peers. Thus, students may feel less successful in reading than their peers, and may opt to increase participation in recreational and social activities rather than spend leisure time reading.

Self-Efficacy and Motivation

Self-efficacy beliefs have been found to have a deep impact on students' desire to read. Such self-efficacy beliefs influence students' self regulation, such as goal setting, monitoring understanding, using applicable reading strategies, and evaluating progress towards reading goal achievement (Horner and Showery, p. 102). Students who can use comprehension strategies to monitor understanding and become successful readers tend to develop positive feelings of self-efficacy and are apt to read more than students who have not developed such reading skills.

However, due to a lack of qualitative research, students' voices, as well as teachers', and personal experiences are missing from the study cited previously. Central to the understanding of what motivates children to read and how they feel about reading is the lived phenomenon of learning to read. Teachers' observations of students and their struggle to maintain interest in reading while their self-efficacy declines, as well as teachers' attempts to maintain motivation in their students, are essential to understanding the transitional reading period of fourth through sixth grade and its effect on student reading achievement and motivation (Best, Floyd & McNamara, 2004; Gambrell, Palmer, Codling & Mazzoni, 1995; Guthrie & Wigfield, 1999; Ivey & Broaddus, 2001; Sanacore, 2002; Sweet, Guthrie & Ng, 1998).

Purpose

The objective of this qualitative study was to analyze the phenomenon of fourth grade students' reading experiences and level of reading motivation as reading instruction shifts from teaching children how to read in the primary grades, to teaching children to read for information in intermediate grades. The study is a qualitative examination of students' reading attitudes and motivation to read through individual student and teacher interviews, as well as student and teacher surveys. Reasons for loss of reading motivation may be noted after qualitative data is coded and themes identified.

This study was guided by the following research questions:

1. How do below grade level and on grade level students in fourth grade in public schools describe their motivation to read?
2. How do teachers of below grade level and on grade level students in fourth grade in public schools describe the students' motivation to read?
3. How is student motivation, as evidenced by the survey portion of the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1995), related to the students' motivation as described in their interviews?
4. What kinds of strategies are teachers using to motivate their students to read?

Significance of Study

Although the period of adjusting from learning to read, to reading to learn has been studied and termed "the fourth grade slump" (Chall & Jacobs, 2003; Sanacore & Palumbo, 2009) most of the available research on the topic addresses weak comprehension skills and a lack of background knowledge (Hirsch, 2003), particularly for low income students. Available literature that examines students' motivation to read uses a broad range of grade levels, grades four

through twelve, in quantitative quasi-experimental studies. This research study was limited to fourth grade students, with a concentration on the students' beliefs about their ability to read, self-reports on motivation, and attitudes towards reading as well as teachers' reports on student motivation.

Overview of Methodology

The researcher conducted this qualitative research study using a social constructivism paradigm with a phenomenological tradition. Student participants were chosen through researcher observation and classroom teacher recommendations. The researcher observed for low and average functioning disengaged students. Data was collected over the period of one month through the implementation of the Motivation to Read Profile (Gambrell et al.) and a researcher made Teacher Interview Protocol. Themes for the interview responses were determined through inductive study and collapsing of codes, or identification of data, as identified in interviews. Validity for qualitative data was addressed through triangulation of data collection and member checking.

The teachers of the 24 selected students were interviewed using open ended questioning. Teachers were asked for descriptions of the students according to academic achievement in reading, classroom observations, and reading performance during small group instruction. Also, teachers were asked what strategies they use to motivate their students.

Limitations

Limitations for the qualitative research included researcher bias and assumptions based on the researcher's experiences as a classroom teacher: a) children begin reading with a desire to read, b) students in fourth grade are conscious of their reading attitudes, c) motivation is the key to reading achievement, and d) low achieving readers lack the motivation to read. Additionally,

the students interviewed may not have been representative of all population of all fourth grade students. Students' interview responses may have been subject to students' desire to be regarded positively. Observations were based on external behaviors in response to a restricted number of activities.

Definition of Key Terms

The knowledge of several terms is essential for understanding the purpose and methodology of this study.

Intrinsic motivation – participating in reading for its own sake, enjoying knowledge learned from text, and engaging in reading when possible and appropriate (Guthrie & Wigfield, 1999).

Reading motivation – an individual's goals and beliefs in regards to reading (Guthrie & Wigfield, 1999).

Self-efficacy – reader's belief that he or she can read effectively (Guthrie & Wigfield, 1999).

Self-regulation – ability to monitor effort and regulate emotions without immediate reward (Evans & Rosenbaum, 2007).

CHAPTER TWO: LITERATURE REVIEW

Although the period of adjustment from reading to learn, to learning to read has been studied and termed “the fourth grade slump” (Chall, 1983; Chall, Jacobs, & Baldwin, 1990; Chall & Jacobs, 2003) most of the available research on this phenomena addresses weak comprehension skills and a lack of background knowledge (Hirsch, 2003), particularly for low income students. Students who can use comprehension strategies to monitor understanding become successful readers, tend to develop positive feelings of self-efficacy, and are apt to read more than students who have not developed such reading skills (Horner and Showery, 2002).

McKenna, Kear, & Ellsworth (1995) propose that attitudes toward reading weaken gradually throughout elementary school due to social factors. As students grow older, they become more conscious of parental and teacher expectations and their academic performance in relation to the performance of their peers (Johnson, 2000). There is clear evidence that choice of reading texts and social interaction affect motivation to read. Guthrie, Wigfield, Barbosa, Prenevich, Taboada, Davis, Scaffidi, & Tonks (2004) studied third grade students to determine the motivational and cognitive aspects of an engaged reader. According to Guthrie et al. an engaged reader is intrinsically motivated, builds knowledge, uses cognitive strategies, and interacts socially to learn from text.

Many researchers have studied the role of intrinsic and extrinsic motivation on learning to read (Bouffard, Marcoux, Vezeau, & Bordeleau, 2003; Cameron & Pierce, 1994; Corpus, McClintic-Gilbert; Gottfried, 1990; Hayenga, 2009; Putnam, 2007; Wang & Guthrie, 2004). However, studies have tended to polarize motivation as either intrinsic or extrinsic without consideration of how one affects the other. For example, Edmunds and Tancock (2003) conducted a study with fourth graders to determine the effects of three different extrinsic rewards

on their motivation to read: no rewards, non-reading related rewards, and book rewards. The authors found that extrinsic rewards improved motivation to read, but there were no differences in reading motivation or number of books read between the three types of extrinsic rewards. How intrinsic motivation had an effect on tangible rewards was not discussed.

This literature review will address the concern whether fourth grade students exhibit a decline in reading achievement due to socioeconomic status, lack of motivation to read, a negative attitude toward reading, low self-efficacy, curriculum and instruction issues, or a combination of the variables. However, motivation is a complex construct due to cognitive, social, cultural, and behavioral variables. An effort will be made to address these variables in relation with one another, and in regards to different theoretical constructs. A broader view of general cognitive development will not be discussed, due to the myriad of cognitive growth theories.

The review will begin with examination of the term, “the fourth grade slump” as it applies to Chall’s Stages of Reading Development (1983). Subsequent discussion will review reading research related to socioeconomic factors, cognition, motivation, and attitude, in regards to instructional practices.

Stages of Reading Development

Chall (1983) divides reading development into six stages, with prereading as Stage 0. Prereading involves oral language development, with the inclusion of reading as memorizing the story and reading the pictures. In Stage 1, children orally attach sounds to letters, decode words and continue to use pictures as comprehension aids. In Stage 2, Grades 2 and 3, students continue acquiring decoding skills, increase fluency, and combine skills of memory, phonics, and

context for word identification and meaning. Narrative texts are predominately used in the first three stages and comprehension is usually based on connections with children's lives.

It is in Stage 3 that the fourth grade slump occurs. Traditionally, instruction in fourth grade switches from a general non-text based instruction of content areas, such as science and social studies, to studying content in more depth, which depends on reading and comprehension of text to supplement classroom instruction. Content area reading requires the ability to assimilate vocabulary with concepts for adequate comprehension of material. Students who have successfully passed reading in the primary grades due to strong phonological skills may have difficulty in fourth grade due to the higher demands of content vocabulary, concept development, structure of text, and prior knowledge (Chall, 1983; Chall & Jacobs, 2003; Hirsch, 2003, 2007; Best, Floyd, & McNamara, 2004; Coles, 2007; Samuels, 2007; Tyre, 2007). They may be able to pass standardized tests using narrative text, but fail test components that use expository text.

Chall's (1983) last two stages involve the use of learned knowledge and vocabulary in the comprehension of text. High school reading, Stage 4, requires the ability to analyze texts critically and understand many points of view. Stage 5, college reading, requires the analysis and synthesis of text to construct understanding. Chall states that if students in Stage 3, grades 4 - 8, are not able to expand their vocabulary and build background knowledge, they will not be successful in the later stages, 4 and 5.

In developing her stages of reading, Chall (1983) explains that she used research evidence from linguistics and psycholinguistics, psychology and the teaching of reading, and neurology. From linguistics she used research that addressed phonology, syntax, and semantic development in relation to reading and listening comprehension. From psychology, she researched eye movements and eye span during reading in relation to the meaning of surrounding

words and grammatical structure. Neurological factors included sensory perceptual and cognitive linguistic development. In addition, Chall emphasizes the work of Jean Piaget (1970) and his stages of cognitive development, as well as Wolffe's (1960) work on the comparison of Piaget's developmental theories and those of Freud and other psychoanalysts.

Components of Reading

The areas of reading, or topic areas, identified by the National Reading Panel (2000) are addressed in Chall's (1983) research on reading. The National Reading Panel identified these areas as: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Phonemic awareness, phonics, and fluency are emphasized in Chall's Reading Stages 1 & 2. Chall believed strongly in teaching phonics systematically (1967). Accordingly, although vocabulary and comprehension were important in the early stages of reading she believed that phonics instruction supported fluency and without fluency, comprehension could not occur. Because the greatest growth in vocabulary and comprehension take place in Stage 3, Reading to Learn, if students are not successful in the foundation stages of prereading, initial reading, and comprehension and fluency they will fail to make a smooth transition into Stage 3.

This review will discuss different aspects of reading achievement through the lens of Chall's (1983) hypotheses concerning cognitive and language development, environment, attitudes, background knowledge, and reading growth. References will be made to reading stages as they are addressed in the research literature, but continue to refer to Chall's presumption, the fourth grade slump. The following section will examine the relationship between language and poverty as it relates to the fourth grade slump.

Factors Affecting Reading Development

Socioeconomic Factors

Socioeconomic status (SES) plays a large part in the development of reading skills and academic attitudes (Battistich, Solomon, Kim, Atson, Schaps, 1990; Chall & Jacobs, 2003; Evans & Rosenbaum, 2008). Adults in poverty generally have lower quantities and qualities of speech. They speak less often with their children using fewer words than middle and upper class parents. They are more apt to not engage in literacy activities, such as reading aloud and visiting the library, with their children. In a study by the Federal Interagency Forum on Child and Family Statistics (2000), 38% of low-income parents read to their 3-5 year old children daily compared with 58% of middle and upper income level families. Additionally, 22% of low-income parents claimed to have taken their 3-5 year old to the public library within the past month as opposed to 40% of parents above the poverty level. Fifty-nine percent of all American children have ten or more books in the home, yet only 19% of poor American children have ten or more books in the home (Evans & Rosenbaum).

In addition to a smaller amount of books in the home, children in poverty have fewer toys as well as fewer opportunities for developmentally appropriate activities. Lack of resources and experiences are associated with reading readiness as children entered kindergarten (Aikens & Barbarin, 2008). As children enter school, it is important to have the following prereading skills for academic success: developed language skills, phonological and syntactic knowledge, letter identification, and conceptual knowledge about print and its conventions and functions (Arnold & Doctoroff, 2003).

Gee (2004) discounts the notion that many children living in poverty begin school with little or no language particular to school. Gee states that reading is integrated with cognition,

language, social interaction, society, and culture. Reading and writing cannot be separated from speaking, listening, and using language to think about and act on the world. Language is acquired through socialization, thus culture defines what counts as normal and natural before schooling begins. "Almost all children-including poor children-have impressive language abilities. The vast majority of children enter school with large vocabularies, complex grammar, and deep understandings of experiences and stories (Gee, 2004, p.130).

Much research has been done on the early development of language and its correlation to reading (Arnold & Doctoroff, 2003, Hart & Risely, 1992, Hemphill & Tevnan, 2008, Noble, McCandliss & Faah, 2007). Hart and Risley (1992), in a much-cited study, observed a purposeful sample of 40 families over a period of two-and-a half years. The families were selected as representations of the range of typical families according to race, size, and socioeconomic status. The age of the children at the beginning of the study was between 9 months and 36 months. Fifteen of the subjects were African-American and 25 were white. Monthly 2 ½ hour observations of parents interacting with their child were conducted. The results showed that the amount of parenting per hour was strongly associated with the SES level of the family. Children in lower SES families received less time and effort in interactions with their families than middle SES children. Low SES children verbal interactions with their family consisted of an average of 20% utterances that prohibited a child from doing something. Such discouraging words were never or rarely heard in verbal interactions in higher SES families. In fact, up to 45% of upper SES parent utterances were questions with the remainder utterances as repetitions and elaborations of their child's speech. By third grade, children in lower SES families have a vocabulary of about 500 words, as compared to 1000 words for higher SES children. The researchers state that the families were comfortable with the presence of the observers so the

researchers did not intimidate the LSES participants. Limitations to the study include the low number of families in the sample and the inclusion of only Kansas City area subjects.

Dudley-Marling and Lucas (2009) disparage the premise of the Hart and Risley study. They argue that the conclusions of the study “pathologize” the language of poor students, pointing out the deficiencies in the language and culture of poverty. Dudley-Marling and Lucas criticize the generalization of findings based on a sample of 6 welfare families, all black, 13 lower SES families, 7 black and 6 white, with the remainder of subjects either middle or upper SES status. Only one black family was included in the upper SES category. Another criticism by Dudley-Marling and Lucas is the acceptance of an ethnocentric bias that accepts the linguistic and cultural practices of middle and upper socioeconomic practices as the norm. However, Dudley-Darling and Lucas do not provide an experimental, quasi-experimental, or qualitative research study to back their claims that Hart and Risley wrongly label low income parents and students’ language and culture as deficient in regards to the language required for success in school.

Hemphill and Tivnan (2008) conducted a longitudinal study on the importance of print skills to the development of literacy, vocabulary, and other language skills. The authors followed a sample of 300 students, with 80% in poverty, from the beginning of first grade to the spring of third grade to determine the importance of early reading skills, such as print conventions and phonemic awareness to reading achievement success at the end of third grade. Four reading programs were used between the 16 urban elementary schools in the study. At the beginning of the study, in first grade, all students were tested for the relationship between their language and literacy skills using a battery of tests to determine word and letter identification and word attack skills. Subsequent testing was completed at the end of each school year. Although prereading

skills were weak at the beginning of first grade, children in poverty scored above average on word reading and word attack at the end of first grade, but below average in vocabulary. As their schooling continued, the test subjects' language and literacy skills improved, but their vocabulary skills remained low, averaging at the 25th percentile, below the national norms. Strong word attack and letter identification skills in first grade leveled off and there was a decline in reading comprehension by the end of third grade presumed to be due to the limited growth of vocabulary in low-income students. Different reading programs did not significantly affect the outcomes of the study, nor did differences in schools. The program effects were lower than the effects of teachers and schools. Results for this study did not consider the effects of other new literacy program components: expanded classroom libraries, home reading programs, emphasis on writing skills, and blocks of time dedicated to literacy.

Contrary to the beliefs that language development is cultural and not indicative of deficiencies are studies' conclusions based on neurological imaging (McCandliss & Noble, 2003, & Noble, McCandliss, & Farah, 2007). One hundred and sixty-eight first grade students, with diverse socioeconomic backgrounds, from nine New York City schools, performed given tasks specific to particular neurocognitive systems: language, visuospatial skills, memory, working memory, cognitive control, and reward processing. Socioeconomic level designations were made according to information received by the parents. Group means for low socioeconomic students were an average of a standard deviation below on language skills. Two-thirds of a standard deviation difference was found for memory on middle school aged children's performance, but not for kindergarten age students. According to an earlier study by McCandliss and Noble (2003), deficits in the perisylvian area of the brain would account for the difference in language processing between low and middle/high SES. More specifically, individual differences in the

left perisylvian and superior temporal gyrus brain areas were associated with phonological processing, thus influencing visual areas involved in the rapid processing of written words. Limitations to this study include parent reporting of socioeconomic issues and the tasks used to test specific language area competence.

In additional research related to brain function, Evans and Rosenbaum (2008) studied whether self-regulatory behavior differed between 13 year-old low and middle income children. They attributed parental investment, such as activities, interaction, and read alouds, as only a portion of the cause for the low-income and middle income achievement gap and state that emotion and behavior contribute to the acquisition of academic achievement. Data from a sample of ninety-seven middle school students from a rural area of New York was used from a previous longitudinal study that studied the results of a delayed gratification task.

A second sample of 774 subjects from 10 distinct different U.S. geographical regions was also used to study the effects of chronic stress from poverty. Observers noted learning materials and activities, and academic stimulation in a longitudinal study of children 15 months to fifth grade. The researchers (Evans & Rosenbaum, 2008) concluded that chronic stress damaged the prefrontal cortex, the brain area linked to self-regulatory behavior, which, in turn affected academic achievement and cognitive development.

Environment

Aikens and Barbarin (2008) studied a cohort of kindergarten students of diverse socioeconomic background for four years to learn the effects of interaction between family, school, and neighborhood factors and early reading achievement. Student data for kindergarten, first, and third grades was obtained from an Early Childhood Longitudinal Study by the U.S. Department of Education. A subsample of 10,998 students, after attrition, from the original

sample of 21,260 children was used. Direct child reading assessments, parent interviews, and observations of the school and community environments were collected. Data were also obtained from child, teacher, school administrator, and field staff responses.

Family contexts showed a relationship between reading outcomes and home literacy environments, number of books owned, parent distress, and receipt of center based childcare. Gaps at the beginning of kindergarten were found due to family resources, experiences, and relationships. However, SES differences were less associated with family factors by third grade. Socioeconomic background of peers also affected reading achievement in school. The number of children reading below grade level and the number of low SES students in the school environment was found to be related to student reading growth independent of the student's SES background. In other words, a high percentage of low SES students in an academic setting affected the reading growth of students of all SES backgrounds. However, the gap between higher and lower SES students' reading achievement widened, particularly in first grade. Although family and community variables and their effect on students was examined, the study did not address the available resources in lower SES schools or the qualifications of the teachers. However, Aikens and Barbarin (2008) do address the findings that the covariates in the study only account for 17% of the initial kindergarten gap and 16% of subsequent reading growth gap.

In contrast to the aforementioned study, are the findings from Katzir, Lesaus, and Kim (2009) concerning the relationship between reading comprehension, self-concept, and home literacy environment for a sample of 67 fourth grade students in an urban school. Standardized measures for reading achievement and verbal ability were used as well as a questionnaire administered to children about reading competence and attitude, and a questionnaire administered to parents examining literacy practices. Family literacy practices consisted of 5

factors: (1) children's literacy practice; (2) family literacy teaching and help; (3) family literacy practices; (4) frequency of library visits, and (5) home literacy environment.

Subjects revealed a positive attitude towards reading, but also showed high levels of reading difficulty. Findings showed that the students' reading self-concept was directly related to comprehension skills. Perception of ease with reading was positively correlated with reading achievement, including verbal ability and word study skills. However, none of the factors of family literacy were related to the children's reading comprehension skills. Limitations include the small sample size of the study. Also, although the sample is identified as from an urban setting, it was unclear whether the sample consisted of diverse or homogeneous SES backgrounds. The authors suggest that the results support Chall's concept of the fourth grade slump, but the finding of positive attitudes towards reading in fourth grade, and a negative concept of self-efficacy in reading do not support the phenomenon.

Despite the aforementioned study, Senechal and Young (2008) found that child and parent reading interactions did affect reading achievement. A meta-analysis of 16 intervention studies involving 1,340 families was conducted. Grade level, reading level, and socioeconomic background were examined during the analysis. Having said that, there were certain conditions under which parent interaction was effective in improving children's reading skills. Parents tutoring and listening to their children read to them produced gains in reading achievement, but parents had to be trained in how to best tutor and listen to their children. The mean weighted effect size for the combination of the 16 studies was 0.65, a moderately large effect. Reading to children did not produce significant results in improving reading skills. The results for the three family interventions were not related to different socioeconomic class. The researchers state that their findings may differ from other studies due to the focus on specific parent child interactions,

and not general parent involvement. Extending the study to include intermediate grades would further findings as children are required to use reading skills to learn independently.

The association between SES and early reading achievement is quite weak when measured at the individual family level. However, socioeconomic influence on achievement is much stronger when measured at the school or community level. In other words, the effects of economic status on achievement are largely the result of living in communities and attending school with large numbers of children from a particular social class, not the result of a single family's socioeconomic characteristics (Goldenburg, 2003, p.1145). There is large variability between families, regardless of SES status, in relation to the prereading skills that students possess when they enter school. Although many children living in poverty have low language and knowledge levels, there are low-income parents who provide rich language and early literacy experiences for their children. Alternatively, as students begin school, low-income parents may become responsive to their child's school experiences and provide home experiences that support in school learning.

Mathew Effects

Good readers spend less effort on processing visual information fully, not because they rely on context, but because their "stimulus-analysis mechanisms" are powerful (Stanovich, 1986), enabling them to use less effort to process visual stimuli. In agreement with Jeanne Chall (1983), Stanovich credits good decoding skills as the key for successful comprehension of text. There is a strong causal link between phonological awareness, decoding, and reading achievement. To become a fluent reader, less time must be spent decoding with more time freed for processing the meaning of text. Many poor readers use context as an aid for word recognition, not for comprehension. Reading itself results in the development of many

language and cognitive skills. When children spend a majority of time on decoding, they become less apt to want to read and consequently reads less, limiting their language and reading development.

Slow reading acquisition has cognitive, behavioral, and motivation consequences that slow the development of other cognitive skills and inhibit performance on many academic tasks. In short, as reading develops, other cognitive processes linked to it track the level of reading skill. Knowledge bases that are in reciprocal relationships with reading are also inhibited from further development. The longer this developmental sequence is allowed to continue, the more generalized the deficits will become, seeping into more and more areas of cognition and behavior.

(Stanovich, 1986, p. 390)

Consequently, Mathew effects, in which poor readers get poorer and good readers get better, come into play. Students below reading level tend to receive emphasized instruction in reading skills whereas efficient readers receive rich instruction, strengthening language and higher level thinking processes.

Self-Efficacy

Most motivation is cognitively generated. People motivate themselves and act by thinking ahead, anticipating the outcomes of their actions. There are three theories of cognitive motivation (Bandura, 1993): attribution theory, expectancy value theory and goal theory, all of which are part of self-efficacy. According to attribution theory, people believe that they affect their own behavior and their failures are due to lack of effort. Students who believe they are ineffective attribute their failures to low ability. According to expectancy value theory, people

are motivated to act on behaviors according to beliefs about their ability. They believe their behavior will have certain outcomes and determine the value of those outcomes. Goal theory involves the act of people using goals to direct their behavior and thus motivate themselves to achieve their goals. Explicit, challenging goals provide for learning and support motivation to achieve. There may be readjustment of goals based on one's performance. Affective processes involve coping ability that control anxiety and avoidance behavior. Academic performance is not related to anxiety. Students may believe themselves to be capable of completing a task, but have little anxiety, and then may fail at the task. Children with high anxiety levels may in turn be high achieving students. However,

children with a high sense of academic and self-regulative efficacy behave more prosocially, are more popular, and experience less rejection by peers... moreover a low sense of academic and self-regulatory efficacy is associated with emotional irascibility, physical and verbal aggression, and ready disengagement of moral self-sanctions from harmful conduct (which) become stronger as they grow older. (Bandura, 1993, p. 138)

Younger children relate self-efficacy with academic forms of self-efficacy, but not with emotional and interpersonal patterns of behavior; whereas, older students relate academic self-efficacy with social, emotional, and personal patterns of behavior. Therefore, according to Bandura's social cognitive theory (1989, 1993), self-efficacy is a global term encompassing four perceived self-efficacy processes: cognitive, motivational, affective, and selection processes. Perceived self-efficacy operates at three levels: aspirations, level of motivation, and academic accomplishments. Behavior, cognition, and environmental influences all contribute to the development of human ability.

Some students view ability as acquiring knowledge and becoming confident in learning. Children who believe they can affect their ability to learn consider mistakes as part of learning and do not compare themselves with other students. These children like challenges and focus on task diagnosis, or the evaluation of the processes needed to complete a task. Other students consider ability as innate. For them, making mistakes shows that they are not intellectually capable of completing a task. Therefore, showing a lot of effort during academic tasks proves they are smart. Because their focus is self-diagnostic, they generally choose tasks that they are capable of completing successfully, thus stifling academic growth.

Schunk (2003), another social cognitive theorist, believes that achievement depends on interactions between people's behaviors, personal factors, and environmental conditions. Self-efficacy affects a student's choice of tasks, effort, persistence at a task, and achievement. Children develop their sense of self-efficacy through personal accomplishments, observing experiences and social persuasion. As children learn, they constantly make self-evaluations of their learning progress in achieving self-made goals. A student with high self-efficacy will view a task as a challenge, whereas, a student with low efficacy may avoid perceived difficult tasks and consequently cause class disruptions. Teachers give positive or negative feedback on students' tasks, however, some students may be more motivated to perform after watching peers complete an activity or hearing encouragement from adults.

Having some doubt about succeeding can activate effort on a student's part, while overconfidence can be harmful to learning because students who think that a task is too easy may not put forth enough effort to succeed. As a result, students need constant feedback from adults.

Modeling is important for self-efficacy development because it promotes observational learning through explanations and demonstrations with verbalizations (Schunk, 2003). Peer

modeling may be more effective than adult modeling due to proximity of age, gender, ethnicity, and perceived competence of the peer.

Goal setting can raise self-efficacy and motivation, and increase student effort.

Performance goals are concerned with completing a task, while learning goals involve acquiring a skill. Goals can be specific, focusing on certain standards, short term or proximal, and judged by difficulty. As a student sets goals and works towards them, constant self-evaluation must be in place.

Linnenbrick and Pintrich (2003) state that self-efficacy adds to a student's prediction of the outcome of their task. They believe that the self-efficacy concerns of behavioral engagement, cognitive engagement, and motivational engagement result in achievement. Students first develop competency or efficacy in an activity then develop interest. Intrinsic interest may be in the content, materials, or task. Students may also be motivated by the usefulness of knowledge or task, personally, or in general goals for life. The value of tasks seems to be important for students beginning in fifth grade, while younger students are motivated by whether they like the task and its importance, but not by future life importance. Affect involves pride and happiness in work or frustration, anger, and anxiety. High self-efficacy is related to increased use of elaboration, organizational strategies, and metacognitive strategies (Bandura, 1993). Therefore, one component of becoming a good reader is a positive self-efficacy, which results in intrinsic motivation to learn and achieve.

Motivation and Cognitive Processes

Many studies have shown how motivational variables and cognitive variables, separately, affect reading comprehension. In a study by Taboada, Tonks, Wigfield, and Guthrie (2009), the researchers examined how motivational and cognitive variables in combination predict the

growth of reading comprehension for a diverse sample of 205 students in 4 southeastern U.S. schools. Taboada et al. recognize the multidimensionality of motivation, but chose only 5 dimensions of reading motivation to make up an internal motivation construct for their study. These dimensions are: (1) perceived control, (2) interest, (3) self-efficacy, (4) involvement, and (5) social collaboration.

In their study, Taboada et al. (2009) focused on the effect of two strategies for reading comprehension, activating background knowledge and self-generated questioning, in combination with student intrinsic motivation. Activating prior knowledge provides a connection between known information and new information in text, and self-generated questioning, which provides active interaction with text while reading.

Five assessments were used to establish the correlation between motivation, background knowledge and questioning: (1) Gates-McGinitie Reading Test, (2) a researcher designed multiple text comprehension assessment, (3) student written background knowledge statements, (4) student composed questions completed before reading a text, and (5) an internal motivation measure for each student completed by their teacher. Results showed that motivation, background knowledge, and questioning were significant in relation to the variance for the Gates-McGinitie Reading Test, and the multiple text comprehension measure. According to stated results, all three variables, activating prior knowledge, student composed questions, and intrinsic motivation, contributed significantly to reading comprehension growth.

Although the researchers attribute intrinsic motivation in combination with two cognitive strategies to comprehension and comprehension growth, not all three variables were correlated with one another. Another limitation of the study was the use of researcher-developed assessments. The validity and reliability of the assessments were not addressed in the article.

Additionally, results concerned only 4th grade students and may not generalize to other grade levels. Further research is needed to clarify the relationship between activating background knowledge, reader questioning, and intrinsic motivation, as well as the contribution of other cognitive strategies.

Guthrie & Wigfield (1999) developed a more complex view of motivation and cognition. They state that a child's reading motivation includes their individual goals and beliefs in regard to reading. Both motivational and cognitive processes are involved in a reader's interaction with text. The Motivation-Cognitive Model of Reading (Guthrie & Wigfield) identifies their proposed components of both motivational and cognitive processes in reading (See Table 1).

Table 1

Motivational-Cognitive Model of Reading

Motivational Processes	Cognitive Processes
task mastery goals	activating prior knowledge
intrinsic motivation	forming text representation
self-efficacy	constructing causal inferences
personal interest	integrating prior knowledge with text
transactional belief	

Note. Adapted from "How Motivation Fits into a Science of Reading," by J.T. Guthrie & A. Wigfield, 1999, *Scientific Studies of Reading*, 3, p. 200.
Attitude Towards Reading

Although not included in Guthrie & Wigfield's (1999) model, attitude towards reading is particularly relevant to motivation. The attainment of reading level achievement is affected by engagement and practice. A poor attitude may influence the choice to read, even when an

individual is a fluent, capable reader (McKenna, Kear, & Ellsworth, 1995). Alternately, a positive attitude toward reading may not be global, in the sense that a reader may enjoy reading science fiction, but not nonfiction text.

However, beliefs about reading are generally influenced by one's ability to read. If met with continual frustration, a reader may determine that reading has little value. However, students with strong reading skills may not choose to read if they feel that other activities are more satisfying uses of their time.

McKenna et al. (1995) propose that attitudes toward reading weaken gradually throughout elementary school due to ability and social factors. He identified three factors influencing attitudinal change toward reading: a) judged desirability about the outcomes of reading, b) beliefs about others' expectations and the child's conforming to those expectations, and c) the outcomes of specific reading experiences (p. 938). As students grow older, they become more conscious of parental and teacher expectations and their academic performance in relation to the performance of their peers. If students feel less successful in reading than their peers, they may opt to increase participation in recreational and social activities rather than spend time leisure time reading.

In a seminal study conducted by McKenna et al. (1995), a sample of 18,185 students, representative of diverse ethnicities and different geographical regions of the United States, in grades 1 through 6 completed the Elementary Attitude Survey, or ERAS, (McKenna & Kear, 1990). This questionnaire consists of 20 items with 4 pictures of Garfield the cartoon character. Students choose the attitude pictured by Garfield to respond to question about recreational and academic reading. Questions are divided equally between the two types of reading. Teachers read aloud each item negating the possibility that the students were not able to

read the questions. In addition, each child's teacher identified each student as either above average, average, or below average. Results showed that students' attitude towards both recreational and academic reading declined significantly from first through sixth grade. Attitude toward recreational reading for high and average students showed a slight increase from second to third grade, but reverted to a decline from third through sixth grade. The attitude towards recreational reading for low ability students declined continuously from first through sixth grade. Negative recreational reading attitude appeared related to ability with the most rapid decline for low-level readers. Attitude toward academic reading declined through all grade levels and all ability levels with all grade levels at approximately 25% positive at the end of sixth grade. However, the low ability group showed a relatively smaller decline from third to fourth grade than did the average and above average levels.

The authors (McKenna et al., 1995) not only found significant declines in reading attitudes by grade level, but differences in respect to gender, ethnicity, and type of reading program. Girls, in general, had a more positive attitude toward both recreational and academic reading, than did boys. The gap between girls and boys' attitudes towards recreational reading widens with age. There was little difference among ethnic groups in regard to general reading decline. Also, there was no attitudinal difference for students whose teachers taught using a basal reading series and teachers who used other methods for reading instruction.

The small difference in reading attitudes between ethnic groups may be due to a small representation in the overall sample. Few students from inner city schools were included in the study. The general limitation for all questionnaires that students' responses may not reflect their actual feelings, but answers they think are correct, definitely applies to this study (McKenna et al., 1995).

Mathewson (2004) maintains that a positive attitude towards reading does not always predict the ability to comprehend text. In accordance with social psychology, Mathewson discusses a tricomponent of internal attitude towards reading. The cognitive component of reading involves the reader's evaluation of content while reading and the purpose for reading a selection. The affective component addresses the reader's feelings about engaging in a particular type of text. The third component, action readiness, concerns the readiness to initiate or continue reading a text.

As children read, they reconstruct the author's meaning and connect the story events and feelings to themselves. Thus a reader's attitude influences their intention to engage in reading, which, in turn, influences their ideas about reading and their feelings during reading. Students should be able to rely on their own internal reasons for reading and thus influence their own reading growth. Mathewson (2004) states that the opportunity to choose reading material encourages a positive reading attitude.

Motivation and Reading Achievement

Baker and Wigfield (1999) studied the relationship between children's motivation to read, reading activity and achievement, and group differences. A sample of 371 fifth and sixth grade students from six elementary schools in one large mid-Atlantic city completed the Motivation for Reading Questionnaire (MRQ) developed by Wigfield and Guthrie (1997) in order to assess their reading motivation in relation to eleven dimensions of reading motivation.

Results showed that all dimensions were indeed positively related to reading activity and motivation, except avoidance, which was negatively related. Fifth graders were found to be more motivated to read for social reasons and for recognition than sixth graders. Girls and African-American students reported higher reading motivation, while the relationship between reading

motivation and reading achievement was highest for girls and white students. Seven distinct clusters of students were identified in relation to their motivational profiles, reading activity, and reading achievement.

In an earlier study, Wigfield and Guthrie (1997) studied how reading motivation affected the amount and breadth of 105 fourth and fifth grade students' reading. Students completed a questionnaire that addressed the same 11 dimensions of motivation as in the later study by Baker and Wigfield (1999). The questionnaire was administered twice a year for two years to a mixed socioeconomic and ethnic sample. It was found that the children with the highest level of intrinsic motivation read three times as much and with more breadth of reading genre than did those with the lowest amount of intrinsic motivation. The only difference between question results for the group was in the fall of the fourth and fifth grade, with the fourth grade showing more positive motivation. Spring results showed no difference between the two grade levels. However, it was also found that children who read a lot will probably continue to read more with more breadth, while students who are not motivated to read will probably not become more motivated. Scores on scales assessing competition, social, and work avoidance dimensions were the lowest for both intrinsic and extrinsic readers.

Morgan, Fuchs, Compton, Cordray, and Fuchs (2008) claim that earlier studies trying to find a causal relationship between lack of reading progress and declining motivation are either limited or lacking clear evidence. The researchers state that more experimental or quasi-experimental studies are needed to determine the relationship between motivation and achievement. Evidence needs to be collected in order to establish the relationship between motivation and achievement as bi-directional or causally linked (Morgan, Fuchs, & Fuchs, 2007). In their 2008 study, Morgan et al. investigated whether first grade students who reported

difficulties learning to read would also report being less motivated than students not experiencing failure. The results of the aforementioned study led to a second investigation (Morgan et al., 2008) concerning whether an improvement in decoding skills would increase motivation as reported by both the students themselves and their teachers. The effect of poor reading skills on the frequency of readings was also examined. Seventy-five first grade students from 15 schools in 30 different teachers' classes made up the purposeful sample. Through testing and teachers' statements, 45 students were identified as low skilled readers. During the study, 15 of the low students were tutored 45 minutes, 4 times per week for 36 sessions. Results for the highly skilled and low skilled students for self-concept and motivation remained consistent for during the 6-month time span of the study. Post-tests for the tutored groups of students showed a statistically significant increase in real-word and non-word word attack and identification skills. However, the increase in reading achievement did not show an increase in motivation or amount of reading for low-skilled tutored students. Likewise, improvement in motivation and reading practice did not transfer to improvement in reading achievement through tutoring. In an extension of the study, researchers found that reading achievement before first grade did not predict later motivation to read, but did predict later motivation to practice skills. A causal relationship between early reading problems and lowered motivation was not found.

Limitations to the Morgan et al. (2008) study include whether students in the early grades have a perception of their reading ability. Also, conditions for tutoring were not optimal, because sessions either had to be conducted in school hallways or in empty rooms. These factors may have contributed to a negative response to reading for the subjects. Lastly, the study was only 10 weeks in duration, and motivational growth may not have had enough time to develop.

Competence and Motivation

An earlier study, concerning competence and intrinsic motivation (Bouffard, Marcoux, Vezeau, & Bordeleau, 2003), examined self-perceptions of competence and intrinsic motivation in students from first through third grade. Bouffard et al. researched whether early elementary aged students' self-perception of competence and intrinsic motivation changes from first through third grade, and does perceived competence and intrinsic motivation change according to academic subject, particularly reading and math?

A sample of 115 grade 1-3 French speaking middle class students (63 boys and 52 girls) answered orally administered pictorial questionnaires about competence and intrinsic motivation twice over a three-year period. End of year grades in reading in math were analyzed. Results for reading showed that self-perceptions of competence and intrinsic motivation declined from first through third grade, but earlier for boys than girls. Intrinsic motivation was not related to end of year grades for reading in the preceding grades 2 and 3 for either boys or girls. However, girls' feelings of competence were related to end of year grades for reading and math, while boys' competence beliefs and end of year grades were only related in grade 3 math. Overall, self-perceptions of competence and intrinsic motivation were related regardless of grade or gender. Furthermore, intrinsic motivation was not related to grades or gender, but competence was related to grades for girls in math and reading, but only for math in boys.

Bouffard et al. (2003) did not discuss any limitations for their study. However, generalization between French speaking and English speaking students, and lower and upper socioeconomic class children, may be limiting factors. The reliability and the validity of the questionnaire was not addressed as well as the possible subjectivity of grades.

Chapman and Turnner (1990, 1995) addressed the development of competence perception in students from ages 7 through 9. They stated that students in the early elementary grades perceive ability as task completion, effort, or both. However, by age 8, students start to believe that ongoing task difficulty in any content subject is inconsistent with positive self-perceptions of ability and competence. The authors concluded that by 4th and 5th grades, the connection between task difficulty and poor performance in reading is determined.

Students begin to develop reading self-concept, academic self-concept and reading self-efficacy during the first year of school. These factors determine children's subsequent feelings about reading (Chapman & Tunmer, 2003). Students with weak phonological skills, who depend on context clues for identifying unknown words, "tend to develop difficulties in reading as well as negative reading related self-perceptions" (p.5). However, contrary to the belief that students do not associate reading competence with attitude toward reading until the fourth grade, Chapman and Tunmer believe that this association develops between the ages of six and seven. Still, the causal relationship between self-concept and achievement does not fully develop for a few years after kindergarten.

Liking reading does not necessarily imply that primary age students feel they are competent readers. Gottfried (1990), in his work with students ages 7-9, established that children with higher motivation for school work in general, ages 7 and 8, had higher motivation at age 9, regardless of achievement, IQ, and socio-economic status. Alternately, motivation is positively related to achievement, intellectual ability, and perception of competence. However, reading motivation appears to be separate from other academic areas in relation to achievement. Standardized testing in reading did not show a significant correlation between achievement and intrinsic motivation for age 9 students.

Self-efficacy beliefs have been found to have a deep impact on students' desire to read because they influence students' self regulation, such as goal setting, monitoring understanding, using applicable reading strategies, and evaluating progress towards reading goal achievement (Horner and Showery, 2002). Students, who can use comprehension strategies to monitor understanding, become successful readers, tend to develop positive feelings of self-efficacy, and are apt to read more than students who have not developed such reading skills.

Linnenbrick and Pintrich (2003) support Bandura's (1993) belief that students develop competency and efficacy beliefs before developing interest and sense of value in an activity. Self-efficacy concerns three types of engagement: behavioral or quantity of effort, cognitive or quality of effort, and motivational which includes interest, value, and affect. Younger students are generally concerned in whether they like doing an activity, while older students consider the value in the activity. Value includes the usefulness of a task or knowledge, and its importance to later life.

Students with higher motivation to read a lot are not always the highest achievers in reading. Guthrie, Wigfield, Metsala, and Cox (1999) conducted a study with 271 students, 154 third graders and 117 fifth graders, with diverse ethnicity. The study was concerned with whether children's reading comprehension was predicted by their reading motivation and amount, as well as how the children's reading amount predicted reading motivation. Intrinsic goal motivation included curiosity, involvement, and challenge. Extrinsic goals included recognition and competition. Mastery performance goals of improving one's capabilities and focusing on a task lead to more positive motivational and academic outcomes, than did performance goals in which one tries to capability.

However, Meece and Miller (1999, 2001) found that teachers were able to modify students' work avoidance by providing more opportunities for collaborative, challenging, and multiday assignments. As with the study by Guthrie, Wigfield, Metsala, and Cox (1999), students with learning or task oriented goals, in which learning is an end in itself, showed the highest academic achievement and test scores. Two cohorts of predominately white middle class students of mixed abilities in grades 3 to 5 were studied over a period of three years. There was a lag of one year between the testing of the two cohorts. The second cohort received the intervention of multiday challenging and collaborative assignments. Within each grade level in Cohort 1, there was a significant decline from fall to spring in students' task and performance goals across grade levels. The most significant changes in task mastery goals were between grades 3 and 4 with no change between grades 4 and 5. Work avoidance increased throughout the year for grades 4 and 5, but decreased for grade 3. Changes in students' goal orientations within fourth grade were much larger than any other grade which seems to support the "fourth grade slump". Cohort 2 showed a significant decline in performance goals with intervention, with an increase in task mastery goals. Low achievers showed a decline in work avoidance after intervention.

Extrinsic and Intrinsic Motivation

Children are not born with an intrinsic motivation to read. Guthrie, Hoa, Wigfield, Tonks, and Perencevich (2006) investigated whether the situational motivation to read can develop into intrinsic general motivation and extrinsic motivation. For this study, intrinsic motivation was defined as "students' curiosity about new books and topics, immersion in reading for long periods of time, and preference for long challenging texts" (p. 91). Extrinsic motivation "referred to grades or competition as reasons for reading." (p.91). Secondly, the researchers examined

whether intrinsic motivation generalizes to both expository reading and narrative text, or each one independently, and if the students' selection affected their reading comprehension. The sample for this study was comprised of 120 third grade students from two schools and seven classrooms in a mid-Atlantic state. There was no indication of socioeconomic status or ethnicity for the sample. The study was conducted during a 12-week CORI (Concept Oriented Reading Instruction) unit from September to December of one year. The CORI program involved 90 minutes of reading each day with instruction on the use of reading strategies: activating background knowledge, questioning, searching for information, summarizing, organizing graphically, and structuring story (p. 95). Motivation for reading was supported by the five CORI instructional practices: using content goals for reading instruction, affording choices and control to students providing hands-on activities, using interesting texts for instruction and organizing collaboration for learning from text (p. 95). The unit focused on the science theme, "Survival of Life on Land and Water". Students completed pre and post assessments for motivation and reading passage comprehension. The Gates-McGinitie Reading Comprehension test was administered in December. In September, students were asked to choose their favorite type of book, either expository or narrative, select one book to read and tell why they selected their book. Throughout the 12 weeks students were required to read at least 16 books, which they chose from a collection of fiction and nonfiction books associated to the unit's instructional theme. In December, results showed that students who chose informational books as their favorite type of book showed an increase in intrinsic motivation, but no change in extrinsic motivation. Children who chose narrative texts showed no gain in intrinsic motivation and a decline in extrinsic motivation. According to Gates McGinitie scores, students who chose expository texts to read showed no significant difference in scores than students who chose

narrative texts. However, both groups showed significant progress in passage comprehension. Students who showed a gain in intrinsic motivation may have developed a feeling of competence as they learned information about science content, and subsequently chose related books to learn more about their topic. This study involved a small sample of third graders from one district and the findings may not generalize to other grade levels and areas in the country. Also, animals are very interesting to children and another science topic may not be as interesting, therefore results may not apply to other science topics.

Corpus, McClintic-Gilbert, and Hayenga (2009) claim that there is a dearth of studies that show the change in children's intrinsic and extrinsic motivation within one school year. Consequently, the researchers conducted a study to determine: (1) if intrinsic and extrinsic motivation change over a period of one academic year, (2) if shifts in students' perceptions of school goal contexts change motivation, and (3) how motivation and academic achievement predict each other.

The study (Corpus et al. 2009) sample was composed of 1,051 third through eighth grade students from eight Catholic and public schools in Portland, Oregon. A 5-point Likert scale was used to assess motivation. Intrinsic motivation questions addressed challenge-seeking behavior, independent mastery of skills, and curiosity driven engagement. Extrinsic goal questions addressed a preference for easy work, pleasing authority figures, and dependence on the teacher. Students' perceptions of school goal context and school performance goal context were assessed as well.

Results (Corpus et al. 2009) showed a decline in intrinsic and extrinsic motivation for both elementary and middle school students during the school year. Both student levels showed a

decline in need to please authority figures and dependence on the teacher. However, middle school students showed an increase in desire for easy work and possibly disengagement.

There was also a small positive relationship between intrinsic motivation and mastery context, as well as a small negative relationship between intrinsic motivation and performance context.

Intrinsic motivation was positively associated with students' grades and test scores, whereas extrinsic motivation was negatively associated with grades and test scores. However, the researchers state that extrinsic motivation is "less a cause than a consequence of poor achievement" (p. 164).

Motivation to read can increase through the use of extrinsic rewards. Edmunds and Tancock (2003) conducted a study with fourth graders to determine the effects of extrinsic rewards on their motivation to read. Previous studies have reported conflicting findings: extrinsic rewards negatively affect intrinsic motivation to read, extrinsic rewards have no effect on reading motivation, rewards such as stickers, pizza coupons, and certificates have no effect on motivation, and motivation increases with books as rewards. Edmunds and Tancock studied the effects of three types of rewards on reading motivation: no rewards, non-reading related rewards, and book rewards. The authors found that there were no differences in reading motivation or number of books read between the three groups as evidenced by a parent survey and the Survey section of the Student Motivation to Read profile. However, the researchers noted the need for future research on how incentives motivated students at different levels of reading performance.

Hidi and Harackiewicz (2000) maintain that motivation is not based on negating extrinsic motivation in favor of intrinsic motivation. Some students exhibit intrinsic motivation for certain subjects or experiences, while needing external motivation for less preferred subjects and activities. Extrinsic motivation may be tied to situational interest, producing initial interest in a

topic, which may become an individual interest as the learner progresses through related activities (Guthrie, Hoa, Wigfield, Tonks, & Perencevich, 2006). Thus, a teacher will need to use appropriate instructional methods to “hook” a student to delve into a topic and maintain a situational interest over time so that learning can occur.

A study by Sainsbury and Schagen (2004) addressed the relationship between age and reading attitudes. This British longitudinal study researched nine and eleven year olds' perceptions of literacy over a 5-year time span. Attitude was considered part of the larger construct of motivation with motivation divided into 5 aspects: learning orientation or understanding the content of what is read, intrinsic motivation or enjoyment of reading, extrinsic motivation or rewards, self-efficacy, and social motivation. The same questionnaire was administered to 5,076 students in 1998 and 2003 but with the addition of two items for the later administration: How often children read at home and what types of reading materials the children read. Results concurred with the McKenna et al. study (1995), that there was a decline in reading motivation from ages 9 to 11, with girls more positive about reading than boys. However, it was also found that there was an increase in reading ability from 9 to 11 and a change in preferred genres from fiction and nonfiction texts to magazines and newspapers, particularly for boys.

These findings (Sainsbury & Schagen, 2004) need to be considered in relation to other uncontrolled variables, such as the effectiveness of teachers' instruction and the teachers' promotion of different types of texts. In addition, during the five-year span of the study, England adopted a new national literacy program called the National Literacy Strategy (Department for Education and Employment, 1998), which may have had an impact on motivation to read due to its emphasis on active and interactive teaching. It was difficult to determine if the original sample of students were tested again in five years, or if a new sample was chosen.

As evidenced by the numerous studies and different theorists mentioned above, motivation is a large, complex construct. There seems to be no clear-cut consensus of the factors involved in motivation. However, there is research that shows the importance of motivation, in connection with cognition, environment, sociocultural and socioeconomic factors, language development, and achievement. Generalizations that a low socioeconomic background is the major cause of deficient reading development cannot be made.

Implications for the Classroom

The reader brings life experiences, beliefs and knowledge, to the text. These experiences contribute affective conditions to reading, such as motivation to read, sociocultural values, and sociocultural beliefs about reading and school. Also, cognitive conditions contribute to reading, such as background knowledge of language, decoding skills, reading strategies, and an understanding of the classroom and social interaction with peers and adults.

The teacher brings her own instructional beliefs and philosophy to her instruction, as well as personal sociocultural values and beliefs. It is the teacher's purpose to involve students in reading through motivational strategies and appropriate instruction. In fact, it is the teacher's responsibility to help students like literature, even books they might not think they would enjoy (Nodelman & Reimer, 2003).

As students read, they interpret the text according to background knowledge and discussions with peers and the teacher. The outcomes of this meaning construction can create new knowledge and also change previous attitudes, values, and beliefs.

There is clear evidence that choice and social interaction affect motivation to read. Guthrie et al. (2004). Therefore, when designing instruction for children, the teacher must recognize that a learner is a whole person with social, emotional, intellectual, and interactive

needs. Students, other than white middle class students, tend to have a mismatch between their personal experiences and school expectations (Sanacore, 2002). A number of low-income African-American children, as well as Latino and Native American children, are culturally different and need structure, interactions with other students and physical movement as part of their learning environment. Black students who speak in Black dialect, need to know that their language is not deficient, but is a register that is more acceptable to speak at home, in the neighborhood, and with peers, than in school or other formal situations. School literacy practices that promote achievement in culturally different students, particularly African-American students are: immersion in meaningful readings as a part of guided reading instruction and independent reading; meaningful discussions about multicultural and traditional literature' drama which utilizes cooperative learning; resilience building using higher order thinking skills; and better connections between home and school (Sanacore, 2002)

Independent Reading

There is considerable concern about the National Reading Panel's statement that there is little available evidence that sustained, silent reading, or independent reading contributes to growth in reading achievement (Bryan, Fawson, & Reutzel, 2003; Ermitage & Slays, 2007; Garan & DeVogd, 2008; Trelease, 2006; Reutzel & Hollngsworth, 1991; Youn, 2002). Research has found that independent reading has behavioral, social, and cognitive impact on learners because it helps children make sense of a complex world, influences children's lives by connecting feelings with text, teaches compassion for different types of people, stretches the imagination, and provides a moral education (Huck, 2001). However, some studies have found that free independent reading without discussion or accountability should not be used as the primary method of reading instruction (Bryan, Fawson, & Reutzel, 2003).

Block, Whitely, Parris, Reed, and Cleveland (2009) studied how adding on 20 minutes daily of six different instructional approaches impacted reading comprehension in 660 students in grades 2-6. Results showed that below level readers in grades 2, 3, 4, & 6 performed significantly better or as well as on level peers when they read independently and were engaged in individualized schema based learning, conceptual learning and transactional learning. Transactional learning improved summarizing skills and retention of information. Conceptual learning strengthened skills for finding the main idea. Schema based learning improved recognizing details. In fact, children improved the most when they read more than 7 pages per 20- minute session, selected their own books, and received specific teacher interaction.

Students' Voices About What Motivates Them

Although many of the studies conducted on motivation, self-efficacy, and reading achievement include students questionnaires, few have specifically asked the students what motivates them to read in the classroom. Ivey and Broaddus (2001) conducted a seminal study on what motivates middle school students to read in the classroom. Data was collected from surveys administered to 1,765 sixth grade students in 23 diverse mid-Atlantic and northeastern states. Follow-up face-to-face interviews were conducted with 31 students from highly engaged classrooms.

Findings (Ivey & Broaddus, (2001) showed that students mostly valued free reading time and read alouds by the teacher. Open-ended responses noted that social interactions with peers and teachers were important to only 21% of the students. Students also reported on what motivated them to read. Responses from 42% of the students identified choice and a good source of reading materials as the most important motivator.

Other studies show similar results in regard to book choice. In a 1993 study by Oldfather the students identified choice and self-expression as powerful motivators. Students who were formally unmotivated by reading said that choice and one particular “home run” book motivated them to read (Von Specken, Kim, & Krashen, 2000). Gambrell (1996) found four classroom motivators to read: access to books in the classroom, opportunities to self-select books, familiarity with books, and social interactions with books.

Teachers' Perceptions of Student Motivation

A review of the literature showed few studies concerning teachers' perceptions about what motivates students to read. Coddington and Guthrie (2009) compared first grade students and their teachers' perceptions of what motivates them to read. Both teachers and students' ideas of motivation were based on efficacy and perceived difficulty (p.244). Alternately, boys and teachers' responses concerning difficulty and efficacy were significantly correlated, but girls and teachers' perceptions of the same constructs were not correlated (p.245). However the results of the study are limited because the subjects were all first graders, and word identification was the only task studied for level of motivation.

In addition, a questionnaire was developed by Hardé, Davie, and Sullivan (2008) to assess teachers' perceptions of student motivation and reasons for students' lack of motivation. This measure, Perceptions of Student Motivation, was developed for high school students. The researchers state that this assessment is unlike other instruments, which are usually interviews, in that it “systematically captures information on why teachers believe that students lack motivation” (p. 156). The authors state that they found only one other instrument, the Academic Competence Evaluation Scales, a commercial measure with “administrative constraints” (p.159).

The Fourth Grade Slump Revisited

This literature review began with an examination of the term the “fourth grade slump” as named by Jeanne Chall in 1983. Her explanation for the slump was a dearth in complex language and vocabulary in mostly poor children during their early lives at home and in the community. Not only was the slump based on deficient vocabulary, but it was also based on a lack of background knowledge that children need as their reading becomes more academically content based, usually in the fourth grade. Longitudinal data from Chall’s study showed that students who began to lag behind in about third to fourth grade, continued to remain behind. Possible educational strategies for ameliorating the lack in background knowledge were not addressed by Chall.

One explanation for the fourth grade slump was the emphasis on reading narrative text rather than expository texts in the primary grades (Best, Floyd, and McNamara, 2004). Children can usually identify with characters and problems when reading narrative text, so their content vocabulary is not usually expanded. Additionally, students who enter school with a deficient academic vocabulary will not enrich their language through reading unless they are taught content vocabulary for use in the intermediate and secondary grades.

In efforts to improve elementary children’s reading achievement, there has been a recent emphasis on skills teaching. Although evidence shows that reading strategies are effective for improving comprehension and high stakes test scores, teaching below level students without extended reading in children’s literature, both narrative and expository, will invoke the Mathew Effect, where poor readers become poorer and good readers become better. In many classrooms and schools reading for pleasure has become a luxury and independent reading is regarded as an unnecessary use of instructional time.

Absent from Chall's (1983) theory of the fourth grade slump is consideration of the motivation to read. For improvement in reading skills, students need to be engaged in reading. Research shows that students with low achievement generally have low motivation to read, and read less than their peers. Again, here is evidence of the Mathew Effect.

Reading is a complex process which involves skills, background knowledge and "just plain reading" (Ivey & Broaddus, 2001) for improvement. A majority of students have stated that what motivates them to read is time to read books of choice in the classroom. So, if a deficit in vocabulary and background knowledge for students of all socioeconomic classes, a lack of motivation, and little time for independent reading are complicit in producing children reading below grade level, effective instruction and materials must be utilized to improve students' reading and their motivation to read. Because reading failure appears to begin around third and fourth grade for many students, instruction needs to be integrated in the primary grades that will improve comprehension skills in all aspects of reading, but particularly content area reading. The CORI model (Guthrie, Wigfield et al., 2004) and daily independent reading time provides a good start. Additionally, students of diverse cultures must be given the opportunity to be actively engaged in reading activities through peer interaction and classroom discussion.

Overview of Current Study

While this literature review attempted to examine issues of motivation and achievement in reading, in regards to the "fourth grade slump", there was little evidence found that connected motivational issues, reading achievement, and specific instructional methods. It is unfeasible to examine the enormous scope of motivational theories and their relationship with reading and socioeconomic factors without more research involving the voices of the children and their teachers. Therefore, there is a need for future research in how motivational concepts, reading

material and instruction, and environmental and socioeconomic variables combined affect reading achievement through both quantitative standardized questionnaires and phenomenological qualitative means beyond primarily surveys and testing.

The current study begins to address these gaps in the literature by questioning fourth grade students and their teachers about the motivation to read independently. Students responded by means of the Motivation to Read Profile, through a questionnaire and an interview. Teachers were interviewed about their perceptions of the fourth grade slump and students' motivation to read. The student and teacher data collected were used as a means to describe the lived reading experiences of students and the beliefs of teachers in regards to reading motivation in the fourth grade.

METHODOLOGY

Participants

The researcher conducted this qualitative research study using a social constructivism paradigm within the phenomenological tradition (Creswell, 2007). Social constructivism was used due to the researcher's reliance on the participants', students' and teachers', views of what motivates them to read, thus allowing for an inductive development of themes from responses to questionnaires and interviews. The phenomenological tradition was used to aid in understanding the students' common experiences in reading, and describing the essence of those lived experiences (Creswell, 2007). The experiences of students and teachers were collected using purposeful criterion sampling. Surveys were conducted with both students and teachers.

Data for the research study was collected from two elementary schools chosen by convenience, both urban public Title I schools, with two classes in each school setting. Twenty-four fourth grade students, 6 from each of four classes from two public schools were selected. Initially, the researcher attempted to conduct a covert observation of 20-30 minutes in each class, in order to choose participants for the study. The observer, when possible, noted students who were not engaged in reading group and independent reading task, below level readers and average level readers. However, researcher selection through observation was not successful due to current engagement of all students in reading. This result concurs with Gambrell, Wilson, and Gantt's (2001) findings in a study observing task-attending behaviors of fourth grade students, in which the researchers found no difference between good and poor readers during independent classroom reading.

Subsequently, the researcher discussed possible subjects for the study with the teacher, and made a final selection according to teacher recommendations. The final selection of

participants were selected by reading level and reported reading engagement through teachers' experiences with the students. Three students with low levels of engagement and below proficient reading achievement scores and 3 students with average reading achievement were chosen from each class. This dichotomy allowed for a comparison of student responses from the individual surveys.

Teachers in each school were chosen by principal recommendation. Classes with low and average students were selected as opposed to classes with a large population of gifted students. The principal or the researcher asked the teachers if they were willing to participate in the study. The teachers in one of the researcher's first choice of schools, declined to participate. Subsequently, an alternate school was chosen. Teachers were made aware that the school administration was interested in the results of the study.

Measures

Motivation to Read Profile

After the selection of the participants, the researcher used The Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1995) to assess the level of reading motivation for each child. The MRP (see Appendix 2), a public domain instrument for use with first through sixth grade students, assesses self-concept and task value which are constructs that the authors state make up the fundamental components of reading motivation. Two basic instruments compose the MRP: The Reading Survey and the Conversational Interview. The Reading Survey addresses motivation to read, while the Conversational Interview provides information about the personal value of reading for the students (See Appendices 1 and 2).

The Reading Survey is a 20-item, 4- point Likert scale, with the higher number as the more positive response, for first through sixth grade students. There are 20 questions total with

10 questions concerning self-concept and 10 questions about the value of reading. The assessment was given individually to the participants and read aloud to them so that reading skills did not confound the results. Testing time was about 15-20 minutes.

The questions chosen for the survey were developed and agreed upon by classroom teachers and graduate students in reading. The assessment was field tested with 330 third-and fifth-grade students in 27 classrooms in four schools from 2 school districts in an eastern state. Internal consistency was calculated using Cronbach's alpha statistics and showed a moderately high reliability for both third grade (.70) and fifth grade (.76) (Gambrell et al., 1995).

The Conversational Interview section of the MRP consists of approximately 14 open-ended questions concerning narrative and informational reading, general and specific reading experiences, and home and school reading practices. Teachers are directed to administer the survey section first, and review the responses for use in the development of possible probes during the interview.

The Conversational Interview questions were selected from an initial pool of about 60 questions that were tested with 24 third-grade students and 24 fifth-grade students in two classes. The original sample was composed of 24 highly motivated students and 24 least motivated students as identified by their teachers.

In order to check reliability, two independent raters compared the responses of four students, two of the most highly motivated and two of the least motivated on both the survey and the interview sections of the test. Interrater agreement was .87. Responses to the survey and interview showed a 70% agreement for the four students for response consistency between the two sections of the test.

Teacher Interview Protocol

A researcher-developed protocol was used for interviewing the teachers (See Appendix 3). The teachers were asked their views on student motivation in fourth grade, as students begin reading for content information, and switching from learning to read to reading to learn. The teacher interview protocol consisted of 10 questions addressing students' readiness to read to learn, the teacher's view on fourth graders' motivation to read, what motivates students to read, and how they would describe students who love to read, and students who do not like to read (See Appendix 4 for Blueprint).

The Teacher Interview Protocol was piloted with five fourth grade teachers in a public school to determine if teacher responses matched anticipated responses. The researcher also used the teachers' responses and possible requests for clarification to assess for understanding of the questions. Interrater reliability was checked through the use of an independent rater analyzing the pilot teachers' responses. The pilot did not indicate a need to change the interview questions.

Procedure

After the selection of participants and their teachers, the researcher sent home an informed consent form (See Appendix 4) for parents to sign so that their child could be included in the study. After consent, the researcher administered the questionnaire individually with the 20 students who returned their permission slips. Following a review of the students' responses on the questionnaire, a tape-recorded interview was conducted individually. All questionnaires and interviews were completed in one class, then the second class in one school before moving on to the second school. This allowed for preliminary coding and theme identification for one school before collection of data in the other school.

Subsequent to student surveys and interviews in each school, the researcher conducted tape-recorded interviews with the teachers of the selected students using the piloted Teacher Interview Protocol. When necessary, the researcher used probes during interviews for more elaborate responses concerning the teachers' views on motivation, descriptions of motivated and unmotivated readers, and examples of students who illustrate their responses.

Data Analysis

The authors of the MRP suggest that the examiner total the scores on the two subsets of the survey to determine who has high motivation to read, and who has low motivation. The scores for each subset, Self Concept and Value of Reading can also be examined separately, to determine if one variable is higher or lower than the other. The authors give recommendations for instruction according to the weakness shown on the survey.

Although Gambrell et al. (1995) state that the purpose of the Conversational Interview is to gain insight into what motivates a student to engage in reading (p. 531) and make suggestions for teacher instruction, they also state that each teacher will have their own particular insights about the ways the interview information can be used. Therefore, this researcher coded information from both student and teacher interviews to determine themes in an attempt to understand fourth graders reading experiences and motivation to read. Responses from above level readers and below level readers were compared and interpreted by the researcher. After a cross comparison of both levels of motivation and students, and both schools, public and private, patterns, as well as discrepancies between the groups, were analyzed to develop a synthesis of the lived experiences of the study's participants.

Teacher interview responses were coded and analyzed for themes. Comparisons between the teachers' responses were made. Student data and teacher interview responses were analyzed

for linkages. A communication skills specialist checked the data against the researcher's coding and themes. As with the students' responses, a synthesis of the teachers' lived experiences with fourth graders' motivation to read was developed.

CHAPTER FOUR: RESULTS

The purpose of this phenomenological study was to explore fourth grade students' description of their motivation to read through a conversational interview, as well as their written responses on a Likert scale questionnaire concerning their concept of personal reading ability and the value of reading. Teacher responses were gathered and examined as separate documents, and as comparisons to students' responses. Additionally, teacher responses were analyzed to determine the teachers' use of strategies for motivating students to read, as well as the value of those strategies.

The researcher analyzed the data collected from student questionnaire responses through a quantitative comparison of responses to the two variables, Self-Concept as a Reader and Value of Reading in order to determine the correlation between the variables and if students with a low self-concept as readers also devalued reading. Student responses to the Conversational Interview were summarized for each student to justify coding and consequent identification of student themes, as well as to include examples of the students' voices concerning their reading and motivation. Each theme was then discussed through generalizations from collected responses. An elementary grade communication skills specialist read the individual participants' responses to check the researcher's induced themes. Additionally, the communication skills specialist made suggestions concerning the clarification of the themes, and the wording for each one.

Teacher responses from the conversational interviews were coded and collapsed into themes. These themes were then compared with the students' responses in regard to students' perception of their engagement in reading and ability to read. Themes were framed by the study's research questions. A discussion of each theme follows.

Demographics

Due to the students' response in returning Informed Consent forms, only twenty fourth-grade students out of the twenty-four selected were included in the study. All of the students were from a convenience sample of two classes from two urban Title I schools with comparable student populations. However, varying numbers of students from each school made up the final sample: eight students were from one school, with three students from one class, and five students from the second class; twelve students were from the second school, with an equal number of six students from each class. There was an equal distribution of ten low achieving and ten average achieving students within the total purposeful sample, but not equal amounts from each school. The researcher observed students for inclusion in the study, however, students were mainly included based on teacher input concerning average and low reading achievement and low motivation to read.

Student Surveys

First, students responded to a 4-point Likert scale survey from the Motivation to Read Profile. The researcher conducted descriptive data analyses on both sections of the scale, Self-Concept as Reader and Value of Reading, as well as the survey total scores. Data was compared between the low and average groups for both sections, as well as the total scale. A Pearson correlation coefficient was conducted between total scores from all students for Self-Concept as a Reader and Value of Reading to determine the strength of the relationship between the two variables, and as a means for collapsing the data from both variables.

Comparisons Between Low and Average Achievers

Based on the possibility of 40 points, the mean for Self-Concept for the lower achieving students was 29.7(SD=3.9) compared with the mean of 28.8 (SD=4.9) for the average students.

Again, based on the possibility of 40 points, the mean for Value of Reading for the lower students was 30.3 (SD= 4.0) compared with the mean of 30.8 (SD=5.8) for average students. An independent groups t-test was performed to compare the mean ratings between the two surveys. The t-statistic was not significant at the .05 critical alpha level, $t(9)=-0.20$, $p=.085$. Therefore, the researcher concluded that there was no significant difference between the means for the two groups.

The mean for the total profile for the lower students was 55.9 (SD= 8.1) compared with the mean of 59.6 (SD=10.0) with a possible total of 80 points. An independent groups t-test was performed to compare the mean ratings between the two surveys. The t-statistic was not significant at the .05 critical alpha level, $t(9)=-0.8$, $p=.45$. Therefore, the researcher concluded that there was no significant difference between the means for the two groups.

The Pearson correlation coefficient between Self-Concept and Value of Reading for both groups combined was 0.73, which shows a high correlation between self-concept and value of reading for the total group.

Table 2

Comparisons of Low and Average Achieving Groups

Profile Category	Low Achieving	Average Achieving
	<i>Mean(SD)</i>	<i>Mean(SD)</i>
Self-Concept	29.7(SD=3.9)	28.8 (SD=4.9)
Value of Reading	30.3(SE=4.0)	30.8(SD=5.8)
Total	55.9 (SD= 8.1) -	59.6 (SD=10.0)

The highest possible score on the Likert scale survey was 40 points for each of the components, Self-Concept and Value of Reading. The Self-Concept mean of 29.7 for the low achieving group and 28.8 for the average achieving group are within the high moderate range with an average of 75 percent for each group. Therefore, the students' scores showed a high moderate self-concept in reading. The Value of Reading mean for both groups, 30.3 for low achieving students and 30.8 for average achieving students, also indicate a high moderate average of 77 percent showing that the students valued the act of reading. The total score for both groups averaged 75% indicating that all the participants placed a high moderate value to reading.

Noteworthy Questionnaire Responses

Responses to four of the particular survey questions are noteworthy, due to the comparisons between self-concept as a reader and the motivation to read, in relation to research cited in this study by Ivey & Broaddus (2001), who also found the following responses as important to student motivation: Reading a book is something I like to do; I am a (how well I read); I would like for my teacher to read books out loud to the class; and I worry about what other kids think about my reading. Fifty percent of the students said they were either a very good reader or a good reader. Forty percent reported they were an OK reader. No student claimed to be a poor reader. Ninety five percent said they often or sometimes like to read a book. Only one student reported he didn't like to read very often. Fifty five percent of the students said they wanted their teacher to read aloud everyday or almost everyday. Forty-five percent said they wanted their teacher to either read aloud once in a while or never. In response to the question concerning peer influence, 65 % of the participants claimed that they either never worried or

once in a while worried about what peers thought about their reading ability. Thirty-five percent worried almost everyday or everyday, with only two participants maintaining that they worried everyday.

Student Participant Responses

Participants were chosen and compared based on achievement and low motivation to read. Race and socioeconomic status were not considered. Student response protocols were placed in a random order then identified with a number. Next, each student's protocol was labeled either low or average with an L(low) or and A(average) after the number. Student responses were coded for particular book titles, descriptive words for books, research book identification, source of books, reading strategies for improvement, and a person who influences them to read. The researcher conducted crosschecking between survey responses and interview responses for rich analysis of each student. Data was collected over a period of three weeks.

Student Themes from the Conversational Interviews

After arranging significant responses into clusters, the researcher extracted six themes. These themes were developed connecting the students' words to the protocol questions, then identifying significant words or phrases from all of each student's responses.

Table 3

Inductively Developed Themes Through Student Statements

Samples of Common Statements	Theme
<i>Diary of a Wimpy Kid</i> . It's an interesting and funny book.	Identification and Discussion of
<i>Baby Mouse</i> . It's funny and most of the time she gets	Individual Books or Book Series

herself caught up in something.	
I read a boy about Big Nate and he's always getting pumped on.	
My mom, because she like, "Go read a book."	Importance of Adult Influence
Cause my teacher said there's lots of interesting books.	
Well Mr. G's reading book club.	
You have to read a lot to become reading better.	How to Become a Better Reader
To read, of course.	
To read all the time.	
A research book...I read about Africa.	Understanding That We Read For
That killer whales can beat the great white shark.	Information
Because it teaches me.	
By going to the library, looking through them, and seeing them.	Sources of Books
Looked them up in the library.	
Because when I was going to the library today...	
It's an interesting and funny book.	Positive Feelings About Books
It seems like it's so interesting.	
And it's just entertaining.	

Theme 1: Identification and Discussion of Individual Fiction Books or Series

All students named either a particular book or referred to a book by the name of a book series when identifying a book they had read within the past week. *Baby Mouse, Cam Jansen*

and the Basketball Mystery were named the most. Alternately, *Diary of a Wimpy Kid* and *Baby Mouse* were named as future or current reading. Four of the five students who identified *Diary of a Wimpy Kid* were low achieving readers. Another popular series was *Big Nate*, which, similar to *Diary of a Wimpy Kid*, is a story told in a mixture of cartoonish pictures and text and is also about a boy who feels inadequate in his school environment. *Baby Mouse*, a graphic novel series, was popular with girls, as was *Pokémon* with boys.

Cam Jansen and the Basketball Mystery was named as immediate past reading by members of a before-school and during-lunch Book Club, funded by a grant and led by a teacher specialist at one of the schools. Students in this group were chosen due to lack of motivation to read. All the students in this group expressed an interest in reading.

Both average and low-achieving students in the other elementary school mentioned *Pokémon*. The principal of this school purchased these books and other graphic novels for fourth grade classroom libraries. Teachers reported that the graphic novels were popular with most of their students.

Not only did all of the participants identify a specific book or book series, many of them discussed the main idea of the text. The following table names books or book series identified by students:

Table 4

Books or Series Identified by Students

Book Titles/Series	Frequency of Identification
<u>Below Fourth Grade Level Books</u>	
Baby Mouse graphic novel series	3
Pokemon graphic novel series	2
<i>Cam Jansen and the Basketball Mystery</i>	4
<i>Invisible Flat Stanley</i>	1
Amelia Bedelia series	1
<i>Jackie Robinson</i>	1
<u>On Grade Level Books</u>	
Big Nate graphic novel series	1
<i>The BFG</i>	1
<i>A Cool Kid Like Me</i>	1
<i>Diary of a Wimpy Kid</i>	1
<i>Dragon Breath</i>	1
<i>Flip Flop</i>	1
<i>The Wreckers</i>	1
<u>Other</u>	
Not named, but discussed	1

Theme 2: Importance of Adult Influence

Twelve out of twenty students identified family members, such as mom, dad, grandparents, and a brother, as influencing their choice to read. A teacher was mentioned four times. Additionally, those participants who met with the leader of a Book Club two to three times a month before school mentioned him as influencing them to read. The Book Club, funded by a grant, was run to help motivate low-performing boys in reading. The following table denotes the importance of adult influence:

Table 4

Identification of Adult Influence on Reading

Adults Identified	Frequency of Identification
<u>Family Members</u>	
Dad	4
Mom	8
Grandmother	2
Aunt	1
<u>School-Related</u>	
Teacher	5
Book Club Sponsor	3

Theme 3: How to Become a Better Reader

Nine out of the twenty students reported that you have to read a lot or read more as a means to become a better reader. Five students mentioned decoding, or knowing words as necessary to improve reading. Skills, fluency, and knowing vocabulary were the other choices. Nineteen students had books to read in their desk. Students were evenly split on whether they read at home the night before.

Both average and low-achieving students in the other elementary school mentioned *Pokémon*. The principal of this school purchased these books and other graphic novels for fourth grade classroom libraries. During teacher interviews, several teachers reported that the graphic novels were popular with most of their students. The following table lists students' beliefs on how to become a better reader.

Table 5

Students' Beliefs on Becoming a Better Reader

What You Need to Become a Better Reader	Number of Students
Read more or a lot	9
Know how to read or decode words	5
Get better at reading skills in general	2
Practice fluency	2
Learn vocabulary	1
Know the author's purpose	1

Theme 4: Understanding That We Read for Information

Students were asked to name an informational book they'd read and why it was important to them. Several students could not differentiate between fiction and nonfiction. Sixteen students discussed reading particular books or stories for information and learning. Three participants read to gather information for a research project. One mentioned reading from a social studies textbook. The remaining twelve students read informational text because they wanted to know information about the chosen topic. The following table identifies responses for this theme:

Table 6

Students' References to Reading for Information

What Students Said They Read to Learn About a Topic	Number of Students
Book on Topics of Interest	10
Book for research in class	3
Expository article from their basal reader	2
Social studies textbook	1
Fiction book	4

Theme 5: Sources of Books

Picking books from a library was the leading means for getting books to read. Some students said they went to the library and chose a book from a table of featured books because the book seemed interesting, either by looking at the cover or reading the back of the book. A few students mentioned getting books from their classroom library. Students at both schools

referred to a recent or ongoing Book Fair sponsored by the school. The table illustrates this theme:

Table 7

Sources of Books

How Students Found Books/Stories to Read	Number of Students
School library	5
Classroom library	3
Teacher recommendation	3
School Book Fair	2
Basal reader	1
Brother's Book	1

Theme 6: Feelings About Books

Students used the words interesting twenty-eight times when speaking about books. Fun was used sixteen times. Only two students used neither word when they talked about the books they were reading or had read recently. No one responded negatively about reading books. The following table illustrates the theme of positive feeling about books:

Table 8

Students' Descriptive Words About Books

Adjectives Used	Number of Times Used
Interesting	11
Funny	10
Exciting	4
Entertaining	2
Cool	1

Teacher Themes from the Conversational Interviews

Teacher responses about students' readiness to read to learn and motivation to read did not match students' responses. Three out of four teachers responded negatively to motivation and readiness questions. These three teachers had eight or more years of teaching experience. The fourth teacher, with only two years of teaching experience, felt most students were ready to read to learn, but not all. This teacher also stated that students were not taught to read for enjoyment, but to read to answer questions. (See Table 4).

Table 4

Inductively Developed Themes Through Teacher Statements

Samples of Common Statements	Theme
They need to be caught up on those reading skills before they can imagine switching over.	Students Not Ready to Read to Learn
No, I think they are too young to make the switch right now. All of them are not making the switch because they're still learning to read.	
If they've grown with every grade level the way they should.	
Smart, um, motivated.	Student Ability Determines
My lower students don't enjoy reading	Motivation
Lazy, unmotivated, low ability, poor vocabulary.	
They know they're not good at it.	
The one's whose parents don't put a priority on it.	Students Need Parental
It's the ones whose parents don't help them at all with their homework.	Involvement
Most of these students come from parents who are not involved in their education.	
I would like to find literature they're interested in.	Book Choice Motivates
I would give them the opportunity to give them books they enjoy.	Students

They love these graphic novels I can't get them out of their hands.

Each group got to pick their own novel.

Theme 1: Students Not Ready to Read to Learn

Three out of four teachers believed the students were not ready to make the switch from learning to read to reading to learn at fourth grade. A common concern was the lack of skills needed to make the switch. "They need to be caught up on reading skills before they can imagine switching over." Skills mentioned in common were vocabulary, text features, and information processing. This difficulty also affected learning in general. "They're having difficulty in their other subject areas because they're not able to read to learn." All teachers responded that students who were not reading on grade level were not ready to make the switch from learning to read to reading to learn. Another concern was the inability of students to become independent readers. "They are used to someone telling them exactly what to do. They have difficulty becoming independent readers."

Theme 2: Student Ability Determines Motivation

All four teachers equated motivation with ability and used negative descriptors, such as lazy to describe who were not motivated to read. "Their reading level isn't high enough. So they just end up losing that motivation." Teachers used positive descriptors, such as eager, curious, interested, and excited to describe students who were motivated to read. "They constantly need a book, uh, they can't be without a book." They are "kids who see a future".

Of note, in addition to ability, an African-American teacher identified African-American boys, in particular, as not being motivated to read.

African- American boys, when they get to a certain age, that's when their reading skills kind of drop off. You know, they're not motivated. They don't want to do it and I don't know why, I wish I knew why they didn't, but I wish someone would come out with a way to motivate them to read. I think that if this happens then they would be better students. You know, further on, and they wouldn't drop out.

Theme 3: Students Need Parental Involvement

All teachers felt that parental involvement was important in motivating their children to read. "They can lose their motivation when their parents are not really involved with their reading at home, don't push their reading at home." One teacher expressed concern that only about half of her students returned their nightly Home Reading Logs. Another teacher talked about students who are motivated to read. "They come from parents, who are involved, encourage them to read. Those are the students I see reading even if you tell them they don't have to read."

Theme 4: Book Choice Influences Motivation

All teachers mentioned the importance of using book choice to motivate their students to read. "You want to find something that they're interested in, whether it's the graphic novels or the comic books, or even a magazine." Another teacher stated that she couldn't get graphic novels out of her students' hands and that she has to tell them to put down the books when she teaches a lesson. "They read those just to read them."

One teacher discussed having one-minute booktalks and a kick back and read time on Fridays as a motivational strategy for her students. Having students advertise their books was also mentioned as a motivational strategy. Another teacher talked about literacy circles and their importance in getting students to read. She said that she had used literacy circles in which her

students chose books to read as part of a group time and then discussed during reading instructional time. The students filled in graphic organizers as they read. "They really loved it...and they really did start trading [books]...and they made connections." However, the school principal made the teacher stop using literacy circles. "I was told I couldn't do that. I had to focus on some SOL passages and all this other stuff."

Summary of Findings

The purpose of this phenomenological study was to listen to the words of students and teachers concerning students' motivation to read and determine if this sample of fourth grade students exhibited the phenomena of the decline in motivation to read due to the fourth grade slump (Chall & Jacobs, 2003). Twenty students, 10 low-achieving and 10 average-achieving students, identified by their teacher as disengaged readers, responded to the Motivation to Read Profile (Gambrell, 1995). The four teachers of the selected students responded to a piloted researcher developed survey.

Student Findings

According to the 20-question section of the Motivation to Read Profile (MRP), there was a high correlation between self-concept and value of reading for both low and average achieving readers, with no discrepancy between the two groups. Therefore, both low and average achieving readers were coded as one group during qualitative content analysis. No student reported themselves as a poor reader.

Researcher inductive analysis discovered the following six themes from student interviews: identification and discussion of individual fiction books or series, the importance of adult influence, how to become a better reader, understanding that we read for information, sources of books, and positive feelings about books.

According to student data, the fourth grade students in this study appear motivated to read. No negative comments about reading were made during student interviews. The most common motivating factor in reading motivation for these students was the choice of interesting books, with graphic novels and books about being an outsider the most commonly mentioned. Although most students named a favorite book, few students named a favorite author. Although all four teachers required home reading, only half of the students stated that they had read at home the previous evening, a figure consistent with students' statements about reading at home the night before. Sixty percent of students mentioned a family member, with their mother as the most common response, as getting them excited about reading.

All student participants in the study named books they were currently reading, had read, and/or wanted to read. Additionally, all students mentioned books that they were not required reading as part of instruction. Ninety percent of the students used the words interesting and /or fun when talking about reading books.

A quantitative analysis of student responses on the Likert-scale questionnaire portion of the survey showed no significant discrepancy between average and below average readers' responses. Both groups responded positively to Self-Concept as a Reader and the Value of Reading. The responses to both areas by all students show a high correlation.

Student conversational interview responses showed some discrepancies between students' reported like for reading and their motivation to read at home. Only half of the students reported they had read at home the prior evening. However, nineteen out of twenty students said they had a book in their desk or bookbag. All students expressed their interest in reading certain books or book series, but this excitement did not extend to home reading as evidenced by

responses to reading at home and teachers' comments about students not returning Home Reading Logs to school.

Although students did discuss informational books that they had read for research or interest, they seemed to regard reading as recreational. Reading that was interesting and fun was most important. Many students equated learning words as important to reading.

Teacher Findings

The four themes identified through teacher interviews were: fourth grade students are not ready to read to learn, student ability determines motivation, students need parental involvement, and book choice motivates students. Although teachers responded to a survey question concerning their use of reading strategies to motivate students, answers were vague and more oriented towards student responsibility to be self-motivated.

Despite the fact that sixty percent of students named family members as exciting them about books, some of the teachers stated that students who were not motivated did not have parents, or in this case family members, who were involved in promoting reading. The students' and teachers' reported experience in this area are at odds. However, the percentage of students, about half, returning Home Reading Logs may support some aspect of the teachers' beliefs.

Although all study participants, regardless of achievement, clearly expressed interest in reading specific books or books in a series, teachers believed that for the most part low ability students were not motivated to read. They stated that their fourth grade students were not ready to switch from learning to read to reading to learn. According to teacher responses, students exhibited a lack of motivation to read and were not ready to read to learn.

Methodological Rigor

Verification was fulfilled through literature searches and bracketing past experiences. Validation was accomplished through multiple methods of data collection (student observations, a student survey, and teacher and student interviews), data analysis and coding, and participant member checks. A communication skills specialist checked the students' and teachers' interview responses to verify coding and theme identification. Although the sample size was small, validity was maintained through trustworthiness and the willingness of the researcher to take account of "multiple perspectives, interests, and realities" (Patton, p.575). The researcher addressed all research questions during student and teacher surveys.

CHAPTER FIVE: DISCUSSION

If motivation to read is the key to switching from learning to read to reading to learn, then motivation is the connection to becoming a better reader. Students in fourth grade have been traditionally expected to make this switch to reading to learn regardless of reading ability (Chall, 1983). Therefore, this phenomenological study was designed to listen to what students have to say about their motivation to read and to compare those beliefs with what teachers have to say to about students' reading motivation. Teachers' strategies to develop and maintain motivation were also examined. The following questions guided this study:

1. How do below grade level and on grade level students in fourth grade in public schools describe their motivation to read?
2. How do teachers of below grade level and on grade level students in fourth grade in public schools describe the students' motivation to read?
3. How is student motivation, as evidenced by the survey portion of the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1995), related to the students' motivation as described in their interviews?
4. What kinds of strategies are teachers using to motivate their students to read?

Six themes were identified within student interview responses: Individual Books or Series, Adult Influence, Becoming a Better Reader, Reading for Information, Sources of Books, and Feelings About Books. All students identified books that they had read or were reading. Family members and teachers were the predominant influence on participant reading. Forty-five percent of the students said to become a better reader you have to read more. Twenty-five percent of the students identified being able to read the words as what improved reading.

Most students identified a nonfiction book they read for information. They described these books as interesting. Students, who could not name a nonfiction text, alluded to things they learned from narrative text. Libraries were the predominant source for books. Only positive words were used to describe reading: interesting, fun, and exciting.

Four themes were identified through an examination of teacher responses: Not Ready, Ability Determines Motivation, Parental Involvement, and Choice. Teachers generally felt that students reading below grade level were not ready to read to learn. Three teachers said that fourth grade students in general were not ready to make the switch to ready to read to learn. All teachers mentioned that low achieving students were not motivated to read. The importance of parental involvement in developing reading motivation was discussed. Teachers felt that students who were not motivated did not have involved parents. All teachers stressed that a choice of reading material was an important motivator for students' wanting to read.

Findings and Interpretations

The discussion for this research is based on the students' and teachers' voices in response to their lived experiences, and the connections between those responses and current literature pertinent to the subject. Initially, each research question is discussed in depth according to research literature and participants' responses. Themes relevant to each question are addressed within each question's discussion. Finally, an overall summary of this research is presented in addition to Limitations and Recommendations for Future Research.

Students' Description of Their Motivation to Read

In considering students' responses about their reading, it must be understood that students in the fourth grade are still learning to read, although instructional emphasis is on students reading content in order to learn new information. Additionally, fictional instructional at this age

level is focused on learning different genres and the particular structure of each as an aid to comprehension. Many of the students' responses to the conversational interview may seem brief and unformed, but they are still learning literary style and language and thus are not proficient in expressing their thoughts within literary terms. Additionally, students tend to react to others' comments during discussion and the interviews were held individually (Hepler & Hickman, 1982).

In Gambrell's study (1996) using the Motivation to Read Profile with third and fourth grade students findings from the Self-Concept as Reader subscale of the Likert scale survey indicated that about half of the students considered themselves good readers, but did not consider themselves to be competent readers. This was evidenced in Gambrell's participants from the percentage of students, 45%, who worried about the what peers thought about their reading and the 17% of students who felt embarrassed or sad to read out loud (p. 19). These findings were in contrast to the current study in which 100% of the students thought they were competent readers, 25% worried about what their peers thought about their reading and only 5% felt embarrassed to read out loud. Additionally, according to a study by McKenna, Kear, & Ellsworth (1995), student attitudes toward reading weaken due to peer influence, the recognition that other students may be judging you according to your reading abilities or your desire to read. However, in the current study the students did not seem to be concerned about looking good to their peers, but instead seemed to be learner-oriented, motivated to be good readers.

In regards to self-regulatory behavior, although students indicated that they thought they were adequate readers or above, their responses did not mention the need for the selection of effective reading strategies as a means to monitor their reading comprehension (Horner & Showery, 2002). In contrast study responses showed that many students felt accurate decoding

skills were a sign of a good reader and the predominant way to become a good reader was just to read a lot. One point of view may be that these responses show a lack of mature reading skills, due to a deficiency in metacognitive abilities. Alternatively, student responses may reflect Juel's belief (1988) that strong decoding skills are the basis for reading success in upper elementary grades. However, Chall & Jacobs (1983) report that lack of word meanings and depth of vocabulary contribute to the decline of reading achievement and thus motivation in the fourth grade.

Students Not Ready to Read to Learn

The students, aside from reading informational text to learn about topics they were interested in, for the most part disregarded the idea that we learn to read so that we can read to learn, not just as a means of entertainment. These statements correspond with Chall's (1983) Stage 2 level in reading development. During this level, students are still learning phonological reading skills and early comprehension strategies. No child stated that understanding what you read is important. Although students did discuss informational books that they had read for research or interest, they seemed to regard reading as recreational. In this regard, the study participants were not ready for Stage 3, Reading to Learn, but still motivated to read because it was fun and interesting.

Although all study participants, regardless of achievement, clearly expressed interest in reading specific books or books in a series, teachers believed that for the most part low-ability students were not motivated to read. Three out of four teachers stated that their fourth grade students were not ready to switch from learning to read to reading to learn.

The present study also considered the teachers' concerns that many students in fourth grade, at or below grade level in reading, are not ready to read independently for meaning and to

learn. Teachers maintained that students' skill development was not at the necessary level for reading to learn and students in fourth grade still need to strengthen vocabulary skills and their information processing. These concerns also connect with Chall's Stage 2 Reading level.

Both students and teachers emphasized intrinsic motivation over extrinsic motivation. Students said they read for interest and fun. Teachers stated that students read when they had a choice of books. These findings support Linnebrick and Pintrich's (2003) research finding that intrinsic motivation depends on content, task, and materials. Gambrell (1996), Mathewson (2004), McKenna, Kear, and Ellsworth (1995), and Nodelman & Reimer recognized the importance of children's literature in reading motivation, as well.

Although not a component of the original research questions, an important theme of adult influence as motivation to read was extracted from student responses. Even though students mentioned family member influence over teacher influence as a motivator, teachers should be cognizant that in instructional environments they are the adult influences. If students know that their teacher values reading, they will also value reading (Hepler & Hickman, 1982). Teacher read alouds of both fiction and nonfiction allow for exposure to texts too difficult for students to read independently and also introduce genres that students may not pick up on their own. Teacher read alouds of nonfiction and demonstrated examples of using nonfiction to research information in planned and teachable moments also provide adult influence in regards to using reading to learn information about real topics and about other people and their lives.

Connections Between Students' Survey and Interview Responses

Although there was no significant difference between students' self-concept and value of reading responses on the student survey, teachers concurred with Coddington and Guthrie (2009) that efficacy and difficulty of text affected students' motivation to read. Gambrell, Palmer,

Codling, & Mazzoni (1995) state that the conversational interview is an extension of the questionnaire, in that the interview's purpose is to find out which texts motivate students. It is of interest that the levels of the books chosen by low achieving and average achieving students, such as the popular *Baby Mouse*, *Pokemon*, and *Cam Jansen*, are below fourth grade reading level. This illustrates the need for self-efficacy in book choice and its relationship to interest and motivation. Even though some students said they were reading *Diary of a Wimpy Kid*, which is above fourth grade reading level, the researcher must consider whether the students are actually reading the text of the book or just reading the graphic sections. Only four of the twenty participants named above level books as books they had or were reading.

However, if reading motivation is affected by the choice of texts, and levels of text that meet individual student's cognitive competence, as well as interesting texts on competence level (Guthrie, 2000; Meece & Miller, 1997) than the participants in this study according to their survey and interview responses, are motivated to read. All of the students in the survey questionnaire responded that they were okay or better readers. Because the levels of the books named as current reads were, for the most part, below grade level, this demonstrates that the children provided their own motivation by their belief in their self-efficacy as it applied to the level of books chosen for independent reading. This is the link between the students' survey and conversational interview responses.

Teachers' Strategies for Motivation

Gambrell (1996) described six factors in classroom cultures that fostered reading motivation: the teacher as an explicit reading model, a book-rich classroom environment, opportunities for choice, familiarity with books, appropriate reading-related incentives, and opportunities to interact socially with others. However, the teachers in this study addressed only

two of these factors: social interaction and book choice. Two teachers mentioned using social interaction through booktalks, with one teacher mentioning literature circles, for discussing independent reading. Book choice puts high value on the task of reading (Horner & Showery, 2002), whereas social interaction helps students connect with themselves, their peers, and the world (Guthrie, Wigfield, Barbosa, Prencevich, Taboada, Davis, Scaffiddi, & Tonks, 2004; Long & Gove, 2003; Meece & Miller, 1999, 2001).

Schunk (2003) discusses teaching strategies for the development of self-efficacy, goal setting, and motivation (Bandura, 1993, Linnebrick & Pintrich, 2003). It is through the teacher application of these strategies that students can maintain and develop reading motivation. Modeling thinking during strategy instruction provides the needed connection between how to use a strategy and the metacognitive processes needed to successfully apply the appropriate strategy and build self-efficacy. Cooperative group work provides peer modeling and alternate thinking for students. Extrinsic instruction on goal setting for students provides the structure and scaffolding necessary until students can internalize and personalize goals. Finally, instruction in a toolkit of strategies is needed for students to choose strategies that they can implement successfully and strategies needed for different types of text.

Again the importance of adult influence, in this case teacher modeling a love of reading, is also an important instructional tool. This is evident through one student's response that his teacher makes him want to read when she reads aloud and makes the funny voices that connect with the characters and the action. If students are not reading at home, teacher responses to books in class may motivate them to find certain books in the school library for home reading. "Teachers who demonstrate a personal love for pleasure reading encourage their students to read and discuss books often" (Corcoran & Mamalakis, 2009).

The Fourth Grade Slump Revisited

The data collected from the students in this study contradicted the phenomenon of the fourth grade slump in regards to the loss of motivation to read. According to the students' collective responses to the Motivation to Read Inventory, the students were in the high moderate range in regards to their reading self-concept and the value they placed on reading. The students' ability to name specific books and describe reading as fun and interesting does not back up the claim for the loss of motivation to read in the fourth grade, particularly because the data for the study was collected two months before the end of the school year when students are preparing to enter the fifth grade. However, student responses about the books they were reading and were looking forward to reading indicated that they were motivated to read books that were on their reading level, which for half the students was below the fourth grade reading level.

Conversely, the students' responses to questions about nonfiction text did concur with Chall (1983) and Chall and Jacobs' (2003) contention that when students are switching from learning to read to reading to learn there is a slump in their ability to make the switch. Many of the students regarded nonfiction as reading to learn about a topic of interest to them. Only two students mentioned reading from content area textbooks as a means of learning. As Snyder (2010) discusses in her article, *Reading Expository Material*, it may be the lack of prolonged exposure to expository texts that causes students' difficulty in making the switch from learning to read to reading to learn.

Importance of Study

This study went beyond theoretical research and listened to the students' and teachers' voices concerning reading motivation and its effect and possible contribution to the phenomenon known as the fourth grade slump (Chall & Jacobs, 1993). It examined students' statements about

what motivates them to read and whether or not they are truly motivated to read. The participants had an opportunity to express the value they placed on reading and if their self-concept as a reader impacted their motivation to read.

In the researcher's examination of the relevant literature on children's motivation to read, few studies involved listening to both fourth grade students and teachers. Comparisons between student and teacher beliefs had been missing. In the past, studies had identified choice as a motivator for students, but did not consider the specific contemporary literature children were reading and the effect of those titles on children's wish to read.

This study examined a small group of students and teachers in the hope that comparing the lived experiences of the participants contributed to the existing literature on the decline in fourth grade students' motivation to read. The researcher regards the results of the study as a beginning to future qualitative research that places importance of students' interest in literature and its connection to the development of the reading skills necessary to successful adult reading.

Suggestions for Future Research

Future research needs to connect what children say about reading with what they learn from reading. Many of the study's participants displayed intrinsic motivation to read, but we now need to know how far that intrinsic motivation extends into classroom learning. Will students transfer their motivation to read books of choice to required reading just for the love of reading? If students have the appropriate reading tools and are on the appropriate developmental reading level will they read to learn? What strategies can teachers use to transfer motivation to read books of interest to content area reading?

Researcher Reflections

The number of participants for this study was small. A larger sample may have resulted in different outcomes. All conclusions are applicable only to the students and teachers involved in the study.

The teacher interview protocol needed to more directly match the students' questions in the Motivation to Read Profile for a better analysis of skills and student self-concept. Additionally, more questions about strategies teachers use to increase reading motivation would have provided more in depth responses on the topic.

Children need to be asked more in depth questions about why they read. This study looked at whether students were motivated to read, but didn't ask children why they read. This would have made for a richer examination of children's reading lives.

Summary

According to student-collected data, the fourth grade students in this study appear motivated to read. No negative comments about reading were made during student interviews. The most common motivating factor in reading motivation for these students was the choice of interesting books, with graphic novels and books about being an outsider the most commonly mentioned. Although most students named a favorite book, few students named a favorite author. Although all four teachers required home reading, only half of the students stated that they had read at home the previous evening, a figure consistent with students' statements about reading at home the night before. Because most students said that an adult outside of school influenced them to read, the question is whether the survey influenced their response, or if reading at home means only when an adult demands it. Therefore, because most students stated they liked to read,

the question remains whether students are reading independently at school because it is required at some point during the school day, or if they truly just like to read.

All student participants in the study named books they were currently reading, had read, and/or wanted to read. However, most of the students' discussions about particular books were short without a depth of knowledge exhibited about the book. Additionally, all students mentioned books that they were not required reading as part of instruction. Ninety percent of the students used the words *interesting* and */or fun* when talking about reading books. These responses allude to a motivation to read, at least superficially. When students are able to name books they are reading, or have read, as well as books they want to read in the future, the researcher can accept that books are a part of each student's everyday life at school and possibly at home. Reading is important enough for them to plan for future reading.

None of the participants thought they were poor readers. There was not a significant difference between the level of responses for below grade level and on grade level readers in regard to self-concept and value of reading. Therefore, if students believe they are proficient readers, they must feel secure reading books they have chosen to read independently. In this sense, students exhibit an awareness of their reading level. Some students did mention that they wanted to read more advanced books and were aware that they had to be better readers to do so. So, the students were aware of what they were able to read, and demonstrated that they have goals for becoming a better reader.

Contrary to Ivey and Broaddus (2001), teacher read-alouds in the classroom were almost equally identified by students as wanted and not wanted. This is an interesting outcome that needs further research or the question may have been confusing to the students. A possibility is that the teacher's choice of books to read aloud would not be the choice of some of the students.

Limitations

Limitations for the qualitative research include researcher bias and assumptions based on the researcher's experiences as a classroom teacher: a) children begin reading with a desire to read, b) students in fourth grade are conscious of their reading attitudes, c) motivation is the key to reading achievement, and d) low achieving readers lack motivation to read. Additionally, the researcher acknowledges the fact that the data obtained from the sample of fourth graders may not represent all fourth graders. Furthermore, students may not have given truthful answers during surveys and interviews. Instead they may have answered according to their perceptions of what they thought the interviewer wanted to hear, thus invalidating their responses. The researcher did state, when administering the questionnaire and the interview to the students, that there were no right or wrong answers to the questions, the researcher will make no judgments concerning the children's responses, and responses will in no way affect their grades in school.

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Appendix 1 Motivation to Read Blueprint

Motivation to Read Survey

Section	Number of Questions	Question Numbers
Self-Concept as a Reader	10	1, 3, 5, 7, 9, 11, 13, 15, 17, 19
Value of Reading	10	2, 4, 6, 8, 10, 12, 14, 16, 18, 20

Conversational Interview

Section	Number of Questions	Question Topics
Narrative Text	3	Tell about an interesting book. How did you find out about it? Why was it interesting to you?
Informational Text	3	Tell about something you learned from a book. How did you find out about it? Why was it interesting to you?
General Reading	8	Did you read at home yesterday? Do you have any books at school to read? Tell about favorite author. How can you be a better reader? Any books you'd like to read? How did you find out about the books? What gets you excited about reading books? Who gets you excited about reading books?

Appendix 2 Motivation to Read Profile

Figure 2
Motivation to Read Profile

Reading survey

Name _____ Date _____

Sample 1: I am in _____.

- Second grade Fifth grade
 Third grade Sixth grade
 Fourth grade

Sample 2: I am a _____.

- boy
 girl

1. My friends think I am _____.

- a very good reader
 a good reader
 an OK reader
 a poor reader

2. Reading a book is something I like to do.

- Never
 Not very often
 Sometimes
 Often

3. I read _____.

- not as well as my friends
 about the same as my friends
 a little better than my friends
 a lot better than my friends

4. My best friends think reading is _____.

- really fun
 fun
 OK to do
 no fun at all

5. When I come to a word I don't know, I can _____.

- almost always figure it out
 sometimes figure it out
 almost never figure it out
 never figure it out

6. I tell my friends about good books I read.

- I never do this.
 I almost never do this.
 I do this some of the time.
 I do this a lot.

(continued)

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

7. When I am reading by myself, I understand _____.
- almost everything I read
 - some of what I read
 - almost none of what I read
 - none of what I read
8. People who read a lot are _____.
- very interesting
 - interesting
 - not very interesting
 - boring
9. I am _____.
- a poor reader
 - an OK reader
 - a good reader
 - a very good reader
10. I think libraries are _____.
- a great place to spend time
 - an interesting place to spend time
 - an OK place to spend time
 - a boring place to spend time
11. I worry about what other kids think about my reading _____.
- every day
 - almost every day
 - once in a while
 - never
12. Knowing how to read well is _____.
- not very important
 - sort of important
 - important
 - very important
13. When my teacher asks me a question about what I have read, I _____.
- can never think of an answer
 - have trouble thinking of an answer
 - sometimes think of an answer
 - always think of an answer
14. I think reading is _____.
- a boring way to spend time
 - an OK way to spend time
 - an interesting way to spend time
 - a great way to spend time

(continued)

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

15. Reading is _____
 very easy for me
 kind of easy for me
 kind of hard for me
 very hard for me
16. When I grow up I will spend _____
 none of my time reading
 very little of my time reading
 some of my time reading
 a lot of my time reading
17. When I am in a group talking about stories, I _____
 almost never talk about my ideas
 sometimes talk about my ideas
 almost always talk about my ideas
 always talk about my ideas
18. I would like for my teacher to read books out loud to the class _____
 every day
 almost every day
 once in a while
 never
19. When I read out loud I am a _____
 poor reader
 OK reader
 good reader
 very good reader
20. When someone gives me a book for a present, I feel _____
 very happy
 sort of happy
 sort of unhappy
 unhappy

terest them most. Figure 1 profiles the two instruments.

Because the MRP combines information from a group-administered survey instrument with an individual interview, it provides a useful tool for exploring more fully the personal dimensions of students' reading motivation. The MRP is highly individualized, which makes it particularly appropriate for inclusion in portfolio assessment.

The Reading Survey. This instrument consists of 20 items and uses a 4-point response scale (see Figure 2). The survey assesses two

specific dimensions of reading motivation: self-concept as a reader (10 items) and value of reading (10 items). The items that focus on self-concept as a reader are designed to elicit information about students' self-perceived competence in reading and self-perceived performance relative to peers. The value of reading items are designed to elicit information about the value students place on reading tasks and activities, particularly in terms of frequency of engagement and reading-related activities.

The Conversational Interview. The interview is made up of three sections (see Figure 3).

Figure 3
Motivation to Read Profile

Conversational Interview

Name _____ Date _____

A Emphasis: Narrative text

Suggested prompt (designed to engage student in a natural conversation) I have been reading a good book I was talking with _____ about it last night I enjoy talking about good stories and books that I've been reading Today I'd like to hear about what you have been reading

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

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

2 How did you know or find out about this story? _____

assigned in school
chosen out of school

3 Why was this story interesting to you? _____

B Emphasis: Informational text

Suggested prompt (designed to engage student in a natural conversation) Often we read to find out about something or to learn about something We read for information For example I remember a student of mine who read a lot of books about _____ to find out as much as he/she could about _____ Now I'd like to hear about some of the informational reading you have been doing

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

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

2 How did you know or find out about this book/article? _____

assigned in school
chosen out of school

(continued)

Figure 3
Motivation to Read Profile (cont'd.)

3. Why was this book (or article) important to you? _____

C. Emphasis: General reading

1. Did you read anything at home yesterday? _____ What?

2. Do you have any books at school (in your desk/storage area/locker/book bag) today that you are reading? _____ Tell me about them.

3. Tell me about your favorite author.

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

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

6. How did you find out about these books?

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

Tell me about

8. Who gets you really interested and excited about reading books?

Tell me more about what they do.

Figure 4
Teacher directions: MRP Reading Survey

Distribute copies of the Reading Survey. Ask students to write their names on the space provided.

Say

I am going to read some sentences to you. I want to know how you feel about your reading. There are no right or wrong answers. I really want to know how you honestly feel about reading.

I will read each sentence twice. Do not mark your answer until I tell you to. The first time I read the sentence I want you to think about the best answer for you. The second time I read the sentence I want you to fill in the space beside your best answer. Mark only one answer. Remember, Do not mark your answer until I tell you to. OK, let's begin.

Read the first sample item. Say

Sample 1 I am in (pause) first grade, (pause) second grade, (pause) third grade, (pause) fourth grade, (pause) fifth grade, (pause) sixth grade.

Read the first sample again. Say

This time as I read the sentence, mark the answer that is right for you. I am in (pause) first grade, (pause) second grade, (pause) third grade, (pause) fourth grade, (pause) fifth grade, (pause) sixth grade.

Read the second sample item. Say

Sample 2 I am a (pause) boy, (pause) girl.

Say

Now, get ready to mark your answer.

I am a (pause) boy, (pause) girl.

Read the remaining items in the same way (e.g., number _____, sentence stem followed by a pause, each option followed by a pause, and then give specific directions for students to mark their answers while you repeat the entire item).

cient, lower ability readers are identified as "unmotivated." This characterization is inaccurate; there are proficient readers who are not highly motivated to read, just as there are less proficient readers who are highly motivated to read (McCombs, 1991; Roettger, 1980). When students are instructed to independently read and respond to survey items, the results for the less proficient, lower ability readers may not be reliable due to their frustration when reading the items. For these reasons, the Reading Survey is designed to be read aloud by the teacher to help ensure the veracity of student responses.

Students must understand that their responses to the survey items will not be graded. They should be told that the results of the survey will provide information that the teacher can use to make reading more interesting for them and that the information will

be helpful only if they provide their most honest responses.

Directions for scoring the Reading Survey (see Figure 5) and a scoring sheet (see Figure 6) are provided. When scoring the survey, the most positive response is assigned the highest number (4) while the least positive response is assigned the lowest number (1). For example, if a student reported that he/she is a "good" reader, a '3' would be recorded. Teachers can compute percentage scores on the entire Reading Survey or on the two subscales (Self-Concept as a Reader and Value of Reading). Space is also provided at the bottom of the scoring sheet for the teacher to note any interesting or unusual responses that might be probed later during the conversational interview.

Administration of the Conversational Interview. The Conversational Interview is designed to elicit information that will help the teacher gain a deeper understanding of a stu-

dent's reading motivation in an informal, conversational manner (see Figure 7). The entire interview takes approximately 15–20 minutes, but it can easily be conducted in three 5- to 7-minute sessions, one for each of the three sections of the interview (narrative, informational, and general reading). Individual portfolio conferences are an ideal time to conduct the interview.

We suggest that teachers review student responses on the Reading Survey prior to conducting the Conversational Interview so that they may contemplate and anticipate possible topics to explore. During a conversational interview, some children will talk enthusiastically without probing, but others may need support and encouragement. Children who are shy or who tend to reply in short, quick an-

Figure 5
Scoring directions: MRP Reading Survey

The survey has 20 items based on a 4-point scale. The highest total score possible is 80 points. On some items the response options are ordered least positive to most positive (see item 2 below), with the least positive response option having a value of 1 point and the most positive option having a point value of 4. On other items, however, the response options are reversed (see item 1 below). In those cases it will be necessary to *recode* the response options. Items where recoding is required are starred on the scoring sheet.

Example Here is how Maria completed items 1 and 2 on the Reading Survey.

- 1 My friends think I am _____
- a very good reader
 - a good reader
 - an OK reader
 - a poor reader

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

To score item 1 it is first necessary to recode the response options so that a poor reader equals 1 point, an OK reader equals 2 points, a good reader equals 3 points, and a very good reader equals 4 points.

Since Maria answered that she is a *good reader* the point value for that item, 3, is entered on the first line of the Self-Concept column on the scoring sheet. See below.

The response options for item 2 are ordered least positive (1 point) to most positive (4 points), so scoring item 2 is easy. Simply enter the point value associated with Maria's response. Because Maria selected the fourth option, a 4 is entered for item 2 under the Value of Reading column on the scoring sheet. See below.

Scoring sheet

Self-Concept as a Reader	Value of Reading
*recode 1 3	2 4

To calculate the Self-Concept raw score and Value raw score add all student responses in the respective column. The Full Survey raw score is obtained by combining the column raw scores. To convert the raw scores to percentage scores, divide student raw scores by the total possible score (40 for each subscale, 80 for the full survey).

Figure 6
MRP Reading Survey scoring sheet

Student name _____

Grade _____ Teacher _____

Administration date _____

Recoding scale

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

Self-Concept as a Reader	Value of Reading
*recode 1. _____	2. _____
3. _____	*recode 4. _____
*recode 5. _____	6. _____
*recode 7. _____	*recode 8. _____
9. _____	*recode 10. _____
*recode 11. _____	12. _____
13. _____	14. _____
*recode 15. _____	16. _____
17. _____	*recode 18. _____
19. _____	*recode 20. _____

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

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

Percentage scores	Self-Concept	<input type="text"/>
	Value	<input type="text"/>
	Full Survey	<input type="text"/>

Comments: _____

swers can be encouraged to elaborate upon their responses through nonthreatening phrases like "Tell me more about that....," "What else can you tell me....," and "Why do you think that...." Probing of brief responses from children is often necessary in order to reveal important and relevant information.

Teachers are also encouraged to extend, modify, and adapt the 14 questions outlined in the Conversational Interview, especially during conversations with individual students. Follow-up questions based on students' com-

ments often provide the most significant information in such an interview.

Using the results of the MRP to make instructional decisions

Information from the results of the MRP can be used to plan instructional activities that will support students' reading development. The following list provides some ideas for ways in which the results can be used to enhance literacy learning. First, specific recom-

Figure 7
Teacher directions: MRP Conversational Interview

1. Duplicate the Conversational Interview so that you have a form for each child.
2. Choose in advance the section(s) or specific questions you want to ask from the Conversational Interview. Reviewing the information on students' Reading Surveys may provide information about additional questions that could be added to the interview.
3. Familiarize yourself with the basic questions provided in the interview prior to the interview session in order to establish a more conversational setting.
4. Select a quiet corner of the room and a calm period of the day for the interview.
5. Allow ample time for conducting the Conversational Interview.
6. Follow up on interesting comments and responses to gain a fuller understanding of students' reading experiences.
7. Record students' responses in as much detail as possible. If time and resources permit you may want to audiotape answers to A1 and B1 to be transcribed after the interview for more in-depth analysis.
8. Enjoy this special time with each student!

recommendations are presented for using the results of the Reading Survey and the Conversational Interview. Then, general recommendations for using the MRP are provided.

Using the results of the Reading Survey.

- Because of the highly individualized nature of motivation, careful examination of an individual's responses may provide valuable insights that can be used to create more meaningful, motivational contexts for reading instruction. For example, if a child indicates on the survey form that "reading is very hard" and that "reading is boring," the teacher can suggest books of particular interest to the child that the child can read with ease.

- A total score and scores on the two subscales of the Reading Survey (Self-Concept as a Reader and Value of Reading) can be computed for each student. Teachers can then identify those children who have lower scores in these areas. These students may be the ones who are in need of additional support in developing motivation to read and may benefit from interventions to promote reading engagement.

- Students who have lower subscores on the Self-Concept as a Reader scale may benefit from experiences that highlight successful reading. For example, to build feelings of competence, the teacher can arrange for the child to read books to children in lower grades.

- Students who have lower subscores on the Value of Reading scale may benefit from experiences that emphasize meaningful purposes for reading. For example, the teacher can ask the child to read about how to care for a class pet or involve the child in class plays or skits.

- If many children score low on the Value of Reading scale, the teacher can implement meaningful cooperative group activities where children teach one another about what they have read regarding a particular topic. The teacher can also involve the class in projects that require reading instructions, e.g., preparing a recipe, creating a crafts project, or performing a science experiment.

- Class averages for the total score and subscores on the Reading Survey can be computed. This information may be helpful in obtaining an overview of the classroom level of motivation at various points throughout the school year.

- Teachers may also analyze class responses to an individual item on the Reading Survey. For example, if many children indicate that they seldom read at home, the teacher may decide to implement a home reading program, or the teacher might discuss the importance of home reading and parent involvement during Parent Night. Another survey item asks children to complete the following statement: "I think libraries are...." If many students report a nega-

Appendix 3 Teacher Interview Protocol

Teacher Interview Protocol

In fourth grade, students are expected to switch from learning to read to reading to learn? In your opinion, how do students make this switch?

Do you think that students in fourth grade levels are ready to make this switch? Why or why not?

What skills are necessary for students to learn from their reading?

Do you think students lose their motivation to read in fourth grade or later elementary grades?

Why do you think students lose their motivation to read/Why don't you think students lose their motivation to read?

What is the role of motivational reading programs in children's enjoyment of reading?

What characteristics describe students who love to read?

What characteristics describe students who do not enjoy reading?

In a perfect world how would you maintain the motivation to read in students?

Is there anything else you would like to add?

Appendix 4 Teacher Interview Protocol Blueprint

Teacher Interview Protocol

Categories	Number of Questions	Question Topics
Readiness to read to learn	2	How do students make this switch? Are students ready to make this switch?
Necessary skills for switch	1	What skills are necessary for students to make the switch?
Loss of motivation	2	Do students lose their motivation? Why?
Motivational Strategies	2	What is role of motivational programs? How would you maintain motivation to read?
Motivation to Read Characteristics	2	What are characteristics of children who love to read? What are characteristics of children who don't like to read?
Additional Comments	1	Is there anything you would like to add?

Appendix 5 Parental Consent Form

Date

Dear Parents,

We are conducting a study involving students' motivation to read in fourth grade. To conduct this study we need the participation of children in fourth grade who demonstrate a decline in motivation to read. The attached "Permission for Child's Participation" form describes the study and asks your permission for your child to participate.

Please carefully read the attached "Permission for Child's Participation" form. It provides important information for you and your child. If you have any questions pertaining to the attached form or to the research study, please feel free to contact Christine Hebert at the numbers below.

After reviewing the attached information, please return a signed copy of the "Permission for Child's Participation" form to your child's teacher if you are willing to allow your child to participate in the study. Keep the additional copy of the form for your records. Even when you give consent, your child will be able to participate only if he/she is willing to do so.

We thank you in advance for taking the time to consider your child's participation in this study.

Sincerely,

Christine Hebert
Old Dominion University
Norfolk, VA 23502
757-892-3260

PERMISSION FOR CHILD'S PARTICIPATION DOCUMENT

The purposes of this form are to provide information that may affect decisions regarding your child's participation and to record the consent of those who are willing for their child to participate in this study.

TITLE OF RESEARCH: *Understanding Fourth Graders' Decline in Reading Motivation from Students' and Teachers' Perspectives*

RESEARCHERS: *Christine Hebert, Old Dominion University*

DESCRIPTION OF RESEARCH STUDY: Selected fourth grade students who are reading below grade level will answer survey and interview questions to determine if they demonstrate a lack of motivation to read. The teachers of the selected students will answer interview questions concerning their observations of fourth grade students and their motivation to read.

If you decide to allow your child to participate in this study, your child will be complete a survey and answer interview questions asked by the researcher. Your child's participation will take approximately 2 hours.

EXCLUSIONARY CRITERIA: In order for your child to participate in this study, your child must be in fourth grade.

RISKS: There are no risks to students who participate in the study.

BENEFITS: Results from the study will provide the researcher with information about what motivates fourth grade students to read and why some students lose their motivation to read. A summary of results will be made available to both teachers and parents.

COSTS AND PAYMENTS: There are no costs to the participants. No payments will be made to participants.

NEW INFORMATION: You will be contacted if new information is discovered that would reasonably change your decision about your child's participation in this study

CONFIDENTIALITY: Participants will be assigned a code number so that your child's name will not be attached to his or her responses. Only researchers involved in the study or in a professional review of the study will have access to data sheets. All data and participant information will be kept in a locked and secure location.

WITHDRAWAL PRIVILEGE: Your child's participation in this study is completely voluntary. It is all right to refuse your child's participation. Even if you agree now, you may withdraw your child from the study at any time. In addition, your child will be given a chance to withdraw at any time if he/she so chooses.

COMPENSATION FOR ILLNESS AND INJURY: Agreeing to your child's participation does not waive any of your legal rights. However, in the event of harm arising from this study, neither Old Dominion University nor the researchers are able to give you any money, insurance coverage, free medical care, or any other compensation. In the event that your child suffers harm as a result of participation in this research project, you may contact Christine Hebert at (757) 892-3260 or Dr. George Maihafer, Chair of the Institutional Review Board at (757) 683-4520.

VOLUNTARY CONSENT: By signing this form, you are saying 1) that you have read this form or have had it read to you, and 2) that you are satisfied you understand this form, the research study, and its risks and benefits. The researchers will be happy to answer any questions you have about the research. If you have any questions, please feel free to contact Christine Hebert at (757) 892-3260.

If at any time you feel pressured to allow your child to participate, or if you have any questions about your rights or this form, please call Dr. George Maihafer, Chair of the Institutional Review Board Chair (757-683-4520) or the Old Dominion University Office of Research (757-683-3460).

Note: By signing below, you are telling the researchers YES, that you will allow your child to participate in this study. Please keep one copy of this form for your records.

Your child's name (please print): _____

Your child's birth date: _____

Your name (please print): _____

Relationship to child (please check one):

Parent: _____

Guardian _____

Your Signature: _____

Date: _____

INVESTIGATOR'S STATEMENT: I certify that this form includes all information concerning the study relevant to the protection of the rights of the participants, including the nature and purpose of this research, benefits, risks, costs, and any experimental procedures.

I have described the rights and protections afforded to human research participants and have done nothing to pressure, coerce, or falsely entice the parent to allowing this child to participate. I am available to answer the parent's questions and have encouraged him/her to ask additional questions at any time during the course of the study.

Experimenter's Signature:

Date:

Appendix 6 Teacher Consent Form

INFORMED CONSENT DOCUMENT
FOR USE OF AUDIOTAPED MATERIALS

STUDY TITLE: Understanding Fourth Graders' Decline in Reading Motivation from Students' and Teachers' Perspectives

DESCRIPTION:

The researchers would also like to audiotape your responses to a teacher survey in order to illustrate the research in teaching, presentations, and/or or publications.

CONFIDENTIALITY:

You would not be identified by name in any use of the audiotape. Even if you agree to be in the study, no audiotaping will be done of you unless you specifically agree to this. All audiotapes will be stored in a secure location for one year after the completion of the study.

By signing below, you are granting to the researchers the right to use your voice recording for presenting or publishing this research. No use of audiotapes will be made other than for professional presentations or publications. The researchers are unable to provide any monetary compensation for use of these materials. You can withdraw your voluntary consent at any time.

If you have any questions later on, then the researchers should be able to answer them: Christine Hebert at Old Dominion University, Department of Teaching and Learning, at 757-683-3284. If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should call Dr. Ed Gomez, the current IRB chair, at 757-683-6309, or the Old Dominion University Office of Research, at 757-683-3460.

Subject's Printed Name & Signature	Date
Investigator's Printed Name & Signature	Date

Appendix 7 Individual Student Participant Profiles

Participant 1A

This student named both the book *Diary of a Wimpy Kid* and its author as favorites. The subject used the words interesting, funny, and entertaining to describe reading and books. A chosen nonfiction book was used for research. The students used the city's public library as the predominant source for books. Reading more was the chosen strategy for improving reading. The subject's mom got him excited about reading books. This average student had reported equal percentages of 95% for reading self-concept and the value of reading. "I like to read very often and I try to read a book every day."

Participant 2L

Baby Mouse, a graphic novel series, was named as a favorite, as well as reading about mice for information. She stated books were interesting because "it gets all excited at the end and then when it gets sad and it gets back excited at the end of the story." The predominant source for books was the school library, as well as her Granddad. Skills were mentioned as important for improving reading. This low achieving student scored in the moderate range for Self-Concept and Value of Reading, 63% and 65% respectively.

Participant 3L

A university tutor gave the participant a book on Jackie Robinson. He reads nonfiction books about basketball, baseball history because he is interested in these subjects, however his favorite books are funny stories "cause they make me laugh". In order to get better at reading, the participant stated that you have to read big books. Sources of books are the library with recommendations by the tutor or teacher. This low achieving student had moderate to high-moderate scores for self-concept in reading, 60% and value of reading, 78%.

Participant 4A

The graphic novel series Pokémon was the current choice for reading. The student did not name a particular place for obtaining books or use descriptive words for reading and books. Reading about killer whales, great white sharks, and bears are areas of informational reading. In order to improve in reading, the student stated you just have to practice reading books. Family members were named as getting the participant excited about books “by giving me books I like”. This average student scored moderately in self-concept, 60%, and value, 70%.

Participant 5A

Baby Mouse was described as funny and interesting. The participant associated informational reading with the social studies text because it “teaches me”. To read better you have to know the words. Her mom gets her excited about books. She got her last book from the school Book Fair. This average student scored high in self-concept and value of reading, with 80% and 95% respectively.

Participant 6L

Pokémon and Captain Underpants books were favorites with an Aesop’s fable tale mentioned as an informational book, because it taught a lesson. The participant described reading as interesting and fun. The teacher made reading exciting “because she make all these loud noises that the people make in the book.” The school library was identified as the students’ source for interesting books. The student named reading more as the primary means for improving reading ability. This low achieving student scored at the moderate range, 60%, for self-concept and in the moderate high range, 80%, for value of reading.

Participant 7A

The last books read were a book about an unpopular girl and *Black Beauty* in graphic novel format. She just bought an informational book from the school Book Fair called *Teeny, Tiny Animals*. She stated that she likes interesting and funny books. She wants to read *Dork Diaries* next because “it sounds like a pretty interesting book”. The best way to learn to be a better reader is to pronounce words. Both her mom and dad get her excited about books. This average reader scored self-concept as 73% and value of reading at 90%.

Participant 8A

Amelia Bedelia and *Pokémon* are fun books to read. The informational book mentioned was *Sunny Days*. The subject read the book for information about what people do on a sunny day. The school library was mentioned as the place to find books to read. The improvement of reading takes the ability to pronounce words. “I think I got to learn how to pronounce words.” His Grandma takes him to the library. This average ability reader scored his self-concept as moderate, 65%, and value of reading as high, 80%.

Participant 9L

Cam Jansen and the Basketball Mystery was the latest book read. He just finished it as part of a before-school book club. The student learned about Venus Flytraps in his basal reader during small group instruction. For independent reading, the participant wanted to read *Mice in the Western Wind*. Learning vocabulary is important to learning to read better. The Book Club teacher and the reading teacher were named as causing the student to be excited about reading. No descriptive words were used to describe reading or books. However, the student stated that he looks at the title of the book or the back of the to see if its “interesting to you or not”. This low level reader had moderate responses to reading self-concept, 60%, and Value of Reading, 68%.

Participant 10L

Baby Mouse and *Big Nate* (which is comparable to *Diary of a Wimpy Kid*) were recent reads. The student looks for interesting books and aspires to read Harry Potter books because there's a lot of pages and its worth "like, 10, 20 [AR] points". The participant described people who really like to read as "really like alive". "I really like to read because if you don't read you really don't like to learn nothing." She read an informational book about the weather because she was interested in it. She excites herself about books. She chooses books to read from the school library. To her, improvement in reading means reading words. This low level reader scored her self-concept as a reader high with 98% and the value of reading as 98%.

Participant 11A

This participant's last book read was *Dragonbreath*, a graphic novel and text series, which was "interesting for me because my, my second favorite animal, fairy tale animal, is pretty much a dragon. And it's just entertaining." *Saguaro Cactus* from his basal reader was his choice of informational text. He said he picked out the story during independent reading time in class. The text was important to him "because every time I pretty much read it, it makes me comfortable just where I am. Just not any old boring place, just a fun place, like I'm really reading stuff." He chooses books from his classroom library. Becoming a better reader means practicing fluency by reading out loud. The student credits his mom, dad, brother, and grandmother for making him excited about reading. This average reader scored his self-concept about reading, 85%, higher than the value of reading, 78%.

Participant 12A

The participant read *The BFG*. He likes books that are interesting and funny. The informational book he named was about groundhogs for a research project he did in third grade. He excites himself about reading when he goes to the school library. "I went to the library and

you know when you just walk in and there's a bookshelf over there." To improve your reading you must know the author's purpose. The students' scores were moderate with 58% for self-concept and 63% for value of reading.

Participant 13A

The Book Club choice *Cam Jansen and the Basketball Mystery* was the last book read. He likes books that are good and fun to read. For an informational book the participant named *Captain Underpants* because it taught him not to lie. "That when you don't tell the truth, you might get into trouble a lot." To read better, you must read a lot. His book club informs him about books to read. His teacher and mom get him excited about books. This average reader scored rated his self-concept at 68%, and the value of reading at 85%.

Participant 14A

The student named *The Wreckers* as a good and cool book. He recently read about Egypt for a research project. To improve your reading you must "read, of course". He chooses his books from the school library. Advertisements, friends, and his dad get him excited about reading. "Well, if they advertise a book on TV and there's posters about it. That kind of gets me thinking that this book is going to be good. Posters can have cool designs on them to get your attention." This average reader scored both his self-concept and value of reading high with 75% and 80 % respectively.

Participant 15L

Baby Mouse is interesting and cool. She read a book about pink flamingoes for information because she likes the color pink. Her next book will be *Pirates Don't Wear Pink Sunglasses*. She finds her books at the school library. In order to be a better reader you have to

read big words. She wants to read Harry Potter books. Her grandma inspires her to read because she “reads books everyday”. Her self-concept score was high, 75%, as was value of reading, 80%.

Participant 16L

Cam Jansen and the Basketball Mystery, a Reading Book Club book, was read last week. He liked it because “it had details...[and] pretty cool pictures. It was a book I can read.” The student wants to read *Diary of a Wimpy Kid*. For information, the student read about gorillas and orangutans in his basal reader. He thinks books are cool and gets excited about reading. The last book he got was from the school Book Fair. Learning to read better means you have to read a lot. His Granddad gets him excited about reading because “they got a bookshelf upstairs and there’s a lot of books up there”.

Participants 17A

Cam Jansen and the Basketball Mystery was the last book read. The student is currently reading *Big Nate Strikes Again*. He thinks books can be funny and exciting. “The title or how it going to look inside. Then that’s the excitement. It don’t have to be pictures or nothing.” The participant purchased a book called *Places, Places* at the school Book Fair and read it for information about “places that you might go see”. He motivates himself to read “cause when you bored or not happy or something you can just read a book and it can make your mind feel happy inside”. The student’s self-concept was 70%, but value of reading was 58%, which contradicts the participant’s statement about reading making “your mind feel happy inside”.

Participant 18A

The participant read *A Cool Kid Like Me* last week and plans to read *Life with a Dog*. She likes books that are funny and interesting such as the informational book *Real, But Weird*. The

student picks out her books in the school library or reads books on her mom's NOOK. To be a better reader, she believes you have to read. Her mother gets her excited about reading because "she reads some books to me and then she ends up popping up books on her NOOK". The student's self-concept and value of reading scores were both moderate at 58% each.

Participant 19L

The student named the book *Flip Flop Girl* as her favorite book. She identifies with the book because it's about a mother and a girl with no father, like her. The book taught her to keep her room clean. She likes books that are interesting, exciting, and make you happy. She hopes to read *Bone* books. "It seems like it's so interesting. Everybody has them and brings them home. I have no chance to get them." Her mom excites her about books, but she gets her books from the school library. Becoming more fluent helps you improve your reading. Her self-concept was 68% and value of reading was 78%.

Participant 20L

Invisible Stanley was the last book read. He likes interesting books such as sports books. "I like sports with action in it and adventures." He gets his books from the city library, the school library, and his classroom library. He believes you have to read more to improve your reading. His mother excites him about reading. She says, "Read it like you mean it. Read it like you're actually there." Self-concept scores and value of reading scores were 55% and 70% respectively.