

Read-A-Difference: Motivating Children to Be Lifelong Readers



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The Importance of Motivation in Reading

- ∞ Engagement is vital component of classroom instruction because it is explicitly associated with reading achievement (Ivey & Johnston, 2013).
- ∞ “Engagement is a robust predictor of students’ learning, grades, achievement test scores, retention and graduation” (Skinner & Pizer 2012).
- ∞ Students with reading difficulties can often overcome them if guided towards texts that address their interest (Snow, Griffin, & Burns, 2005).
- ∞ Benefits of motivated students are:
 - Bring more background knowledge to the comprehension task
 - Use sophisticated prolonged strategies
 - Have more time on task
 - Have more success
 - Lead to more reading achievement in the future

Importance of Motivation

- ✎ Research confirms that student motivation is a key factor in successful reading (Gambrell & Marinak, 2013).
- ✎ Numerous studies address importance of understanding both the **constructs** of reading motivation and of **practices** teachers can employ to increase motivation and engagement (Education Alliance, 2010; Guthrie et al., 1996; Guthrie, Sigfield, & Vonscker 2000; Human Resources and Social Development 2004; Mohr, 2006).

Important, yet . .

- ∞ Education majors receive little instruction and training on how to motivate students to want to read.
- ∞ Motivation constructs and strategies are less known and state standards do not include them.

Principles of Motivation

1. Choice
2. Collaboration
3. Accountability and Control
4. Challenge
5. Authenticity
6. Technology
7. Proximity reward setting

What Teachers Can do

- ☞ Match students to just right text
 - ☞ Provide wide variety of texts interesting/appropriate/relevant
 - ☞ Allow students to select own texts
 - ☞ Let students know what to expect. They can get excited about what's coming.
 - ☞ Encourage students to monitor their own reading progress.
 - ☞ Talk, Talk, Talk, about books
 - ☞ Provide immediate, continuous feedback and encouragement.
 - ☞ Set expectations for success.
 - ☞ Use technology to excite students' interest
- ☞ Gambrell & Marinak, 1997; Guthrie & Wigfield, 2000; Smith & Wilhelm, 2002; Snow, 2002; Turner, 1997)

Previous Research Findings

- ∞ “The major finding of the study was that the most reliable indicator of motivation was not the type of reading program that districts follow, but the actual daily tasks that teachers provide students in their classrooms.” (Turner & Paris, 1995)
- ∞ Motivating tasks: provided opportunities for authentic reading and writing, valued socialization and communication, allowed students to be involved in the constructing meanings, etc. (CITE??)

Question -

Our Study

- ∞ Purpose: To heighten practicing teachers awareness of motivation principles and research; then support them in implementing these principles and practices in their classrooms.
- ∞ Nine elementary teachers, 4 university professors, and 8 research assistants – work together to assist practicing teachers in creating their own plan for improving their students' reading motivation.

Methods (Mixed Methods)

☞ Survey

- Instrument MMRP (1 & 2) MRP (3-6)
 - Self-Concept
 - Value
 - Literacy Outloud (1 & 2)
- Pre & Post (January 2015 – May 2015)
- Treatment and Comparison

☞ Interviews

- Pre & Post

☞ Observations

- During literacy instruction

Sample

∞ Grades 1 & 2

∞ Grades 3 – 6

	Treatment	Control
Teachers (Classes)	6 (7)	5 (5)
Mean Age	30.79 (SD = 8.39)	
Student N	206	87
3 rd	118	
4 th	48	
5 th	86	
6 th	70	
Male/Female	216 (52%)/196 (48%)	78 (45%)/96 (55%)

Multilevel Modelling (MLM)

∞ Level 1

- Occasion (pretest vs. posttest)

∞ Level 2

- Study Group (treatment vs. comparison school)
- Gender (female reference group)
- Grade (3, 4, 5, 6)

Findings

∞ Value

- Control

- $\gamma_{001} = -0.03$ ($SE = 0.04$), $t(80) = -0.82$, $p = .41$

- Treatment

- $\gamma_{001} = 0.08$ ($SE = 0.03$), $t(168) = 2.69$, $p < .01$

∞ Teacher Age

- $\gamma_{106} = -0.01$ ($SE = 0.00$), $t(142) = -2.48$, $p = .01$

Conclusions

∞ Value

- Treatment group had a significant change.

∞ Teacher Age

- Younger teachers associated with larger increases.

Limitations

- ∞ Length of Study
- ∞ Small effect size
- ∞ Teacher data from treatment only

Treatment Group

- ∞ University professors provided in-service for 9 teachers on research-based principles of reading motivation.
- ∞ Teachers were then free to choose which research-based principles and/or practices they wished to implement in their classroom over the remaining school year.
- ∞ Teachers received additional mentoring throughout the 6 month period of the study
- ∞ Evidences were gleaned from observation notes taken during class visits, and teacher pre and post interviews.
- ∞ A pre and post assessment measured outcomes using the Motivation to Read Profile-Revised (MRP-R).

Control Group

- ⌘ Teachers at a different school gave permission to administer to their students the MPR-R assessment pre and post over a six month period.

Outcomes and Results

- ☞ Teachers' heightened awareness or motivational principles and strategies fostered a classroom environment where motivation could thrive.
- ☞ Proximate rewards made a positive impact
- ☞ More books in the classroom increased student reading involvement.
- ☞ Multiple motivational strategies used had a greater impact than when only one strategy was implemented.
- ☞ Struggling readers and boys both demonstrated positive gains in attitudes towards reading.

Implications for Practice

- ✎ Giving teachers an heightened awareness of the principles and strategies that promote motivation can have a positive impact.
- ✎ Motivational strategies should be selected by individual teachers according to their own judgment
- ✎ Implementation of multiple strategies should be encouraged
- ✎ Proximate goal theory is important for teachers to understand