Motivation: It’s complicated!

“This is the problem with trying to motivate people: No one really knows how to do it well… What motivates us is often hard to explain and hard to measure” (pp. 66-67).


Their definition of reading motivation makes a distinction between *current* and *habitual* reading motivation.

**Current motivation to read**: the extent of the reader’s intention to read a specific text in a given situation.

**Habitual motivation to read**: a reader that *repeatedly* shows a form of current reading motivation. *This reader has developed the reading habit!*
Why does reading motivation matter?

Motivation to read is of particular significance because it affects the amount and breadth of students’ reading, which, in turn, facilitates the development of reading competence.

Schiefele, et al., 2012, p. 428

• In other words, the more you read the better reader you become!
• Reading achievement is less about ability than it is about **opportunity** to read.

*Outliers: The Story of Success*

*By Malcolm Gladwell*

Central Question: Why do some people succeed far more than others?
Outliers: The Story of Success
By Malcolm Gladwell

Central Question: Why do some people succeed far more than others?

PRACTICE

The 10,000-Hour Rule

“In Hamburg, we had to play for 8 hours a day.”

John Lennon
Literally hundreds of correlational studies find that the best readers read the most and that poor readers read the least. These correlational studies suggest that **the more children read, the better their fluency, vocabulary, and comprehension.**

National Reading Panel, 2000

If students our are not motivated to read, if they don’t develop the reading habit, they will never reach their full literacy potential.
GETTING STUDENTS HOOKED ON THE READING HABIT:
RESEARCH-BASED MOTIVATIONAL STRATEGIES

- Collaboration
- Choice
- Challenge

COLLABORATION
• What fosters cognitive functioning?

Social Interaction • Mental Exercise • TV

College Students Randomly Assigned to One of Three Groups:

1. Social Interaction Group - 10 minutes engaging in social interaction (discussion)

2. Mental Exercise Group - 10 minutes doing intellectual exercises (reading, cross word puzzles, word jumbles, etc.)

3. TV Group - 10 minutes of “Seinfeld”
Conclusions:

• Ten minutes of talking per day improves intellectual performance, particularly working memory.

• Regardless of age, the more social interaction (talking) the higher the level of mental functioning.

• Simply talking to one another enhances mental functioning.

Quick Share
What students read and then talk about is what they learn best and remember the longest.
Self-Selected Reading

SSR
1. NOW book
2. NEXT book
3. QUICK reads
Confession
I have a brief confession
That I would like to make.
If I don’t get it off my chest
I’m sure my heart will break.

I didn’t do my reading.
I watched TV instead -
While munching cookies, cakes, and chips
And cinnamon raisin bread.

I didn’t wash the dishes.
I didn’t clean the mess.
And now there are roaches eating crumbs -
A million more or less.

I didn’t turn the TV off.
I didn’t shut the light.
Just think of all the energy
I wasted through the night.

I feel so very guilty
I did a lousy job.
I hope my students don’t find out
That I am such a slob.

Bruce Lansky

The volume of independent, silent reading students do in school is significantly related to gains in reading achievement.

(Allington; Guthrie et al.; Hiebert)
Book Basket
The Beautiful Day
It’s snowing, it’s slushy, it’s lousy, it’s gray,
What a joy to crawl back into bed for the day!
It’s windy, it’s slippery, it’s misty, it’s bad,
It’s one of the worst days that we’ve ever had.
It’s miserable, awful, disgusting out there,
The dampness and mist fuzzifies all my hair.
But to me it’s like glorious sunshine in May,
A charming, delicious, delectable day.
The Beautiful Day
It’s snowing, it’s slushy, it’s lousy, it’s gray,
What a joy to crawlly back into bed for the day!
It’s windy, it’s slippery, it’s misty, it’s bad,
It’s one of the worst days that we’ve ever had.
It’s miserable, awful, disgusting out there,
The dampness and mist fuzzifies all my hair.
But to me it’s like glorious sunshine in May,
A charming, delicious, delectable day.
Because Marcy, the beauty, the queen of the prom,
Has slipped on the ice, and gone down like a bomb.
TEACHER BOOK SHARING

• Book Basket
• 3-A-Day
• 3-A-Week

K - grade 2

1 book a day = 200 books
PLUS Book Basket (12 - 15) = 500 books

Total number of books shared in one year = 700 books
TEACHER BOOK SHARING
Grades 3 - 6

1 book week = 40 books

PLUS Book Basket (12 - 15) = 500 books

Total number of books shared in one year = 540 books

Bless a lot of books!
Access to an abundance of books within the classroom results in increased motivation and increased reading achievement.

Guthrie et al., 2000; Guthrie, 2011

CHALLENGE
1st Grade Classroom

Classroom Library Books “leveled” by the classroom teacher and put on 3 bookshelves:

EASY       AVERAGE       HARD

- Flow theory (Csikszentmihali, 1991) and self-determination theory (Deci & Ryan, 1985) suggest that **moderate** challenge supports motivation.
- **Excessive** challenge can undermine motivation and persistence (Schweinle, Turner, & Meyer, 2006)
Fulmer, S. M. & Frijters, J.C. (2011)

**Purpose:** To examine the effect of relative topic interest. Students rated story descriptions on the basis of personal interest and randomly received either their highest or lowest rated passage to read.

**Participants:** 5th – 8th graders

**Design:** Matched pairs (reading achievement, self-reported interest/motivation to read, and chronological age).

**Conclusion**

- In the adverse context of an excessively challenging reading task, interest in the topic supported students’ motivation, attributions for difficulty, and persistence.
Bonus Research Study

The Teacher Makes the Difference!


- This study examined the extent to which observed teaching practices and self-reported teacher stress predicted children’s learning motivation and phonological awareness in K.
- Low teacher stress and high classroom organization predicted high learning motivation which in turn contributed to students’ level of phonological awareness.

**What are authentic literacy experiences?**

Authentic reading, writing and discussion experiences are like those that are encountered in the day-to-day lives of people, as opposed to school-like activities such as completing worksheets or answering teacher-posed questions.
Focus: Children and adults read 5 books and 5 exchanged letters (duration: 7 months).

- Adults posed high level questions in their letters to their pen pal.
- Students read the letter from the adult pen pal and then read the book.
- Students participated in 2 small group discussions that centered on the questions posed by their adult pen pal.
- Students then wrote a letter to the adult pen pal.
Three research questions guided this study of 3rd, 4th, and 5th grade students:

1. What is the effect of engagement with authentic literacy tasks on the reading motivation of fourth and fifth grade students?
2. In the context of authentic literacy tasks, how do small group discussions reflect accountability to community, knowledge, and critical thinking?
3. What do students report regarding their experiences of participation in authentic literacy tasks?

Assessing Peer-led Discussions of Text (APDT:CCC)

I. Accountability to Community
II. Accountability to Content
III. Accountability to Critical Thinking

(inter-rater reliability, 81%)
• Example - students clarifying ideas under discussion:

Student #1 – “…it looks like they’re having church. Is that what they’re doing?”

Student #2 – “Yeah, because it says they started the first Sunday service whenever they got there. It says right here, ‘New Connecticut colonists hear their first Sunday service.’”

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**Literacy Motivation Survey (LMS)**

(22 items)

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<thead>
<tr>
<th></th>
<th>Pre-Intervention</th>
<th>Post Intervention</th>
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<tbody>
<tr>
<td>Mean/SD</td>
<td>59.55 (23.13)</td>
<td>65.63 (10.45)*</td>
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*p = .01
Current Trends and Future Directions in Reading Motivation Research

1. Reading Moderately Challenging Text
2. Relevance and Authenticity of Reading Tasks
3. Behavioral Based Measures of Engagement
4. Teacher Characteristics Associated with High Motivation to Read

Motivation to read: Yes, it’s complicated, but…

1. Motivation is no longer a missing link in research on students’ literacy development.

2. If students are not motivated to read, if they don’t develop the reading habit, it is unlikely they will reach their full literacy potential.
Ode to David Letterman

Top 6 Reasons to Promote Pleasure Reading

6.

Reading exercises the brain. What the brain can do is absolutely fascinating. You’re looking at this series of squiggles but your brain is instantly translating those squiggles into meaning.
5. The more you read the smarter you get.

Anne Cunningham & Keith Stanovich

4. Reading takes you places when you have to stay where you are.
3.
The reading practice you get from pleasure reading may not make you a perfect reader, but it will surely make you a better reader.

2.
The more that you read, the more things you will know.
The more that you learn, the more places you’ll go.

Dr. Seuss
1.
If you’re going to binge, literature is definitely the way to do it.

Oprah Winfrey

Great teachers fill students up with HOPE and shower them with a thousand reasons to develop the READING HABIT!

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