Instructional Practices that Impact Reading Motivation

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Abstract

Reading motivation can impact a student's desire to learn and grow as a reader. Student's self-concept and value can influence a student's opinion on reading and therefore have a direct connection to their reading motivation. This action research study examined if student's perceived reading ability and value of reading could increase student motivation. This would be done by allowing for read aloud choice, introducing new books into the classroom library and allowing students to post positive book reviews in the classroom. Results indicated both male and female student's perceived reading ability and value of reading could be increased by allowing for read aloud choice, introducing new books into the classroom library and allowing students to post positive book reviews in the classroom. Further research needs to address how long it will take for male student's self-concept and value to have a more significant impact on their reading motivation.

Introduction

Students are being asked to read in classrooms on a daily basis. Some students dive right into reading, while others will sit quietly and stare blindly into their books or find other activities to distract from their engagement from reading. Students need to have the motivation and drive to want to become better readers. Motivation for reading is an important contributor to a students' reading achievement, and school success (Guthrie, Wigfield, Humenick, Perencevich, Taboada, & Barbosa, 2006). Students who lack motivation to read are more likely to show little to no reading achievement. When students lack motivation to read a text, they are unable to practice the skill being taught in the classroom. If a student is not able to practice the skill being taught they are not gaining practice like their motivated peers. This is causing students to fall behind in their reading achievement which will directly impact their latter success as readers.

As I introduced independent reading time this school year, I immediately noticed the lack of motivation in some of my students in reading. When we were building stamina as a class, the students seemed to be very engaged with their text and actively reading. Once I stepped back and started to assess, confer and work with students, I noticed more students starting to lose focus. Students would be distracted, including look off in the distance, using Kleenex and asking almost daily to use the restroom. After assessing one student, I asked him why he was struggling to stay focused and engaged during independent reading time. When he responded he wasn't sure why he wasn't focused or engaged during this time. His response made me realize that he didn't notice he wasn't motivated to read. I started to think about my class as a whole and the students who weren't motivated in my classroom. I noticed the boys in my classroom struggle more than the girls with reading engagement during read to self-time. The boys who are not motivated are sitting quietly with a book in front of them, however you can clearly tell they are not reading.

During the course of the study, I focused on how motivation impacts student's ability to independently read for prolonged periods of time. The research done in this action research project is based upon the question: What classroom-based practices assist with increasing students motivation to read during independent reading time?

Literature Review

Reading motivation is a multifaceted component of reading (Morgan & Fuchs, 2007).   There are a variety of readers in every classroom. Some readers are highly motivated while others may seem less motivated. Reading motivation is defined as a student's beliefs, values and goals related to the results of reading (Becker, Kortenbruck, & McElvany, 2010).Students who are considered highly motivated already have a drive to read. The drive may come from curiosity, involvement, social interaction, and emotional satisfaction (Miller, 1999). These individual students will have a different value of reading and self-concept. Students who have a strong motivation for reading are more likely to engage in reading activities more often and put greater effort into making meaning from a text in comparison to peers who are not motivated (Barnes, Francis, Kulesz, Wolters, & York, 2017).

Self-efficacy is an important domain of reading for all successful readers. Reading self-efficacy is described as the belief that a person can be successful at a task (Schunk, 2003) specifically reading tasks. An example of self-efficacy is a child's assessment of their ability to complete a reading comprehension task associated with a book or passage they are reading. A big influence on student's self-efficacy is how well they have done on similar tasks or activities, the feedback they might receive on a specific assignment, and previous success with reading. Students who have high self-efficacy with reading try more activities, do better on different reading activities and persist even when if they are struggling to complete the activity (Guthrie

&, Wang, 2004). Last, when students have self-efficacy they typically are able to perform a task better (Gladstone, Turci, Wigfield, 2016). Self-efficacy can be used to explain and measure student self-concept of their reading.

As student's progress through grades they become less positive and enthusiastic about reading tasks. Students tend to also read less as they continue through school. Once students enter middle school those that are not motivated to read tend to actively resist reading (Gladstone, Turci, Wigfield, 2016). As students grow in age they have a better understanding of how they are performing in the classroom. More pressure is being put onto teachers to assess and formally evaluate where each of their students are. This pressure to assess and evaluate negatively impacts students. Students then view each other's assessments as a way to compete with each other and their scores. Students are focused on how their scores compare to others rather than their own belief about their reading (Gladstone, Turci, Wigfield, 2016). Some feedback, such as report cards, tests and teacher conferring can lead some students to believe they are not performing well (Gladstone, Turci, Wigfield, 2016). This feedback results in readers who lack motivation and are not likely to even begin or continue the task necessary to fully understand the text (Barnes, Francis, Kulesz, Wolters, & York, 2017). When students don't believe what they are learning is important to them, they will engage less in the learning and their success will be negatively impacted (Gladstone, Turci, Wigfield, 2016).

Interest and Attitude in Reading

Student's interest and attitude towards reading can have an impact on reading motivation. Interest in reading is described as a personal investment into reading (Guthrie, et al, 2006). Students who are considered highly interested readers have involvement, stimulation or enjoyment during reading. Highly interested readers typically tend to have knowledge or

background in the area they are reading. When students are interested in their reading, they show

a deeper understanding of what they are reading (Guthrie, et. al, 2006). A student's interest level

can also impact a student's comprehension while engaged in reading tasks. Interest is a variable

that not only impacts motivation but can have other influences on different aspects of reading

(Wigfield &, Guthrie, 1997).

Student's reading attitude is the feeling a student has towards reading (Wigfield &,

Guthrie, 1997). Feelings about reading may show how a student might involve themselves with a

reading activity. If a student has positive feelings about reading the student may have increased

engagement with reading activities. A student who has negative feelings towards reading may

not be as open or willing to involve themselves in a reading activity. Reading attitude can

directly correlate with a student's motivational for reading (Wigfield, Guthrie, 1997).

Reading Motivation: Intrinsic and Extrinsic

Reading motivation is an important characteristic for student success. Reading motivation

is divided into two dimensions: intrinsic and extrinsic motivation (Wigfield, 1997). Intrinsic

motivation relates to a student's personal interest/desire with an activity or ask and include a

student's desire for mastery, curiosity and inquiry while students who have extrinsic motivation

see reading as gaining some type of external reward such as recognition, grades or incentives

(Becker, Kortenbruck, & McElvany, 2010).

Extrinsically motivated readers engage in reading to meet some type of expectation or

reward typically given by a teacher or a parent. This desire to read is controlled externally.

Students who are extrinsically motivated are not motivated by interest but by some type of social

outcome. Social outcomes could be grades, learning a skill, or approval of an adult such as a

parent or teacher (Guthrie &, Wang, 2004). Students who are extrinsically motivated cannot be

given rewards or punishments in an attempt to increase motivation or literacy skills. Offering

rewards or punishment might negatively affect a child's development in reading (Allen &,

Deacon, 2011). Students who are reading for extrinsic motivation, will stop reading once an

assignment is completed or after acquiring a reward. The student will need another goal from the

teacher to regenerate their desire to read. Extrinsically motivated students typically develop

shallow processing since their reading is not sustained. When a student uses lower levels of

processing they will use little effort. This can lead to low levels of thinking during reading

(Sweet &, Guthrie, 1996).

Readers who are intrinsically motivated become extremely devoted to their activity and

spend great amounts of time and energy doing it. Students with a high self-efficacy to read are

more likely to be intrinsically motivated (Guthrie, Perencevich, Tonks, Wigfield, 2004). Intrinsic

motivation increases student's amount of reading, which typically allows for students to increase

reading ability (Guthrie &, Wang, 2004). Students who are intrinsically motivated to read, have

an inquisitiveness for reading and a strong desire to challenge themselves. Students who are

intrinsically motivated use strategies such as finding books, maintaining a place for reading,

reserving large amounts of time for reading activities and learning to handle distractions. In order

for students to develop higher order strategies such as summarizing, self-monitoring, and

drawing inferences students need to be engaged in sustained thinking about their reading.

Intrinsically motivated readers are more likely to have a desire to complete long term reading

commitments. (Sweet &, Guthrie, 1996). It is important for teachers to build choice in reading

topics and materials into reading instruction. This allows for interest and curiosity to develop

through a student's reading. Intrinsic motivation can also be fostered by giving students time to

socially interact with other peers about their reading (Wigfield & McCann, 1997). These students

also reported engaging more often in reading both in and outside of school. Sadly though, student's intrinsic motivation decreases as student's progress through school. Teachers need to find a way to continue to develop and foster intrinsic motivation within their students.

Instructional Strategies to Motivate Readers

In classrooms, students are given different tasks to complete while they read. Some tasks help support students reading motivation while others simply derail the student's motivation and desire to read. Giving student's choice in activities such as read-aloud, informational jigsaws and allowing for books clubs in addition to silent reading supports student's motivation (Marinak, 2013). Whole classes could vote on a read aloud the class would like to have read. In addition, it is important to provide students with a mixed variety of genres to choose from for a reading experiences. Teachers could provide an introduction through a book talk and allow students to vote within a few days (Marinak, 2013). This would give more choice and allow for student engagement. Informational jigsaws could be used during informational units to support the students learning. Lastly, students could be paired up with like ability partners and read a book together. While students read books together social interaction would need to take place to support each student's learning.

In order to support intrinsic reading motivation, choice, challenge, collaboration and authenticity are needed (Marinak, 2013). When students work with other students in reading collaboration is taking place. Collaboration helps student see how their work can engage other students (Miller, 1999). When collaboration is used in the classroom it decreases competition and allows for a more positive environment that encourages and supports reading motivation (Miller, 1999). As students feel they have more control over a tasks, they are more likely to be

motivated to complete the task (Marinak, 2013). Allowing for choice, challenge, collaboration and authentic tasks will support reader's motivation and engagement in the classroom.

Reading Motivation in Males and Females

Classrooms are filled with both male and female readers, with each reading for a variety of different reasons. Teachers and librarians need to understand the motivational needs of the variety of learners in the classroom when planning and teaching reading (Senn, 2012). Specifically, teachers need to be aware of the following: males take longer to acquire the ability to read than females, males typical read for less amount of time than females, males show less excitement for reading and males show lower perceived thoughts about their reading abilities (Senn, 2012). Another stark difference between the motivation of male and female readers is found within their brain research. Brain research suggests that female brains are never at rest, giving females a significant advantage of learning over males (Senn, 2012). This may explain why males bore more easily with reading than females. As males become older, they are more likely to consider themselves non-reader and by the time they reach high school, nearly 50 percent believe they are non-readers (Senn, 2012).

As males progress through the different grades, it becomes more difficult to motivate them to read (Senn, 2012). The reading materials males want to engage with is becoming more difficult for schools, teachers and parents to provide. Often male's interests are not taken into consideration by schools, teachers and parents. Some strategies that can be used to activate these interests for male readers fall under the categories of: books for males, shared experience, male mentors and technology. A great way to motivate male readers is by finding books for males (Bernt, Henry, Lagos &, 2012). Personal interest, action, success, fun and purpose are important elements to males when picking out books. Males need to find books that reflect their own areas

of interest. Action books that involve superheroes or fantasy figures showing strength and power

may interest males. Reading becomes more enjoyable for males when the purpose is to teach

them something new. When males have choice over what they can read their motivation for

reading also increases. Males are interested in books that include: personal interest, action,

success, fun and purpose (Bernt, Henry, Lagos &, 2012).

Males enjoy reading books that reflects their own areas of personal interest and books

they can relate with. Action is important for males especially with books such as superheroes or

fantasy figures. Males are motivated by success and comparing themselves to others through

competition. They also enjoy receiving rewards by meeting goals in reading. The experience also

needs to be fun for males. Lastly, there needs to be a purpose to the reading. Some examples of

purpose could be figuring out how something worked or socially interacting with other students

about their reading (Blair &,Sanford, 2004). Males enjoy sharing their experience of a book with

another male. By sharing experiences with books, it holds males accountable and allows them to

share out their own thinking on a book. It's also important for males to have male mentors in

their life to show them the importance of reading. If a male does not have a positive male mentor

in his life, a school could match the student up with a volunteer. This would allow for the male

student to see a positive male mentor in his life reading to him or with him. Some students who

have been matched with a male mentor have become more positive about reading, read more

often and have enjoyed reading more. Technology is also another way to positively motivate

males to read. Some ways males could be motivated through technology are Epic, Raz Kids, and

electronic book talks (Bernt, Henry, Lagos, 2012).

Libraries are another way to try to motivate males to read. Libraries can help male

readers by designating a space for males in either a specific area or an afterhour's event giving

the males a sense of purpose and ownership in the library. Some other suggestions to creating

male friendly libraries are allowing food and drink, provide reading materials that appeal to

males, develop relationships with males and developing deeper relationships with parents (Bernt,

Henry, Lagos, 2012). Lastly, within these libraries the greatest benefit is the ability for students

to have choice in their texts for reading.

In summary, reading motivation is an instrumental component to support independent reading. A

students' intrinsic and extrinsic motivation needs to be taken into account when looking at a

student's desire to engage in reading. Instructional strategies will need to be differentiated based

upon the needs of the students in the classroom. Extra care and focus should be placed on males

who might need support in reading motivation. This action research study explores the

importance of reading motivation upon student's sustained independent reading within the

classroom. Through this study, I researched to determine if student's self-concept and value in

reading motivation can be increased with read aloud choice, introducing new books into the

classroom library and allowing students to post positive book reviews in the classroom.

Methods

Participants and Setting

This study took place at a rural school in the Midwest. The school had 370 students

enrolled in grades third through fifth grade. Each grade level had five classrooms with the

exception of fifth which had six sections. On average each teacher had approximately 20-25

students in a classroom. 32 percent of third through fifth grade students received free and

reduced lunch. The classroom used in the study had 24 students including 12 girls and 12 boys.

In the school, approximately 93 percent of the students were white, four percent of the students

were Hispanic/Latino and three percent reported two or more races.

Participants in this study were given a reading motivation profile (See Appendix A) to determine their self-concept and personal value in reading (Palmer, Codling, Gambrell, & Mazzoni, 1996). Students who scored low in self-concept were then given a conversational survey to find out their specific needs (Palmer, Codling, Gambrell, & Mazzoni, 1996). Self-concept is how the student perceives their abilities as a reader. Additionally, students who scored low in personal value were given a conversational survey (See Appendix B) to find out their specific needs. Personal value is how much a student values reading. After giving the reading motivation profile and conversational survey the data was used to determine the focus students for this action research project.

Data Collection

This study began in January 2019 and concluded in April 2019. Students received support through additional book talks, student book reviews and extra books added to the classroom library to increase their specific motivation to read. All students were given additional book talks, student book reviews and extra books added to the classroom library. When new books were brought into the classroom library, I would introduce each book by reading the back cover and giving some general information about the book. When I collected data such as observations and reading logs, I used student data from within my classroom.

During this study I collected data using quantitative and qualitative methods. The two data sources I collected were reading logs, and observations during book talks for read aloud. In the first method, students were given a reading log to fill out throughout the study. The students recorded the book title, page numbers and when they finished the book each day. At the end of each week, the reading logs were collected and the page numbers were totaled and recorded from all of the students in my classroom. I specifically looked at the number of pages read. The

second method of data collection used was observations during read aloud time. During the read aloud time, students were given more choice in book selection. I brought in approximately 60 new books that would interest third grade readers. Book talks were given and class discussions occurred about each book that could be a potential read aloud. Observation and conversations helped determine if the students were becoming more engaged and motivated in the process of reading.

The primary data collection for this study was the pre and post reading motivation profile and reading logs. The data from the pre and post reading motivation was collected and analyzed to see if there were any changes in self-concept and value in reading. The data from the reading logs will show the average number of pages read per week.

In this study, my purpose was to determine if student's self-concept and value in reading motivation could be increased by providing read aloud choice, introducing new books into the classroom library and allowing students to post positive book reviews in the classroom.

The Study

To begin the study, students were given a pre-reading motivation profile to determine their self-concept and personal value in reading. The purpose of the pre-reading motivation profile was to find out the student's self-concept and personal value raw score in reading before starting the action research project. The pre-reading motivation profile had a total of twenty questions, ten questions were on self-concept and ten questions were on personal value. The pre-reading motivation profile was given to the class as a whole and read aloud. The instrument uses a four-point Likert scale as it gives students a range of four choices to determine how a student feels about activities in reading. The student's raw score was determined by the most positive response as four points, the next positive response as three points, the neutral response as two

points, and the negative response as 1 point. The maximum score a student could receive is 40

points for self-concept and 40 points for value. After completing the pre-reading motivation

profile the student's responses were scored and totaled. Students who scored below a raw score

of twenty-five for self-concept or value were given a conversational survey. The conversational

survey was used to gather more data about each of the students in self-concept and value. The

scores from the pre-reading motivation profile were interpreted by looking at the class as a whole

as well as comparing male and female scores. The pre-reading motivation profile raw scores

were calculated and a mean was found for self-concept and value of reading. The mean scores

were analyzed for whole class, male and female scores.

Once the pre-reading motivation profile was given, students were given choice in read

aloud book, more books were brought into the classroom library and positive book reviews were

given by students and posted in the classroom library. The first strategy to increase student

motivation was allowing for choice in the read aloud book. Read aloud occurs in the classroom

daily for a fifteen to twenty minute period. During this time, a chapter book is read to the class

and discussed daily. The classroom was given a total of four chapter books to choose for their

next read aloud text. While introducing the chapter books, a book was introduced to the class

each day. The back cover and the first chapter were read to the students. The students were

given additional background information about each book. It took a total of four days to

introduce the four chapter books to the class. The following day the students were given an

opportunity to share their thoughts about the books with classmates. This was done by doing an

activity called mingle, mingle book talk. The lights were shut off in the classroom and the

students walked around the room. When the lights were turned back on, the students found

another student near them to discuss their thoughts on the books. The book talk with each group

took place in approximately two to three minutes. The book talk allowed for the student to share

the book they were most interested in and why they were excited to hear the book being read to

them. The students were given three opportunities to discuss books with different classmates.

Once the book talks were complete the students sat down at their desk. The students put their

heads down on their desk to conduct a vote to see what book would be the next read aloud for the

class. The student's heads were put down on desks to avoid votes based upon other student's

opinions in the classroom. The title of each book was announced to the class and the students

were able to raise their hand for one book. As students raised their hands for each book, a total

hand count was recorded. The book with the highest hand count became the next read aloud for

class. This activity gave more choice to the students for the read aloud book.

The next strategy used to increase reading motivation was introducing new books into the

classroom library. Approximately, 60 new books were brought into the classroom library during

the period of a week. The books that were introduced into the library were brought in based

upon the conversational interviews given after the pre-motivational survey. During the

conversational interviews the students were asked, "What are some things that get you really

excited about reading?" The responses of students who had low value of reading scores were

recorded below in Table 1. The student responses were recorded to be used to find books that

would get students excited about reading. The students who responded to the questions were

looking for funny books, graphic novels, fantasy and realistic fiction stories.

Table 1

Responses to Conversational Survey: "What are some things that get you really excited about reading?"

Student	Response
Bob	"I enjoy funny, graphic novels. Every once in a while I move to chapter books."
Sally	"I like to read books about animals. When the room is quiet it helps me read better."
John	"I like to see pictures in books. The photographs help me understand the story. I like to read informational books."
Kyle	"I love to read! I read closely to find clues to understand the story. Realistic fiction gets me excited to read."
Samantha	"I get excited about reading when I read realistic fiction."
Kelsey	"One thing that gets me excited is when I have a comfortable spot, like a pillow or crate seat."
Haley	"I like to read Dork Diaries."
Laura	" I like to read books from our read aloud authors."
Sebastian	"I really like good books. The good books need to be funny and have a lot of funny parts."

Based upon the responses books were purchased and brought into the classroom. Some of the books that were brought in based upon student feedback, were I Survived Series, Dork Diaries, and Owl Diaries. Each day at the end of reading class, a bin of new books was introduced to the students. The bins contained a wide range of books based upon the responses from the conversational survey. The books within the bin were shown to the class and briefly talked

about. After the bins were brought out and introduced, the books were placed into the classroom

library.

The final strategy used to increase reading motivation was allowing students to write

positive book reviews and post them in the classroom library. The book review was introduced to

students during a reading lesson. The class was able to practice how to write a book review on

the last read aloud text during a reading lesson. On the book review, the class recorded the book,

a summary of a book and rated the book based upon a five star review. The class worked

together to create a summary of the last read aloud. The students agreed that the last read aloud

was a five star book. Once an example was completed with the class, students were given a blank

copy of a book review to complete on a book the student wanted to recommend to the classroom.

The students were given time to complete the book review in the classroom. Once the students

finished their book review, the review was posted in the classroom library. Based upon the

reviews from the students, a top five reading list was created to post in the classroom library. The

top five reading list was created by tallying the books the students wrote positive book reviews

on. On the library wall, near the book reviews, additional blank copies of book reviews were left

to allow students to create more positive book reviews as they read new books.

Once all reading motivational strategies were introduced in the classroom, the action

research project continued for another four weeks. During this four week period, students were

able to choose the next read aloud as well as write additional positive books reviews. The new

book reviews were posted in the classroom library. After the four week period, the post-reading

motivation profile was given to the class. The post-reading motivation profile was the same

profile as the pre-reading motivation profile given at the beginning of this study. The post-

reading motivation profile was given to the class as a whole and read aloud.   The results of the

profile were taken and again scored on the four point Likert scale. When the results were totaled

for the post-reading motivation profile they were compared against the results of the pre-reading

motivation profile.

Results

The results for the pre- and post-reading motivation profile are listed in Table 2 and show

that both self-concept and value of reading increased for the class as a whole. Self-concept

increased by 0.5 from the pre-reading motivation profile to the post-reading motivation profile,

with eight students increasing their score, four students decreasing their score and four student's

scores who stayed the same. Bob, Sally, Rob and Sam decreased their raw self-concept score

from the pre-reading motivation profile to the post-reading motivation profile. During the course

of two weeks of data collection, Rob was absent due to a scheduled family vacation. Frank, Kyle,

Samantha and Alexis' self-concept raw scores stayed the same from the pre-reading motivation

profile to the post-reading motivation profile. Value of reading increased by 2.37 from the pre-

reading motivation profile to the post-reading motivation profile, with 12 students increasing

their score, three students decreasing their score and one student whose score stayed the same.

Sara, James, Sebastian decreased their value of reading raw score from the pre-reading

motivation profile to the post-reading motivation profile. Frank was the only student's score who

stayed the same for value of reading from the pre-reading motivation profile to the post-reading

motivation profile.

Table 2

Reading Motivation Profile: Pre- and Post-Test Results

Students	Gender	Ethnicity	Pre-Test Self-Concept	Pre-Test Value	Post Test Self Concept	Post Test Value
Bob	Male	white	28	23	23	25
Sara	Female	white	26	26	29	25
Sally	Female	white	26	22	25	25
Frank	Male	white	24	26	24	26
Rob	Male	white	25	25	24	27
James	Male	white	24	26	25	25
John	Male	white	25	23	27	27
Kyle	Male	white	25	22	25	24
Blake	Male	white	26	25	29	28
Samantha	Female	white	26	22	26	27
Kelsey	Female	other	24	22	25	27
Sam	Male	white	25	25	24	27
Haley	Female	white	27	21	28	27
Laura	Female	white	24	22	28	27
Sebastian	Male	white	25	23	26	22
Alexis	Female	white	24	25	24	27
Mean			25.25	23.625	25.75	26

Note. Results are reported as raw scores.

Next, I took the pre- and post-reading motivation profile results and analyzed them based upon the gender of the students in the class. The results for the pre- and post-reading motivation profile for female students are listed in Table 3 and show that self-concept and value of reading increased for the female students. The self-concept scores for female students increased by 1.14 from the pre-reading motivation profile to the post-reading motivation profile. The results show that Sally's score decreased for self-concept while Alexis and Samantha's scores stayed the

same. The value of reading scores for female students increased by 3.57 from the pre-reading

motivation profile to the post-reading motivation profile. The results show that Sara's was the

only student who had a slightly more negative attitude to value of reading. There was a total of

six females who increased their value of reading scores. Samantha, Kelsey, Haley and Laura all

had an increase of five or more raw points of their value of reading score from the pre-reading

motivation profile to the post-reading motivation profile. Alexis and Sara also increased their

score, but not as significantly as the other females in the study.

Table 3

Reading Motivation Profile: Pre- and Post-Test Results for Female Students

Students	Gender	Ethnicity	Pre-Test Self-Concept	Pre-Test Value	Post Test Self Concept	Post Test Value
Sara	Female	white	26	26	29	25
Sally	Female	white	26	22	25	25
Samantha	Female	white	26	22	26	27
Kelsey	Female	other	24	22	25	27
Haley	Female	white	27	21	28	27
Laura	Female	white	24	22	28	27
Alexis	Female	white	24	25	24	27
Mean			25.28	22.85	26.42	26.42

Note: Results are reported as raw scores.

The results for the pre- and post-reading motivation profile for the male students are

listed in Table 4 and show that self-concept and value of reading increased for the male students.

The self-concept scores for male students increased by .12 from the pre-reading motivation

profile to the post-reading motivation profile. Both Bob and Sam's raw score for self-concept

decreased while Frank and Kyle's score stayed the same. The value of reading scores for male

students increased by 1.38 from the pre-reading motivation profile to the post-reading motivation

profile. James and Sebastian's raw score for value of reading decreased while Frank's scores stayed the same. Even though Bob and Sam's scores declined for self-concept, their value of reading increased by two raw points during the course of the study. Kyle's self-concept score stayed the same from the pre-reading motivation survey to the post-reading motivation survey while his value score increased by two raw points. Frank was the only student whose value of reading and self-concept raw score stayed the same for the pre-reading motivation profile and post-reading motivation profile.

Table 4

Reading Motivation Profile: Pre- and Post-Test Results for Male Students

Students	Gender	Ethnicity	Pre-Test Self-Concept	Pre-Test Value	Post Test Self Concept	Post Test Value
Bob	Male	white	28	23	23	25
Frank	Male	white	24	26	24	26
James	Male	white	24	26	25	25
John	Male	white	25	23	27	27
Kyle	Male	white	25	22	25	24
Blake	Male	white	26	25	29	28
Sam	Male	white	25	25	24	27
Sebastian	Male	white	25	23	26	22
Mean			25.25	24.12	25.37	25.5

Note: Results are reported as raw scores.

The data for female and male score for the pre-reading motivation profile and post-reading motivation profile were compared to see the differences among scores for self-concept and value of reading motivation. The female students had a difference of 1.14 for self-concept when comparing the average for pre-reading motivation profile and post-reading motivation profile. Female students scored an average of 25.28 for self-concept pre-reading motivation profile while male students scored an average of 25.25 for self-concept on the pre-reading

motivation profile. Male students started off lower with their self-concept average on their pre-reading motivation profile compared to female scores on the pre-reading motivation profile. The male students had a difference of .12 when comparing the average for pre- reading motivation profile and post-reading motivation profile. Male students also had a lower difference between averages for their pre-reading motivation profile and post-reading motivation profile.

Female students had a difference of 3.57 for value when comparing the average for pre-reading motivation profile and post-reading motivation profile. Male students had a difference of 1.38 for value when comparing the average for their pre-reading motivation profile and post-reading motivation profile. Female students scored an average of 22.85 for value on the pre-reading motivation profile while male students scored an average of 24.12 for value on the pre-reading motivation profile. Male students started off lower than females with their value of reading on their pre-reading motivation profile. The difference between male and female scores between the pre-reading motivation profile and post-reading motivation profile is 2.19. Male students started off lower with value off reading on their pre-reading motivation profile and also finished lower with their value of reading on their post-reading motivation profile.

During the course of the study, the page numbers students read each week during independent reading time was also analyzed. Table 5 shows the total number of pages read during the course of the eight week study. At the bottom of each column, the mean is totaled to show the average number of pages read during the week. Overall, there is an increase in the number of pages read each week with the exception of week three. Week two students read an average of 108.57, while week three students read an average of 75.07 pages. Week three was a three day week of school because of a snow day and an in-service planned at the end of the week. Sebastian and Rob were also excluded from the total pages read each week since both

males missed significant days of school due the intervention due to scheduled family vacations. The week with the highest number of pages read was week seven with 179.71. When looking at the difference in data from week eight to week one all students increased their pages read during independent reading time except for Laura and Alexis. Laura's total pages read decreased by 83 and Alexis' pages read decreased by 8 pages. During the course of the study Laura was reading a wide range of books. Some weeks she would read chapter books while other weeks she would read graphic novels. Laura's page numbers decreased because of the different genres of books she chose to read during the course of the study. Otherwise, the class as a whole increased their total number of pages read by 67 pages by looking at the average of pages read in week eight compared to week one.

Table 5

Pages Read Per Week

Students	Gender	Ethnicity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Bob	Male	white	51	54	53	40	45	195	68	83
Sara	Female	white	58	41	74	175	172	131	170	136
Sally	Female	white	75	140	41	0	399	349	68	173
Frank	Male	white	291	275	8	191	250	296	700	294
James	Male	white	90	50	48	0	83	36	244	118
John	Male	white	55	85	46	310	12	95	155	106
Kyle	Male	white	78	107	87	137	20	0	115	561
Blake	Male	white	188	172	91	186	281	286	206	234
Samantha	Female	white	95	67	78	50	79	133	82	151
Kelsey	Female	other	74	13	96	180	79	293	161	148
Sam	Male	white	76	86	43	134	143	194	118	88
Haley	Female	white	46	99	107	214	51	16	156	112
Laura	Female	white	204	141	141	117	19	191	181	198
Alexis	Female	white	99	190	138	177	241	44	92	16

| Mean | 105.71 | 108.57 | 75.07 | 136.5 | 133.85 | 161.35 | 179.71 | 172.71 |

Discussion

The purpose of this study was to determine if student's self-concept and value in reading motivation could be increased with read aloud choice, introducing new books in the classroom library and allowing students to post positive reviews in the classroom. Student's self-concept and value in reading is important to look at when analyzing a student's reading motivation. Teachers need to be aware of student's self-concept and value of reading to analyze how to support their students with reading motivation.

In the present study, I examined if student's motivation for reading, specifically self-concept and value in reading motivation could be increased by providing read aloud choice, introducing new books into the classroom library and allowing students to post positive book reviews in the classroom. I found out that as a class both self-concept and value in reading motivation could be increased. When breaking down the data based upon gender, I could see that female's self-concept and value increased the most while male's self-concept and value increased the least. Male students started at a lower raw score for both self-concept and value and finished the study at a lower raw score for self-concept and value. This finding aligns with the work of Senn (2012) that teachers need to be aware that it can take male students longer to acquire the ability to read and also show lower perceived thoughts on reading. The results of this study show that it is taking longer for male students to value reading and to perceive an increase in reading abilities. This shows that males need even more support when it comes to self-concept and value of reading. Some additional support that could be offered to males is to increase books in school and classroom libraries geared more towards males, provide at home resources to support families to motivate male readers, and bringing in the school or public librarian once a month to give book talks geared towards male readers. By providing additional support to male

readers, over a period of time self-concept and value of reading should increase based upon research and the results of this study.

Female's Value

Female's value of reading increased the most from the pre-reading motivation profile to the post-reading motivation profile. Female's mean score for value on the pre-reading motivation profile was 22.85, while their post-reading motivation profile mean value score was 26.42. The difference between the scores was 3.57. By the end of the study, I could see that female students valued reading more. Female readers may have been engaged more due to their increase of value in reading. The results in this study support that female students show more excitement for reading (Senn, 2012). This was not only shown within the reading motivation profile but also was seen in observational conversations. During read aloud choice, female students were more willing to share their thoughts about the choice of book for read aloud. Based upon observation, during read aloud female students were also more motivated to interact and participate in read aloud discussion. Males were willing to participate, but not as open as females who were raising their hands and willing to participate with other classmates.

Male and Female Self-Concept

Even though self-concept increased for both male and female students, self-concept increased the least during the course of the study. The female student's self-concept score increased by 1.14 from the pre-reading motivation profile to the post-reading motivation profile. The male student's self-concept increased by .12 from the pre-reading motivation profile to the post-reading motivation profile. When comparing the two genders the females increased 1.02 more than the male self-concept score. The data is showing that it's taking longer for male and female students to increase their opinion about their own reading abilities. Since this study was

only over a short period of time, it could have impacted the results of the male data. If this study,

had lasted longer the male's scores might have increased more. Another factor could be because

as student's progress through school they become less positive and enthusiastic about reading

(Gladstone, Turci, & Wigfield, 2016). The pressure to evaluate and grade students has a negative

effect on them (Gladstone, Turci, & Wigfield, 2016). During the course of this study, the

students were preparing to take the state standardized test. The preparation for the state

standardized test could have had a negative impact on both male and female's self-concept score.

Another factor that could have impacted student's self-concept is the stage of reading the

students are currently at. Some students are still learning to reading while other students are now

starting to read to learn. Depending upon the stage of reading, this could have had a negative

impact on student's self-concept.

Limitations

Several limitations had an impact on the effectiveness of this study. The first limitation

was during the course of collecting data the school involved in the study experienced snow days

which resulted in students not having school. The snow days were due to both cold and large

amounts of snow falling making it impossible for the school to safety transport students to

school. This had an impact on the study because when collecting the data for page numbers in

week three. The mean was significantly lower than week two and week four. The second

limitation I had during this study were students missing several weeks of school due to planned

family vacations. One male student was excluded from the study since he missed ten consecutive

school days. He was excluded from the survey since he was absent during some of the

introductions of books to the classroom library and his page numbers were not collected for two

weeks. Sebastian also missed six days of school during the course of the study. I did not include

his data for the number of pages he read during the course of the study. I did include Sebastian's

data for the pre-reading motivation profile and post-reading motivation profile. The third

limitation of this study was the length of the study. Since the study only lasted a total of four

months, it did not allow for enough time for the males to possible show more of an improvement

in self-concept and value. I also believe if the study would have lasted longer females self-

concept might have also increased more. The fourth limitation of this study was the use of

positive book reviews. If students were able to post positive, neutral and negative book reviews

this might have helped some students become more engaged with books. The students might

have been able to find a good fit book quicker and increasing their engagement in reading.

Lastly, the sample of students within this study was small. If the sample of students for both

males and females could have been larger, I may have had different results with self-concept and

value scores.

In conclusion, I learned that overall female student's self-concept and value of reading

scores increased compared to male student's scores. Male student's self-concept and value scores

were lower in the pre reading motivation profile and also lower in the post reading motivation

profile. This study helped me to see how male and female student's take in information

differently in the classroom. Teachers need to be aware of this stark difference between male and

female students. More research is needed to find out how long it would be before male student's

self-concept and value scores would increase to see a more positive impact on reading

motivation. This may involve the study lasting longer than a two month period. Research shows

that it takes longer for male students to become more excited about reading. If the study lasted

longer than two months, research may show a more positive effect on male reading motivation.

I will continue to give students in my classroom the reading motivation profile survey at the beginning of each year. This will give me detailed information about the value of reading and self-concept scores for both male and female students. I can give extra attention to students who scored lower in value of reading. I plan on matching students who scored low in value of reading with a fifth grade reader. The fifth grade reader will be a student who has a high value of reading. The fifth and third grade buddies will be reading together several times a month. My hope is the fifth grade reader will share their interests and passion with reading with the third grade student. As their relationship develops the third grader will gain more value of reading, since the fifth grade buddy is modeling their value of reading with them.

Finally, this action research project has had a positive impact on my teaching within my classroom. In the future, I plan on continuing to support both male and female reading motivation through self-concept and value. I will put additional emphasis on male student's motivation in the future. I plan on supporting male readers by bringing in more books males might be interested in. Instead of placing the books that are geared towards males in my classroom library, I will give the class book talks on these titles. Through this study, I have realized that students are more willing to read a book, if a teacher has given a book talk and explained the book to the class. This will be started at the beginning of the school year to encourage engagement in reading.

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Appendix A

Name:_____ Date:_____

Motivation to Read Profile

1. My friends think I am a _____.
   - ☐ a very good reader
   - ☐ a good reader
   - ☐ an okay reader
   - ☐ a poor reader

2. Reading a book is something I like to do.
   - ☐ never
   - ☐ almost never
   - ☐ sometimes
   - ☐ often

3. 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

4. My friends think reading is _____.
   - ☐ really fun
   - ☐ fun
   - ☐ ok to do
   - ☐ no fun at all

5. 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

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

7. When I am reading by myself, I understand _____.
   - ☐ everything I read
   - ☐ almost everything I read
   - ☐ almost none of what I read
   - ☐ none of what I read

8. People who read a lot are _____.
   - ☐ very interesting
   - ☐ sort of interesting
   - ☐ sort of boring
   - ☐ very boring

9. I am _____.
   - ☐ a poor reader
   - ☐ an ok reader
   - ☐ a good reader
   - ☐ a very good reader

10. I think libraries are _____.
   - ☐ a really great place to spend time
   - ☐ a great place to spend time
   - ☐ a boring place to spend time
   - ☐ a really boring place to spend time

11. I worry about what other kids think about my reading _____.
   - ☐ a lot
   - ☐ sometimes
   - ☐ almost never
   - ☐ never

12. I think becoming a good reader 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
   - ☐ I almost never think of an answer
   - ☐ I sometimes think of an answer
   - ☐ I can always think of an answer

14. I think spending time reading is _____.
   - ☐ really boring
   - ☐ boring
   - ☐ great
   - ☐ really great

15. Reading is _____.
   - ☐ very easy for me
   - ☐ kind of easy for me
   - ☐ kind of hard for me
   - ☐ very hard for me

16. When my teacher reads books out loud, I think it is _____.
   - ☐ really great
   - ☐ great
   - ☐ boring
   - ☐ really boring

17. When I am in a group talking about books I have read, _____.
   - ☐ I hate to talk about my ideas
   - ☐ I don't like to talk about my ideas
   - ☐ I like to talk about my ideas
   - ☐ I love to talk about my ideas

18. When I have free time, I spend _____-.
   - ☐ none of my time reading
   - ☐ very little of my time reading
   - ☐ some of my time reading
   - ☐ a lot of my time reading

19. When I read aloud, I am a _____.
   - ☐ poor reader
   - ☐ ok reader
   - ☐ good reader
   - ☐ very good reader

20. When someone gives me a book for a present, _____.
   - ☐ I am very happy
   - ☐ I am happy
   - ☐ I am unhappy
   - ☐ I am very unhappy

Appendix B

Name:_____ Date:_____

Conversational Interview

1. Tell me about the most interesting book you have read this week or even last week? Take a few minutes to think about it. Now tell me about the book or story. Additional probes: What else can you tell me? Is there anything else?

_____
_____
_____

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

_____
_____
_____

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

_____
_____
_____

4. Do you know about any books right now that you would like to read? Tell me about them.

_____
_____
_____

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

_____
_____
_____