Reading Motivation in the Elementary Classroom

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Abstract
This literature review offers suggestions on how to increase reading motivation in the elementary classroom. This review will look at ways to influence students to read. Reading motivation can affect a students' ability to learn how to read. Also, it will examine different aspects and techniques, and discuss how these components affect reading motivation in the elementary classroom setting. Overall, examples of ways to increase reading motivation will be investigated.
Reading Motivation in the Elementary Classroom

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Introduction

Reading motivation is a significant factor in reading instruction. Every child has a different level of motivation. Students are motivated to read in many different ways. Some grasp reading concepts easily. Other students have more difficulty with these concepts. This difficulty often results in a lack of reading motivation. The purpose of this literature review is threefold. First, I will examine the components of reading motivation and how they influence reading achievement. Second, I will discuss John T. Guthrie's plan to increase reading motivation. Third, I will address how technology can influence reading motivation.

Methodology

This literature review was designed to analyze research on reading motivation in the elementary classroom. Reading motivation is becoming a key component in teaching students how to read. However, motivating students to read is a difficult task an educator faces in today's society. When students are unmotivated to read, they are left farther behind in the classroom.

The recent information found on reading motivation has been limited. The topic of reading motivation was difficult to find sufficient amount of research done on this topic. This review received its information for the World Wide Web, motivation books and journals, and articles dealing with reading motivation. The World Wide Web provided websites, such as ERIC and Reading Online to help discover research done on reading motivation. These online sites helped narrow down information to be able to complete this review. It is important to choose websites with creditability on the topic and look at the date of publication. This will allow the review to be creditable. When the reader reads the information, one must summarize the information, make judgments about the material read, and critically think about how this will
help the review. This will help the reader to evaluate the information to be used in the literature review.

**Analysis and Discussions**

*Components of Reading Motivation*

Motivation is defined in the Webster’s Dictionary (1994) as, “to provide with, or affect as” (p. 886). Guthrie (2004) defines motivation as highly motivated readers who generate their own literacy learning opportunities, which begins to determine their own destiny as literacy learners. Additionally, Guthrie (2004) states that reading motivation is unique to the individual and that individuals will possess varying amounts. Stipek (1998) believes a motivated person is conceptualized as someone with cognitions or beliefs that are associated with constructive behavior. In the following, I discuss eight components of reading motivation. They include interest value, cognitive competencies, engaged reader, motivational context for comprehension instruction, self-efficacy, intrinsic motivation, extrinsic motivation, and goal and task-mastery orientation.

*Interest Value*

The first component of reading motivation is interest value. It is important for students to have interest value in reading to understand the content. Alexander and Jetton (2004) explain that if students cannot relate interest value to the content, then they will lack the interest value needed to persist in meaning making. Colker (2004) states children who have a high interest value in a concept will be able to understand the concept better and will not experience frustration. Colker (2004) explains, “materials that are difficult for children to comprehend, interest value is an important factor in reading success” (¶ 7). Colker (2004) elaborates on two types of interest values that relate to reading. Attainment value refers to the perceived importance of the task, and
utility value is perceived usefulness of the reading task. For example, if students have importance of the reading task then the students will have minimum motivation. If the reading task is valuable to the students, then the task will have high motivation. These are two types of interest values that can help explain a student’s motivation level.

Next, Kintsch (1980) describes two forms of interest value that occur during reading, which are emotional and cognitive interest value. Emotional interest value is the affective response that readers have in a text (Kintsch, 1980). For example, the students would be extremely touched by the character’s actions, or make a personal connection with the content. Cognitive interest results when the text captures the reader’s mind and thoughts, such as when the reader finds an author’s idea interesting (Kintsch, 1980). Emotional and cognitive interest values can explain the students’ admirations during reading.

Hidi (1990) has characterized interest value as either individual or situational. Hidi (1990) states individuals may have deep and enduring interest in certain text content, which this would relate to the individual’s interest value. An example of individual interest value would be a student that has studied the same concept all their life, and then the student reads an article on a new technique relating to their previous studied concept. Situational interest value is evoked through the environment in which the reading event takes place (Alexander and Murphy, 2000). The teacher would produce the situational interest value. For example, if the teacher evokes interest in a particular topic, the students may be interested to read more about the topic. There could also be other interest value factors that affect reading motivation.

Ruggiero (1998) believes mass culture has affected reading motivation. Mass culture is the ideas and values disseminated by the entertainment, communications media, (books, newspapers, magazines, popular music, radio, and television) and the advertising industry
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(Ruggiero, 1998). Some children perceive teachers as ignorant of human nature, obstructive of the process of growth and development, and in violation of other people's inalienable rights (Ruggiero, 1998). Teachers are seen as "nerds" in mass culture. Therefore students are unmotivated to read and learn. This mass culture of ideas and values are affecting the students' ability to be able to be motivated to read. Ruggiero (1998) states that the culture aspect is why some children are unmotivated to read and learn.

These researchers have stated several interest values that encourage reading motivation. Interest values can increase the level of reading motivation. Other researchers believe there are different factors that relate to reading motivation. Reading motivation can also be influenced by cognitive competences.

*Cognitive competencies*

Cognitive competency is a second factor influencing reading motivation. Kowalewski poses the question, "Why do some students choose to read, when others do not?" (2004, ¶ 1). Juel (2004, ¶ 1) believes, "cognitive competencies in reading such as decoding and comprehension are important to student success with reading motivation over time." Interaction with cognitive competencies may help to answer the question of why some students choose to read and others do not (Kowalewski, 2004). If students do not master these cognitive competencies, it builds negativity towards reading. For example, if students have these strong feelings, poor readers remain poor readers as they advance through school, and their choice to avoid reading in other contexts can lead to decline in reading ability (Juel, 2004). Cognitive motivation deals with external reinforcement (Stipek, 1998). Baker (2000) feels cognitive skills are foundational to creating an engaged reader. Cognitive competencies play a role in increasing students' motivation to read. Reading motivation can also include engaged reading.
Engaged Reader

The engaged reader is a self-motivated reader and enjoys reading. “An engaged reader is one who reads for different purposes, scaffolds knowledge to build new learning, and participates in meaningful social interactions around reading” (Colker, 2004). Engaged readers seek to understand, they enjoy learning, and they believe in their reading abilities (Guthrie, 2004). Engaged reading is correlated with reading achievement. For example, if a student were an engaged reader, then the student would most likely be a successful motivated reader. Colker (2004) proposes a question, “What makes a child an engaged reader?” (5) Colker (2004) feels it is a question of being motivated or unmotivated to read. With every student there are motivational factors, which some motivational factors will prove stronger than others. Cambourne (1995) states engagement occurs when students believe they are capable, are unafraid of physical or psychological harm, and are learning a beneficial activity. McCombs (1999) states, “engagement is a process that the active learner uses to connect personal knowledge and previous experiences to new ideas or facts, in order to construct knowledge in a personal meaningful way.” Children must enjoy reading and be engaged in reading, therefore children will have the high motivation for reading (Colker, 2004). The motivated engaged readers are more positive and more engaged. Block, Gambrell, and Pressley (2002) list six characteristics that distinguish engaged readers from less proficient readers. These characteristics include positive habits and attitudes about reading, fluency, and use prior knowledge to understand what they read. Additionally, they may also include form an understanding of what they read by extending, elaborating, and evaluating the meaning of the text. Block et al (2002, p. 4) state, “engaged readers can read a variety of text and can read for a variety of purposes.
Block et al. (2002) related these characteristics directly to reading comprehension skills. Guthrie (2004) states the engaged reader demonstrates a few common characteristics. These characteristics include interest in reading, an intrinsic motivation, and self-efficacy. Teachers who aspire to increase engage reading in the classroom can do so by building context for it (Guthrie, 2004). Guthrie & Cox (2004, ¶ 14) suggest seven key points for teachers to create this context, they include:

1. Identify a knowledge goal and announce it.
2. Provide a brief real-world experience related to the goal.
3. Make trade books and multiple other resources available.
4. Give students some choice about the subtopics and texts for learning.
5. Teach cognitive strategies that empower students to succeed in reading these texts.
7. Align evaluation of student work with the instructional context.

Guthrie states this type of context would require at least ten weeks to a year to implement.

Overall, an engaged reader displays the skills of a high-motivated reader. Using these skills and characteristics, engaged readers can be life long readers. Along with engaged readers, motivational context can also create reading motivation.

Motivational Context for Comprehension Instruction

Motivation to read plays an important role to develop reading comprehension skills. Effective reading comprehension instruction increases students’ motivation to read in several ways (Block et al, 2002). Reading comprehension instruction can increase motivated readers by emphasizing effort and rewarding improvement. Classroom competition reduces student motivation rather than increasing it (Block et al, 2002). For example, when a teacher has
competition in the classroom, the struggling and unmotivated readers usually give up. The proficient readers can suffer reduced motivation in competitive endeavors because it may take relatively little effort for these students to win (Block et al, 2002). Block et al (2002) suggest educators can structure comprehension instruction around recognizing and rewards improvements in performance. Educators can put emphasizes on improvements on reading comprehension, and the student may become more motivated to read. Therefore, motivational context can help increase reading motivation, along with self-efficacy.

**Self-efficacy**

Self-efficacy is the people's judgments of their capabilities to organize and execute courses of action, which designated different types of performances (Bandura, 1986). Students with high self-efficacy see difficult reading tasks as challenging and work hard to master them. For example, students may be overwhelmed with a reading context, but will not give up until completed. Colker (2004) believes self-efficacy is the ability of a person to judge his/her own capabilities in regard to a task. Self-efficacy plays a role in increasing reading motivation in the student. Self-efficacy may be influenced by students' intrinsic motivation.

**Intrinsic Motivation**

Kowalewski (2004) defines intrinsic motivation as, “the natural inclination of children to explore their environment at curious, social and self-determining beings” (p. 16). Stipek (1996) defines intrinsic motivation as, “humans who are naturally motivated to develop their intellectual and other competencies and those they take pleasure in their accomplishments” (p. 12). Marlow (2005) defines intrinsic motivation in reading as, “within the student is desire to do more reading and at an increased level of difficultly” (p. 3). Marlow (2005) believes a huge supply of library books in the classroom is one way to increase motivation. This strategy allows all students access
to a variety of reading materials. Students with intrinsic motivation will more likely to be motivated to read than students with stable or decreased intrinsic motivation. Most reading experts believe that intrinsic motivation is imperative to lifelong reading, as Guthrie (2004) explains:

> It is well established that a competent reader is intrinsically motivated. Across the age span from Grade 3 to adulthood, proficient readers show the traits of intrinsically motivated behavior they read for their own sake, and they read frequently for personal interest. Intrinsically motivated readers have a sense of deep immersion during the reading process, an orientation to find challenging material, and enjoyment in the experience of reading. They read for longer amounts of time, with greater cognitive proficiency, and with more positive effects than readers who are less intrinsically motivated. In quantitative studies, major aspects of intrinsic motivation for reading, consisting of curiosity (reading to learn about the world), involvement (reading to become absorbed in a text), and preference for challenge (enjoyment in reading complex material) predict students' reading frequency and reading comprehension. (p. 2)

Intrinsic motivation for reading is contrasted with external motivations, which are based on rewards and social controls (Colker, 2004). Marlow (2005) discusses ten methods of motivation dealing with intrinsic motivation. Marlow (2005) suggests there are a plethora of approaches, which may be used to motivate students intrinsically to engage in reading. These include:

1. Develop a neat, attractive bulletin board for all to see. The contents of the bulletin board have a caption, illustrations, print discourse under each illustration, and new library book jackets displayed at intervals. Bulletin board displays need to be changed at different times to develop and maintain student interest in reading.
2. Introduce new books in the library by telling something interesting about its contents to students. Show illustrations in the library book as interesting items in the story being shared.

3. Read aloud sections of a library book to what student appetites for reading its contents.

4. Have selected students participate in reader’s theater in order to motivate learners to read the contents of the involved library book.

5. Let students individually indicate interesting library books to others in class by pantomiming selected sections of a book.

6. Organize a few students to engage in creative dramatics in front of the class to encourage reading the book being dramatized.

7. Encourage peers to read aloud to each other in small groups to motivate interest in reading that book.

8. Use peer teaching to introduce new library books to others within a group setting.

9. Use committee endeavors to discuss library books read and to stimulate each other to do more reading.

10. Have teacher aids read to students using appropriate methods to encourage reading.

(p. 6)

In summary, Marlow (2005) suggests to use these ten approaches for increasing reading motivation. Intrinsic motivation is a key component of the reading motivation process, along with extrinsic motivation.
Extrinsic Motivation

Colker (2004) describes extrinsic motivation as, “a reader may decide to complete a reading assignment only because it is a course requirement and they do not wish to fail” (10). Other examples of extrinsic motivation include recognition, competition, and work avoidance. The Institute for Academic Excellence (2005) defines extrinsic motivation as an incentive that is not part of the activity, but it is motivation that comes from outside. For example, gold stars, praise, and grades would be part of extrinsic motivation. This report suggests that some theorists believe if you reward a behavior like reading, the behavior will be extinguished as soon as the reward is removed. The Institute for Academic Excellence (2005) believes that teachers should not use rewards at all, rather, students should be intrinsically motivated. This report provides five points research has confirmed classroom teachers have always known:

1. Praises, hugs, and other tangible expressions of positive feedback are beneficial, not harmful.

2. When properly used rewards motivate students with no harmful effects.

3. Rewards are particularly helpful at the beginning stages of skill development to jump-start a child’s interest. Once a child becomes more expert at a skill rewards are less necessary because the practice of the skill itself then becomes more intrinsically motivating.

4. A balanced approach that includes such motivators as choice in book selection, self-determination, social interaction, modeling, and creative expression along with rewards engages the full range of student needs and interests.

5. The professional practicing educators who are closest to the situation should be given wide latitude to use the methods they judge to be most appropriate to their students.
Gambrell and Marinak (1997) state, “when incentives are linked to the desired behavior and promote engagement in the desired behavior, motivation can become self-determined and can foster high-quality learning” (p. 215).

Marlow (2005) believes the teacher plays a key role in the classroom when dealing with extrinsic motivation in reading. Marlow (2005) identifies key points the teacher may use to motivate and raise the bar for reading achievement. One key point is to have high expectations with increasingly complex measurably stated reading objectives for student attainment. Another key point is reward students for achieving at a certain specific level in attaining the measurably stated objectives, and test and measure frequently with teacher written tests. Teachers should assist students to develop line graphs showing progress in reading achievement. When the students see the line go up on the graph, this should be a motivator for students to achieve higher-level objectives. Also, give a certificate to each student for having read a certain number of library books per week or biweekly. Standards are to be announced ahead of time so that each student may know how many books to read to obtain certificate. Marlow (2005) believes placing a happy face sticker for each item answered correctly from a workbook page in reading. Next, the teachers should give praise to a student answering reading comprehension questions correctly covering content from the basal reader, and provide carefully guided reading instruction to keep students on task. Finally, emphasize the use of teacher written worksheets to check reading comprehension each day, and stress doing well in reading with slogans placed on the classroom wall to encourage students. For example, a rubber stamp with a positive message placed on a students' worksheet may help increase reading motivation. These are some external approaches to motivate students to read. In summary, Marlow (2005) suggestions illustrate that reading
motivation may proficiently be increased with high expectations, rewards, and praise. Extrinsic motivation may be influenced by goal and task-mastery orientation.

**Goal and Task-Mastery Orientation**

Goal and task-mastery orientation can be another factor influencing students' reading motivation. Students with mastery orientation seek to improve their skills and accept new challenges. For example, students will want to succeed at a task and be ready to accept the new challenges that may face them. The task-mastery goal is more likely to foster long-term engagement and learning than performance goal, especially when the performance goal emphasizes fear of failure (Ames, 1992; Maehr & Midgley, 1996). An example of a task-mastery goal is a student who perceives learning as long term. Performance orientation is seen as extrinsic motivation. Appropriate incentives offered for goal-oriented, challenging reading performance can enhance intrinsic motivation to read (Colker, 2004). The goal and task-mastery orientation can enhance students reading motivation levels.

The components of reading motivation have a direct importance to students' reading motivation levels. These components will help enhance the students' reading motivation, reading achievement, and provide background knowledge for educators to increase reading motivation. Overall, these eight components (cognitive competencies, engaged reader, motivational context for comprehension instruction, self-efficacy, intrinsic motivation, extrinsic motivation, and goal and task mastery orientation) are essential for high reading motivation levels in each student.

**John T. Guthrie’s Engagement Model of Reading Development**

In the following section, John T. Guthrie’s strategies for increasing reading motivation will be discussed. These strategies encompass several components that depict instructional
techniques. Each instructional technique is grounded empirical evidence that supports an increase in reading motivation.

Guthrie's Engagement Model of Reading Development (Guthrie, 1997)

Guthrie (2004) provides a diagram of the engagement model of reading development (see Figure 1). The rectangles represent learning and knowledge goals, which provide a natural context for teaching students to understand reading conceptually (Guthrie, 2004). Students who are learning goal oriented skills, which is dedicated to understanding content, using strategies effectively, and linking their new knowledge to previous experiences, are more highly engaged than other students (Guthrie, 2004). The opposite of learning goal oriented is performance orientation.
Performance orientation is when students' goals are dominated by seeking to outperform others or to demonstrate competence, which they are less engaged in learning (Dweck & Leggett, 1988). Learning and knowledge goals create the occasion to support the process of students' autonomy (Guthrie, 2004). In reference with learning and knowledge goals, this gives the teacher an opportunity to enable students to make choices about subtopics, select their material, and use strategies that the students believe are most effective for them (Guthrie, 2004).

In figure 1, the ovals represent the instructional techniques. These instructional techniques may increase reading motivation in the elementary classroom.

**Real-World Interaction**

The first instructional technique is Guthrie’s (2004) real-world interaction, which refers to the learners’ sensory and personal experiences. Guthrie (2004) states that the main role of real-world interaction is to evoke intrinsically motivated behaviors. Students who are alert, attentive, and excited about real-world objects enjoy asking questions and discussing what they see. This can help increase reading motivation and engagement in reading when the student is exposed to real-world interactions. For example, students may write journals or poems about their subject activities. Guthrie and Cox (2004) suggest that, “a real-world connection creates an opportunity for students to have a sensory interaction with objects or events that could appear in a nature environment” (¶ 30). The students having a real-world connection can create intrinsically motivated behaviors, which can stimulate active learning (Guthrie & Cox). Real-world interactions can help students become motivated about reading. Real-world interaction may encourage autonomy support.
**Autonomy Support**

A second instructional technique is autonomy support. Autonomy support refers to the teacher’s guidance in helping students make choices among meaningful alternatives in texts and tasks to attain the knowledge and learning goals (Guthrie, 2004). With the teacher’s guidance and self-selecting books, students become more intrinsically motivated and gain expertise in their reading abilities (Guthrie, 2004). For example, students’ choice is key for motivating students to read. When students have a choice to pick out what they want to read, the students’ motivation level is higher. Children seek to be in command of their environment, rather than being manipulated by powerful others (Guthrie, 2004). Supporting self-directed learning satisfies the need for autonomy. Collaborative classroom activities satisfy the need for relatedness, and the need for self-perceived competence is partially fulfilled in evaluation that supports progress toward goals and reward for effort in learning (Guthrie, 2004). If these needs are fulfilled, students become intrinsically motivated and increase cognitive expertise in reading. Autonomy support is one technique Guthrie discusses to increase reading motivation. Therefore, this can help students discover interesting texts, and can lead to reading motivation.

**Interesting Text for Instruction**

A third instructional technique is to provide interesting texts for instruction. This refers to texts that are relevant to the learning and knowledge goals being studied. Using interesting text, teachers can support the motivation processes of mastery orientation and autonomy (Guthrie, 2004). A study discussed in *Context for Engagement and Motivation in Reading* found that texts with important, new, and valued information were associated with student interest. If an elementary classroom displays trade books of diverse levels of difficulty and several illustrations, students would find interesting text. For example, it would be extremely difficult for
students to engage in critical analysis, without having multiple texts to read (Guthrie, 2004).
Overall, educators are suggested to use an abundant supply of text. Interesting text for instruction may be influenced by strategy instruction.

**Strategy Instruction**

The fourth instructional technique is strategy instruction, which involves the explicit teaching of behaviors that enable students to acquire relevant knowledge from text. This strategy includes teacher modeling, scaffolding, and coaching. There is a direct explanation for why strategies are valuable, as well as how and when to use them (Duff, Roehler, Sivan, Rackliffe, Book, Meloth, Vavrus, Wesselman, Putman, & Bassiri, 1987; Paris, Wasik, & Turner, 1991). Guthrie and Cox (2004) report a successful teacher who help students identify the qualities of information books that make them helpful, such as the tables of content, indexes, captions, and diagrams. If the teacher taught summarizing by modeling, locating topic sentences, and supporting information in an inquiry environment by using motivational dimensions, then engagement could occur. Strategy instruction helps students become motivated about reading and the different strategies being used. Along with strategy instruction, collaboration can increase reading motivation.

**Collaboration**

A fifth instructional technique is collaboration. Guthrie (2004) defines collaboration as, “the social discourse among students in a learning community that enables them to see perspectives and to construct knowledge socially from a text” (¶ 29). Many teachers use collaboration to activate and maintain students’ intrinsic motivation and mastery goal orientation skills (Guthrie, 2004). Guthrie (2004) discusses an example of collaboration:
Learning about adaptation in mammals, different students may elect to investigate the subtopics of feeding, defense, shelter, and reproduction. As students integrate their diverse information, they form higher order principles in the topic. Students can collaboratively learn from texts and exercise autonomy by choosing whom to work with on specific learning tasks and how to distribute their expertise. (¶ 30)

This is an example of student collaboration by displaying student autonomy and higher order thinking. Collaboration can help students become motivated about reading. As a result this can lead to praise and reward if a student exercises collaboration in the ways recommended by Guthrie (2004).

**Praise and Rewards**

A sixth instructional technique is praise and rewards. Guthrie (2004) found that providing praise and rewards is a persuasive strategy for encouraging effort and attention. Effective teachers provide informative compliments that make learners feel a sense of accomplishment and pride in their work (Guthrie, 2004). Wlodkowski (1985) suggests that, “praise should be ‘3S-3P’: praise that is sincere, specific, sufficient, and properly given for praiseworthy success in the manner preferred by the learner” (¶ 32). These praises can all be done with verbal or nonverbal actions. On the other hand, if students see praise as manipulative, their motivation may decrease. If praise is truly sincerely to students, motivation may increase. Depending on how a student receives praise, it can be highly motivated or unmotivated to the student. Praise and rewards also coincides with evaluation.

**Evaluation**

The seventh instructional technique is evaluation. Classroom instruction that fosters motivation, strategic development, knowledge gains, and social growth can be undermined by
evaluation that contradicts the instructional purposes (Guthrie, 2004). Some evaluation can fail to reflect the students’ motivation level. Several classroom characteristics are necessary for effective student-centered evaluation (Guthrie, 2004). Teachers need to have time for students to think, plan, and write. Many investigators have suggested that some portion of evaluation should be directed toward student effort (Ames, 1992; Stipek, 1996). Sometimes teachers’ use standardized testing to evaluate students. Guthrie (2004) states, “standardized test are easy to score, administer, and report to administrators, but they fail to reflect student ownership, motivation, and reading practices” (¶ 34). Guthrie (2004) suggests the use of portfolios to increase students’ motivation for evaluation. Students are generally unmotivated by evaluation; however, motivation may increase if there is teacher involvement.

Teacher Involvement

Teacher involvement is another instructional technique identified in Guthrie’s (2004) engagement model. The involved teacher knows about the students’ personal knowledge, interests, cares about each student’s learning, and holds realistic, positive goals for students’ effort and learning (Guthrie, 2004). For example, the teacher knows the students outside the classroom. Also, the teacher may go to the students’ activities during non-school hours to show support for the students. Skinner and Belmont (1993) found that when students perceived teachers to be involved and autonomy supportive, they were engaged in the classroom. If the students see the teacher putting in the effort to be involved in their activity, then the students maybe more apt to put in the effort to learn. Teacher involvement is apart of Guthrie’s engagement model and may increase reading motivation.

While these instructional techniques have been discussed in isolation, they are all connected. For example, when real-world interactions are closely aligned with interesting texts,
coherence is increased (Guthrie, 2004). Guthrie (2004) discusses coherences of instructional techniques in the engagement model of reading development. This is the connection that crosses the components together in the engagement model of reading development. When all of the components are done the student engagement and motivation are increased (Guthrie, 2004).

Implementing Technology to Increase Reading Motivation

In the following section, suggestions on how to incorporating technology to increase reading motivation will be discussed. Technology is becoming apart of the regular classroom instruction. Therefore, it is important for educators to become aware of using technology to increase reading motivation.

Technology is defined in the Webster Dictionary (1994) as “the application of science, especially to industrial or commercial objectives” (p. 1374). In today’s society, technology is beginning to become a part of the reading curriculum to increase reading motivation.

In the article, Technology and Teaching Children to Read, Diana Sherman (2005) presents two key ideas to consider about technology and teaching children to read. They include:

1. The process established in school districts for reading specialists, technology specialists, classroom teachers, and special educators to collaborate on reviewing the possibilities and recommending uses of technology to enhance reading instruction and motivation.

2. The five components of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension), which need to be strengthened in school district.

Sherman (2005) suggested these two technology ideas should be integrated into any school district. This framework for technology is based on critical assumption, which states knowledgeable and dedicated teachers are the critical element in successful reading instruction.
programs (Sherman, 2005). Teachers will never be replaced by technology, because teaching children to read is too complex. Teaching children to read requires the insight into children’s cognitive abilities, emotional needs, reinforcement, guidance, and support that only can be provided by caring, knowledgeable teachers (Sherman, 2005). Sherman (2005) presents four technology frameworks that computers can provide to support learning and motivating students to read. These four frameworks are presenting information and activities to students, assessing students’ work, responding to students’ work, and providing scaffolds.

*Present Information and Activities to Students*

The first framework is presenting information and activities to students. Sherman (2005) states, “multimedia computers can present several types of auditory and visual materials, including speech, text, music, animations, photographs, and videos” (p. 3). Auditory and visual materials can connect to different types of representations, including pictures with sounds, oral readings with written text, and videos with subtitles. Multimedia computers can allow the user to set the speed of speech, decide whether written text is also read aloud, choose the language presented in text and speech, or decide whether to repeat the presentation. With the educators having this type of flexibility to teach students phonemic awareness practice, phonics lessons and drills, fluency practice, vocabulary instruction, and opportunities to learn and apply text, educators will be able to motivate students to learn to read. Therefore, presenting information and creative activities to students could increase reading motivation with the use of technology (Sherman, 2005). After presenting information and activities to students, teachers need to access students’ work.
Assess Student’ Work

The second framework is assessing students’ work. Computers can accept a variety of inputs from students, ranging from mouse clicks to written text to spoken words (Sherman, 2005). Sherman (2005) mentions, “computers can be programmed to check a child’s work to determine whether he or she selected the correct word or picture, typed a correct word, said the correct word, or with recent advances in computerized speech recognition, read a passage fluently” (p. 3). Computers can record and organize the students’ information and report the students’ work in several formats. With the computers having these capabilities, the teachers will be able to document students’ progress more efficient. Students’ motivation levels may increase by the students looking at their results of their work on the computer. By teachers assessing students’ work on the computer, this could lead to teachers responding to the students’ work.

Respond to Students’ Work

The third technology framework is responding to students’ work. Research states children need adequate time on feedback otherwise their work is less effective (Marzano, Pickering, and Pollock, 2001). Marzano et al (2001) states the more delay that occur in giving feedback, the less improvement there is in achievement. For example, if a student receives feedback in an appropriate time frame, the student’s work will be more effective. If the student does not receive feedback in the appropriate time frame, then the work is less effective. Sherman (2005) states effective instruction needs to be interactive. Therefore, when children respond to questions or read aloud, they need feedback to know whether they are correct, instruction to help them learn more, and opportunities to engage in additional work at appropriate levels to further their learning. There may be advantages and disadvantages when computers give feedback. Sherman (2005) states when tasks require simple inputs, such as selecting from presented options or
typing a word, computers can be programmed to immediately evaluate each response and provide feedback. Overall, this can have a positive effect on a child’s learning, because the child will know immediately if they are correct or incorrect. Because of the adequate feedback time students could be more motivated to learn. Computers that do not have the capabilities to allow proper feedback could result in a disadvantage to the students. Therefore, the motivation level would decrease and students would be unable to see their results of their work. Overall, responding to students’ work in appropriate time using computers will help increase the students’ motivation to read.

*Provide Scaffolds*

Providing scaffolds is the fourth technology framework. Reading scaffolds let children experience interesting stories on their own, while providing opportunities to continue mastering phonics, vocabulary, fluency, and comprehension (Sherman, 2005). Sherman (2005) states, “computers can provide powerful scaffolds for children’s reading by presenting information flexibly, assessing students’ work, and responding to students” (p. 4-5). One example, students using online dictionaries that can speak and display word meaning for the students that are limited in their phonics abilities. Another example, the computer can highlight the text in meaningful chunks, which can help the students chunk sentences together. The role of the computer is to provide the same possible role, as a teacher would be and to help students become motivated about reading. In conclusion, Sherman (2005) feels computers can provide each of these capabilities to support teaching and learning in new ways. Research has demonstrated that these four technology frameworks have proven to be important components in reading instruction and will increase reading motivation.
The article, *Technology and Teaching Children to Read* (Sherman, 2005) discusses the technology and the building blocks for teaching children to read. This article discussed positive uses for technology to enhance reading instruction.

Sherman (2005) also gave suggestions on how to incorporate the five building blocks of an effective elementary reading program, which could be integrated into the technology curriculum. The five building blocks are phonemic awareness, phonics, fluency, vocabulary, and comprehension.

*Phonemic awareness*

Regarding phonemic awareness, Sherman (2005) suggests that computers can offer several practice activities and provide feedback to students along with reports to teachers about students' progress. Sherman (2005) states, "multimedia presentations can address many different learning styles by integrating sound, text, and moving images" (p. 6). Research suggests using software with text-to-speech capabilities designed to help young children develop phonemic awareness will provide positive results (Sherman, 2005).

Mitchell and Fox (2001) study at-risk kindergarten and first grade students, which received software intervention on blending phonemes. In this study students improved their skills more than students working directly with a teacher. Another study performed by Reitsma and Wesseling (1998) showed that primary school kids who received phonemic awareness instruction through software outperformed classmates who received no instruction. Therefore, students who received instruction from the teacher and the computer showed significantly more than the students who worked only with the teacher (Reitsma & Wesseling, 1998). Overall, when working with phonemic awareness with integrating technology into the curriculum, the phonemic awareness and phonics increase opportunities for students to practice their phonics.
Phonics

A second factor is phonics. Research states positive results of technology to support phonics instruction with young children. A study in the Netherlands improved the students’ rate and accuracy of word identification after working with software that offered digitized pronunciation of words (Reitsma, 1988). Another study showed first-graders who used software application with speech capabilities outperformed their peers in both phonemic awareness and their ability to identify and read words (Barker and Torgesen, 1995). Sherman (2005) listed several potential uses of technology to enhance phonics instruction, which include the ability to:

1. Provide tasks that involve students matching sounds and letters, and spoken and written words.
2. Individualize problem sets and present stories to focus on the letter-sound correspondences
3. Provide as many repetitions as necessary and alter the speed of speech to meet individual needs
4. Provide game contexts, attractive visual presentations, and motivating speech, to engage and hold children’s interest (p. 8)

In this article, the overall research concludes positive findings of integrating technology into the phonics program. Phonics improvement can lead to increase of fluency.

Fluency

The third building block is fluency. Fluency is the ability to read a text accurately and quickly with appropriate pacing and intonation (Sherman, 2005). Many fluent readers read effortlessly with expression. Non-fluent readers struggle with reading smoothly, and usually read very choppy. Sherman (2005) mentions, “that in order to read fluently, readers must be able
to easily recognize or decode individual words and divide the text into meaningful phrases and clauses” (p. 10). Technology has electronic books, which presents traditional picture book text and images in an alternative screen format (Sherman, 2005). This allows the students to see the story on the screen and listen to the story being read aloud. This supports fluency and motivation to increase the students’ fluency. Sherman (2005) states the fluency of oral reading has not been the focus of research on the uses of technology to enhance reading instruction and motivation. Fluency can influence vocabulary awareness.

Vocabulary Instruction

A fourth building block is vocabulary instruction. Vocabulary instruction focuses on students expanding the depth of vocabulary knowledge (Sherman, 2005). Jones, Torgesen, and Sexton (1987) found that children who work with software applications specifically focused on building vocabulary developed better strategies for identifying words that do not appear in the program. This indicates that these programs help children acquire work-learning strategies, not just the meaning of the specific word being taught (Jones et al, 1987). Sherman (2005) states a number of studies at different grade levels have found positive impact on students’ vocabulary learning from the use of electronic talking books and electronic texts. Sherman (2005) states technology can support vocabulary development in children, which include the ability to:

1. Provide online, interactive vocabulary lessons, with the features to engage students, provide feedback, individualize instruction, and keep records for teachers.

2. Provide online texts with hyperlinks that give students definitions of words and further information about key ideas in the text.
3. Provide students with additional opportunities to extend their vocabularies by increasing the amount of reading they do through the use of online materials. (p. 11-12)

Subsequently, using software and online resources to increase vocabulary showed positive signs and increase in reading motivation.

**Comprehension**

Last, the fifth building block is comprehension. Researchers found kindergarten through third grade students used an interactive basal reader that featured synthesized speech, animations, definitions, pictures, and other tools, which resulted in them outperforming other students in the classroom using traditional basal readers (Higgins & Boone, 1991). This is an example of several studies done to prove incorporating technology into reading comprehension instruction has a positive effect. Sherman (2005) provided a list of ways technology might provide direct instruction dealing with comprehension strategies to increase reading motivation and comprehension skills, which include the ability to:

1. Provide children’s text comprehension to support learning, such as clarifications, summaries, concept maps, and key questions related to specific part of text.

2. Provide embedded prompts that ask students to answer questions, add the concept maps, organize information, and use online tools.

3. Encourage active online reading by providing scaffolding options to read words aloud, provide definitions, explain concepts in texts, and use visual aids. (p. 13)
The benefit of integrating technology into the comprehension program would be to increase students' motivation. The students may be more motivated to work on the computer than working in their own classroom.

There are several key components that can help increase reading motivation with the use of technology. Using technology to increase reading motivation can show positive results and get students to want to read. Integrating technology in the classroom creates other opportunities for student learning. This type of technology instruction for reading motivation should begin at an early age to be able to develop the skills the students need to succeed to read using technology.

Technology can provide a variety of instructional tools teachers cannot. Therefore, with the right equipment and software technology can benefit the teacher's instruction and learning environment in the classroom. Students' reading motivation may increase by using the technologies and integrating the engagement model of reading development plan.

Conclusions

In this literature review, it discussed three main topics to increase reading motivation. In the first section, it discussed the eight components of reading motivation. When incorporating these eight components in an elementary classroom, the educator should see an increase in reading motivation. In the second section, this literature review discussed John T. Guthrie's Engagement Model of Reading Development. Guthrie's model discussed instructional techniques to use to increase reading motivation in the elementary classroom. These instructional techniques can help educators display and demonstrate the key components of reading motivation. The components can be a key motivator to students' motivational level. In the third section, it discussed implementing technology to increase reading motivation. There were four technology frameworks and five building blocks to support the increase of reading motivation.
These were the three sections the literature review focused on to increase reading motivation. These findings supported the increase of reading motivation in the elementary classroom.

As an educator, the three sections discussed in this literature review can help increase reading motivation. I feel the most beneficial motivational tool is Guthrie's Engagement Model. This model can support reading motivation in the classroom using the instructional techniques. From my own experience, when I have supported the instructional techniques, the students' motivation levels increase. Therefore, as an educator I feel using these instructional techniques can increase reading motivation.

Recommendations

John T. Guthrie's Engagement Model for Reading Development offers valuable suggestions to increase reading motivation. The teachers need to engulf themselves and their classroom into Guthrie's model to have a high motivational success rate for their students. Guthrie's model has a variety of techniques for all learners. Technology also may potentially provide an increase to reading motivation. As an educator, we need to look at our technology resources available to us to help increase reading motivation. Technology is becoming a huge part of the educators' curriculum, therefore the teachers need to take full advantage of these tools to increase reading motivation. Overall, Guthrie's models for reading development, in conjunction with incorporating technology into the reading curriculum will help increase the students' motivation to read.
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