

**MOTIVATION AND READING IN CHILDREN  
AND ADOLESCENTS**  
**An Annotated Bibliography**

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This bibliography attempts to provide an overview of the literature available in the area of motivation and reading, and is not intended to be comprehensive. It focuses on reading as a lifelong habit and not as literacy development. The bibliography is intended as a basic research tool for researchers on the topic of reading and motivation in children and adolescents. The introduction provides a review of the literature on the topic and is followed by the bibliography itself, which is organized by some of the factors that affect motivation in reading—parental role, strategies, the library’s role, and the role of technology. The final section identifies some websites that should be useful for Internet research on the topic. The research was done primarily through the search of online databases, online documents, and print journals. The strong North American perspective reflected in the bibliography underscores the paucity of Caribbean research on the topic.

Research over the past 20 years has shown that students’ motivation is a primary concern of many teachers, who acknowledge that it is at the root of many of the problems they face in educating children (O’Flavahan, Gambrell, Guthrie, Stahl, & Alvermann as cited in Edmunds and Tancock, 2003). Research has also shown that motivation plays a major role in learning and that it also affects the reading engagement of children and adolescents. In addition, research has established that students who read perform better in school than students who don’t, as reading affects learning in a myriad of ways. For example, it affects comprehension of texts, critical thinking skills, breadth of vocabulary, and proficiency of writing skills. According to Beers (2003), “students who struggle with reading know they lack the most important tool for success in school – the ability to read and make sense of texts” (p. 6). And Xue and Meisels (2004) say that “at the core of children’s school

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success is their literacy achievement” (p. 19). So that motivated readers are generally high achievers and move through the school system with a greater sense of purpose and achievement than their unmotivated counterparts.

Reading and literacy development can be defined in different ways—as reading for academic gains and achievement and as reading as a lifelong activity for pleasure. The key to reading is motivation because reading is an activity that one can choose to do or not to do. Children and adolescents must develop not only the skill but also the will to read. According to Alvermann (2003), aliteracy, which is the capacity to read but electing not to do so, is one of the most disturbing factors in secondary educators today. Alvermann also posits that students with high self-efficacy are more likely to engage in reading than students with low efficacy. She also believes that teachers cannot “fix” learners, but that the instruction conditions in which they learn can be changed and thus effect a change in their attitude to reading. It is important, therefore, that teachers develop and implement strategies for literacy development and for encouraging their students to read.

Luke and Elkins (2000) used the term remediation to describe one such approach, which involves “refashioning curricular and instruction conditions so that they incorporate multiple forms of media, for example, trade books, textbooks, magazines, newspapers, visual images, videos, CD-ROMs, and the Internet” (as cited in Alvermann, 2003, p. 2). This remediation process is one of the ways that can help to make the difference between a motivated or an unmotivated reader. Allen (1995) describes her methods of working with “at risk” students and gives an account of how she motivated her students by charting a new course. She developed a curriculum with no models to draw from, and successfully built an environment in her English classroom that supported literacy and learning. She used creative methods to deal with reluctant readers and her ideas promoted literacy in and out of the classroom. Some of her ideas are now being promoted, for example, read-aloud sessions, using books that are relevant to students’ lives, and book discussions. She did not stick to the curriculum, but became innovative and creative in her classroom, using any printed material she could find to engage her students. She noted that what she discovered is that students will read when they are given the opportunity to read.

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Hoy and Miskel (2001), in discussing constructivism, quote Vygotsky's point of view that "knowledge is socially constructed and that knowledge is built upon what participants contribute and construct together (p. 66). It is important, therefore, that teachers keep this in mind when designing motivational and learning sessions in reading, and incorporate strategies that reflect this point of view. Allen (1995), perhaps unwittingly, used this strategy when she engaged her class in finding material like lyrics of songs to work on together, and used all available printed material to work on together, read, discuss, and write about.

In discussing motivation for reading, sociocultural contexts are also important. as these have a direct influence on literacy development and sustained reading for pleasure. Taylor and Dorsey-Gaines (1988) have shown how poor, black families from an inner city, whose children were not expected to succeed in school, were able to develop the literacy skills of their children in spite of their socio-economic and sociocultural status. By sheer determination and parental supervision, their children were able to perform at unexpected levels at school. This study looked at the learning styles, coping strategies, and social support systems of children living in poverty to understand how literacy in school became meaningful in their everyday lives.

On the personal level, the literature abounds with theories of intrinsic versus extrinsic motivation. Intrinsic motivation can be defined as the self-generated desire to read for pleasure, literacy, and academic gains, while extrinsic motivation can be defined as reading for incentives, for a defined purpose, or for rewards. Intrinsic readers are termed engaged readers, and according to Guthrie and Wigfield (2000), "their devotion to reading spans across time, transfers to a variety of genres and culminates in valued learning outcomes. In contrast, disengaged readers are inactive and inert. They tend to avoid reading and minimize effort" (p. 403). Guthrie and Wigfield also feel that effective literacy addresses the issues of self-efficacy and engagement.

What then are the results of reading motivation? Since reading and literacy go hand in hand, the primary result of reading motivation is literacy development, which in turn enhances learning. Guthrie and Wigfield (2000) believe that "motivation is characterized as a

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unidimensional quality of which more is better and less is worse for learning and performing school tasks” (p. 406). Self-efficacy is another aspect of reading motivation. Students become confident that they can and will perform and succeed, and this increases their learning and performance potential (Wigfield, 1997).

Becoming socially interactive is another consequence of reading motivation. Students are motivated to discuss and share information and books with their peers, which they were not previously inclined to do. Gambrell (1996) says “an engaged reader is motivated, knowledgeable, strategic and socially interactive” (p. 16). This is also borne out by Alvermann, Young, Green, and Wisenbaker (2004) who did a study of Read and Talk clubs to inquire into adolescents’ literacy experiences in a setting outside of school. It was discovered that these clubs were perceived to be social outlets for young adolescents, especially for those who liked to read.

Motivation to read can also be a means to healing and wholeness. Introducing books to children and adolescents with people, problems, and circumstances with which they can identify can bring things into a whole new perspective for them. Reynolds (2004) says “reading can be a very important journey towards wholeness, or health, or enlightenment, or whatever label we attach to the mystery of intellectual and spiritual growth” (p. 21).

Reading motivation is clearly a desirable aspect of education and school instruction, without which students’ progress is minimized and their literacy capabilities lessened. It also, according to Gambrell (2004), activates their capacity for imagination, and for creative and critical thinking.

How do educators, teachers, and librarians respond to the task of motivating students to read? The initial response is that certain variables must be taken into consideration. Reading skills or ability to read is of primary concern. Interests, background, age levels, and gender are significant factors when considering how reading motivation is facilitated. Various writers and researchers have given tips and techniques for motivating the student reader. Although there are basic guidelines, it must be realized that motivating a child of three will be

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significantly different from motivating a child of nine or an adolescent. Once that is established, there are certain guidelines by which educators operate in their attempts at motivating students to read, for example, providing the right atmosphere, providing the right kind of books, displays, read-aloud sessions, dramatization of texts, incentives, and using community and parents to support reading programmes.

Another major motivating factor is recognizing that students possess different interests, so that a wide range of books, journals, and magazines that meet the needs of the diversity of ages, gender, abilities, and cultures must be provided. Different genres of reading material must be provided to satisfy different tastes. In addition, there should be different levels of reading material as all children are not necessarily at the same level in terms of reading ability. Ediger (2001) states that a philosophy of sameness for all students in the reading curriculum with a “one-size fits all” set of beliefs should be discouraged. Worthy (2002) points out that like adults, students prefer to choose their own material and their tastes are varied and individual.

Displaying books in the classroom or the library is another way of motivating students, as an eye-catching display or an interesting book cover may attract the attention of the student.

A teacher or librarian can become innovative and creative in his/her approach to introducing books to students. Read-aloud sessions or dramatizations of books can prove to be motivating factors. Kasten and Wilfong (2005) show how providing a bistro-like atmosphere in the classroom increased their students’ interest in reading.

A significant aspect of reading motivation is peer group reading where students come together to read, and to share knowledge and interpretations of material. This also has the added benefit of addressing their critical thinking, language, and social interaction skills. It also allows more understanding of issues and improves the ability to argue a point (Snowball, 2005).

Using students as mentors is another way of motivating other students. Garton (2005) describes a project where she used secondary students to read and discuss books with her elementary class. This proved to be a

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successful motivating factor for her students and it also helped to build self-esteem in the older students.

It is said that children live what they learn. Reading therefore becomes a part of one's life if it is seen as a habit and a pleasurable activity. One way that a child can be motivated to read is by seeing his/her parents reading. Parents must be encouraged to provide a reading atmosphere at home and must also be willing to cooperate with school programmes that foster reading motivation. Along with this, teachers themselves must be enthusiastic about reading and point out or encourage cooperation with role models who read and who could motivate students to read. Moniuszko (1992) has shown that involving the community helped motivate her students. When celebrities from the community were brought to read, this had a great impact. Students became enthusiastic, eager, and willing to read.

In the 1960s, the United States introduced a Sustained Silent Reading (SSR) policy in all public schools. This policy encouraged all students to read for a given period of time each day. The policy was introduced at all grade levels and proved to be highly successful in motivating students to read. Several other countries have since used this policy to generate an interest in reading.

The use of technology can also play an important role in reading motivation. As classrooms become more technology oriented and students are more techno-savvy, the Internet, CD-ROMs, Power Point presentations, software, videos, and e-books can all play an integral part in reading motivation. Coggeshall and Doherty (2004) described how their team focused on technology to help motivate their students and break down their resistance to reading. Other researchers have shown similar results. In addition, the multiliteracies described earlier by Luke and Elkin (as cited by Alvermann, 2003) show that students' literacy ability can be enhanced by technology.

Many researchers and teachers have also recognized the relevance of Gardner's theory of multiple intelligences as regards reading and reading motivation. Recognizing this theory, reading motivation for each and every student can become a varied, profitable, and rewarding exercise for both students and educators.

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The school's role, however, in helping to motivate students, is firstly to have a policy on reading, then to provide an environment in the classroom or library rich with books to satisfy the needs of all its students. Displays, author visits, reading competitions, reading rewards, and all kinds of imaginative and exciting projects can all play a significant role in intrinsic and extrinsic motivation and make lifelong readers of all students.

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## BIBLIOGRAPHY

### Parental Role

- Baker, L. (2003). The role of parents in motivating struggling readers. *Reading and Writing Quarterly*, 19(11), 87–106.

This article seeks to identify the latest research about home influences on reading motivation, and to provide teachers with suggestions on how they can enlist the assistance of parents in motivating struggling readers.

- Baker, L., & Scher, D. (2002). Beginning readers' motivation for reading in relation to parental beliefs and home reading experiences. *Reading Psychology*, 23(4), 239–269.

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This study used 65 six-year-olds and their mothers from different sociocultural backgrounds to examine children's motivation for reading in relation to parental beliefs and home literacy experiences. It assessed each child's interest and competence in reading, and parents' beliefs about reasons for reading. The results showed that motivation crossed the barrier of income level, ethnicity, and gender, and that parents identified pleasure as the children's motivating factor for reading. The results also showed that parents who enjoy reading transfer this enjoyment to their children.

Baker, L., Scher, D., & Mackler, K. (1997). Home and family influences on motivations for reading. *Educational Psychologist*, 32(2), 69–82.

This article reviews some of the literature on home and family influences on children's motivation for reading. It also shows that children who enjoy reading at an early age become frequent readers later on. It explains that shared storybook reading between parents and children plays an important role in promoting reading motivation. The article states that parents who believe that reading is a source of entertainment produce children with more positive views of reading than parents who emphasize the learning aspect of reading.

Chandler, K. (1999). Reading relationships: Parents, adolescents, and popular fiction by Stephen King. *Journal of Adolescent and Adult Literacy*, 43(3), 228–239.

This article reports on a case study of 12 high school juniors who saw themselves as avid readers of fiction by Stephen King. The study found that for 8 out of 12 students, the influence of this choice of fiction was the parents. A survey was then done of parents and their perceptions of their children as readers and their own reading habits with respect to popular fiction. The article also explores how popular fiction became a medium of communication for students and parents in the study, and describes the role that parents play in forming their children's reading habits.

McDowall, H. (2004). Parents as partners in the school's reading drive for excellence. *The Educational Journal of Trinidad and Tobago*, 14(1), 48–57.

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This article stresses that parental involvement in children's reading does not preclude teacher instruction and that every effort should be made to empower parents to facilitate and nurture their children's emerging literacy. In so doing, parents would be enabled to assume their role as partners in the school's reading drive. The article also gives hints specifically designed to provide parents with information on promoting their children's literacy development.

Morrow, L. M. (1983). Home and school correlates of early interest in literature. *Journal of Educational Research*, 76(4), 221–230.

This study sought to determine the level of literary interest of kindergarten children from 21 classrooms. Data were collected from parent questionnaires, teacher evaluations, and tests on children's free-time home activities, parents' characteristics and activities, school achievement, and the quality of the in-classroom literary environment. The results showed that children who showed higher interest were read to more often, watched less television, and had more books in their homes. The study also showed that parents and teachers of high-interest children provided supportive literary environments at home and in school.

Morrow, L. M., & Young, J. (1999). A family literacy program connecting school and home: Effects on attitude, motivation and literacy achievement. *Journal of Educational Psychology*, 89(4), 736–742.

In this study, a group of 56 children from first to third grades were studied in a special programme that connected home and school literacy by involving parents with their children's literacy development. The purpose of the programme was to enhance children's achievement and interest in literacy. The family programme was similar to a literature-based school programme that included classroom literacy centres, teacher-modelled literature activities, and literacy centre time. Monthly meetings were held with teachers, parents, and children. Pre- and post-test data showed that the children in the programme were more motivated and had achieved more.

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Shockley, B. (1994). Extending the literate community: Home-to-school and school-to-home. *The Reading Teacher*, 47(6), 500–502.

In this article, a second grade teacher describes an experiment in which she included parents in her drive to develop her students' literacy growth. The experiment was a year-long project, which involved parents reading and discussing books with their children and writing journals. The goal was to connect families with books, their children, and their literacy experiences. The experiment proved to be successful in developing the parent-teacher relationship.

Sonnenschein, S., & Munsterman, K. (2002). The influence of home-based reading interactions on 5-year-olds' reading motivations and early literacy development. *Early Childhood Research Quarterly*, 17(3), 318–337.

A survey of 5-year-olds was undertaken to understand the impact of home-based practices on young children's literacy development. The comments made about books read and the affective quality of interactions with parents reading to their children were recorded. Parents were also interviewed about the frequency with which their children engaged in reading activities at home. The results showed that the affective quality of the reading interaction was the most powerful predictor of children's motivation for reading.

Teale, W. H. (1981). Parents reading to their children: What we know and need to know. *Language Arts*, 58(8), 902–912.

This article states that researchers all agree that reading to preschool children is valuable, as children develop interest and skill in literacy from this activity. It also shows how the research associated with reading to children helps literacy development and concludes by looking at some key areas where more research is needed.

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### Strategies for Motivating Readers

Alden, K., Lindquist, J. M., & Lubkeman, C. A. (2003). *Using literature to increase reading motivation*. Chicago, IL: Saint Xavier University & Sky Light Professional Development Field-Based Master's Program. (ERIC Document Reproduction Service No. ED 481 442)

The purpose of this project was to increase Grade four students' reading motivation by helping them to develop a broader awareness of literary genres, and through participation in literature-based discussion activities. A literature-rich classroom was created, a reading interest survey was conducted, a variety of genres was introduced, and book buddy discussions were also introduced. The final outcome was that the students' motivation to read increased.

Allen, J. (2001). Eliminating a "yes, but" curriculum. *Principal Leadership*, 2(2), 10–15.

This article states that everyone agrees that literacy is important but that there seems to be barriers to helping secondary school students become more literate. It is felt that the barriers to teaching reading effectively must be examined and practices must change. The writer discusses her research on student literacy and provides advice on how to encourage students to read.

Baker, M. (2002). Reading resistance in middle school: What can be done? *Journal of Adolescent and Adult Literacy*, 45(5), 364–366.

This article provides advice for language arts teachers on overcoming reading resistance. Strategies include providing a greater variety of classroom materials, providing class time for reading and discussions, and examining classroom atmosphere from an adolescent perspective.

Clary, L. M. (1991). Getting adolescents to read. *Journal of Reading*, 34(5), 340–345.

This article lists six strategies for teachers to get adolescents to read: 1) capitalize on interests, 2) make reading material accessible, 3) build a conducive environment, 4) allow time to read in school, 5) provide adult

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models, and 6) use motivational techniques such as reading aloud and book discussions.

Collins, N. D. (1996). *Motivating low performing adolescent readers*. Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication. (ERIC Digest ED 396265)

This article provides some guidelines on motivating students to read, for example, by providing appropriate reading material that reflects the interests of adolescents, encouraging parents to become involved in their children's reading programmes, listening to oral and recorded reading, and asking questions. It also states that supplementary material like newspapers and magazines can help to motivate students to read.

Davis, M., & Lyons, S. (2001). Improving reading by ... reading: Ideas from two teachers. *Voices from the Middle*, 8(4), 51–57.

In this article, two teachers share their motivational strategies, which were initiated with a home and school programme called "Reading — Exercise Your Mind." In this programme, bags with three books on one of a variety of topics were given to students. The material ranged from "too easy," "too hard," and "just right." Parents were enlisted in this programme. The too-easy books were read by students to parents, the too-hard books were read to students by parents, and the just-right books were read by students with parents. Parents also had to give feedback on the programme to the teachers. This programme proved to be successful since it involved teachers, parents, and children.

Dorion, R. (2003). Motivating the lifelong reading habit through a balanced use of children's information books. *School Libraries Worldwide*, 9(1), 39–49.

Literacy teachers tend to use mostly fiction as the chief source of materials for motivating students to read. In this article, the author shows how the use of information books can encourage and motivate girls and boys to do more independent reading.

Dreher, M. J. (1999). Motivating children to read more nonfiction. *The Reading Teacher*, 52(4), 414–417.

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This article states that there is an imbalance between reading fiction and non-fiction in the elementary school. It encourages teachers to assist children to read more material and to extend their reading to non-fiction, and discusses how to motivate children to read more non-fiction.

Dreher, S. (2003). A novel idea: Reading aloud in a high school English classroom. *English Journal*, 93(1), 50–53.

In this article, a high school teacher shares his experience with reading aloud to and with his students, and shows how it improved and motivated their interest in reading.

Ediger, M. 2001. *Reading: Intrinsic versus extrinsic motivation*. (ERIC Document Reproduction Service No. ED 458 566)

This paper seeks to analyse the two points of view about motivating students in reading achievement. It provides techniques to assist teachers in developing both intrinsic and extrinsic motivation, and concludes that most reading teachers will use a combination of both techniques to motivate students.

Fischer, C. (2000). An effective (and affordable) intervention model for at-risk high school readers. *Journal of Adolescent and Adult Literacy*, 43(4), 326–335.

This article describes a programme used by a teacher to help high school students raise their literacy levels. It included tailor-made assignments with appropriate interest material for each student, the use of community volunteers and one-on-one tutors, and regular opportunities for students to read to elementary school children. The programme proved to be highly successful. The most important benefit was that students became efficient at, and enjoyed, reading to younger students.

Gambrell, L. (1996). Creating classroom cultures that foster reading motivation. *The Reading Teacher*, 50(1), 14–25.

This article discusses what research and theory suggest about the role of motivation in reading engagement. It describes six research-based factors

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that are related to increased motivation to read. These are: 1) the teacher as a reading model, 2) a book-rich classroom environment, 3) opportunities for choice, 4) opportunities to interact socially with others, 5) opportunities to become familiar with lots of books, and 6) appropriate reading-related incentives.

Gambrell, L. (2004). Motivating kids to read. *Instructor*, 113(5), 10–11.

This article provides strategies that teachers can use to motivate students to read. These strategies include acquiring a large selection of books, displaying books appropriately, endorsing books, and providing students with an introduction to the books offered.

Guth, N., & Heaney, P. (1998). A challenge for school administrators: Motivating adolescents to read. *NASSP Bulletin*, 82(600), 34–40.

This article discusses the importance of literacy and describes literacy programmes used in one high school. It states that each school is unique and must use its available resources. In addition, it advocates that literacy programmes must be a collaborative effort involving staff, students, parents, and the community at large.

Guthrie, J. T., Alao, S., & Rinehart, J. M. (1997). Engagement in reading for young adolescents. *Journal of Adolescent and Adult Literacy*, 40(6), 438–446.

This article reviews research that shows how strategies for reading are linked to motivation. It also shows how motivation and engagement can be increased in the classroom through the Concept-Oriented Reading Instruction programme developed at the National Reading Research Centre, USA. In this programme, teachers emphasize seven principles for creating engaging classrooms: 1) real-world observation, 2) conceptual themes, 3) self-directed learning, 4) strategy instruction, 5) social collaboration, 6) self-expression, and 7) coherence in the curriculum.

Guthrie, J. T., & Cox, K. E. (2001). Classroom conditions for motivation and engagement in reading. *Educational Psychology Review*, 13(3), 283–302.

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This study sought to identify ways of increasing long-term reading engagement in classrooms. The article focuses on three questions: 1) How can we increase long-term reading engagement in the classroom? 2) Is our approach for increasing reading engagement and motivation more effective than traditional reading instruction? and 3) What are the critically important features of a classroom context that fosters long term reading engagement?

Heathington, B. S. (1979). What to do about reading motivation in the middle school. *Journal of Reading*, 22(8), 709–713.

This article suggests that middle-grade students differ physically, emotionally, socially, and intellectually from students in other grades, so that a reading programme should bear this in mind. In developing a reading programme for her school, the author conducted a survey of students to determine their reading activities. The survey revealed that their reading activities were indeed influenced by their physical, emotional, social, and intellectual conditions. The students also indicated that: 1) they did not have enough time to read, 2) there were too many interruptions during reading time, 3) there were not enough books on the topics they liked, 4) they could not read well, and 5) they wanted to choose their own books. A reading strategy was developed, which incorporated these variables.

Kasten, W. C., & Wilfong, L. G. (2005). Encouraging independent reading with ambience: The Book Bistro in middle and secondary school classes. *Journal of Adolescent and Adult Literacy*, 48(8), 656–664.

This article shows how teachers used a café atmosphere to promote reading and interaction among adolescent students. This was done by encouraging students to read books on their own, bring books to class for a scheduled event, and linger over books with discussions in a café atmosphere.

Lause, J. (2004). Using reading workshop to inspire lifelong readers. *English Journal*, 93(5), 24–30.

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In this article, a teacher describes her frustrations at her high school students' lack of interest in reading and the design of a programme that helped them become better readers. This programme included students' selection of books, discussions on books, and reading at home for a specified time.

Lyons, C. A. (2003). *Teaching struggling readers: How to use brain-based research to maximize learning*. Portsmouth, NH: Heinemann.

This book introduces teachers to the concepts, categories, language, and arguments pertaining to the brain's control of what readers do. It also describes strategies for reaching struggling readers, and provides tips to guide teachers on observing their students and planning instructions more effectively.

Moniuszko, L. K. (1992). Motivation: Reaching reluctant readers age 14–17. *Journal of Reading*, 36(1), 32–34.

In this article, the author shows that partnering with people from the community was the key to motivating her students to read, since it made the connection between the real world and student interest.

Morrow, L. M. (2003). Motivating lifelong voluntary readers. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.), *Handbook of research on teaching the English language arts* (2<sup>nd</sup> ed., pp. 857–867). Mahwah, NJ: Lawrence Erlbaum.

This article states that voluntary, recreational, independent reading must be an integral part of the total development programme. It describes the benefits of voluntary reading, the characteristics of voluntary readers, and gives a framework and strategies for providing voluntary reading in schools.

Morrow, L. M. (2004). Motivation: The forgotten factor. *Reading Today*, 21(5), 6–7.

This article provides six suggestions for motivating students to read: 1) create literacy-rich environments in the classroom, 2) establish a literacy centre, 3) provide time for choice and collaboration, 4) read to students,

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5) encourage relevant reading and writing, and 6) have high expectations for student success.

Mulholland, R. (2002). Using high-interest materials to engage secondary students in reading. *Reading Online*, 6(3). Retrieved April 28, 2005 from [http://www.readingonline.org/articles/art\\_index.asp?HREF=mulholland/index.html](http://www.readingonline.org/articles/art_index.asp?HREF=mulholland/index.html)

Norton, D. Y. (1992). Motivating reluctant readers using a reading incentive program. *The Reading Teacher*, 46(3), 271–272.

This article shows how one teacher used her initiative to encourage students to read by setting up an out-of-school reading programme to emphasize the importance of reading for pleasure. Parents were involved and incentives were given. Results showed that students selected books from a wider range of topics, read more, spent more time reading, and were eager to share books with others.

Oldfather, P. (1995). Commentary: What's needed to maintain and extend motivation for literacy in the middle grades. *Journal of Reading*, 38(6), 420–422.

A four-year longitudinal study of students' intrinsic motivation for literacy learning found that when students had opportunities for authentic self-expression as part of their literacy activities, they were more intrinsically engaged in reading.

Reynolds, M. (2004). *I won't read and you can't make me: Reaching reluctant teen readers*. Portsmouth, NH: Heinemann.

This book provides practical and effective strategies that can be used to help motivate students to read. Some topics discussed include the importance of respect for students' attitudes, experiences, perceptions, and choices regarding reading; tips for motivating reluctant readers; classroom management issues for readers; and student/teacher programme accountability in reading.

### *Motivation and Reading in Children and Adolescents*

Richardson, M. V., & Miller, M. B. (2001). Motivating students to read: Using authors and literature from their home state. *Reading Improvement, 38*(3), 119–124.

This article proposes an idea for resolving the problem of motivating students to read. The idea is that children like to read about familiar places, people, and settings; and they also like to read books written by authors who live or have lived in their home state. Therefore, providing this kind of material is a good incentive to reading.

Sanacore, J. (1997). Promoting lifetime literacy through authentic self-expression and intrinsic motivation. *Journal of Adolescent and Adult Literacy, 40*(7), 568–571.

This article states that students' desire to read may lessen as they move from elementary to secondary school, and that a primary cause may be too much emphasis on teacher-centred approaches to instruction. It states that this approach tends to stifle students' opportunities for authentic self-expression, and this problem appears to diminish students' intrinsic motivation for literacy learning. It advises that teachers' goals should be to stimulate students' internal desire for personal expression while guiding their energies to lifetime and lifelong literacy efforts.

### **The Role of the Libraries and Librarians**

Braxton, B. (2004). Encouraging students to read for pleasure. *Teacher Librarian, 31*(3), 39–40.

This article provides strategies that teacher-librarians can use in the library to encourage students to read. These include eye-catching display of books; encouraging parents to read as an example; use of drama at story time; making books more easily accessible; and book discussions.

Dahlhauser, J., & Purcell, H. (2003). Motivating boys as beginning readers. *Teacher Librarian, 30*(3), 29–31.

Two librarians reveal ways in which they encourage boys to read. These include providing non-fiction books and current and up-to-date material

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that they can recognize, sharing reading experiences, conducting read-aloud sessions, and having members of the community come in to read.

Fenn, J. (2005). Eight ways your librarian can help promote literacy. *Principal Leadership*, 5(6), 49–51.

This article provides eight suggestions for ways in which the school librarian can help to promote literacy among students. These are: 1) providing books that students want to read, 2) promoting reading for pleasure, 3) recommending related reading to teachers in many subject areas, 4) collaborating with teachers to incorporate literature and technology into the curriculum, 5) offering online resources to foster literacy components in curriculum areas, 6) writing grants that involve teachers and students in literacy-related activities, 7) developing special events and displays tied to reading, and 8) modelling lifelong learning and reading for pleasure in every possible way.

Fitzgibbons, S. (2004). What motivates reading? How library media specialists can contribute to the development of good readers. *School Library Media Activities Monthly*, 20(10), 21–25.

This article reveals various findings from research, which show that motivation to read is an essential ingredient in the development of good readers and lifelong readers. It provides some suggestions for motivating students to read, including greater access to new, attractive, and popular paperbacks; allowing student to select material for libraries, identifying role models who are readers, and giving incentives for reading.

Jones, P., & Fiorelli, D. C. (2003). Overcoming the obstacle course: Teenage boys and reading. *Teacher Librarian*, 30(3), 9–13.

In this article, a teacher/librarian makes the point that teenage boys tend to read less than girls. She gives some suggestions for encouraging boys to read. Some of these suggestions are: 1) plan a programme for boys only with books that should interest them, for example, sports; 2) use book talk sessions with non-fiction books and make use of visual aids in these sessions; 3) put up posters of male readers in the library; 4) enlist coaches of boys' teams in a reading programme; 5) put books near to the computers on the topics that they generally search on the Internet.

### **The Role of Technology**

Coggeshall, K., & Doherty, J. (2004). Technology that powers up learning. *Voices from the Middle*, 11(3), 23–29.

This article shows how the use of technology with students promoted an interest in reading. Students were encouraged to discuss their books with the use of slide shows and PowerPoint presentations, which generated a lot of interest. The blend of reading and technology was successful in motivating students to read.

Franklin, D., & Ferguson, T. (2005). Technologies to achieve reading success. *Media and Methods*, 41(6), 28–29.

This article shows how one teacher uses technology in his strategies for teaching and motivating reading. These strategies incorporate the use of projectors, scanners, the computer, e-books, and reading software.

Glasgow, J. N. (1997). It's my turn! Part II: Motivating young readers using CD-ROM storybooks. *Learning and Leading with Technology*, 24, 18–22.

This article discusses the use of CD-ROMs to motivate and help young readers. It also states that multimedia can help connect the text to the words children hear and the things they see by combining text, sound, and graphics. This technique helps to keep their interest in reading.

Malloy, J. A., & Gambrell, L. (2006). Approaching the unavoidable: Literacy instruction and the Internet. *The Reading Teacher*, 59(5), 482–484.

This article shows how reading online is becoming popular with students who were not otherwise interested in reading. It notes that teachers should appreciate and prepare themselves for this new trend and find ways to use this tool to enhance instruction that engages students. It also shows how reading online differs from reading print because of the wealth of information available on the Internet.

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Tankersley, J. (2003). Using technology to promote reading. *Multimedia Schools*, 10(3), 40–41.

One teacher describes how he used a project that combined reading and technology to stimulate students to read. Students who had read books for a students' choice book award contest were asked to give a book talk, which was videotaped. This was shown to other classes. Because of this innovative use of technology, other students were eager to read, and give their book talks to be videotaped.

## **SELECTED WEBSITES**

### **Book Adventure**

<http://www.bookadventure.com>

Book adventure is a free reading motivation programme for children in Grades K–8. Children create their own book lists from over 7,000 recommended titles, take multiple choice quizzes on the books they have read offline, and earn points and prizes for their literacy successes. Book Adventure was created by Sylvan Learning.

### **Enlighten Me**

<http://www.enlightenme.com/enlightenme/>

Created by VerizonReads and FableVision, this website for children ages 7–12, as well as parents, teachers, and caregivers, features articles, activities, and booklists designed to promote creative thinking and encourage a lifelong love of reading.

### **Reading is Fundamental**

<http://www.rif.org>

RIF develops and delivers children's and family literacy programmes that help prepare young children for reading and motivate school-age children to read. Through a network of teachers, parents, and volunteers, RIF programmes provide books and other essential literacy resources to children at no cost to them or their families.

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**Reading Rockets**

*<http://www.readingrockets.org>*

This is a free website created for parents and educators to help them ensure that children read.

**Spaghetti Book Club**

*<http://www.spaghettibookclub.org/>*

The Spaghetti Book Club encourages children's love for reading by giving them an opportunity to connect on a personal level with the books they are reading and then share their reactions, thoughts, and opinions with family members, friends, and children around the world.