

Running head: KEEPING YOUR EYES ON THE PRIZE

“Keeping Your Eyes on the Prize: A Study of the Effects of Intrinsic and
Extrinsic Motivation on Student Engagement in Reading”

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Abstract

There has been much research conducted on the effectiveness of using intrinsic versus extrinsic motivation in the classroom for reading engagement. Arguments have been made to demonstrate the benefits and disadvantages of using both approaches as a means to motivate students to read. This study, conducted with 16 students from a Staten Island elementary school, seeks to answer the question, “Which form of motivation –intrinsic or extrinsic- appears to be more effective in producing a greater engagement in reading among students?”. The study took place during a four-week period, with two two-week phases of instruction. Phase One of the study used extrinsic motivation for reading instruction as students participated in a “Book Challenge” and received prizes for every five books read independently. Phase Two implemented intrinsic motivation by incorporating various hands-on activities into instruction that were related to the independent reading. “Bookmark Slips” were collected and tallied for each book read independently by the students during Phases One and Two. The results showed that the students collectively read more than double the amount of books in Phase One than in Phase Two. The total, mean, and median number of books read independently were much higher when extrinsic rewards were used than intrinsic motivation. The students showed more excitement for reading during both phases of the study when compared to their initial feelings regarding reading prior to Phase One. Limitations to this study included a lack of time and controlled-environment due to a demanding rehearsal schedule for an upcoming Holiday Show.

Keywords: motivation, intrinsic motivation, extrinsic motivation, rewards, reading engagement

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Chapter I

Introduction

Importance of Study

“What do you want to be when you grow up?”... As a child venturing on the journey of life in a country where you are free to take on any profession your heart desires, you will find this to become a recurring question you must face constantly and tirelessly throughout your childhood and adolescence. With this big, beautiful world right at your fingertips, you can decide to one day become the Nobel Prize-winning research scientist that saves the world from cancer, or the famous Broadway star that finally accepts her well-deserved award at the momentous Tony Award celebration! No matter how you decide to answer this question, there is one necessary ingredient needed to achieve all of your greatest hopes, dreams, and aspirations for the future: you must *first* become a proficient reader and writer in order to conquer the many goals you set for yourself throughout this lifetime!

Do you dream of becoming a top neurosurgeon in the best hospital of the country? Well, you must remember that it becomes impossible to transform this dream into a reality without having the ability to read the medical reports of all of your patients. What about becoming a travel agent instead? You certainly can't book a trip without being able to decode the words written on the travel itineraries. How about becoming a lawyer or a cop? Try defending a client without being able to read the law, or arresting a criminal with no way to read the words of the Miranda rights! Do you hope to someday become one of New York's bravest as a firefighter? Well, you certainly will find it difficult to reach the fire in time and save the day if you can't read the street signs! In fact, every profession you set your sights on will require some form of reading! Just as a chef cannot cook without reading a recipe, a musician cannot play without

reading the music, an actor cannot perform without reading the lines of the script, or a pharmacist cannot fill prescriptions without first being able to decipher what they say, you will discover that regardless of the profession you dream of assuming in the future, reading is a necessity! If you go so far as to decide to stay home without assuming a career to avoid the whole trouble of reading, you will find that there really is no way of escaping the need to read! Try playing a board game without reading the directions, driving a car without being able to read the street names and street signs, watching television without being able to read the TV Guide, or taking your medication without being able to read the proper dosage prescribed on the bottle! Every aspect of your life requires you to be a proficient reader, and ignoring the importance of reading can only find you in very dangerous and sticky situations!

When evaluating the world of Education, we also see the vital necessity for children to become experienced and effective readers. In recent years leading up to today's current society, the field of Education has undergone many tumultuous changes that have affected the ways teachers must conduct their classrooms and methods of instruction. With the passing of the No Child Left Behind Act, teachers are now facing much added pressure and are being held accountable to ensure that all students must pass standardized exams, attain the high expectations and standards set for the students by the government, and meet the established measurable goals (Moore, Moore, Cunningham, & Cunningham, 2006, p. 2). It is common sense to arrive at the realization that it will be impossible for students to pass a standardized examination so crucial to their educational career if they do not possess the tools necessary to succeed. The most important tool a student needs to be prepared for the test is having the ability to read. If a child cannot even read the directions or the questions on the examination, it becomes nearly impossible to receive a passing grade. In a time when it is imperative that teachers mold

successful young students throughout the course of the year to avoid the risk of punitive measures being taken against the school or classroom teacher (Moore, Moore, Cunningham, & Cunningham, 2006, p. 316), it becomes necessary for teachers to evaluate the theories and various explanations of how children become best motivated to read in order to pass the standardized examinations and enhance learning.

Given that reading is then in fact an integral part of every aspect of an individual's life, it is therefore necessary for teachers to determine ways of stimulating student interest in the wonders of reading. In order to cultivate engagement in reading in the classroom, teachers can take one of two approaches to motivate students to read: teachers may use intrinsic or extrinsic forms of motivation. According to Skinner's theory of behaviorism and operant conditioning, individuals can use a reinforcing stimulus to increase the occurrence of a certain desired behavior (Boeree, 2006, p. 4). By presenting consequences for actions in a process known as behavior modification, one can strive to increase the probability that a desired behavior will reoccur, while also diminishing the occurrence of an undesired behavior (Boeree, 2006, p. 6). In the case of motivating students to read, teachers can use operant conditioning and behavior modification to diminish the undesired behavior of students who are hesitant and dislike to read by replacing this behavior with an increased motivation and engagement with reading. The driving force of this process of operant conditioning described by Skinner is the use of a reinforcer. In this particular circumstance, teachers may use positive reinforcement as a way to try to increase the interest and engagement with reading. Positive reinforcement refers to the addition of a stimulus, or consequence, immediately following a behavior in order to increase the future frequency of a desired behavior (Alberto & Troutman, 2003, p.19). Teachers may use positive reinforcement in the classroom in one of two ways: the use of intrinsic motivators or extrinsic rewards. Both

intrinsic motivators and extrinsic rewards can be used as positive reinforcement and motivation to foster student engagement in reading.

Intrinsic motivation refers to the motivation that comes from within an individual (Flora & Flora, 1999, p.4). It is the pure enjoyment that the individual gains from the experience, rather than motivation acquired from some external source, such as payment, grades, prizes, parties, or rewards (Flora & Flora, 1999, p.4). Extrinsic motivation, on the other hand, refers to the motivation that is gained from a source outside of the individual (Institute for Academic Excellence, Inc., 1997, p.1). It describes the use of rewards, such as desired prizes, parties, candy, points on a chart, monetary payment, or good grades, in order to foster interest in completing a task where there is no internal desire or where it is not being tapped. It has been said that the use of extrinsic rewards undermines intrinsic motivation, which suggests that using external rewards takes the love and enjoyment out of an activity due to the fact that the individual is completing the task simply to gain the desired reward (Hedrick, 2007, p. 62).

This present study becomes significant and takes the stage as an answer to a fundamental question in today's world of Education: Is it more effective for teachers to use intrinsic or extrinsic motivation as a means of increasing student engagement in reading? Teachers may become very well acquainted with a classroom-scenario where the children are not interested in reading and the teachers begin to feel like they are pulling teeth in order to get the students to read. Knowing just how essential reading is to every aspect of daily life, it is crucial for teachers to determine ways to get the students interested, motivated, and engaged in the reading. In this study, the use of intrinsic motivators and extrinsic motivators were used in a Staten Island classroom to determine which form of motivation proves to be the most successful in getting the students to read the greatest number of books. By analyzing the results of this study and

determining which form of motivation (intrinsic or extrinsic) has the greatest effect on improving student engagement with reading, teachers can be more informed about the best methods of classroom motivation that should be used to foster better reading habits. By being informed about the results of this study, administrators can and should also educate teachers about various strategies that work to reinforce a passion and love for reading! Students who love to read are students who have been given all of the tools necessary to accomplish all of their future dreams. When teachers can inspire students to love reading, the teacher is giving the students the ability to answer, “What do you want to be when you grow up?”, and reply by stating their greatest wish, while knowing that as good readers they can and will be successful in achieving their most monumental future aspirations!

Statement of Problem

The problem being evaluated in this study analyzes whether teachers should be reminding children in classroom literacy instruction to “keep their eyes on the prize” in reading (extrinsic motivation), or rather to read what the students love and what is of interest to them (intrinsic motivation). Essentially, this study is asking the following question: “Which form of motivation – intrinsic or extrinsic – appears to be more effective in producing a greater engagement in reading among students?”. This study tests out the use of both intrinsic motivators and external rewards in literacy instruction at an elementary school in Staten Island, New York in order to obtain information about which method prompts students to read a greater number of books independently. It is a multi-tiered or layered study that must first be implemented by spending two weeks in the classroom using extrinsic rewards as motivation to read, followed by two weeks of using intrinsic motivators to read. During the first two weeks of reading instruction,

students will be taking part in a “Book Challenge”, where they will receive stars on a chart next to their name for every book they read independently. Students will receive a prize for every five books they read, with the prizes becoming larger and more appealing as the students read a greater number of books. In the second two weeks of reading instruction, the students will be intrinsically motivated to read by being encouraged to read books that are of high interest to them, providing choices that allow students to determine which books they would rather read in order to better enjoy the independent reading activity. For each two-week scenario, the students will be using “bookmarks” while they are reading and will fill out the required information requested on these bookmarks to be submitted to the instructor after reading each book independently. The number of books read by each child during each two-week period will then be tallied by counting the number of “bookmarks” submitted by each student during each time period. From these data, it will be possible to conclude whether the students’ inclination to read was driven more by extrinsic motivation (first two-week period) or intrinsic motivation (second two-week period).

The results of this research become noteworthy and contribute to the field of Education by evaluating which form of motivation, intrinsic or extrinsic, results in the higher level of student engagement in reading. It is essentially a study that will research a slice of America’s population of students represented in a Staten Island school to evaluate whether intrinsic or extrinsic motivation leads to greater engagement in reading. By becoming knowledgeable about the forms of motivation that are more effective in encouraging students to read more, elementary school teachers can instruct their classrooms based on the theoretical principles of behaviorism, operant conditioning, and behavior modification in a way that will be most successful in motivating children to read. It becomes possible to better educate teachers who are not aware of

the theories of positive reinforcement, and provide them with resources to devise lessons, curriculum, and classroom management practices that fortify student engagement in reading. By giving teachers the necessary tools to construct effective reading motivations, teachers can help students to avoid any obstacles and pitfalls along the way that can allow the students to slip through the cracks of the education system. By creating a society of better-educated teachers who are aware of the best means to motivate children to become avid readers, there is an increased hope that no student will be “left behind”, and fewer teachers will have to face the punitive repercussions of this Act.

Research Questions

This study will specifically seek to answer the following research question:

(1.) Which form of motivation – intrinsic or extrinsic – appears to be more effective in producing a greater engagement in reading among students?

Definition of Terms

- A. Behavior modification – a process that presents consequences for actions; one can strive to increase the probability that a desired behavior will reoccur, while also diminishing the occurrence of an undesired behavior (Boeree, 2006).
- B. Intrinsic motivation - “the enthusiasm to engage in a task for its own sake out of interest and/or enjoyment; it is the basis of authentic human motivation” (Small et al., 2009, p. 31).
- C. Extrinsic motivation – “an incentive that is not part of an activity; it is motivation that comes from the outside” (Institute for Academic Excellence, Inc., 1997, p.1).
- D. Extrinsic rewards – Rewards used to instill extrinsic motivation for a task. In this case, the task would be reading and some of the rewards used to motivate students to read include stickers and prizes. Some other forms of extrinsic rewards that may be used in a classroom include food, parties, extra credit points, verbal or written praise, stamps, “No Homework Slips”, special privileges (such as time to play games, extra computer time, “Special Helper” privileges), etc.
- E. Operant conditioning – “the arrangement of environmental variables to establish a functional relationship between a voluntary behavior and its consequences” (Alberto & Troutman, 2003, p. 535).
- F. Positive reinforcement – “the contingent presentation of a stimulus immediately following a response, which increases the future rate and/or probability of the response” (Alberto & Troutman, 2003, p. 536).
- G. Reading engagement – the level of cognitive involvement that an individual invests in reading (Kelley & Clausen-Grace, 2009, p.313). In this case, reading engagement will

be measured by having the students submit a “Bookmark Slip” for each book read independently in each two-week session of the study (i.e.: first two-week period with extrinsic motivation and second two-week period with intrinsic motivation). The researcher will tally the number of “Bookmark Slips” submitted by each student during each two-week period. A higher number of “Bookmark Slips” submitted in any given two-week period of the study will indicate a higher level of reading engagement due to that particular form of motivation being used in reading instruction.

- H. Reading instruction – In this study, Reading Instruction refers to the Reader’s Workshop model and lessons that occur daily in the classroom to teach students various reading skills and strategies. More specifically, I will be focusing on the independent reading portion of the Workshop Model.
- I. Reading motivation - “a complex construct that is used to describe a person’s goals and beliefs about reading” (Tilley, 2009, p. 2). This includes “confidence and efficacy beliefs, goals for reading, and social purposes for reading” (Tilley, 2009, p. 2).

Chapter II

Review of the Literature

I. Skinner's theory of Behaviorism

A. Behavior modification and operant conditioning.

Illustrating the concept of operant conditioning, B. F. Skinner (1992) conducted his famous experiment with pigeons and the use of reinforcement. In this study, Skinner (1992) placed hungry pigeons in a cage and attached an automatic mechanism to present food at equal intervals of time. The mechanism did not present the food contingent on the behavior of the pigeons. Skinner (1992) concluded from this experiment that the pigeons developed a “superstition” of rituals that they felt would deliver the food. Whatever actions the pigeons were performing when the food was delivered became strengthened as a habit. The pigeons repeated this specific behavior, acting as if there was a causal relationship between the specific behavior and the presentation of the food. In actuality there was no causal behavior because the food was not presented based on any specific action of the birds (food presentation was automatic). Some behaviors that the birds adopted as a habit when waiting for the food were the following: a pendulum swing of the head (“tossing” response), a thrust of the head into the upper corners of the cage, making two or three counter-clockwise turns in the cage, flapping of the wings, etc. The habits of the pigeons may also be related to the habits, or “superstitions”, of humans due to reinforcement. An example may be the rituals people use for changing one's luck at cards. Many times, a few accidental connections between a ritual and some favorable consequences are sufficient to form and maintain a certain behavior, even though no causal relationship actually exists between the behavior and the favorable outcomes. Another example is the bowler who constantly performs a certain action before or after tossing the bowling ball down the lane with

the belief that it will bring him or her luck in getting a strike. The action the bowler takes before or after releasing the ball does not affect luck or the ball's path halfway down the lane, however, the bowler repeats this action with the belief that the behavior will produce favorable outcomes. The accidental connection made on a few various occasions of performing a certain maneuver after tossing the ball down the lane and receiving a strike leads the bowler to believe that there is a causal relationship between the action and the result. Skinner (1992) also found that the effect appeared to depend on the rate of reinforcement as well. Short intervals of time between behavior and reward had greater effectiveness on the pigeons repeating the one specific behavior they adopted when waiting for the food. The longer the interval, the lower the effectiveness of the reinforcer, or reward, due to the greater number of intervening responses emitted without reinforcement.

II. Positive Reinforcement

According to Flora and Flora (1999), "behavior is a function of its consequences" (p. 3). Any consequence that increases the rate of a behavior is known as a positive reinforcer. When an individual strives to increase the rate of a certain behavior through the use of a reinforcer, this process is known as the "process of reinforcement" (Flora & Flora, 1999, p.3). Flora and Flora (1999) also continue to note that the field of psychology utilizes many different terms to describe situations involving reinforcement. The two key terms discussed in this article, and also the focus of this thesis, are "intrinsic motivation" and "extrinsic motivation" (Flora & Flora, 1999, p.4). According to Flora and Flora (1999), "intrinsically motivated behavior is said to be demonstrated when people engage in an activity primarily for its own sake, whereas extrinsically motivated behavior is controlled by incentives that are not part of the activity" (p.4).

In addition to Flora and Flora's (1999) description of positive reinforcement, Alberto and Troutman (2003) also provide a definition for this term. According to Alberto and Troutman (2003), positive reinforcement "describes a functional relationship between two environmental events: a behavior (any observable action) and a consequence (a result of that action). Positive reinforcement is demonstrated when a behavior is followed by a consequence that increases the behavior's rate of occurrence" (p.19). Alberto and Troutman (2003) continue to describe the fact that most human behaviors are learned through the use of positive reinforcement. The authors acknowledge the use of reinforcers, such as praise, candy, time with toys, etc., that are used to positively reinforce desired behaviors among children and students.

III. Types of Motivation

A. Intrinsic motivation.

In 2007, Wanda B. Hedrick wrote an article entitled, "Bumps in the Road: Expecting More than Points on a Chart", which described ways to increase intrinsic motivation in reading. Hedrick (2007) noted that some theorists say that extrinsic rewards reduce intrinsic motivation, cheapen the love/value of learning, give the wrong message, and create a no-win game. To increase motivation, Hedrick (2007) recommends that teachers provide choice/control, interest/curiosity, and social interaction. Teachers should create ownership of the reading activity by allowing students to choose their own books for independent reading. Also, there should be greater access to texts and reading opportunities, along with an increased number of conversations before, during, and after reading to stimulate deeper understanding. Hedrick (2007) states that it is important for teachers to note that if students cannot read books independently, then they are wasting their time. Hedrick (2007) also notes two strategies

teachers can use to help students pick books for independent reading: the Goldilocks strategy and the BOOKMATCH strategy.

In the Goldilocks strategy, the students ask themselves questions to determine whether the book is “just right” (Hedrick, 2007, p. 62). In the BOOKMATCH strategy, each letter stands for certain criteria that should be used when selecting a book. “B” stands for “book length”; “O” for “ordinary language”; “O” for “organization”; “K” for “knowledge prior to book”; “M” for “manageable text”; “A” for “appeal to genre”; “T” for “topic appropriateness”; “C” for “connection”; and “H” for “high interest” (Hedrick, 2007, p. 62). Students ask themselves these questions to determine whether the book is “just right” for them (Hedrick, 2007, p. 62). The BOOKMATCH method is more time-consuming than the Goldilocks method, however, it is more efficient. The author notes the importance of sharing and discussing books as a social activity that instills lifelong habits and motivates students to read. Literature circles can be used to mimic adult-like interactions around books, and can build a love for reading through autonomy, connecting, discussing, and reflecting. Three basic elements of literature circles include: self-choice, diversity, and student initiative. Teachers can also use idea circles and Talk About Books (TAB) approaches to increase intrinsic motivation to read. Wanda Hedrick (2007) wraps up this article by stating the importance of giving students the ability to choose books that interest them along with the use of discussions as a way to increase motivation (i.e.: choice/control, interest/curiosity, social interaction).

In another article, entitled “The Will to Learn”, written by the noted educator and psychologist, Jerome Bruner, in 1966 in his book, *Toward a Theory of Instruction*, Bruner states that “almost all children possess what have come to be called ‘intrinsic’ motives for learning” (as cited in Oxman, Michelli, & Coia, 1992, p. 39). He defines an intrinsic motive as one that

does not depend upon a reward that lies outside of the activity itself. Any use or discontinued use of a reward would thereby contribute to the possible termination of that activity.

Bruner (1966) states that there are several prototypes of the intrinsic motive. One of these prototypes listed by Bruner (1966) is curiosity. He continues to state that a person's attention is naturally attracted to something that is unclear, unfinished, or uncertain, thereby sparking curiosity and an internal motivation to learn. Attention is therefore sustained until the matter becomes clear, finished, or certain. Bruner (1966) notes that however pleasant and desirable an external reward might be, and however much we have come to depend on this reward, the external reward is something added to the activity itself. Instead of rewards, what motivates and satisfies one's curiosity is something inherent in the cycle of the activity.

Bruner (1966) states that curiosity is only one piece of the puzzle of the intrinsic motive. The drive to achieve competence is also noted by Bruner (1966) as another intrinsic motive for learning. Competence, which also may be referred to as capability, capacity, efficiency, proficiency, or skill, satisfies an intrinsic need to deal with the environment. According to Bruner, although competence may not "naturally" be directed toward school learning, it is possible that the great deal of energy that children experience when they "get into a subject they like" is "made of the same stuff" (as cited in Oxman et al., 1992, p. 43). He states that individuals become interested in what they are good at, and in general it is difficult to sustain interest in an activity unless some degree of competence is achieved. In order to achieve this sense of accomplishment, it is important that a task has structure - some beginning, a plan, and some terminus. It was also found that interrupted tasks are much more likely to be returned to and completed than those tasks that are uninterrupted; however, if a task is deemed as "silly", meaningless, arbitrary, and devoid of any means to check progress, then the drive for completion

is not stimulated by interruption (as cited in Oxman et al., 1992, p. 44). Bruner (1966) also noted that while there are competencies that are appropriate for different ages, sexes, and social classes, there are some aspects of the competence motives that transcend these boundaries. For example, Bruner (1966) found that an activity must have some meaningful structure and it must require skills that are just beyond what is currently possessed by the individual, similar to Vygotsky's Zone of Proximal Development, in which the activity is learned by the exercise of effort. Bruner suggests that teachers may be the "effective competence model" for students, which he describes as "a day-to-day working model with whom to interact" (as cited in Oxman et al., 1992, p. 48). The teacher is not a source for imitation, but rather becomes a part of the student's internal dialogue as someone the student respects and someone whose standards he wishes to make his own.

According to Bruner, "identification" is another important aspect of intrinsic motivation (as cited in Oxman et al., 1992, p. 46). While this term is usually reserved for strong attachments where a considerable amount of emotion is invested, there are some "milder" forms of identification that become important during childhood and the early years of life (as cited in Oxman et al., 1992, p. 46-47). These individuals are referred to as "competence models", and encompass groups of individuals such as a child's teachers (as cited in Oxman et al., 1992, p. 47). In the process known as "identification", individuals have a strong human tendency to model themselves and their aspirations upon another individual (as cited in Oxman et al., 1992, p. 46). Bruner states that when individuals have succeeded in "being like" an identification figure, they derive pleasure from achievement (as cited in Oxman et al., 1992, p. 46). In the same sense, Bruner (1966) also notes that individuals suffer when they feel that they have let their identification figure down. One important aspect of the identification process is its self-

sustaining nature, meaning that it persists independently beyond the control of punishment and reward. Finally, one additional component of intrinsic motivation noted by Bruner is “reciprocity”, which “involves a deep human need to respond to others and to operate jointly with them toward an objective” (as cited in Oxman et al., 1992, p. 48). Bruner (1966) states that when joint action is needed and reciprocity is required among the group to attain an objective, there seem to be processes that carry the individual into the learning and sweep him into the competence that is needed in the setting of the group.

Bruner (1966) concludes his discussion by noting that the will to learn is an intrinsic motive that finds both its source and reward in its own exercise. He states that “the will to learn becomes a ‘problem’ only under specialized circumstances like those of a school, where a curriculum is set, students confined, and a path fixed” (as cited in Oxman et al., 1992, p. 50). This “problem” that Bruner is speaking of exists not so much in the learning itself, but more in the fact that what the school imposes often fails to sustain spontaneous learning through curiosity, a desire for competence, aspiration to emulate a model, and a commitment to social reciprocity (as cited in Oxman et al., 1992, p. 50). Bruner (1966) acknowledges the considerable de-emphasis of extrinsic rewards and punishments in school. He states that he is not unmindful to the notion of reinforcement or the “Law of Effect”, which states that “a reaction is more likely to be repeated if it has previously been followed by a ‘satisfying state of affairs’” (as cited in Oxman et al., 1992, p. 51). Finally, Bruner concludes that “External reinforcement may indeed get a particular act going and may even lead to its repetition, but it does not nourish, reliably, the long course of learning by which man slowly builds in his own way a serviceable model of what the world is and what it can be” (as cited in Oxman et al., 1992, p. 51).

B. Extrinsic motivation and extrinsic rewards.

According to Gail E. Tompkins (2010) in her book, *Literacy for the 21st Century: A Balanced Approach*, “Many teachers consider using rewards to encourage students to do more reading and writing” (p. 278). Alfie Kohn agrees with this statement and wrote in his 1993 book, *Punished by Rewards*, that to induce students to learn, teachers commonly present rewards, such as stickers, stars, certificates, awards, trophies, membership in elite societies, and above all, grades (p. 11). Kohn (1993) continues to state that educators are remarkably imaginative when it comes to inventing new and improved rewards for the classroom. He also adds that when rewards, such as grades, are not deemed to be sufficient enough, some parents begin to hand out rewards for rewards, such as bicycles, cars, or cash. Gail Tompkins (2010) comments about the use of rewards for literacy instruction, stating that once students become more interested in the activity itself, teachers may draw back on the use of tangible rewards to begin using less tangible ones, such as positive feedback and praise.

In his book *Punished by Rewards*, Alfie Kohn (1993) states some examples where extrinsic rewards have been used to motivate individuals at work and in the classroom, as well as being used to bribe children to become good people. According to Kohn (1993), one high school in Georgia used colored ID cards as a way to motivate students to achieve good grades. Gold ID cards were distributed to children with an A average, while silver ID cards represented a B average and plain white ID cards represented students who just didn’t measure up. In another example cited by Kohn (1993), an executive at a Pizza Hut chain decided to sponsor a program that would encourage children to read. In this program, also known as the “Book It!” program, Kohn states that the teachers used “bribery” by presenting certificates redeemable for free pizza for every so many books the children read (Kohn, 1993, p. 11). One final example described

was a program applauded by Representative Newt Gingrich at West Georgia College that paid third graders two dollars for each book read. The rationale behind this program was that since adults are motivated by money, it may be helpful to also use money to motivate children in the school environment as well.

Alfie Kohn is a theorist well known for his strong opposition to the use of rewards and positive reinforcement. According to Kohn (1993), while rewards are often successful at increasing the probability that an individual will do something, the *way* in which the activity is accomplished is often changed. He states that rewards offer a particular *reason* for carrying out an activity, and thereby may displace other possible motivations. Kohn (1993) also notes that the use of rewards may change the *attitude* an individual has towards an activity as well, usually for the worse. While stating the hesitance of most behaviorists to use punishment, Kohn (1993) also cites that the same may be true of rewards: “we pay a substantial price for their success” (p. 35).

Kohn (1993) continues his argument against the use of rewards by writing that rewards are most effective and have brought the most impressive successes with animals. He notes that aside from research of the theory of positive reinforcement among animals (such as pigeons, dogs and rats), studies researching the effects of rewards on human behavior have largely been done with populations that are dependent on powerful others, such as children and institutionalized individuals. He questions how individuals with some degree of independence would respond to the use of rewards. Kohn (1993) also notes that rewards are most often only effective for the short term. He states that “rewards must be judged on whether they lead to lasting change – change that persists when there are no longer any goodies to be gained” (Kohn, 1993, p. 37).

Moving on to how Kohn believes behaviorism works in the classroom, Kohn states that rewards are a “lure for learning” that are not efficient in school settings (Kohn, 1993, p. 142). He writes that when students first enter school, they are endlessly fascinated by the world and are already motivated to learn. Kohn (1993) explains that when the enthusiasm of children is smothered, it is a direct result of something that has happened in the schools. According to Kohn (1993), the reward system of the American education system, where students are promised “Do this and you’ll get that”, is much to blame (p. 143). He cites two recent experiments within elementary schools that demonstrate the ways rewards are “used constantly in nearly every classroom to try to motivate children and improve their performance”, through the use of stickers and stars, edible treats and extra recess, grades and rewards (Kohn, 1993, p. 143). Kohn (1993) argues against the use of rewards by stating that “young children don’t need to be rewarded to learn” and “at any age, rewards are less effective than intrinsic motivation” (p. 144). As noted by Tompkins (2010), Alfie Kohn stated in 2001 that he believes extrinsic rewards are harmful because they undermine students’ intrinsic motivation. In other words, when rewards are used or taken away, the love and interest for the actual activity itself decreases. Also, in an interview with Alfie Kohn conducted in 1995 by Ron Brandt from the Association for Supervision and Curriculum Development (ASCD), Kohn states that “Rewards are most damaging to interest when the task is already intrinsically motivating” (Brandt, 1995, p. 2). In this interview, he comments on his book, *Punished by Rewards*, by stating, “There are at least 70 studies showing that extrinsic motivators—including A’s, sometimes praise, and other rewards—are not merely ineffective over the long haul but counterproductive with respect to the things that concern us most: desire to learn, commitment to good values, and so on. Another group of studies shows that when people are offered a reward for doing a task that involves some degree of problem

solving or creativity—or for doing it well—they will tend to do lower quality work than those offered no reward” (Brandt, 1995, p. 2). Finally, Kohn recommends that “What kids deserve is an engaging curriculum and a caring atmosphere so they can act on their natural desire to find out about stuff. No kid deserves to be manipulated with extrinsics so as to comply with what others want.” (Brandt, 1995, p. 2).

IV. Effects of Extrinsic Rewards on Intrinsic Motivation

In 1999, Stephen Flora and David Flora wrote an article entitled, “Effects of Extrinsic Reinforcement for Reading During Childhood on Reported Reading Habits of College Students”, which discussed the use of extrinsic reinforcement on students’ motivation to read. In this study, the researchers tested the effects of participation in the “Book It” program, along with parental pay for reading, on the reading habits reported by college students. College students filled out surveys about the amount of time they spend reading per week, their intrinsic motivation to read, whether they participated in the “Book It” program, and if their parents paid them to read as children. If the participants reported that they were involved in the “Book It” program, or received pay for reading, they were asked further questions about how they feel these factors affected their reading (i.e. learning of reading, enjoyment of reading, and amount they read). The results of this study showed that being reinforced with money or pizzas did not increase or decrease the amount college students read. Reinforcement also did not affect the students’ intrinsic motivation for reading. The responses indicated that extrinsic rewards for reading increase the amount read, the enjoyment of reading, and the fluency of learning to read. The results of this study conducted by Flora and Flora (1999) do not support the myth that extrinsic

reinforcement undermines intrinsic motivation for reading. Instead, it was found that extrinsic rewards for reading set the conditions where intrinsic motivation may develop.

In 1966, the well-known psychologist and educational theorist, Jerome Bruner, wrote a book entitled, *Toward a Theory of Instruction*, in which he spent one chapter, “The Will to Learn”, discussing the importance of intrinsic motivation in formal education. Bruner began this chapter by stating that “one of the most pressing problems facing us in education is students’ motivation to learn” (as cited in Oxman, Michelli, & Coia, 1992, p. 37). Bruner (1966) then continues to make the very important distinction between extrinsic and intrinsic motivation, in which he argues that the latter is vital in understanding the desire, or will, to learn. In his argument, Bruner (1966) states that by acknowledging the will to learn as an intrinsic motivation, we can take note of the problems that can arise in the context of formal schooling where the goals and aims are set extrinsically to the educational activity. According to Bruner (1966), the research on student learning has produced a sort of paradox, in which teachers have been taught that extrinsic rewards or incentives are an important means to increase a desired behavior, while also being aware that extrinsic rewards tend to produce harmful or damaging effects. In “The Will to Learn”, Bruner (1966) states that a substantial amount of evidence has demonstrated that if an activity is rewarded by an extrinsic reward that is outside of the activity itself, then the activity is less likely to be engaged voluntarily when the reward is no longer present.

V. Student Engagement/Interest in Reading

In a 2009 article entitled, “Student Motivation and Engagement”, Carol Tilley discussed the difference between individuals who are highly motivated or engaged in reading, and those individuals who are characterized as “alliterate”; in other words, individuals who “know

perfectly well how to read, but reading fails to enrapture them as it does the avid readers” (p. 1). Avid readers and alliterate readers are separated not by *skill*, but by *will*, meaning alliterate readers are capable of reading but are uninterested in the task. For those students who are not avid readers, it is not that they cannot learn, but rather that they do not want to. Reading motivation is defined as “a complex construct that is used to describe a person’s goals and beliefs about reading” (Tilley, 2009, p. 2). Three broad dimensions of reading motivation have been proposed by Wigfield and Guthrie, which are the following: “confidence and efficacy beliefs, goals for reading, and social purposes for reading” (as cited in Tilley, 2009, p. 2). Reading attitude and interest also influence one’s reading motivation. A motivated reader must have a purpose or goal for reading, and then move towards that goal by taking action and *choosing* to read in order to attain the goal. Tilley (2009) notes that motivation in reading is part of a broader construct, known as “engaged reading” (p. 2). Guthrie (2001) states that engaged reading is “a merger of motivation and thoughtfulness. Engaged readers seek to understand; they enjoy learning and they believe in their reading abilities. They are mastery oriented, intrinsically motivated, and have self-efficacy” (as cited in Tilley, 2009, p. 2). Engaged readers will typically perform better on standardized reading examinations than non-engaged readers, regardless of socioeconomic status or class.

Tilley (2009) then switches the discussion towards brainstorming ways that teachers and librarians can instill motivation in uninterested students to enjoy reading and find it rewarding. In 1996, Linda Gambrell, a former President of the International Reading Association (IRA), developed six basic principles that can be used by classroom teachers to increase student motivation for reading. The six points listed were the following: (1) the teacher should serve as an explicit reading model who values reading and shares his or her reading experiences with the

students; (2) the teacher should provide a book-rich classroom library that stimulates the students and encourages them to read; (3) the teacher should provide opportunities for the students to choose the books they would like to read that interest them; (4) the teacher should provide opportunities for social interactions where the students can take part in book clubs or discussion groups; (5) the teacher should provide opportunities for the students to get familiar with lots of books that grasp their attention; and (6) the teacher should provide appropriate reading-related incentives or rewards, such as books, book marks, and praise (as cited in Tilley, 2009, p. 2-3). Interestingly enough, in this article Tilley states that Gambrell has cited research that demonstrates that “rewards and incentives do not diminish intrinsic motivation to read”, especially when they are literacy-related rewards (as cited in Tilley, 2009, p. 3). Like Gambrell, the reading scholar Guthrie (2001) also notes the importance of a text-rich classroom environment, opportunities to collaborate with peers during reading activities, providing individuals with choices in selecting reading materials, and using appropriate awards and praise for reading accomplishments. Guthrie (2001) also suggests that student motivation and engagement in reading may be influenced by providing explicit goals for tasks to demonstrate why the assignment is important; embedding learning activities in authentic, real-world contexts to develop inquiry and active learning; and offering direct instruction when modeling reading comprehension strategies for the students. According to Tilley (2009), librarians may also take part in the quest to enhance student reading motivation/engagement by the following: creating an inviting environment; making many different resources available to the students for reading (i.e.: puppets, big books, audiobooks, etc.); allowing children and their families access to the library services throughout the summer and evening hours as well; etc.

In another article written in the same year, entitled “Facilitating Engagement by Differentiating Independent Reading”, Michelle Kelley and Nicki Clausen-Grace (2009) write about the different levels of reading engagement present among students during independent reading. They note that teachers telling the students that they don’t care what the students are doing during independent reading as long as they are quiet is not an unfamiliar statement to hear coming from the inside of a classroom. In many cases, teachers are frequently using these phrases during independent reading or Sustained Silent Reading (SSR) to send a message to students that independent reading is more about allowing the teacher to get work done in silence than it is for the students to dive into a good book and develop a passion for reading. Some students have learned that it is only important to abide by the teacher’s rule of strict silence, and have discovered many avoidance activities that they take part in during independent reading time to “look busy”. Teachers may notice students frequently going to the restroom during independent reading, combing through the bookshelf, staring at the pages with a blank stare, flipping through the pages quickly without absorbing any content, etc. Some students will do anything but reading during independent reading! They will do whatever it takes to look occupied without actually engaging in the reading.

According to Kelley and Clausen-Grace (2009), one result of this lack of emphasis on *reading* during independent reading has led to many educators dropping independent reading from the classroom, viewing it as a waste of valuable teaching time. A better solution to the problem of disengaged readers would be to actually address and correct this issue by transforming students into engaged readers, rather than simply ditching independent reading in the school curriculum. It is therefore important to understand exactly what is meant by the term “engagement” in the sense that the authors use it. Engagement is defined as “the level of

cognitive involvement that a person invests in a process” (Kelley & Clausen-Grace, 2009, p. 313). Individuals may display an entire array of levels of engagement in a task. For those at the highest level of engagement, the learner completely submerges oneself in the task mentally, emotionally, and physically. At the lowest level of engagement, the learner is barely even aware of the task and learning becomes extremely difficult, if not impossible. Some other qualities that teachers may look for in engaged readers are that the learners are interacting actively with the text and seeking to comprehend what they have read. They also avoid distractions or other avoidance tactics, but can socially interact with others about the text. The engaged readers choose to read because they are interested in reading and enjoy the text, while also demonstrating higher levels of reading achievement than disengaged readers. Engaged reading is a critical goal for teachers to set for the students in their classrooms. Studies have even shown that engagement in reading can help students to overcome other obstacles in life, such as low family income or poor educational background.

Kelley and Clausen-Grace (2009) also note that just as each student in one’s classroom is unique and different, so is each reader that a teacher will encounter. A continuum of readers exists, spanning over a range of completely disengaged to highly engaged, or obsessive, readers. It is also important to note that a student’s level of engagement in reading may waver according to the content, task, and text. Kelley and Clausen-Grace (2009) stress the need for teachers to be able to clearly identify the various types of readers in the classroom in order to support reading and engagement during independent reading activities. The authors then outline a continuum of reader profiles with accompanying descriptions and suggestions to improve engagement. This helps teachers to differentiate independent reading activities to meet the needs of all students and all levels of engagement in the classroom, while simultaneously strengthening engagement for

disengaged readers. The types of readers described on the continuum from completely disengaged to completely engaged are the following: Fake Readers; Challenged Readers; Unrealistic or Wannabe Readers; Compliant Readers; Does Nonfiction Count? Readers; I Can, but I Don't Want to (Even Though I Enjoy It) Readers; Stuck in a Genre (or Series) Readers; and Bookworms (Kelley & Clausen-Grace, 2009, p. 314).

Finally, Kelley and Clausen-Grace (2009) list some tips to help teachers effectively utilize independent reading in the classroom to increase student engagement. Some tips for teachers include the following: (1) reflect on your goals/ expectations for independent reading and clearly articulate these goals to your students; (2) support students in reading by using your actions (for example, assist in book selections, take a "Status of the Class", or conference) to convey that reading time is highly valued; (3) observe students during independent reading to identify those exhibiting avoidance tactics who have engagement issues; (4) make sure you have reading materials the students want to read, reflecting student interests and reading levels; (5) have a predictable and consistent structure for independent reading activities; (6) build written or oral response into the independent reading structure by providing prompts, guiding the students, and sharing with a partner; (7) use independent reading time as an opportunity to reinforce the comprehension strategies taught during conferencing or response-related activities; and (8) model your love for reading by enthusiastically sharing what you are currently reading, reading aloud, and holding book talks in the classroom (Kelley & Clausen-Grace, 2009, p. 318).

Teachers must remember that everything they do and do not do in the classroom makes an immense difference in whether the students choose to engage in the independent reading. Support must be differentiated to help students move along the continuum of engagement in reading.

VI. Strategies/types of Motivation Currently Used by Teachers in Reading Instruction

In 2010, Nancy Padak and Cheryl Potenza-Radis wrote an article, entitled “Motivating Struggling Readers: Three Keys to Success”, which discussed three fundamental ways that classroom teachers can motivate struggling readers. The authors described a study that was conducted in the Spring of 2005, where third grade struggling readers finally succeeded in launching their first peer-led literature discussion after weeks of guided practice. The outcome of this study was that after weeks of practice, the struggling students no longer had to “stay with the teacher” while their peers were enjoying discussions about their independent reading (Padak & Potenza-Radis, 2010, p. 1). These struggling students now had the ability to lead their own discussions about the literature while feeling motivated, proud of their accomplishments, and safe in the company of their peers. The teacher of the struggling third-grade readers in this study accomplished this momentous feat by helping the students become motivated and engaged independent readers. In order to help the struggling readers become successful readers, the teacher implemented instruction to work towards three inter-related goals: (1) to develop a classroom environment that focuses on authentic reading; (2) to set aside the time to nurture a love of reading among the students; and (3) to create instructional reading routines, such as the use of peer-led discussions or book talks, to support the reading growth of the students (Padak & Potenza-Radis, 2010, p. 1).

Padak and Potenza-Radis (2010) note that two key ideas which underlie many educational theories about literacy development include the importance of authenticity and purposeful engagement in reading. It is a known fact in the education world that learning is most effective when it is authentic, connecting the activities and content to the world that exists

beyond the classroom. What the students read and how they respond to it should be connected to the interests and lives of the students in the real world. It is also imperative that the students are engaged readers as well. Many struggling readers are passive recipients of information in the classroom, rather than actively taking initiative to read for their own purposes and enjoyment. Teachers should strive to engage students fully in the reading process. Authenticity and engagement in reading is related because you need one in order to develop the other, and vice versa. As a means to support authenticity and engagement with reading in the classroom, teachers can do the following: develop a classroom environment that supports authenticity, purposeful engagement and the growth of avid, fervent readers. Teachers are urged to use authentic texts and reading materials, meaning that the reading should be enjoyable, connected to the lives of the students, and following natural language patterns to provide opportunities to practice oral language competence. Teachers should also provide for high levels of engagement, and focus on the motivation and interest of students in reading. Padak and Potenza-Radis (2010) urge teachers to provide scaffolding when needed in order to provide support for struggling readers. The teachers should teach specific reading strategies and skills, and aid the students in their independent reading. It is important that the students are not forced to take part in any reading activity that is at the point of frustration or failure. Finally, teachers must involve the parents of the students in the reading process, and know the interests and needs of the students. Teachers should be aware of the interests, likes, dislikes, and needs of the students. They should also know what motivates the students and their current level of engagement with reading. Parental involvement can also affect the school achievement of the students, since home involvement complements school instruction. Teachers can provide students and parents with

reading materials in the form of a lending library to help the parents become more involved in the reading process by reading to the students and listening to their children read to them as well.

The next recommendation made by Padak and Potenza-Radis (2010) is for teachers to make time for independent reading in the classroom, since it is very important to the child's learning process. Research has shown that independent reading helps students in many different ways, such as increasing reading comprehension, vocabulary, spelling, grammar, and knowledge of the real world. Even as few as fifteen extra minutes of reading can make a difference, especially in the case of struggling readers. In order for independent reading routines to succeed, Padak and Potenza-Radis (2010) urge teachers to provide students with support, excellent reading materials, an ample and consistent amount of time, and many opportunities to share their reading responses with others. Teachers can assess the needs of students by holding observations and informal conversations with the students to learn about the kinds of support that are needed. The teachers can look for avoidance activities in their observations while the students are reading independently, such as day-dreaming, flipping through the pages of the books, etc. It is also helpful for the teachers to talk to their students about their interests in reading and the ways they select books. Books and additional texts need to be ample, appropriate and easily accessible to the students in order to encourage independent reading. Teachers should also provide a few minutes after independent reading sessions to allow the children to share with one another through quick and entertaining response activities, which strengthens the culture of reading in the classroom.

Padak and Potenza-Radis (2010) also suggest that it is important for teachers to create authentic and purposeful instructional routines through the use of peer-led literature discussions. Another commonly used term for peer-led discussions is "literature circles", which involve small

groups of children who discuss the materials they have read (Padak & Potenza-Radis, 2010, p. 3). The authors note three models of peer-led discussions that can be used in the classroom at different times and for different purposes: (1) whole group, same text; (2) small group, different texts; and (3) small group, same text (Padak & Potenza-Radis, 2010, p. 3). Padak and Potenza-Radis (2010) also recommend that teachers introduce great books by taking a few minutes to conduct Book Talks. In this process, the teacher should highlight the book's title and author, while reading an enticing passage from the text to "hook" or "sell" the child into wanting to read the book (Padak & Potenza-Radis, 2010, p. 3). The teacher can list the titles of the books from the Book Talks on the board, while asking the children to choose their top three choices. These student preferences can then be used by the teacher to form the student groupings for the literature circles. Accommodations can also be made for struggling readers who select books that are above their reading level by providing buddy reading and audiobooks to make the texts accessible, while maintaining motivation and engagement in reading. Once the students are in their designated groups for the peer-led discussions, the teacher must inform the students of how a successful group collaborates well by posting student-generated rules for good discussions, and incorporating Mini Lessons and guided-practice opportunities to apply these good group behaviors. The teacher can also evaluate the groups by observing them and creating a checklist to record how well they are working together to discuss the books. Effective teachers should pay closer attention and work more closely with "dysfunctional groups" who are not working together well to discuss the books (Padak & Potenza-Radis, 2010, p. 5). In an attempt to transform the struggling readers in the class to engaged and motivated readers, the teacher must scaffold instruction about peer-led discussions, while gradually releasing the responsibility to make the students more independent and confident in conducting their own literature circles.

These struggling students are the ones teachers should keep a watchful eye on, because these students require more love and care to develop and nurture their intrinsic passion for reading. Ways teachers can strive to increase this natural intrinsic motivation for reading is to provide frequent reading opportunities to use authentic, whole texts; providing ample support from the teacher; and trying to implement higher-level thinking to create higher levels of reader engagement.

A. Positive/ negative feelings about intrinsic/ extrinsic motivation.

In 1997, the Institute for Academic Excellence, Inc., in Madison, Wisconsin, wrote an article, entitled “Toward a Balanced Approach to Reading Motivation: Resolving the Intrinsic-Extrinsic Rewards Debate”, that contributed to the existing debate concerning the use of extrinsic or intrinsic motivation for reading. This article evaluated the use of the Accelerated Reader (AR) program in combination with rewards for reading motivation. The use of intrinsic and extrinsic motivation was explored, and the central question was raised as to whether extrinsic rewards should be used in the classroom. This study proposed that rewards can enhance intrinsic motivation, especially for disadvantaged students by providing positive feedback. It was noted that extrinsic rewards, while not essential to reading motivation, could “jump start” students to discover a love for reading (Institute for Academic Excellence, Inc, 1997, p. 1). This article defined intrinsic and extrinsic motivation, while noting that intrinsic motivation for reading is desirable according to all educators and should be encouraged. Intrinsic and extrinsic motivation were stated to commonly be defined as polar opposites. According to the authors of this article at the Institute for Academic Excellence (1997), intrinsic motivation is “the desire to do something for its own sake” (p. 1). Intrinsic motivation is said to come from within, and is exemplified by the pleasure we receive from doing something well or getting lost in an intriguing

task. Extrinsic motivation, on the other hand, is defined as “an incentive that is not part of the activity; it is the motivation that comes from the outside” (Institute for Academic Excellence, Inc, 1997, p. 1). The use of extrinsic motivation is made evident when teachers use praise, gold stars, and grades in the classroom. The authors of this article agree that intrinsic motivation is the main desirable goal that teachers should strive to achieve among their students; however, the question still remains as to whether extrinsic rewards should be used as well in the classroom, in addition to intrinsic motivation.

The authors at the Institute for Academic Excellence (1997) went on in their article to show both sides of the coin in the argument surrounding the use of extrinsic rewards to motivate students to read. It was stated that some theorists, such as Alfie Kohn, propose that extrinsic rewards should not be used in classroom instruction because the rewarded reading behavior would extinguish as soon as the rewards were removed. It was also noted, on the other hand, that some research states that when properly used, extrinsic motivation does not extinguish intrinsic motivation, but rather enhances it. Rewards can be helpful at the initiation of skill development to jump-start a motivation to learn, and then may become less important when the skill becomes more intrinsically motivating. It is suggested that teachers should integrate both intrinsic and extrinsic motivation into instruction in order to create a balanced approach. In terms of motivation and social justice, the Institute for Academic Excellence (1997) states that educators should be mindful of different cultural beliefs when evaluating the intrinsic “natural” love of reading and learning (p. 2). It is necessary to evaluate the beliefs of the majority and minority cultures because society tends to accept the beliefs of the majority as standard (therefore, if the majority says that intrinsic love for reading is important, this becomes the standard belief). The use of rewards may be helpful to the disadvantaged minority students

because it allows them to see the value schools place on literacy by reinforcing success and developing learning motivation. Extrinsic rewards provide tangible feedback that can instill a love of learning. While intrinsic motivation is important, children first need to desire to learn, which grows out of self-discovery of information received from the outside world. Finally, this article states that teachers must decide for themselves which methods of motivation will best benefit the students, but encourages the use of a balanced approach.

In 1997, Jim Rycik wrote an article, entitled “Pizza, Praise or People: What Motivates Readers?”, that supports the stance that extrinsic rewards are not effective in increasing reading motivation, but that “people” are the root of intrinsic reading motivation. Rycik (1997) notes that the intrinsic versus extrinsic debate is old, and that people have wondered for a long time now whether candy, cash, or pizza coupons increase student motivation to read. He believes that the use of extrinsic rewards only reinforces behavior that already occurs, making it more likely for the students to read more often and for longer periods of time. Rycik (1997) acknowledges the views of others that incentive programs, like “Book It”, can be used to celebrate achievements in authentic reading. Rycik (1997) states that while incentives will not sustain long-term motivation, he notes that some individuals believe that internal motivation for reading will naturally develop when the spark for reading is ignited by an externally motivating activity. The author then evaluates the problems with praise. Rycik (1997) finds that there are three problems with praise: (1.) It accentuates the difference in status between the one giving the praise and the one receiving it; (2.) The power of praise to motivate depends on the regard of the learner for the teacher; and (3.) Its efficiency depends on how willing the students are to accept positive messages about themselves (p. 50-51). To develop credibility, Rycik (1997) states that teachers must carefully study their students’ performance to give praise at the right time when a

difficult task has been accomplished. Finally, the author notes that he believes people are the drive that keeps us reading. He states that book lovers report that they read because it makes them feel connected to others (i.e. authors, community of readers, etc). Rycik (1997) feels that teachers love books because of the personal relationships with the readers. He describes Lev Vygotsky's theory of scaffolding and the Zone of Proximal Development (ZPD) to describe how people influence motivation to read. Rycik (1997) explains Vygotsky's ZPD in detail using a park analogy and then explains how using the ZPD motivates children to read by "walking them through" what is just out of reach independently without the help of the adult (p. 51). The adult provides support for the student and the ZPD ensures that the students are not bored, frustrated, or alone. Finally, Rycik (1997) concludes his article by stating, "teachers need to encourage social interaction around reading, provide necessary strategy instruction, and help students view reading as a personally significant and rewarding activity" (p. 52). Rycik (1997) feels that when books are discussed/debated, recommended by someone who we respect, or given as a gift by someone who cares, we are invited into the company of readers (or what Frank Smith called the "literacy club" in 1985) (p. 52). In the short term, the author argues that extrinsic rewards could encourage students to pick up the book due to the incentives, wanting to please us, or wanting to stay out of trouble. In the long run, however, the motivation to read will come from their experience of success and belonging to a community of people who read. It is clear that this author, Jim Rycik, takes a stance against using extrinsic rewards to increase intrinsic motivation for reading.

In 2009, a team of researchers joined together to investigate various cheap and effective reading incentives to be used by teachers in order to increase motivation to read. This article, entitled "Reading Incentives That Work: No-Cost Strategies to Motivate Kids to Read and Love

It!”, written by Small, Angelastro, Bang, Bainbridge, Brindamour, Clarke, Cordova, Ditmmar, Hubbard, McHugh, Lauth, Lee, Mauldin, Pannell, Panshin, Sarro, Stasak, Sullivan, and Yannarelli, discusses the use of extrinsic reward programs and their effects on intrinsic motivation to read. The authors begin by stating that it is possible to find many “forced” examples of reading programs in the education world, such as “Accelerated Reader” and “Earning by Learning” (Small et al., 2009, p. 27). In these programs, the reading levels of the students are categorized, limited reading lists are provided to coordinate with these levels, students are assessed through computer-based exams, and tangible prizes or awards are given when the students pass the test. Students who perform the best on the tests receive the most awards, while those students who do not perform as well receive little or no rewards. The authors state some problems related to these reward-based reading programs, such as the following: they require students to select reading materials from a pre-established book list, students are tested on the facts provided in the books, and points are awarded to students who pass the test to be cashed in for tangible prizes. Reading is not a simple mechanical skill to be repeated and it is hoped that students would develop a sustained love of reading. Reading should result in a gain of knowledge and pleasure for the act. Another problem with reading incentive programs is that many times extrinsic rewards are used that are unrelated and have no long-term impact on lifelong reading habits. Not only are these rewards unrelated, but they are also costly to implement in the classroom. Unrelated rewards suggest that the reading task must be unpleasant since a reward is required to motivate students to do it, depicting reading as a means to an end, rather than its own reward. Despite these problems with reading incentive programs, many schools implement these programs in hopes of receiving quick results and higher test scores.

Past research has also told educators a lot about the use of extrinsic rewards to control and manipulate behavior for reading motivation in the classroom. According to the authors of this article, research has shown that the use of extrinsic rewards seldom has any positive long-term effects on learning. In fact, research even states that extrinsic rewards can actually have a negative impact on learning. It was found that children who did not take part in reading incentive programs in elementary school read significantly more in middle school than those students who were in the reading incentive programs. Several studies found that once extrinsic rewards are taken away, individuals have a lower intrinsic interest in the task when compared to their non-rewarded counterparts.

There is an exception to the rule that the use of extrinsic rewards undermines intrinsic motivation for the task. It was found that “when there is little intrinsic motivation to begin with (i.e., for students who are not intrinsically motivated), using extrinsic rewards can be effective for helping students internalize and identify with the value of tasks that were once considered boring or unpleasant” (Small et al., 2009, p. 29). Also, extrinsic rewards have been found to increase productivity in tasks that are repetitious and uncomplicated (such as writing spelling words), whereas rewards had a negative effect on tasks of insight learning, creativity, and concept attainment. Extrinsic rewards can be a good segue into the use of intrinsic motivation when students lack any interest in the task from the outset. Extrinsic rewards should be short-lived and gradually removed in order to move students toward their own internal motivation and sense of pride for their learning accomplishments.

The article then lists various ways of increasing intrinsic motivation for reading in the classroom that are free of cost. The authors stress that “choice is the key to a person feeling self-determined” (Small et al., 2009, p.29). Some reading incentive programs that use rewards force

students to read books from a book list, removing the pleasure of what should be a leisure activity. Instead, children should be motivated to read new and unfamiliar books from different authors and genres. Social interaction has also been found to be essential to increasing student motivation to read. Teachers can conduct book clubs, book trailers, and storytelling, while also speaking about his or her own favorite books. Teachers can also use tests to identify students' reading interests and then introduce a variety of related reading materials. Another way to increase intrinsic motivation for reading and development is to model good reading habits for children. The teacher can join in on the reading activities to show that he or she also enjoys taking part in leisure reading. The teacher should be demonstrating genuine enthusiasm and excitement for reading during these activities. Children should be encouraged to read with other adults within the school. Another way to promote social interaction in reading is to find creative ways for the students to share their favorite books and reading materials with other peers. They can do this by creating book trailers to be put on the class website, write book reviews for the class newspaper, or presenting their own booktalks. Teachers should also think of reading in the broadest sense, allowing students to read whatever they want (i.e. books, magazines, websites, comic books, etc.). The authors also recommend selecting rewards for reading that are related to and promote the reading task, such as bookmarks, books, and public library cards. Finally, teachers are encouraged to provide verbal praise and encouragement for good reading behaviors as an attempt to increase intrinsic motivation for reading.

In the conclusion of this article, the authors define intrinsic motivation as “the enthusiasm to engage in a task for its own sake out of interest and/or enjoyment; it is the basis of authentic human motivation” (Small et al., 2009, p. 31). Intrinsic motivation energizes and sustains behaviors by creating the spontaneous satisfaction that an individual feels when he or she

attains/accomplishes one's internal goals or expectations. The authors recap by stating that extrinsic rewards undermine intrinsic motivation and teachers/librarians can increase students' intrinsic motivation to read by doing the following: providing a learning environment to nurture intrinsic motivation, modeling good reading behavior, demonstrating an enthusiasm for reading and corresponding activities, offering a wide variety of reading material choices, and providing praise/reinforcement for students who are actively engaged in the reading activities.

Continuing the discussion about teacher attitudes toward student engagement in reading and positive reinforcement in the classroom, Swanson and Da Ros-Voseles wrote an article in 2009, entitled "Dispositions: Encouraging Young Children to Become Life-Long Readers", which discussed how teachers can nurture the dispositions of young children to be future readers while enhancing the reading process throughout the children's education. The authors define a "disposition" as "a tendency to exhibit frequently, consciously, and voluntarily a pattern of behavior that is directed to a broad goal" (Swanson and Da Ros-Voseles, 2009, p. 30). A goal of the IRA and NAEYC is to be committed not only to helping young children to read and write, but also to foster their interest and disposition to read and write for enjoyment, information, and communication. The authors state that dispositions can be acquired, strengthened, or weakened by interactive experiences with significant adults and peers in a supportive environment. Some dispositions related to literacy include independence, creativity, self-motivation, and problem solving. Along the lines of behavior modification, dispositions can be desirable or undesirable. Desirable dispositions should be strengthened, while undesirable dispositions should be diminished.

Swanson and Da Ros-Voseles (2009) note that teachers should be cautioned not to damage the dispositions of children to be readers while they are engaging in the process of

teaching them how to read. Avid readers are described as children with the disposition to be readers, which may be compared to students with intrinsic motivation to read. These students enjoy reading while finding it beneficial and seeking it out. Teachers should strive to strengthen student dispositions to read while teaching reading. One of the ways teachers can enhance children's dispositions to be life-long readers is by structuring a supportive classroom environment. Dispositions are also nurtured through the use of developmentally appropriate activities in the curriculum.

Swanson and Da Ros-Voseles (2009) stress independence in helping children to establish the disposition to be a life-long, avid readers. Some classroom strategies listed to support independence include the following: providing opportunities for children to set their own goals; encouraging children to choose from multiple paths of achieving their goals; and monitoring children's effectiveness of their choices to reach goals. The importance of providing the students with choices is seen yet again as an important tool to enhancing the dispositions of a life-long reader in this article. Next, teachers can enhance creativity in literacy by the following: plan an environment conducive to the creative process and risk-taking; exhibit an appreciation for creativity in front of the children; and provide children with many opportunities to express themselves creatively. Teachers can scaffold the creative process by using a variety of materials, such as art supplies, manipulatives, puppets, picture books, props, etc.

The next topic, which is most important to this thesis, concerns the self-motivation of readers. According to the authors, "self-motivation enables children, independently, to become deeply involved and engrossed in activities and challenges. Self-motivated readers understand and internalize the reasons for accomplishments and challenges" (Swanson and Da Ros-Voseles, 2009, p. 33). Some teaching strategies that can be used to increase self-motivated readers

include the following: provide choices in the medium of expression and procedures of the learning experience; critique the reading process, rather than the product; and offer encouragement that is specific, rather than general. Once again, the presentation of choices seems to be an important aspect of increasing intrinsic motivation to read. The authors continue to note that “students who feel that they have ownership of their literacy learning are more intrinsically motivated, place a greater value on reading, and view themselves as readers. Self-motivated children can select the product as well as the process to acquire and represent their knowledge” (Swanson and Da Ros-Voseles, 2009, p. 34). The next important aspect of creating good reading dispositions among children is problem solving, which is directly related to success in reading. Finally, the authors note the role of resiliency on reading dispositions. They define resilience as “the disposition to bounce back after a setback, hindrance, or frustration and retain temperament, personality and spirit” (Swanson and Da Ros-Voseles, 2009, p. 34). Resilient readers have the self-confidence and willingness to take risks in order to be effective learners. The students’ interests motivate them to read material for the interest, enjoyment, or content. If they fail a difficult task, good readers will continue to strive to accomplish the task. Some ways to enhance resiliency in students is to do the following: provide challenging opportunities within a nurturing classroom environment; and focus on successes with the use of constructive comments to maintain the self-esteem and self-efficacy of the children. Teachers should try to create a learning environment where the students are not afraid of failure.

Finally, the authors state the role that teachers play in molding the dispositions of children as readers. A teacher’s attitude toward literacy affects the amount that children will involve themselves in reading, and can strengthen or weaken the dispositions. The authors note that some research has pointed out that “too much drill or extrinsic motivation could also

negatively affect children's dispositions to read" (Swanson and Da Ros-Voseles, 2009, p. 35). This statement describes that extrinsic reinforcement undermines intrinsic motivation to read, which is the most important aspect of literacy instruction in forming dispositions. Teachers should establish a warm, playful, and calm emotional climate for reading. The classroom should be a safe learning environment that provides many opportunities to read. Educators should develop literacy activities that are playful and enjoyable to increase intrinsic motivation and the disposition of a life-long reader. Literacy classrooms should be child-centered, providing many choices to create a sense of ownership while simultaneously scaffolding the activities for success. Families should be involved as well in the literacy process by exchanging communication with teachers and working together to share literacy goals. The ultimate goal is to create life-long readers by enhancing dispositions while also teaching reading skills. The authors finally state that "when a classroom offers appropriate literacy experiences, desirable dispositions are developed, and opportunities for children to become life-long readers and life-long learners are greatly increased" (Swanson and Da Ros-Voseles, 2009, p. 36). This article emphasized more of the importance of intrinsic motivation in reading instruction than extrinsic motivation.

Chapter III

Methodology/ Results

Participants

This study included 16 students from an elementary first-grade inclusive classroom. The classroom contained 20 students, however, only 16 of those students returned their Consent Forms and were included in this study. In this classroom, there were a total of 9 boys and 11 girls. In this particular study, out of the 16 participants, there were 6 boys and 10 girls. Most of the students were from middle-class families that resided in Staten Island. The classroom was a regular education inclusive classroom, and there was one student who had a paraprofessional and some students who had an IEP. There were a few students who were pulled out for speech, OT, PT, etc., each day. The child in this classroom with the paraprofessional had a learning disability and needed a paraprofessional for behavioral reasons to help keep him focused and on task.

Setting

This study took place in a Staten Island suburban elementary school, which consisted of grades Pre-K through fifth grade (See Appendix V for photographs of the classroom setting). The socioeconomic status of its population was mainly middle class, however it ranged from the lower class to the upper class as well. During the time in which the research was conducted, there were approximately 563 students in the school. Females represented 46% of the school's population, and males accounted for 54%. The ethnic makeup of the school was 83% Caucasian, 3% Asian, 11% Hispanic, 2% African American, and 1% American Indian. The actual classroom that the study was conducted in was a first grade Regular Education inclusive

classroom. There were 20 students in the classroom, however, only 16 of those 20 students were participants of this study.

The community that surrounds this school is one of the more affluent areas of Staten Island. The approximate population of the suburban community in this zip code is 55,698 people, which is very small when compared to the NY state population average of 18,208,943 people. Approximately 26% of the population are twenty-five years of age or older with a college degree. The population age average is 38 years old, with an average household size of 2.7 persons. The average household in this area has about 5.5 rooms and is about 43 years old, which happens to be a slightly newer house with a few more rooms than the average NY State household. The median household income for this particular zip code is \$55,413, as opposed to the NY state average of \$41,761. This means that this particular population may have a somewhat higher income than most parts of NY State.

As can be seen by driving around the neighborhood on the blocks surrounding this school, the community is full of many houses and cars that look like the inhabitants are living comfortably. The houses seem to be large and well-kept, and there did not seem to be any apartment buildings in the area. Children can be seen playing on the front lawns, and many of the students in the classroom had brothers or sisters. It became apparent that the families had a higher household income because the children tended to wear more expensive clothing and were always talking about all of the toys and games they had to play with at home. There also seemed to be a lot of parental involvement in this community. The parents seemed to be very generous and concerned about the education of their children.

Regarding the actual school environment, this school is an older school on Staten Island. The grades offered include Pre-K through fifth grade, and there is a good mix of teachers,

ranging from young, new teachers with fresh ideas to older, seasoned teachers who have a solid foundation in education and serve as mentors to the less experienced teachers. There are a total of thirty-seven classroom teachers, and the teacher/student ratio is 1:15 (compared to a NY school average of 1:14). This small, three-story school had a very warm and comforting atmosphere. Everyone from the security guard, to the principal, to the classroom teachers, were all so kind and welcoming. There are many pull-out programs and after school programs where children can receive extra help in the areas that they need it. This allows them to have more one-on-one attention with the teacher so they can really work on improving their weak areas. The school's philosophy may be recognized by the banners that are hanging in the lobby upon first entering the school. One banner states, "At Our School, No Child is Left Behind", while another says, "Children are not a cup to be filled, but a candle to be sparked". This demonstrates that this school finds it imperative that all students are given the support and services they need to be successful individuals both inside and outside of the classroom.

The classroom teacher of the room that I conducted my study in is an older, more seasoned teacher with a large amount of experience in the classroom and in this school. She has a passion for teaching, as well as a passion for children. Her students and parents really seem to connect with her. The classroom was arranged very neatly and was very pleasing to the eye. The students were seated in four clusters of tables in the room with the desks facing each other. This arrangement was very conducive to group work and cooperative learning, and was very beneficial for the activities that I had carried out in my study. The classroom contained a teacher's desk in the back, center area of the classroom. There was also a Smartboard in the front of the classroom, which was actually installed halfway through my study and was not being utilized yet at the time of the study. There was a rug in the front of the classroom and a meeting

area in the back of the classroom that the students frequently reported to for lessons in the Workshop Model. There was an extensive classroom Library as well, which created a literary environment that supported a love of reading. There was also a Word Wall, comprised of vocabulary words that the students should know how to spell. The classroom also contained a wonderful display of student work, which was both inside the classroom and outside on the bulletin board to show off the achievements of the students. The environment was very colorful and praised the student work. It created a positive atmosphere that really celebrated the student accomplishments. Photographs of the classroom environment can be seen in Appendix V.

Instrumentation

Cover Letter to Parents of Minor Child Participants. This form gives a brief explanation to the parents as to why the researcher is interested in the participation of the students. Included in this form is an explanation of the procedures that will take place during the study as well. It also informs the reader of the purpose of the study. This form was placed in the students' "Take Home Folders" and was brought home with them at the end of the school day to be signed by their parents. See Appendix A for a copy of this form.

Informed Consent Form for Child Participants. This form was given to the parents of all of the prospective child participants, along with the Cover Letter to Parents of Minor Child Participants (Appendix A). The form asks for consent and explains to the parents that the researcher is supported by Wagner College. The form also explains the rights of the parents and students as participants in this study. A brief explanation of the procedure is also included. Contact information for the researcher is also provided in this document. This form was placed in the students' "Take Home Folders" and was brought home with them at the end of the school

day to be signed by their parents. Students had one week to return this signed Consent Form by bringing it into class and hand-delivering it to the cooperating teacher or researcher. The Consent Forms were kept in a storage box that solely contained the signed Consent Forms from the parents. The Consent Forms were filed and labeled. See Appendix B for a copy of this form.

HERB Approval Form. This form grants permission to the researcher to conduct a study. HERB is an institutional review board (IRB) created by the Psychology Department at Wagner College to review the use of human participants in research. See Appendix C for a copy of this form.

Independent Reading Chart. This chart will have the names of all of the students in the classroom listed on it in rows going down. The columns will be used to place a sticker next to each student's name for each book read independently. The chart will allow the researcher to calculate the number of books read independently by each student for the first two-week period of the study ("Book Challenge" with extrinsic rewards). See Appendix D for a photograph of Independent Reading Chart.

Stickers. These star stickers will be placed on the chart next to each student's name. One sticker will be provided for each book read independently. Prizes will be given for every five books read independently, or every five stickers added to the chart next to a student's name. See Appendix E for a photograph of the stickers used on the chart.

Prizes. Various prizes will be used as extrinsic rewards in this study during the first two-week period of the study ("Book Challenge" week). A prize will be given to the students for every five books read independently. The prizes will be tiered; ex: stickers for first five books, pencils for second five books, various small age-appropriate toys for third five books, etc. The various small prizes included gold medals, spinning tops, friendship bracelets, beaded necklaces,

medal badges, and miniature pinball mazes. There are also grand prizes that will be distributed to the students who read the highest number of books. The grand prizes include coloring books, crayons, pencil cases, notebooks, UNO cards, large 3D stickers, etc. See Appendix F for a photograph of the prizes that were used in this study.

"Bookmark Slips". These slips will be filled out by the children after independently reading each book. The slips will be in the shape of bookmarks to be used during independent reading. On each slip, students will be required to fill out the following information for each book: Student's Name, Title of the Book, Author(s), and a one sentence Summary on the back. The researcher will tally the number of "Bookmark Slips" submitted for each student during each two-week period of the study. See Appendix G for a copy of the "Bookmark Slips" being used in this study.

Classroom Library Books. The books in the Classroom Library will be used by the students for their independent reading activities during this study. The books will represent different authors, genres, reading levels, etc. See Appendix H for a photograph of the Classroom Library.

Thank You Letter to the Parents/Guardians of Child Participants. This letter was distributed at the end of the study to the parents and guardians of the children who participated. Its purpose is to thank the parents, guardians, and children who participated for allowing the results to be published. The letters were sent home with the students in their "Take Home Folders" by the classroom teacher at the end of the study. See Appendix I for a copy of this letter.

Procedure

Prior to conducting the study, the researcher acquired permission from the Human Experimentation Review Board (HERB) at Wagner College to conduct the study. A copy of the letter granting approval to conduct the study can be seen in Appendix C. The researcher then created a cover letter and consent form to be distributed to all of the parents of the prospective child participants involved in this study. This letter and consent form informs the participants of their rights and secures their permission for the results of the study to be published. It also explains to the parents that the researcher is supported by Wagner College. A brief explanation of the procedure is included as well. Contact information for the researcher is also provided in this document.

Secondly, the researcher secured and obtained the consent necessary to conduct the research from the parents of 16 out of the 20 the child participants. This was accomplished by asking each participant to read and sign the previously mentioned consent form. The researcher kept each participant's consent form on file until the research was complete and the study was put into final form.

The study took place throughout a four-week time period. During the first two weeks of the study, the students participated in a "Book Challenge", where they were given extrinsic motivators to read, such as stickers next to their name on a chart for each book read independently. The students received a prize for every five books read independently. Prizes were tiered so that the prizes became greater for the greater number of books read independently. Students received stickers for the first five books read, followed by a pencil for the next five books read, and then had a choice to pick from some small toys that were age-appropriate for the next five books read. The students filled out the same "Bookmark Slips" for each book read

independently during the first two-week period. The number of books read independently was then recorded and tallied by counting the slips submitted by the students for this time period, which spanned across nine school days. The students who read the most number of books received grand prizes at the end of this two-week period, which included coloring books, crayons, pencils cases, notepads, UNO cards, large 3D stickers, etc.

During the second two-week period, the students were given intrinsic motivators to read, such as the opportunity to choose books to read independently that were highly interesting to the students. Once again, the students filled out “Bookmark Slips” for each book they read independently over a nine-day time span. The number of books read independently during this time period was then tallied by the researcher by counting the number of slips submitted for each child. Below is a description of each of the activities that were used over the nine-day time frame in order to intrinsically motivate the students to become engaged in the reading.

On the first day of Phase 2 of the study, where intrinsic motivation was used for reading rather than extrinsic rewards, the students were introduced to the value of reading and its importance in everyday life. A conversation took place where the students discussed whether they liked or disliked to read, and were asked to explain their answer. Almost all of the children stated that they enjoyed reading and listed various reasons to support their opinions. Some children stated that reading is important because it makes you smarter. Other children stated that reading can take you on a fun adventure and allows you to explore places you could not normally go to without using your imagination. Another popular reason was that sometimes the children found reading to be enjoyable because they really connected to a specific character within the story. Finally, some other students stated that they enjoy reading because even after their video

games became boring or they beat the entire game, there is always another new and interesting book to read.

Another brief discussion then took place about how reading is so extremely important because it is used in almost every aspect of everyday life. The students were able to verbalize and describe many ways that reading is a necessary component to carrying out many common activities. Students described the importance of being able to read street signs, product labels, price tags, grocery lists, video game instructions, etc. They also spoke about reading and writing holiday cards and gift tags during the current winter season, which would be impossible to do without the ability to read. The children's knowledge was impressive of just how important and integral reading is to everyday life.

The next activity that took place on this first day of Phase 2 was the creation of a "Five Star Book List" (See Appendix K). The students were introduced to the concept of rating books, much in the same way that critics rate restaurants, movies, hotels, etc. We discussed the fact that on a scale of one to five stars, our favorite books would receive the most number of stars, which in this case was five stars. The criteria for what determined a "really good book" was discussed, and the students described that great books have wonderful plots, interesting and relatable characters, beautiful language, creative and imaginative story lines, lovely illustrations, silly dilemmas, etc. The students described many of the topics that they found interesting to read about, such as superheroes, *Star Wars*, animals, *Spongebob Square Pants*, *Barbie*, princesses, fairies, *Junie B. Jones* books, etc. We then spent time brainstorming a list of "really good books" for our "Five Star Book List". The students chose books that they would like to keep visible on a list in the classroom to remind them of great books that they can read during independent reading time. The books that were listed were also books that the students would

love to recommend to their peers to read. Some of the books that the students listed included the following: The Big Snow, by Berta and Elmer Hader; The Fat Cat Sat on the Mat, by Nurit Karlin; Georgia, The Guinea Pig Fairy, Cherry, The Cake Fairy, and Emily, The Emerald Fairy, by Daisy Meadows (Rainbow Magic fairy collections); the *iCarly* series; the *Star Wars* series, etc. As the students listed their book selections, these book titles were copied onto a piece of chart paper, and this list was then displayed in the classroom as a reminder of books that may be fun and entertaining to read during independent reading time. The students were then sent off to complete some independent reading on their own and were advised to keep the book titles from our list in mind when selecting books to read from the Classroom Library. As the children were independently reading, books were pulled that were listed on the “Five Star Book List” from the Classroom Library. This allowed the children to select their favorite books from a separate, and more easily accessible pile of books.

Once the students finished their independent reading, they joined me on the carpet once again for a final discussion. The students were reminded that although they would not be receiving prizes anymore for the books that they read independently, they still must complete and return bookmark slips for the books they read. The children were also encouraged to recommend really great books to their friends. We discussed that it is very helpful to share good books with your friends, especially if the book is about a topic that you think your friend is interested in and might enjoy. We then took a few minutes to review the student preferences for reading topics that were discussed earlier. The students were also encouraged to bring in books that they enjoy reading from home to read during independent reading time and to also share with their peers. Finally the students were told that they should also keep the books from the “Five Star Book List” in mind when selecting books to take out during trips to the School

Library. Students were free to add suggestions to the list over the next two weeks if they read any more really wonderful books. By placing an emphasis on recommending and sharing great books with one's peers, the students were being encouraged to begin having conversations with one another about the really great books they have read and what makes them so interesting. It was exciting to see the children begin talking with one another about reading, both inside and outside of the classroom.

After finishing up this final discussion, we wrapped up Day 1 of Phase 2 by selecting some "Guest Readers" to come up and share their favorite books with the class. These students took turns reading short stories aloud to their peers that they read during their independent reading time. They were encouraged to read with expression and enthusiasm to engage their peers in the story. The students had an opportunity to share why they liked this particular book so much and were able to have brief discussions with their peers about the book following the read aloud. The students really enjoyed having the opportunity to come up in front of the classroom to act as the "Guest Reader" to share their favorite books.

On the following day, which was Day 2 of Phase 2 of this study, the students took part in a Literature Circle activity following the independent reading. Students were encouraged to read "really good books" during the independent reading time, which included any books from the previous day's "Five Star Book List", any books recommended by peers, any favorite books they have read in the past, or any books that are written about favorite topics. After the students completed their independent reading, they were asked to meet on the carpet area in the classroom. The students were told that they would be taking part in a Literature Circle discussion and were given directions for how to conduct themselves properly during this activity. I introduced my "friend", "Mr. Wiggles the Book Worm", to the students, which was an

adorable, rubber worm that lights up when squeezed or shaken (See Appendix L). The students were made aware that the only time they could speak was when it was their turn in the circle and they had “Mr. Wiggles” in their hands. “Mr. Wiggles” was passed around the large circle, from student to student, as they each discussed the book they read, whether they would recommend it to a friend, why they liked it, and what their favorite part was. The students brought the books they read with them to the Literature Circle to hold up and share with their peers. They also referenced their favorite parts of the story within the Literature Circle, and were able to show off favorite illustrations or favorite quotes within the book. The use of the tactile resource, “Mr. Wiggles”, really added to the Literature Circle because it gave the students boundaries for speaking during the activity. The students were not calling out because they knew that they could only talk when it was their turn and they were holding the “book worm”. The students loved the opportunity to shake and squeeze “Mr. Wiggles” as they had him tell the rest of the class about the book they read during independent reading. This activity helped to promote intrinsic motivation for reading by introducing many new books and titles to the students in the Literature Circle that they may be interested in reading during future independent reading time. Many students discovered that their peers may have read a very interesting or exciting book on their reading level that they have never read before but would love to read in the future. Students continued their discussions with one another about really great books that they have read and would like to share with one another during this activity.

On Day 3 of Phase 2 of this study, the students took part in a “Question Cube” activity following the independent reading. The students were divided into groups of four and were told that they would be playing a game following their reading for today. Prior to this session, I had created four identical “Question Cubes”, which can be seen in photographs in Appendix M.

Each side of the Question Cube was brightly colored and asked a different question regarding the book that the students read for their independent reading. The questions on the Question Cube including the following: (1) “Why did you pick this book to read?”; (2) “Did you like this book? Why or why not?”; (3) “What was your favorite part of the book? Why?”; (4) “What was the book about?”; (5) “What was the setting of the book?”; and (6) “Who/what was your favorite character? Why?”. During this activity, each student in the group would get a chance to toss the Question Cube (much in the same way they would roll dice). The student had to answer whichever question the cube landed on based on the story that they read for their independent reading. After each student in the group had a chance to roll the Question Cube, the students were able to take another chance rolling the cube to answer more questions about their story. After allowing the students to play with the Question Cubes for some time, one student from each group was allowed to share with the rest of the class what their group learned about each of the books read independently by the group members today. This activity encouraged and enabled the students to have stimulating discussions regarding the books that they found to be interesting and entertaining. As a result of these discussions, many students began asking their peers if they would be able to borrow the books that they read to peruse for the next day’s independent reading time.

On Day 4 of Phase 2 of this study, the students created “Wanted Signs” for books and topics they were interested in reading about. As can be seen in photographs in Appendix N, a “Wanted Sign” template was created by the researcher for each of the students to complete. After the students wrote their names on the paper, they were instructed to write words or draw pictures of topics that they were interested in reading about in the blank space provided. The students were also able to write the names of specific books they desired to read in the space as

well. This activity was modeled for the students on the carpet area before sending the students back to their desks to complete the assignment. Once the students finished their “Wanted Signs”, they returned to the carpet area once again to share the topics and books that they included on their signs. The students had a chance to see what topics interested their peers and were able to suggest books for their classmates to read based on their interests. The students were then able to use these suggestions when selecting books for their independent reading. This allowed them to choose books they would be intrinsically motivated to read based on the alignment to their interests. Books from the Classroom Library were also pulled for the students to read based on the interests that they shared while presenting their “Wanted Signs”. This allowed me to make some recommendations for the students that they might enjoy to read as well.

On Day 5 of Phase 2 of this study, the students were introduced to interactive books as a way to intrinsically motivate them to become engaged readers. Students were made aware that there are many different kinds of books available to them, such as “Touch and Feel” books, “Lift the Flap” books, online books, books on tape, etc. The students found that there are many different styles of interactive books that allowed them to become active participants in the reading process and story, rather than just passive absorbers or sponges to soak up and retain information while reading. Some examples of interactive books were singled out that were present in their very own Classroom Library, such as Where’s Spot?, by Eric Hill. Other interactive books were also introduced to the students, such as the DK Touch and Feel series; The Legend of Spookley the Square Pumpkin, by Joe Troiano, which is accompanied by Read Aloud CDs and songs; and my own handcrafted and self-written children’s books. Two interactive books were shared with the children as the read aloud for the day before beginning

the independent reading time. The two books I chose to share with the class were actually the two books that I had created and written myself, entitled Little Star Says Goodnight and Greer's Community Adventure (See Appendix O). The students loved to see that not only could they read and interact with books, but they could also write their own interactive books that they would enjoy reading. Little Star Says Goodnight is a rhyming "Touch and Feel" book that allows children to follow "Little Star", the smallest yet brightest star in the sky, as he says goodnight to all of the animals and children all over the world who are still busy at play. Greer's Community Adventure is a rhyming "Lift-the-Flap" book that allows the readers to follow Greer on his way to school as he explores all of the places and helpers in his community. The readers are told to hop on the school bus with Greer, and move a school bus from page to page while reading the book. At each stop, the readers are introduced to another location in the community, as well as a brief description of the location's purpose. The children can then lift the flaps to open the doors of the building to reveal the hidden community helper inside. At the end of this story, the readers are presented with a map of the community that they explored on their day's journey. They are also asked to look at their reflection in the mirror on the last page of the book to reflect upon which type of community helper they see themselves as in the future when they grow up. After completing the read alouds, the students returned to their seats to complete their independent reading. The students were encouraged to select interactive books to read from the Classroom Library, and were also allowed to borrow my interactive books to read as well. After the students completed their independent reading, they composed a brief writing assignment that asked them to choose which book they liked the best out of all of the books they read today and why. All of the students chose one of the interactive books and stated that they loved being able

to touch and interact with the various elements of the story, which made the book more entertaining and easier to connect to.

On Day 6 of Phase 2 of this study, the students took part in an activity where they constructed the characters from the stories that they read independently (See Appendix P). Prior to beginning the independent reading time, the students gathered on the carpet area to discuss the roles that the main characters play in a story. Since the students stated prior to beginning Phase 2 of the study that one of the reasons they enjoy to read is because they connect to the character, we took some time to discuss what it means to connect to a character in the story. The students listed various character traits and spoke about some of their favorite characters that they connected to from other books. I then modeled the activity that the students would be participating in later that day after the independent reading. Holding up a book from the Classroom Library entitled Amy Loves the Snow, written by Julia Hoban, I shared a connection to the main character, Amy, in the story. In this children's story, the character Amy is a young girl who goes out in the snow with her father to create a snowman. Every winter since girlhood, I would go outside with my father after it snowed to create a snowman. The students were then showed a blank template of a character outline and were made aware that they would be using it to create a representation of the character that they connected to in the story. A completed representation of Amy was then displayed, which was a colored in character template designed to look like the young girl from the story. The students were very excited to create their own characters and quickly chose a book for their independent reading that they decided had a character that they could relate to. After completing their independent reading, the students began coloring in their character template to recreate the character from the story that they felt they connected to. The students were then instructed to write the name of the character on the

back of the page, along with a brief description of the character and why the student felt that he or she connected to this character. Once the students completed this task, their work was checked and those who correctly completed the assignment were allowed to glue adorable “googlie eyes” onto their characters. The students then shared their work with their peers and described what character they felt they best related to and why. The students really loved this activity and enjoyed holding discussions about the various characters that they read about.

On Day 7 of Phase 2 of this study, the students participated in an activity in which they went “book shopping” and then acted as critics of the books that they read during partner reading (See Appendix Q). Prior to initiating the buddy reading, each student received their own personal “shopping bag” made from construction paper and yarn. Inside the shopping bags, the students found one ticket to be used to “purchase” one book from the Classroom Library, as well as a paper thumbs-up sign attached to a Popsicle stick. The students were broken up into pairs and were told that they would become reading partners with the person sitting next to them at their table. After the pairs were determined, the students were sent off to go “book shopping” in the Classroom Library. They would use their ticket, or coupon, to select one “really good book” to read from the library. We reviewed what determined a “really good book” prior to beginning the activity, and the students were really excited to find the hidden treasures from the Classroom Library that would serve as wonderful books for their buddy reading. Once each student found a “really good book” and placed it in their shopping bag, they returned to their desks and began partner reading with their assigned partner sitting next to them. The students took turns reading their books to one another, and after each student read his or her book, the pair acted as critics to rate the book that was just read. The students then took out the “thumbs-up sign” that was provided to them in their shopping bags. On the count of three, the students would both hold up

the thumb sign, either pointing up or down, signaling whether they liked or disliked the book. A thumbs-up signified that the reader, or critic, enjoyed the book, while the thumbs-down sign signaled that the reader did not enjoy the book. After rating the book, the pair of students engaged in a conversation about why they liked or disliked the story, and whether or not they would recommend this book to a friend. After rating the first book, the other reading partner took a turn reading his or her book aloud before the pair used the thumb sign to decide whether or not they enjoyed the second book. The students then renewed their coupon and were able to select a second book if they finished early. The students seemed to thoroughly enjoy this activity and loved both the buddy reading and the opportunity to rate the books with the familiar “thumbs-up” sign.

On Day 8 of Phase 2 of this study, the students took part in an activity that combined the use of a “wishing well” and a classroom quilt representing all of the books read independently on that particular day (See Appendices R and S). A “wishing well” was brought into the classroom, which can be seen in a photograph contained in Appendix R. Each student was given a small, colorful piece of paper on which they were instructed to write their personal “wish” regarding a specific book or topic they would like to read about. After each student submitted their wish to the bucket inside the well, we reviewed the various topics and book titles that the children wished to read. The preferences of each child were read aloud and some of the recommended books from the Classroom Library were set aside. The students began to make recommendations to their peers of books that were written about the expressed topics of interest. After each of the wishes that were submitted to the well were read aloud, the students returned to their desks to begin their independent reading. The students were allowed to select books that I had pulled from the Classroom Library that reflected the topics that the students had wished to read about.

They were also able to choose from a large pile of children's books that were brought in that reflected the student interests. Students who had a difficult time choosing a book were also allowed to randomly choose a "wish" from the well as a suggestion of a "really good book" or an interesting topic to read about. After the students completed their independent reading, they were each given a colorful blank square of construction paper. The students each wrote their name on the square, as well as the title and author of the book that they read during independent reading. The students also drew a lovely illustration that represented the story they read and were allowed to color their pictures on their individual square. After each student finished designing their squares, the individual patches were collected and assembled together to create one large representation of all of the books that were read independently during the day's lesson. The quilt that was created reflected not only the books that were read, but also the various interests and reading topic preferences among the students in the classroom. With the ability to choose books that interest the student being such a crucial and integral component to intrinsic motivation for reading, this activity was a great way to allow students to become engaged with books that they chose to read based on their own individual interests and preferences.

On Day 9, the final day of Phase 2 of this study, the students participated in an activity in which they created brief commercials to advertise the "really good books" that they were reading. The students were divided into groups of five, and each table cluster in the classroom formed its own group. After the groups were formed, the group members had to vote to decide on one really great book that they would like to read together and make a commercial for to advertise the book to their peers. Once each group selected a book, they read the book aloud together and decided why they would recommend the book to a friend, what they liked about it, what their favorite part was, etc. The groups then began working on their commercial for the

book. Since this study was conducted in a first grade classroom, the students were provided with a template, or script, for the commercial to scaffold the activity to meet the abilities of these young students. The basic outline of the commercial was created for each group (as can be seen in the image in Appendix T), and the group members had to simply fill in the blanks of the script with the information that pertained to their particular book. Each member of each group was then assigned one line from the script that they would have to recite in their commercial. The groups were given a few minutes to rehearse their commercials before performing for their peers. Each group was then called up one at a time by table to perform their commercials for their books. In front of the classroom was a life-size television set that had been constructed prior to the lesson (See Appendix T). The television set had a clear cellophane wrap that served as the “television screen” so that when the group of children stood behind it, it looked as though they were on TV. On the back of the television the script was written out in large print for the groups to reference during their commercial presentations. A remote control from home was also available to aid in carrying out this activity. As each group reported to the front of the room to perform their commercial, they waited for the teacher to use the remote control to “turn on the television” to begin. The students then shared their commercial with their peers to advertise the “really good book” they read, while providing the students with a brief summary of the book, why it was so interesting, and which part they enjoyed the most. After each group took a turn performing their commercial, the rest of the groups rewarded them with a “quiet clap”. Finally, after each group finished presenting, the class had a brief discussion about each book that was presented, and if they learned about any new books through the book advertisements that they would enjoy to read in the future. The commercials and the discussions that followed really hooked the students’ attention and got them extremely interested in reading these books due to

the exciting presentations of their peers. The students loved this activity and it was a wonderful way to conclude Phase 2 of this study, which focused on intrinsically motivating students to become engaged in the independent reading.

Finally, the results from each two-week period were compared to assess whether the students collectively read more when they were motivated with intrinsic motivators or extrinsic rewards. Thank You Letters were then sent to all of the parents/guardians of the children who participated in this study. The letters thanked the participants for allowing the results of the study to be published, while also informing the participants that they would be able to receive copies of the researcher's thesis at their request. To view a table that more clearly organizes each step of the Procedure, please see Appendix J.

Data Collection

To obtain quantitative data about the number of books read independently in each two-week period of the study, the students filled out "Bookmark Slips" (Appendix G), which were submitted to the researcher. These slips were filled out by the children after independently reading each book. The slips were in the shape of bookmarks to be used during independent reading. On each slip, students were required to fill out the following information for each book: Student's Name, Title of the Book, Author(s), and a one sentence Summary on the back. The researcher tallied the number of "Bookmark Slips" submitted for each student during each two-week period of the study. These slips allowed the researcher to compare the number of slips returned by each student during each two-week period to determine during which two-week period of the study the students were most engaged in reading (based on the type of motivation being used). It should also be noted that during the first two-week period, which used extrinsic

rewards as motivation, the students received stickers next to their name on a chart for each book read independently. The stickers then served as the basis for allotting tiered prizes for every five books read.

Results

Participants of this study returned bookmark slips for each book read independently for both Phase 1 and Phase 2 of this study. The data was compared to assess the differences in the numbers of books read independently by each individual student between Phase 1 and Phase 2, as well as the differences in the number of books read by the class as a whole for each two-week period of the study. Please refer to Tables 1 and 2 for a concise outline of the collected data. Participant 1 returned 7 bookmark slips for Phase 1, and 3 bookmark slips for Phase 2, demonstrating a *decrease* of 4 books read independently as the study shifted from the use of extrinsic rewards to intrinsic motivation. Participant 2 returned 5 bookmark slips for Phase 1 and 2 bookmark slips for Phase 2, demonstrating a *decrease* of 3 books read independently. Participant 3 returned 24 bookmark slips for Phase 1 and 9 bookmark slips for Phase 2, demonstrating a *decrease* of 15 books read independently. Participant 4 returned 6 bookmark slips for Phase 1 and 4 bookmark slips for Phase 2, demonstrating a *decrease* of 2 books read independently. Participant 5 returned 8 bookmark slips for Phase 1 and 3 bookmark slips for Phase 2, demonstrating a *decrease* of 5 books read independently. Participant 6 returned 2 bookmark slips for Phase 1 and 5 bookmark slips for Phase 2, demonstrating an *increase* of 3 books read independently. Participant 7 returned 7 bookmark slips for Phase 1 and 3 bookmark slips for Phase 2, demonstrating a *decrease* of 4 books read independently. Participant 8 returned 12 bookmark slips for Phase 1 and 6 bookmark slips for Phase 2, demonstrating a

decrease of 6 books read independently. Participant 9 returned 18 bookmark slips for Phase 1 and 5 bookmark slips for Phase 2, demonstrating a *decrease* of 4 books read independently. Participant 10 returned 16 bookmark slips for Phase 1 and 6 bookmark slips for Phase 2, demonstrating a *decrease* of 10 books read independently. Participant 11 returned 6 bookmark slips for Phase 1 and 2 bookmark slips for Phase 2, demonstrating a *decrease* of 4 books read independently. Participant 12 returned 22 bookmark slips for Phase 1 and 12 bookmark slips for Phase 2, demonstrating a *decrease* of 10 books read independently. Participant 13 returned 0 bookmark slips for Phase 1 and 3 bookmark slips for Phase 2, demonstrating an *increase* of 3 books read independently. Participant 14 returned 20 bookmark slips for Phase 1 and 4 bookmark slips for Phase 2, demonstrating a *decrease* of 16 books read independently. Participant 15 returned 19 bookmark slips for Phase 1 and 13 bookmark slips for Phase 2, demonstrating a *decrease* of 6 books read independently. Participant 16 returned 15 bookmark slips for Phase 1 and 7 bookmark slips for Phase 2, demonstrating a *decrease* of 8 books read independently.

There was a wider range in the number of books read independently by each participant for Phase 1, which ranged from 0 to 24 books read independently, as compared to a range of 2 to 13 books read independently by each student for Phase 2 of this study. The results from Phase 1 contained both the highest and lowest number of books read by an individual student for the entire four-week study. The total number of books read by the students in Phase 1 of the study, which used extrinsic rewards, was 187 books. The mean number of books read independently by each student for Phase 1 was 11.6875 books, with a median of 10 books. The total number of books read by the participants in Phase 2 of the study, which used intrinsic motivators for reading, was 87 books. The mean number of books read independently by each participant for

Phase 2 of the study was 5.4375 books, with a median of 4.5 books. Both the mean and median for Phase 2 were less than half of the mean and median number of books read independently by each student for Phase 1 of the study. Only 2 participants demonstrated an increase in the number of books read independently as the study changed from using extrinsic motivation to intrinsic motivation for reading instruction. Fourteen participants demonstrated a decrease in the number of books they read independently as they moved from Phase 1 to Phase 2 of the study.

Chapter IV:

Discussion/ Conclusions

Limitations of Study

One of the major limitations of this study was time. The initial intention for this study was to conduct a very intricate six-week study that included the use of teacher surveys, student surveys, and three two-week periods of data collection. Ideally, it would have been advantageous to conduct a teacher survey to collect data on what strategies, if any, the teachers in this school were currently using to motivate their students to become engaged readers in the classroom. It would have been helpful to shed some light at the initiation of this study on what forms of intrinsic and extrinsic motivation the teachers were currently using, and if they believe these forms of motivation have been successful thus far in sparking student engagement in reading. Due to the limitation of time to complete this study, the very detailed survey created for teacher participants, as well as the teacher participants themselves, were eliminated.

Although the study shifted to allow the students to become the focal point (without any data collection from the teachers at all), data collection among the students was also limited due to time constraints. Initially, the planned research design would conduct a student survey prior to beginning the two-week data collection periods. This survey would be used to assess student interest in reading prior to the study, as well as which forms of motivation (intrinsic and extrinsic) the students are most responsive to regarding motivation for reading instruction. The survey was a multiple-choice assessment, which combined the use of an abridged, adapted version of “The Motivation for Reading Questionnaire” and Survey Monkey’s “Student Reading Motivation Survey”. Due to the short period of time that was allotted to conduct this study, the student survey unfortunately had to be removed as well.

Time proved to be a limitation yet again on the effectiveness of the study because the duration of the study was shortened from six weeks to four weeks. As a result of removing one two-week period from this study, one crucial element was also removed. The Literature Review showed that many theorists proposed that the removal of extrinsic rewards had a negative impact on future intrinsic motivation for an activity. This being said, the initial plan was first to conduct one two-week period with the use of intrinsic motivators, followed by one two-week period that utilized extrinsic rewards for reading, followed by one more additional two-week period that removed the use of extrinsic rewards and returned to intrinsic motivators for reading instruction. Having the three two-week periods in the study was desirable because it would allow data collection first about the number of books read independently by each child for the first period of intrinsic motivators, as well as the second period that used extrinsic rewards. This information would allow assessment of whether students were most responsive to the intrinsic motivation or extrinsic rewards in terms of their engagement in reading. The third two-week period was very special to the study to investigate the effects of removing the extrinsic rewards and returning to intrinsic motivators, and to compare the data from the first two-week period and the third-two week period, which both utilized intrinsic motivation for reading instruction. By comparing the data from these two time periods, it would be possible to assess whether the removal of extrinsic rewards did in fact have any effect on the intrinsic motivation for the independent reading activity. If the third two-week period demonstrated that students read a fewer number of books than the first two-week period, a conclusion could be drawn from this data that in this particular study, the removal of extrinsic rewards did influence later intrinsic motivation for the reading activity by diminishing interest in the independent reading activity in itself. This would suggest that when extrinsic rewards are introduced to motivate students to complete an activity, students

lose interest in the actual activity and turn their attention towards seeking rewards and positive reinforcement. This would also mean that once the extrinsic rewards were removed, students would become less motivated to complete the task since the rewards had diminished the motivation for the actual activity. Without the rewards keeping the students engaged in the reading, it would have been interesting to note whether or not the students retained their intrinsic motivation for the independent reading task of this study.

In the end, two weeks was not a long enough period of time to introduce either intrinsic or extrinsic motivation to the students in order to receive accurate results. Some students were not accustomed to the rewards and entertaining activities related to the independent reading task in this study. By extending the length of each two-week period, the students would have had more time to adjust to these new classroom practices and more accurate results could have been collected regarding which form of motivation they were most responsive to. Young students, especially as young as first graders, which were the participants of my study, need time to adjust to change in their daily routines. By only collecting data for two two-week periods, the children never had time to fully accept the change and become familiar with the new routine. This would definitely have an effect on the results, so going further it would be worthwhile to study the effects of both intrinsic and extrinsic motivation on reading engagement for longer periods of time.

Another limitation of the study was the absence of control and the inability to adjust the classroom environment as initially planned. Creating a controlled environment as a researcher for one's study is of the utmost importance in order to maintain accuracy of the results. Due to the fact that the research was conducted in another teacher's classroom, rather than my own classroom, I found that it was not possible to have complete control over my study. As a guest in

the classroom, I had to make sure that the cooperating teacher was comfortable with my study and that I was abiding by her already-established classroom rules at all times. It therefore became extremely difficult to have my initial vision and plan for this study carried out. In an ideal situation where a controlled environment could be maintained, the students would be timed each day as they completed their independent reading task. It would be possible to make sure that the students read independently for the same amount of time each day in order to compare the number of books returned by each student during that specific time period. A daily routine for when the independent reading would take place throughout the school day could also be established. As a guest in another teacher's classroom, the researcher had to conduct the data collection around the current schedule and did not have the freedom to create a constant, controlled setting. This resulted in the students reading at all different times of the day and for different lengths of time each day.

One final limitation of my study was the time of year during which the study was conducted. This research was collected at the same time that the students were practicing for their Holiday Show, causing the students' practice sessions to interfere with the data collection. With the winter season well underway, the teachers were spending a great amount of time throughout each school day preparing for the upcoming first annual holiday performance. Since this was the first time that this school was holding a Holiday Show, the teachers, students and administrators were dedicating a large chunk of time to organizing the show (since no prior routines were already established). At the time that the study was conducted, the teachers were busy collecting costumes and props, selecting music and lyrics, and holding practices with the students to learn their act. Each grade worked together and the teachers and students collaborated to put on a joint performance. When the study first began during the first two-week

period that used extrinsic motivation for reading, the teachers had already begun holding at least one practice session per day to rehearse the songs and lyrics as a grade. By the second two-week period that used intrinsic motivation for reading, the teachers were already dedicating at least two or three periods per day to practices on the stage in the Auditorium with the entire grade. The teachers also began combining their classes to sit in one teacher's classroom and rehearse the lyrics when they did not have time on the stage. Since so much time was being dedicated to this upcoming Holiday Show, this might not have been the ideal time to conduct my study. With the tremendous chunk of time per day being dedicated to practice sessions for the performance, there was not much time for classroom instruction, which in turn meant less time devoted to independent reading. Since there was limited time per school day for independent reading, many of the lessons had to be shortened and there was a much smaller chunk of time reserved for the students to carry out their independent reading. If this study was conducted at another time, the results of the study may have been different and the students would have had more time to carry out their independent reading throughout the school day. The students may have returned a higher number of bookmark slips for each two-week period. Also, the results may have been different due to the extremely limited amount of time for reading instruction during the second two-week period that used intrinsic motivation for reading. The Holiday Show actually took place at the end of the second two-week period of this study, so the amount of time reserved for practicing the performance greatly increased during this time period, thereby taking away a large chunk of time for independent reading.

Even further limiting the amount of time reserved for independent reading during the second two-week portion of this study was the fact that various activities had to be incorporated into the reading instruction as well. In order to bolster intrinsic motivation and an engagement in

independent reading, daily activities were introduced that were related to the independent reading task. The activities were meant to spark student interest in the independent reading by providing entertaining and stimulating opportunities to practice and apply the information they gained during the reading. For example, students became excited to complete their independent reading when they knew that creative crafts, interesting discussions, and fun activities were following the reading. The problem with this idea lays in the fact that the activities were time-consuming, and with the already limited amount of time for reading instruction due to the busy performance rehearsal schedule, whatever small amount of time was left had to be divided between the activities and the independent reading. This was a disadvantage to the study because the students had a very short amount of time to independently read each day during Phase 2 of this study. This would result in the students returning a much lower number of bookmark slips during this time period. Phase 1 of this study, which used extrinsic rewards for reading instruction, was not as affected by this limitation of time because aside from the less-demanding rehearsal schedule, the students were also not taking part in any activities that took away from independent reading time. In the future, it would be of the utmost importance to ensure that both phases of this study had an equal amount of time devoted to independent reading. With an equal amount of time allotted for independent reading for both two-week time periods, the researcher would be better able to compare the number of bookmark slips returned for each period to assess whether intrinsic motivators or extrinsic rewards were more effective in engaging the students in the independent reading.

Discussion/Conclusions

With motivation and engagement in reading being such a crucial indicator of later success in all areas of life, it becomes of the utmost importance that educators are aware of proven strategies and teaching methodologies that will heighten student motivation and engagement in reading. As a result of the data that was collected from this study, the use of extrinsic rewards was found to be much more effective in motivating the students to become engaged in the independent reading tasks. In fact, the participants of this study read more than twice the amount of books while extrinsic rewards were being used, as compared to when intrinsic motivation activities were incorporated into the reading instruction. The mean and median number of books read for Phase 1 of the study were also more than twice the number of books read during Phase 2. After analyzing the results of this study it seems clear that the use of extrinsic rewards for reading instruction was much more effective in engaging the readers in this particular study than the use of intrinsic motivation. While Skinner would be very proud that this theory of behaviorism and positive reinforcement held up in this case, other theorists, such as Alfie Kohn, would be a little more skeptical of the results and would argue that rewards are never the answer to increasing student motivation.

Based on the results that overwhelmingly support the theory of positive reinforcement through the use of rewards, it would seem reasonable and logical to draw the conclusion that extrinsic motivation is usually more effective in engaging readers during classroom independent reading instruction. A wise researcher, however, would know that this very well might not be the case. It is indeed possible that the various limitations of this study may have affected the results of the study. It is also possible that the results of this study were unique to this particular population that was being assessed. There are many contributing factors that may have

influenced the data of this study, and therefore it is important to note that these results should not be translated into widespread generalizations of the education world.

One of the factors that may have indeed influenced the results of this study was the limited amount of time reserved for independent reading during Phase 2 of the study when intrinsic motivation was being used. Due to the rigorous rehearsal schedule for the upcoming Holiday Show, the students were left with a very short period of time to read independently following the intrinsic motivation activities that accompanied the reading. If the amount of time that was allotted for independent reading was controlled for both phases of the study, the students would have had an equal period of time to conduct their independent reading over each nine-day segment and the results may have been very different. This study may have in turn demonstrated results where the gap between the number of books read independently by the participants in Phases 1 and 2 was much more narrow.

It is also interesting to note that while the students displayed a heightened interest for reading in both phases of this study, the students seemed less motivated to fill out and return the bookmark slips in Phase 2. At the initiation of the second two-week period when intrinsic motivation was introduced, the participants were told that they would still be submitting bookmark slips for each book they read independently, however, they would no longer be given rewards for the slips. The students were equally as excited about reading and carrying out the intrinsic motivation activities of Phase 2 as they were about reading and collecting the prizes in Phase 1. The students' attitudes towards reading remained positive and full of excitement, as was demonstrated by their informal oral responses to my questions about their feelings towards reading throughout the entire four-week study. The students continued to demonstrate a heightened excitement towards reading for both phases of the study than was previously

observed prior to initiating Phase 1. While the positive student responses regarding reading remained throughout both phases of the study, what did change was the number of bookmark slips submitted from Phase 1 to Phase 2. With such a marked decrease in the number of bookmark slips returned for Phase 2 of the study, a question arose as to why the students were displaying such a “disinterest” in reading despite their outward positive demeanor regarding the reading tasks. While all of the students were reading, some students were failing to fill out and return the slips. Bookmark slips were then personally handed out to all of the students and they were reminded to please complete and return the slips after they have finished reading each book. These observations suggested that perhaps the motivation and engagement in reading did not decrease for Phase 2 of the study, but perhaps the motivation to complete the bookmark slips for which there seemed to be no more purpose had dwindled. It may have been the case that once the students realized they were no longer received prizes for the bookmark slips, they ceased to hand them in. This lack of motivation to complete the bookmark slips may have been an improper representation of what appeared to be a lack of motivation for independent reading.

One very interesting aspect of my research that was not reported in the data was the unique results of one student who failed to return the Consent Form. Out of the four students who did not provide consent for their results to be published, only one student read more with the use of intrinsic motivators during Phase 2. In fact, this student read a larger number of books during Phase 2 than any other student in either phase of the study. This particular participant more than doubled the number of books read independently during Phase 1 for Phase 2 of the study. The student also demonstrated an enormous excitement and passion for reading instruction during Phase 2 of the study when intrinsic motivation activities were introduced.

Yet another interesting aspect of the data that was reported in the results was the increased number of bookmark slips returned for Student's 6 and 13 during Phase 2 of the study. Both of these participants were actually the lowest level students in the classroom. Student 13 is the participant who has a paraprofessional in the classroom, and Student 6 is pulled out frequently to receive many services throughout the day. It was interesting that Student 13 did not respond to extrinsic motivation at all despite the fact that sticker reward systems are sometimes used for behavior modification to keep this student on task. While the student returned zero bookmark slips for Phase 1 of this study, the participant later returned 3 bookmark slips for Phase 2 when intrinsic motivation activities were implemented. The paraprofessional also stated that Participant 13 has always been very interested in reading, so perhaps this student did not respond to the rewards for a task he was already motivated to complete. This, in fact, would support Alfie Kohn's (1993) theory that the use of extrinsic rewards undermines intrinsic motivation for a task, especially when an individual is already interested in that task. Student 6 also demonstrated an increase in the number of bookmark slips submitted by returning 2 slips in Phase 1 and 5 slips in Phase 2. Both Students 6 and 13 displayed an increase of 3 books being read independently from Phase 1 to Phase 2. It becomes interesting to investigate in future studies whether the academic, emotional, social, and behavioral levels of the students influence how they respond to both approaches of motivation for reading instruction.

Finally, it is important to note that when speaking candidly with several teachers at this school, many of them inquired about the results of this study, stating that they have noticed that children of this age range seem to be very responsive to rewards. Many teachers expressed their opinions that in their experiences, first grade students were always very eager to receive prizes and rewards in the classroom. This then led to reflections regarding whether the results of this

study would hold up with other student populations that are not of this particular age range. It would be interesting to conduct studies in various classrooms with various age groupings to assess whether the age of the students factors into whether they are more responsive to intrinsic or extrinsic motivation. A good suggestion would be to begin with the use of extrinsic rewards to motivate those students who do not already have an interest in reading, and to then gradually and slowly wean the students off of the rewards by replacing them with intrinsic motivation activities. This gradual change from extrinsic to intrinsic motivation seems to be an educator's key for success in instilling an initial passion and desire for reading that will later begin to blossom and flourish among the students.

Implications for Practice

There are some educational implications that may be drawn from this study. In my experience as an aspiring educator, I have observed many different classrooms in my educational career. Throughout my six years of study to become an elementary school teacher, very few of the teachers I have observed used intrinsic or extrinsic motivation for reading instruction. A thorough review of literature regarding the use of intrinsic and extrinsic motivation for reading engagement found that many researchers have discovered the benefits of using one or both of these approaches to stimulate engagement in reading among students. This raised questions about why neither approach has been used frequently in the classroom when there is so much data supporting the implementation of either intrinsic or extrinsic motivation, or both, for reading instruction.

Many educators are very focused on the Reading Workshop model of teaching, as well as “teaching to the test”. Since the workshop model has been the widely accepted form of today's

reading instruction, many teachers put all of their focus on the mini-lesson, the guided reading groups, the conferencing, and the independent reading time. When teachers are not using the workshop model for instruction, they usually tend to be covering test prep. During test prep, teachers spend countless hours “teaching to the test” and providing numerous mind-numbing drills to fortify reading skills and strategies that will be tested on the high-stakes assessments. With so much focus and attention on the workshop model and test preparation for reading instruction, teachers may miss out on the big picture and forget to incorporate motivational activities into the reading task. It is important for teachers to remember that one of the main purposes of reading instruction, aside from creating a classroom of literate children, is also to inspire and spark a love and passion for reading. In order to mold this future generation of avid and dedicated readers, teachers must ensure that they are motivating their students to enjoy the reading task in hopes that they will read more often.

The findings from this study show that teachers should be mindful of the importance of incorporating opportunities to enrich intrinsic and extrinsic motivation for reading engagement in the classroom. Teachers can implement extrinsic motivation and rewards by holding Book Challenges, such as the one conducted in this study, where prizes are distributed based on achievements in reading. Other ways of extrinsically motivating students to read is by creating a paperclip chain for each book read together as a class during the read alouds, and holding a classroom party once the chain reaches a certain number of paperclips.

Teachers should also consider ways to enrich their reading instruction by including fun activities into the curriculum to accompany the reading tasks and fortify intrinsic motivation for reading. As was demonstrated in this study, there are numerous activities that teachers can add into the reading curriculum in order to spark an interest in reading. For example, teachers can

introduce online books and interactive reading activities through the use of websites such as Tumble Books and storylineonline.net. Teachers can also have students create commercials and book advertisements for the wonderful books they are reading in order to spark their peers' interest to read their favorite books as well. Another wonderful way to enhance intrinsic motivation in the classroom is to implement games and other manipulatives regarding reading, such as flip chutes, pic-a-holes, task cards, question cubes, game boards, story quilts, etc. Children love these interactive and entertaining activities, and will also love to become involved in the reading process by participating in Reader's Theater, literature circles, partner reading, etc.

It does not take a lot of effort to incorporate these quick and easy methods of intrinsic and extrinsic motivation into the reading instruction routine. By taking a few minutes each day to reward children for reading, as well as introducing fun activities to support the reading task, teachers and students alike will be very thankful for the little bit of additional work that goes a long way! Not only will students be looking forward to reading instruction in the classroom, but the teachers will also have a much easier time encouraging students to read independently. A task such as independent reading, which may have once required pulling teeth from the teachers to engage students in the reading, will now become a task that students look forward to each day. By implementing the use of intrinsic and extrinsic motivation activities and rewards in the classroom, teachers will be successful in creating a classroom of avid, dedicated and passionate readers!

The results of this study demonstrate that extrinsic motivation and the use of rewards were much more effective with this particular population of students in increasing engagement in reading. The final recommendation for future practice would therefore be that teachers consider first introducing extrinsic motivation for the reading task where there previously was none.

Once students begin to build up an intrinsic desire to complete the reading task for its own sake, the teacher should begin to slowly wean out the use of extrinsic rewards and gradually replace them with intrinsic motivators, such as the activities previously mentioned. By beginning with extrinsic motivation and gradually transferring over to intrinsic motivation, students will begin to become motivated for the reading task by first becoming interested in the rewards, and then later remaining interested in the reading task for the love of reading itself. The evidence is strong that if teachers follow this advice, it will become a recipe for success in molding life-long, passionate readers!

Implications for Further Research

This study is a wonderful stepping-stone for future research regarding the use of intrinsic and extrinsic motivation for reading engagement. Since neither form of motivation is commonly used for reading instruction in the classroom, it is very important that there continue to be research conducted regarding how these forms of motivation can benefit our students by leading to a higher level of engagement in reading. If teachers can mold a generation of young students who are highly motivated and engaged readers, just think of the wealth of positive outcomes that would arise for our future! We would live in a world where education thrives and individuals achieve many successes as a result of being dedicated, passionate, and highly literate human beings. It is of the utmost importance as educators to know that our students are reading, and that they have a passion for reading, in order to widen their knowledge and achieve the tools of literacy that serve as the keys to success!

With the acknowledgement that there were several limitations of this study, there are clearly some aspects of future research and replications of this study that should be altered in

order to achieve more accurate results. In a perfect world, there would have been more time allotted to complete this study. In future studies, researchers should ensure that each phase of the study is given more than just two weeks to collect data in order to improve accuracy. There should also be a greater period of time to conduct this study so that the researcher could add the third phase and study of effects of the removal of extrinsic rewards on intrinsic motivation.

Another suggestion for future research is that teacher and student surveys should be used to collect important preliminary data prior to conducting the study. As was described above in the “Limitations” portion of this thesis, the surveys that were initially designed to be a part of this study had to be eliminated due to a lack of time. Future research should look at the issue of intrinsic and extrinsic motivation in the classroom from both sides of the coin- through both the teachers’ and students’ eyes. It seems to be important to gain an understanding from a Teacher Survey of what forms of motivation (intrinsic or extrinsic) teachers are currently using for reading instruction in the classroom, as well as whether they feel these forms of motivation have been successful in sparking the interest of readers. It would also be beneficial to learn from students from a Student Survey what forms of motivation (intrinsic or extrinsic) they are most responsive to regarding independent reading, as well as what their current interest level in reading is prior to conducting the study. By understanding which students are highly interested in reading and which students lack an intrinsic passion for reading at the initiation of the study, it allows the researcher to gauge which form of motivation was most successful in motivating those students who previously were not interested in the task of reading independently.

Another component that should be added to future replications of this study is the use of an informal student survey, which should be conducted once before Phase 1, once before Phase 2, once before the added Phase 3, and once at the completion of the study (See Appendix U to

view a sample). To conduct this survey, the teacher should create a chart that asks students to answer whether or not they enjoy reading. Each student can have their own small square of paper with his or her name on it and a piece of rolled tape on the back. Students can be called one by one to place their card under either the “Yes” or “No” column to answer the question “Do you like to read?” (See Appendix U for an example). The teacher should then ask the students to support their opinions by explaining why they do or do not enjoy reading. It then becomes possible for the teacher to assess the student responses at the initiation of the study and following each phase to determine whether any students changed their opinions about reading due to a specific form of motivation being used for reading instruction. By having this data, it would also fortify the results of this study by showing which form of motivation, intrinsic or extrinsic, caused the students who initially disliked reading to experience an increased passion for reading, and in turn led to a greater number of books read. This survey is beneficial to this study as well because it also provides the researcher with qualitative data about reading engagement and opinions regarding independent reading following the different forms of motivation being used in this study for reading instruction. It would be lovely for future research to include this qualitative data in addition to the quantitative data collected regarding the number of bookmark slips returned by each student for each phase of the study. This informal survey was originally a component of this current study, however, it was eliminated due to the large number of students that were absent on the days the survey was taking place, as well as the overwhelming number of students who agreed they loved reading from the very start of the study, all the way through to its completion. Without seeing any change in the results of this qualitative data, along with the absence of many participants on the days it was collected, I decided that this informal survey

should be eliminated from the current study, but would be a wonderful recommendation for future research.

Still another recommendation for future research would be that the researcher ensures that he or she is conducting this study in a very controlled environment. In order to improve the accuracy of the results, the researcher should make sure that various aspects of this study are secured and constant, such as the amount of time that students are given to complete their independent reading for each day of each phase of the study. The researcher would also benefit from having more control over the study by having the freedom to conduct the desired intrinsic activities in their entirety without imposing on another teacher's already-established classroom routine. Also, more control over the study translates to being able to control the amount of time that the study takes place in, as well as the amount of time allotted for each phase and the number of phases included. It would be a strong suggestion that future replications of this research be conducted by a researcher in his or her own classroom, or in an environment that allows the researcher to have greater control over the various elements of the study. This increased control would benefit the study by leading to more accurate results, as well as a study that has high levels of validity and reliability.

One final recommendation that should be made in order to benefit future research would be that the researcher conducts this study in multiple schools, multiple classrooms, and in varied grades. Although this study is already quite costly and time consuming, it would be wonderful to conduct this study with a larger population in more than just one learning environment. By replicating this study in many different classrooms, grade levels, schools, and cities, it becomes possible to rule out the notion that the results are specific to this one population. By assessing the effectiveness of intrinsic and extrinsic motivation on reading engagement in many different

classrooms, schools, and city settings, it gives us the opportunity to strengthen and better support our conclusions, allowing us to be more confident that the results apply to most circumstances and are not simply unique to this study.

Reflecting upon my study now that it has been completed, I must say that overall I was very pleased with the outcome. Regardless of the study's limitations or the changes I would make for future replications, I am extremely proud of the work that I have done. I believe that I received some very interesting results and learned so much about the body of research regarding intrinsic and extrinsic motivation for reading instruction. I also believe that this wonderful experience working with the student participants has taught me so much about the nature of children's interests in reading, and more specifically, ways to spark their interest in the task of independent reading. Along my journey of completing this study, I have discovered many teaching practices that I would include in my own classroom in the future to plant the seed in my students for a love of reading that would one day blossom into a lifelong passion and dedication! Knowing what I know now based on the results of my study, I will be sure to implement *both* intrinsic and extrinsic motivation in my classroom in order to appeal to the interests of each and every unique student in my classroom, so that they may discover their inner passion for reading!

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Appendix A

Cover Letter To Parents of Minor Child Participants

Francesca Landolina

[REDACTED]
Staten Island, New York [REDACTED]
[REDACTED]
[REDACTED]

November, 2010

Dear Parent/Guardian,

I would like to take this time to introduce myself. My name is Francesca Landolina, and I am currently earning my Masters Degree in Teaching Literacy (Birth – 6) at Wagner College in Staten Island, New York.

I am presently conducting research that will lead to my master’s thesis on Literacy Instruction. My thesis proposal, “Keeping Your Eyes on the Prize: A Study of the Effects of Intrinsic and Extrinsic Motivation on Student Engagement in Reading”, has been approved by Wagner College’s Human Experimentation Review Board (HERB).

Via this letter, I am asking you if you would be willing to allow your child to participate in the study described in the consent form. Enclosed are two copies of my informed consent form. Please review it, and if you agree to allow your child to participate, you will need to sign one and return it to your classroom teacher. You should keep the other consent form for your records.

It is important to note that all lessons will be provided as part of your child’s current school activities; therefore, your child will participate in all lessons, regardless of his/her participation in this study. By agreeing to allow him/her to participate in this study, you are simply giving me permission to use all data collected during those lessons.

The information collected during this study will not be associated with your or your child’s name. When my thesis is completed, I will be happy to share the findings with you.

If you have any questions, please feel free to contact me via e-mail at [REDACTED], or by phone at [REDACTED].

I thank you for your time and participation.

Sincerely,

Francesca Landolina

Appendix B

Informed Consent Form for Child Participants

Parent Informed Consent Form

Wagner College, in Staten Island, NY, supports the practice of protection of human participants in research. The following will provide you with information about this study that will help you in deciding whether or not you wish to allow your child to participate. If you agree to allow your child to participate, please be aware that you are free to withdraw him/her at any point throughout the duration of the study without any penalty.

This study seeks to evaluate the effects of intrinsic and extrinsic motivation on student engagement in reading. This study will take place throughout a four-week period. During the first two weeks of the study, the students will be participating in a “Book Challenge” where they will be given extrinsic motivators to read, such as stickers next to their name on a chart for each book read independently. The students will receive a prize for every five books read. During the second two-week period, the students will be given intrinsic motivators to read, such as the opportunity to choose books to read independently that are highly interesting to the student. Finally, I will be using the results from each two-week period to identify the effectiveness of each strategy.

Please note that all lessons will be provided as part of your child’s current school activities; therefore, your child will participate in all lessons, regardless of his/her participation in this study. By agreeing to allow him/her to participate in this study, you are giving the researcher permission to use all data collected during those lessons. Confidentiality of each participant will be maintained and data reported will not be associated with your child’s name. If for any reason during this study you choose to withdraw your child’s participation, his/her data will not be used in this study. When this study is completed you will be provided with the results, and you will be free to ask any questions.

If you have any further questions concerning this study, please feel free to contact me through phone or e-mail: Francesca Landolina at [REDACTED] ([REDACTED]). Please indicate with your signature on the space below that you understand your rights and agree to allow your child to participate in this study. Your child’s participation is solicited, yet strictly voluntary. Confidentiality of each participant will be maintained. Your child’s name will not be associated with any research findings.

Signature of Parent/Guardian

Researcher

Print Parent’s Name

Print Child’s Name

Appendix C

Human Experimentation Review Board (HERB) Approval

September 13, 2010

Dear Ms. Landolina:

I am pleased to inform you that your research proposal submitted to the Human Experimentation Review Board (HERB) in March 2010 and revised in September 2010 entitled “Keeping Your Eyes on the Prize: A Study of the Effects of Intrinsic and Extrinsic Motivation on Student Engagement in Reading” (S10-11) is approved as revised.

As revised, the project complies with all of the requirements of HERB for the protection of human participants in research. Unless renewed, approval lapses one year after the approval date.

1. A project status report (available on the HERB website as Part C of application packet) must be returned to HERB within one year.
2. Any significant change in the experimental procedure must be reported to HERB immediately prior to altering the project.
3. Any injury to a participant because of the research procedure must be reported to HERB immediately.
4. The investigator must keep all signed consent forms on file for 3 years past completion of the project.
5. HERB must be informed of the addition of new investigators not named in the original application.

Please inform HERB when the study has been completed. **All future correspondence regarding this project should display the HERB identifying number.**

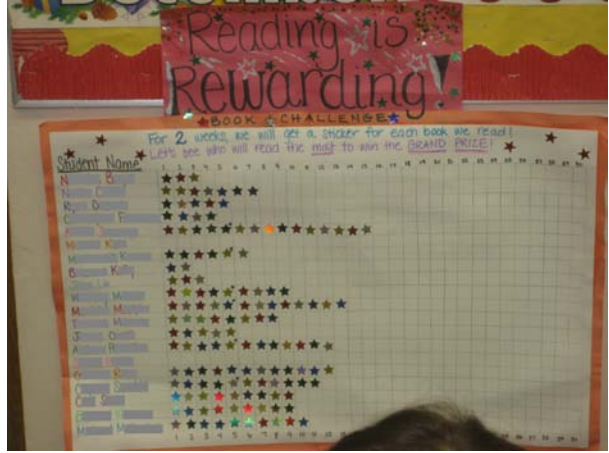
Best wishes,

Amy Eshleman

Vice-Chair, Human Experimentation Review Board

Appendix D

Independent Reading Chart



Appendix E

Stickers



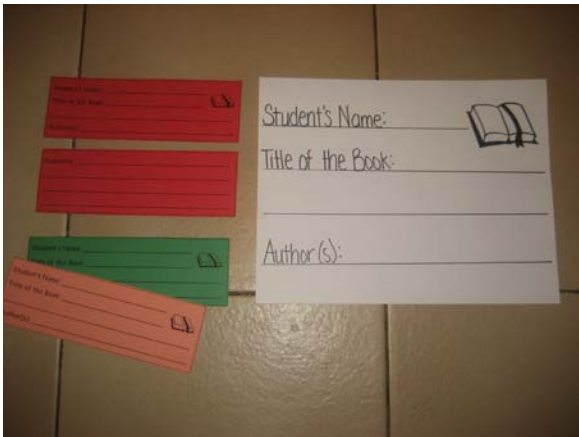
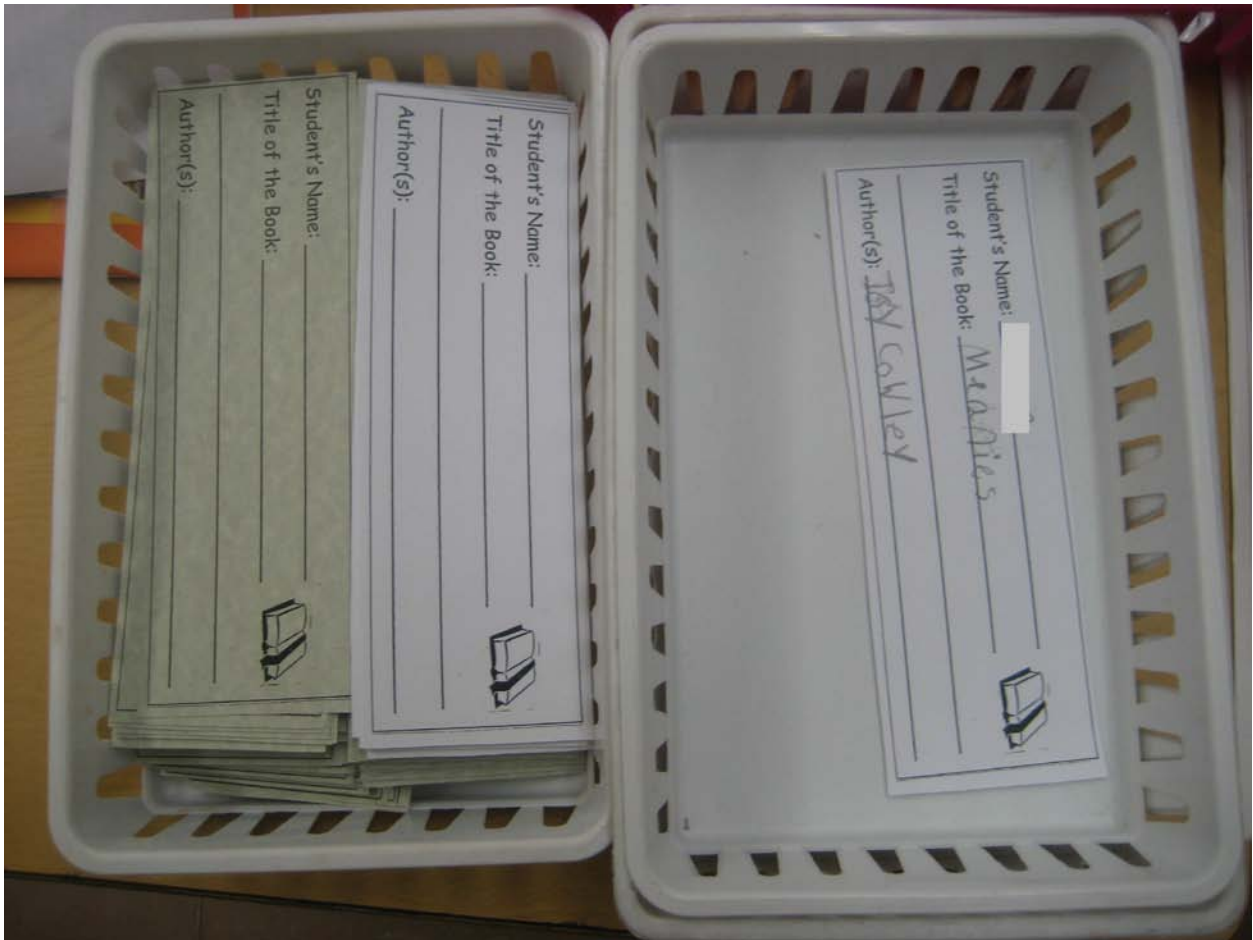
Appendix F

Prizes



Appendix G

“Bookmark” Slips



Appendix H

Classroom Library Books



Appendix I

Thank You Letter to the Parents/Guardians of Child Participants

Dear Parents/Guardians,

I would like to take this opportunity to thank you for your participation and for agreeing to allow your child to participate in the research study for my thesis. Your and your child's participation was extremely valuable.

Please feel free to contact me at [REDACTED], or [REDACTED] if you would like a copy of my thesis.

Again, I thank you for your time and participation.

Sincerely,

Francesca Landolina

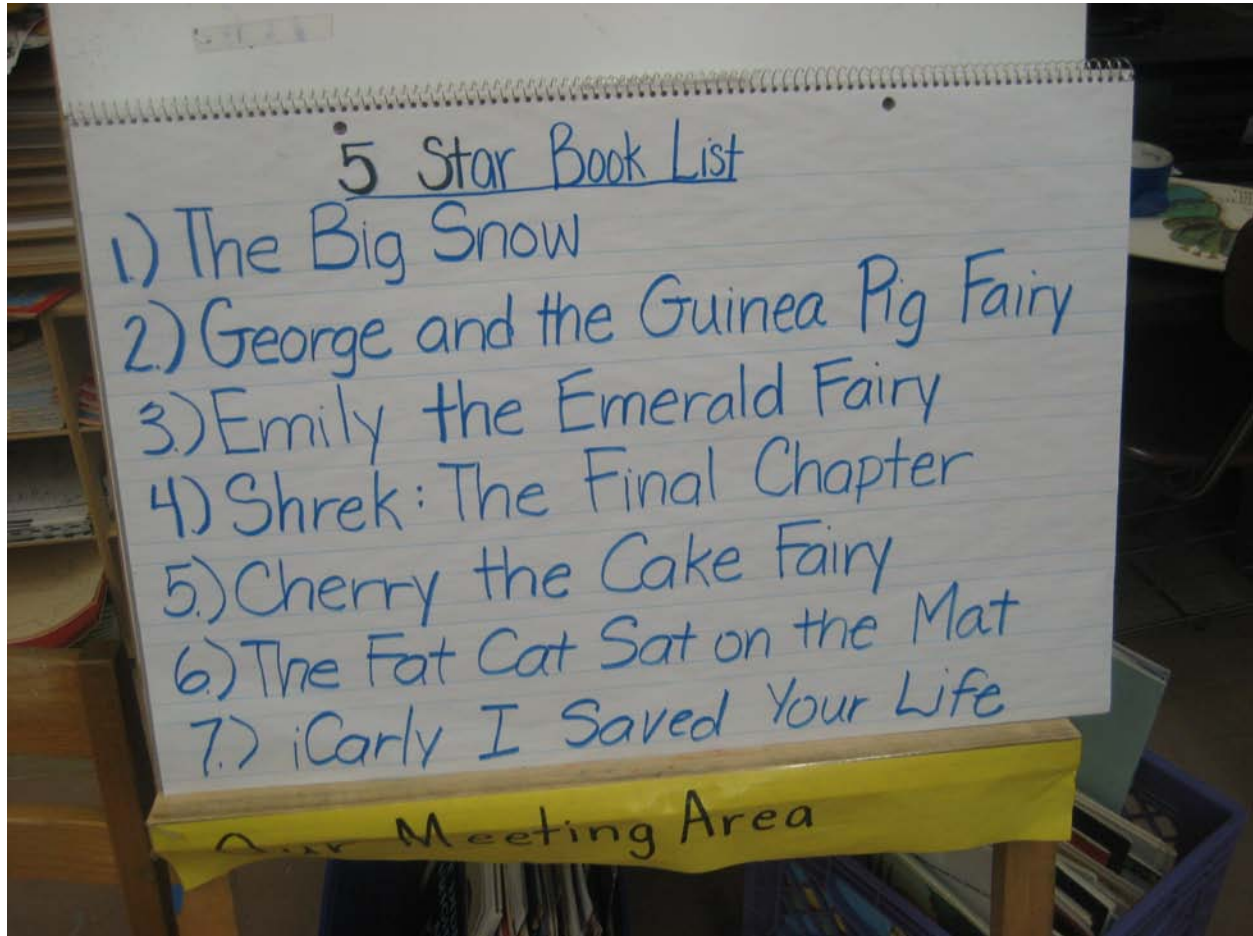
Appendix J

Table of Procedures

<p>Step 1</p>	<p>Consent was obtained from the parents/guardians of the child participants.</p>
<p>Step 2 (First two-week period)</p>	<p>Students participated in a “Book Challenge”, where extrinsic motivation to read was used for two weeks. Students were given stars next to their names on a chart for each book read independently. For every five books read, the students received a prize. Prizes were tiered so the students received a better prize each time they read five more books. “Bookmark Slips” were filled out for each book read independently to tally the number of books read by each child.</p>
<p>Step 3 (Second two-week period)</p>	<p>The researcher took away all forms of extrinsic motivation, and began to utilize intrinsic motivation in reading instruction. Students were given intrinsic motivators to read (i.e.: choosing their own books to read based on interest, literature circle discussions, book advertisements to hook student interest, etc.). Students once again filled out “Bookmark Slips” as a way to record the number of books read independently.</p>
<p>Step 4</p>	<p>The researcher used the results of each two-week period to evaluate whether the students were collectively more engaged in reading with the use of intrinsic or extrinsic motivation.</p>
<p>Step 5</p>	<p>Thank You Letters were sent to all participants, and copies of the thesis were also available to interested participants.</p>

Appendix K

Five Star Book List



Appendix L

“Mr. Wiggles” used in Literature Circle Activity



Appendix M

Question Cubes



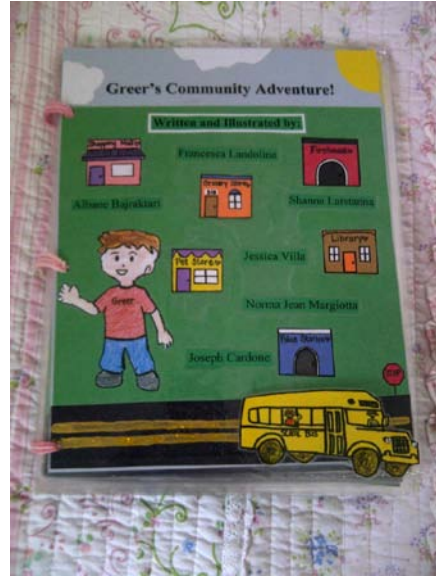
Appendix N

Wanted Sign



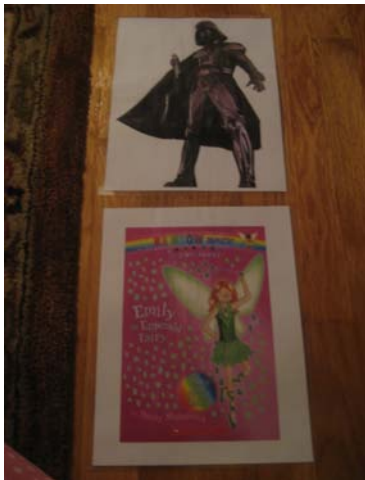
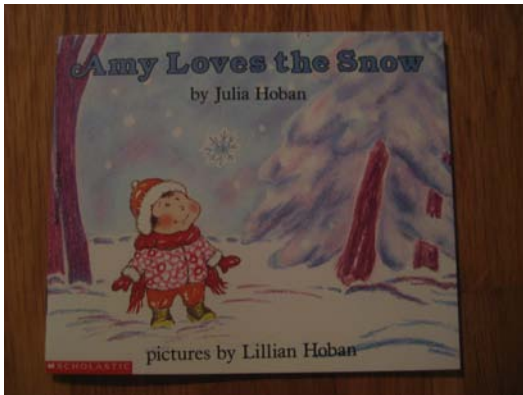
Appendix O

Interactive Books



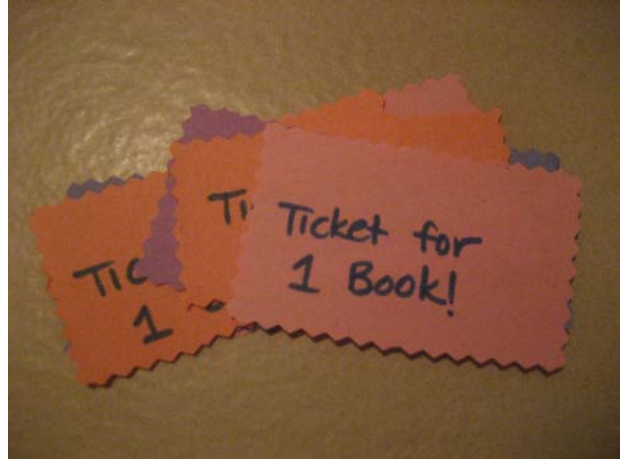
Appendix P

Character Connection Activity Materials (Including Character Templates)



Appendix Q

Book Shopping and Book Rating Activity Materials

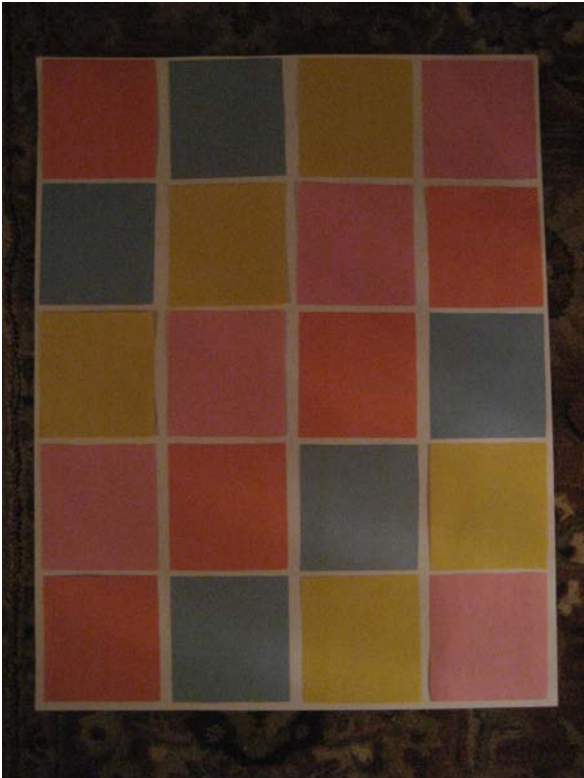


Appendix R
Wishing Well



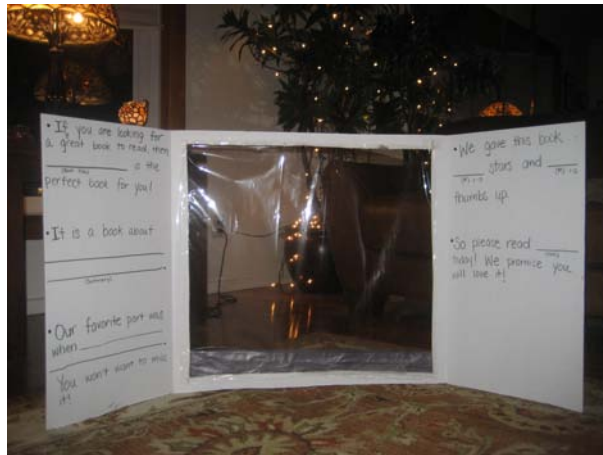
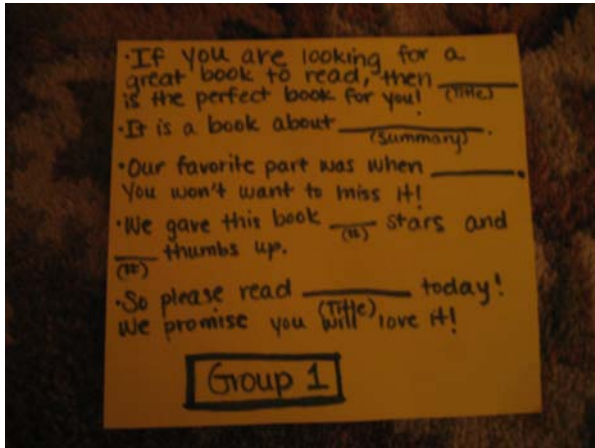
Appendix S

Story Quilt



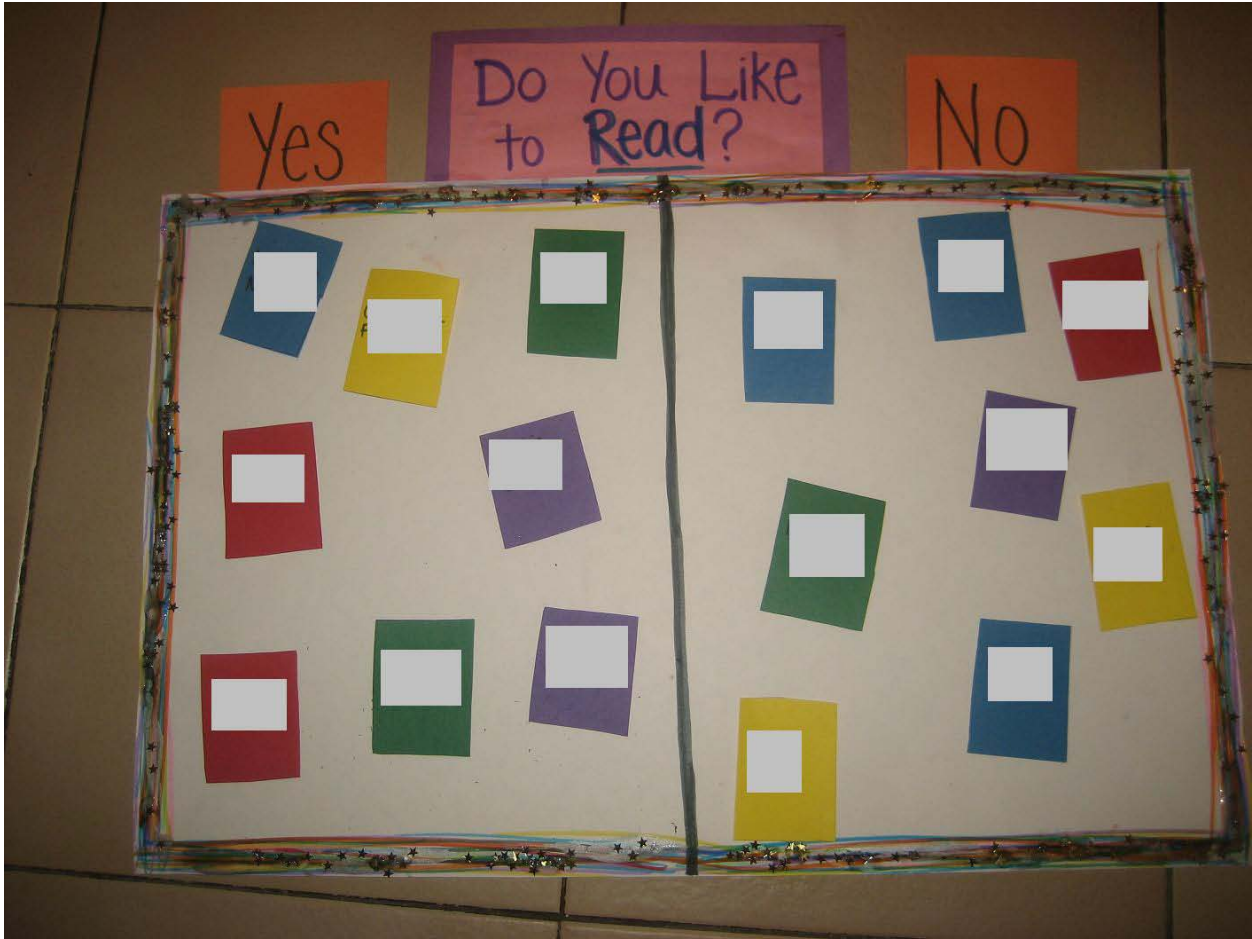
Appendix T

Commercial Activity Television and Scripts



Appendix U

Informal Student Interest Reading Survey Sample



Appendix V
Classroom Setting



Table 1

Number of Books Read Independently with the Use of Extrinsic Motivation (Phase 1)

Student	Number of Books Read Independently
Student 1	7
Student 2	5
Student 3	24
Student 4	6
Student 5	8
Student 6	2
Student 7	7
Student 8	12
Student 9	18
Student 10	16
Student 11	6
Student 12	22
Student 13	0
Student 14	20
Student 15	19
Student 16	15

Table 1

Table 2

Number of Books Read Independently with the Use of Intrinsic Motivation (Phase 2)

Student	Number of Books Read Independently
Student 1	3
Student 2	2
Student 3	9
Student 4	4
Student 5	3
Student 6	5
Student 7	3
Student 8	6
Student 9	5
Student 10	6
Student 11	2
Student 12	12
Student 13	3
Student 14	4
Student 15	13
Student 16	7

Table 2