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Encouraging Intrinsic Motivation

in the Middle School
Reading Classroom

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lokaverkefni til 90 eininga B.Ed.-prófs í kennaradeild
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Ég lýsi því hér með yfir að ég ein er höfundur þessa verkefnis og að það er ágóði eigin rannsókna.

I hereby declare that I am the author of this paper and my work went into it.

Undirskrift _____ Dagsetning _____

Það staðfestist hér með að lokaverkefni þetta fullnægir að mínum dómi kröfum til B.Ed.-prófs í kennaradeild.

I hereby declare that in my opinion, this final paper satisfactorily meets the standards towards completing a Bachelor of Education degree from the University of Akureyri.

Undirskrift _____ Dagsetning _____

Hvatning beinist að hegðun til þess að ná ákveðnum markmiðum. Í kennslustofunni er nemendum leiðbeint með bæði innri og ytri hvatningu. Þetta eru mjög ólíkar en að vísu leiti samtvinnaðar tegundir af hvatningu sem koma fram á mismunandi hátt. Báðar tegundir af hvatningum hafa bæði kosti og galla í kennslu en almennt hafa rannsóknir sýnt að innri hvatning er öflugura tæki. Ytri hvatning hvetur nemendur til að framkvæma verkefni til þess að fá í staðinn einhvers konar ávinning eða til að komast hjá refsingu. Á meðan þessi hvatning hefur jákvæð skammtíma áhrif í því að stjórna hegðun og halda athygli á óáhugaverð verkefni, þarf stöðugt að hrósa eða verðlauna. Innri hvatning, aftur á móti, hvetur nemendur til að framkvæma verkefni eingöngu vegna þess að þeir fá ánægju af því að vinna verkefnin sjálfir og það er gefandi fyrir nemendur.Þessi tegund hvatningar kemur nemendum til góða með því að koma inn hjá þeim langtíma áætlun (þróun), sjálfstjórnun og skipulagningu námstímans.

Hvatning nemenda í lestranámi er sérstaklega mikilvægt að einblína á af því að rannsóknir hafa sýnt að börn sem hafa innri hvatningu hafa tilhneygingu til þess að lesa oftar en önnur börn. Rannsóknaraðilar hafa sýnt fram á að tíðni lestrar hjá börnum er mikilvæg ábending um lesskilning þeirra. Það hefur einnig verið sýnt fram á að nemendur með innri hvatningu eru gjarnan með þróaðri rökræðu hæfileika, námstækni og að fara dýpra í texta. Þeir nemendur eru einnig á hærra stigi í hugtaksnámi, muna lengur og nota auk þess flóknari námsaðferðir sem er allt mjög áríðandi í öllum námsgreinum. Tilraunir til að auka lestur barna eru þar af leiðandi mjög áríðandi innslag ekki bara fyrir lesskilning nemenda heldur almennt fyrir allt nám.

Motivation refers to something that guides behavior towards certain goals. In the classroom, students are guided by both extrinsic and intrinsic motivation. These are very different but sometimes intertwined types of motivation which appear to work in different ways. Both types of motivation have their benefits and drawbacks in the classroom, but overall, researchers agree that intrinsic motivation is the more powerful tool. Extrinsic motivators encourage students to perform tasks or activities in order to receive some type of reward or to avoid some type of punishment. While these motivators have a positive short-term effect on controlling behavior and keeping attention on uninteresting tasks, they must be repeatedly reinforced by praise or rewards. Intrinsic motivators, on the other hand, encourage students to perform tasks and activities because they feel these are satisfying or pleasurable in and of themselves. These motivators benefit students by enhancing long-term strategy development, self-direction and time spent on learning activities.

Student motivation in the reading classroom is a particularly important area to focus on because studies have shown that children who are intrinsically motivated tend to read more frequently than other children. Researchers have argued that children's reading frequency is an important predictor of their reading comprehension. It has also been found that intrinsically motivated students tend to use more sophisticated reasoning skills, learning strategies and deeper text processing. They also show higher levels of conceptual learning, longer-term learning retention, and more use of complex learning strategies. All of these are crucial to higher-order thinking which is an asset to all areas of study. Efforts to increase children's reading motivation therefore have important implications not just for student reading comprehension but for overall school achievement.

You can teach a student a lesson for a day;
but if you can teach him to learn by creating curiosity,
he will continue the learning process as long as he lives.

~Clay P. Bedford

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Chapter 1
Introduction

If teachers are to create optimal learning environments, they must address their students' interests, beliefs, concerns and needs- in other words, their students' motivations. It has been said that "We need to stop asking 'How motivated are my students?' and start asking 'How are my students motivated?'" [1]

Young students entering the middle school years are experiencing a time of great change. Their minds are maturing and they are beginning to think more abstractly and flexibly. These skills, while important in the natural development of adolescence, tend to bring with them difficulties along the way. The ability to think more abstractly, especially about themselves, leads young students to want more independence and choice in their lives, and relationships with their peers become even more important. Unfortunately, the structure of many middle school classrooms does not help facilitate all of these changes. While students in the middle school years are realizing their taste for independence, the school environment tends to have more rigid, stricter rules, an emphasis on control, and fewer opportunities to exercise freedom of choice, self-direction and interpersonal skills. In addition, an increase in self-consciousness among students occurs at a time when middle school curricula begin to place more emphasis on grades and evaluations. [2]

During a stage when students are learning more about their own identities, goals and ideals, the above-mentioned issues may lead to difficulties in students finding meaning and purpose in their work, and they may experience sharp drops in their intrinsic motivation. [3] By intrinsic motivation, researchers and educators refer to the idea of being motivated to do something just for the sake of doing it, where the motivation arises from the satisfaction of the behavior itself. [4] One way researchers

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[1] Jeff Kerssen-Griep et al. "Sustaining the desire to learn: Dimensions of perceived instructional facework related to student involvement and motivation to learn," Western Journal of Communication Fall 2003.

[2] Kevin Rathunde and Mihaly Csikszentmihalyi, "Middle School Students' Motivation and Quality of Experience: A Comparison of Montessori and Traditional School Environments," American Journal of Education May 2005.

[3] Kevin Rathunde and Mihaly Csikszentmihalyi, "Middle School Students' Motivation and Quality of Experience: A Comparison of Montessori and Traditional School Environments," American Journal of Education May 2005.

[4] http://www.nos.org/psy12/p2h10.1.htm

have explained this drop is due to students' increasing ability to understand their own performance and outcomes in school. As children receive more feedback about their work and overall progress, and compare their performance to that of others, the result may be a decline in their sense of competence, a factor important in maintaining intrinsic motivation. [5]

It could be asked whether the decline in motivation is inevitable or if it can be slowed down or even prevented by changing the types of learning experiences that children have in school. More and more research suggests that by changing the way teachers instruct students in the classroom, children's motivation can be enhanced so as to avoid this decline. The value in this is that intrinsically motivated students use more sophisticated reasoning skills and learning strategies. They seek to improve their skills and build on what they know, thereby increasing their capabilities. [6]

Because various motivations influence various tasks and activities, this paper will discuss different types of motivation in general, then more specifically, intrinsic motivation in the reading classroom. Studies have shown that children who are intrinsically motivated tend to read more frequently than other children, and researchers have argued that children's reading frequency is an important predictor of their reading comprehension, an asset for all areas of study. Thus, efforts to increase children's reading motivation have important implications not just for student reading comprehension but for overall school achievement. [7]

It is unrealistic to expect that children will always be intrinsically motivated in school, whether it be to read or to perform various other learning tasks. Intrinsic motivation does however, encourage reading skills and can lead to a long-term interest in reading. Educators should therefore encourage intrinsically motivated reading in the classroom whenever possible. Because of the advantages that come with students being intrinsically motivated in their studies, especially in reading, it is important for schools and teachers to understand the concept and how it can be encouraged in the lives of their student

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[5] Alan Wigfield et al., "Children's Motivation for Reading: Domain Specificity and Instructional influences," The Journal of Educational Research Jul/Aug 2004.

[6] Alan Wigfield et al., "Children's Motivation for Reading: Domain Specificity and Instructional influences," The Journal of Educational Research Jul/Aug 2004.

[7] Alan Wigfield et al., "Children's Motivation for Reading: Domain Specificity and Instructional influences," The Journal of Educational Research Jul/Aug 2004.

Chapter 2
Motivation and its principles

When people come home from work or school and feel hungry, they often get something to eat. When they feel dirty they take a bath or a shower. When they are tired at the end of the day they go to sleep. The reasons for these actions are fairly simple and straight-forward and are held in common by almost everyone. Countless other actions though, and decisions people make, are guided by a multitude of reasons which vary from person to person. Those who go out and start their first job may do it because they need to earn money, they want to save for something special, their parents are pushing them to be responsible for themselves, they are looking for socialization, maybe they just enjoy the actual work involved, or maybe they feel they will help make a difference in the world. [8]

All human behavior is performed with a purpose and is the result of certain motives which arise from either internal (physiological) or external (environmental) stimuli. Motivation can therefore be defined as "the process of activating, maintaining and directing behavior toward a particular goal", and this behavior tends to stop after the desired goal is obtained. Motivation is a phenomenon which cannot be observed, and because of this, psychologists and researchers must draw conclusions about what it is and what causes it. The question, "What motivates a person to do a particular thing" is usually asking "Why does a person behave the way that he does?" In other words, motivation refers to the cause of behavior. [9]

Besides helping to explain why past and present behaviors occur, motivation also helps make predictions about behavior. If the information and knowledge one possesses about people's behavior is correct, there is a very good possibility that he or she will make correct predictions about the future behavior of those individuals. An outgoing individual will likely talk with many people at a social gathering. A shy child may cling to her mother at her first day of pre-school. A hard working student will likely study well for an upcoming test. Those things which motivate people

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[8] http://www.nos.org/psy12/p2h10.1.htm
[9] http://www.nos.org/psy12/p2h10.1.htm

cannot tell exactly what will happen in a situation but they can give an idea of things a person will do and the decisions he or she will make. [10]

Motivation guides all of us in everything we do each day. It is such an important part of our daily lives, yet there is still so much to be understood about it. One particular area of interest in motivation and its principles is in the field of education and what motivates students to learn. In general terms, student motivation refers to "a willingness, need, desire or even compulsion to participate in, and be successful in, the learning process". [11] Students can be motivated to pay attention in class and stay on task, to complete assignments and homework, to do well on tests, etc. Teachers, psychologists and researchers continue to study motivation, how it affects students, and how to encourage it to promote interest in learning at school.

It is difficult for students to learn if they do not have the motivation to do so, but two very different types of motivation guide their learning- extrinsic and intrinsic. Extrinsic motivation refers to acts being performed to bring about a reward or to avoid an undesirable consequence. Intrinsic motivation, on the other hand, refers to acts being performed because they are satisfying or pleasurable in and of themselves. [12] Both types of motivation have their benefits and drawbacks in the classroom, but overall, researchers agree that intrinsic motivation is the more powerful tool.

Learning is most effective when a student is ready to learn, when he or she wants to know something. Sometimes the student's readiness and eagerness to learn evolve with time, and it is the teacher's role to encourage this development and help it continue. However, knowing that learning must be motivated and understanding the specifics of the motivations can sometimes be two very different things. [13] Students come from different backgrounds with different life experiences, but there are often general ideas, which will be discussed later, that educators can keep in mind when deciding the best ways in which to teach students and give them valuable learning tools for the future.

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[10] http://www.nos.org/psy12/p2h10.1.htm
[11] http://www.nwrel.org/request/oct00/textonly.html
[12] http://cwabacon.pearsoned.com/bookbind/pubbooks/woodic_ab/chapter11/custom100/deluxe-
content.html

[13] http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motivate.htm

Chapter 3

Extrinsic motivation in the classroom

When students today are faced with assignments, they usually wonder one or both of the following questions: "What do I get if I do it?" or "What happens if I don't do it?" Both of these questions arise from extrinsic motivation. [14] An extrinsically motivated student performs a task or assignment in order to receive some type of reward or to avoid some type of punishment external to the activity itself. Classroom practices designed by schools and teachers in an attempt to get students to learn often reinforce students' extrinsic motivation. There are numerous ways of providing rewards, such as publicly recognizing students for academic achievements, placing students on honor rolls, offering pizzas for reading, and giving out stickers or candy. Schools and teachers might also manipulate and encourage students' extrinsic motivation by taking away a privilege, such as recess, based on poor academic performance. [15]

While most would agree that classroom activities are often structured around extrinsic motivation as a means of getting students to learn, the question becomes "Is this good or bad?" Two important and rather well-known research studies have tried to answer this question. One was carried out by the psychologists Lepper, Green and Nisbett. They studied children who spent a high percentage of time drawing during free play. They took children individually and asked them to draw. Children in one group were shown a "good-player" certificate and told they could win one by drawing. After they drew, the children were told they had done well and were given the certificate. Children in another group were not told about the certificate, but after they drew, they were given the same feedback and certificate, to take into account any effect due to receiving a reward. A third group of children drew with no mention of a certificate and were not given one at the end, which controlled for any effect due to drawing. Two weeks later, the children were again observed during their free time to determine the amount of time they had spent drawing. While there was no significant difference in time spent drawing by children who were given unexpected rewards or

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[14] http://intranet.micds.org/upper/health/Health-Web/smahmood/intext.html

[15] Edward Deci et al., "Extrinsic rewards and intrinsic motivation in education," <u>Review of Educational Research</u> Spring 2001.

no rewards at all during the initial observation, the children who expected a reward the first time spent less time drawing during the second observation than they did during the first. [16]

Another study, entitled "Undermining Children's Intrinsic Interest with Extrinsic Reward" was performed by the psychologist Edward Deci. He researched two groups of children to explore the effects of extrinsic rewards on learning. One group received money as an extrinsic reward for solving a puzzle while the other group received no reward at all. Afterwards, both groups were secretly observed while they thought they were alone. The group of children who were paid to solve the puzzle stopped playing, but the group of children who were not paid kept playing. Deci summed up his findings with the phrase "Stop the pay, stop the play" and concluded that rewards seem to turn the act of playing into something that is controlled from the outside, or externally. By giving a reward for play, it turns the play into work. Rewards and recognition are important, but when they are used as a way to motivate children, they often tend to backfire. [17]

Even though extrinsic motivation has been used in schools for years, there is little evidence to show that it encourages learning. Extrinsic motivation does give students goals and the students follow the rules of learning set up by the teacher when they want to "win the prize" of a good grade, sticker, recognition, etc. Unfortunately, students learn to view the information they need to learn and understand as a means to an end rather than something interesting to know on its own. Chances are they will not regard it as something useful in its own right and are therefore not likely to inquire further into the subject matter. Even worse, once students have received "the prize" they often no longer have any motivation to retain the information they have learned. Studies have also found that students who are naturally curious when faced with an extrinsic reward do generate questions, but those questions often do not relate to the subject matter at hand. Instead, the questions on the minds of the students tend to relate to "How can I bend the rules to win the game?" or "What's the least amount of effort I can put in and still satisfy the teacher?" [18]

[16] http://www.oncourseworkshop.com/Motivation004.htm
[17] http://www.oncourseworkshop.com/Motivation004.htm

[18] http://www.nos.org/psy12/p2h10.1.htm

Some research has shown that using extrinsic motivators to encourage student learning can both lower achievement and negatively affect student motivation. Students who are motivated to complete a task simply to avoid negative consequences or to earn a certain grade rarely put forth more than the minimum effort necessary to meet their goals. In addition, when students begin to focus on how their successes or failures compare to their classmates' rather than focusing on mastering skills at their own rate, they are more easily discouraged. [19]

It is true that external rewards may keep students productive, but they also tend to decrease students' interest in an activity, and therefore the likelihood that the students will continue that activity on their own in the future. In this way, extrinsic motivation controls behavior, but only temporarily. In the reading classroom, for example, one might inform students that they must complete a specific task such as answering comprehension questions for a sticker or a good grade. When the students then complete the task with the knowledge of what external reward they will get in doing so, their on-task behavior will only be temporary because the reading activity will end once the goal has been reached. If students are reading to complete an assignment, the reading will stop when the task is completed. When teachers rely on extrinsic motivation in the classroom, they must provide a new goal or "reward" for each activity. [20]

The major criticism of extrinsic rewards is that they can lead to "overjustification". According to this idea, giving a student an extrinsic reward for performing a behavior gives the student the message that the behavior must not be worth doing for its own sake. As a result, when the goal is reached and the reward is given, the behavior will drop to a lower level than existed prior to the reward phase. The idea of giving more than one reason for engaging in a behavior can also be disadvantageous. If a student is reading to participate in a pizza party, for example, that reason might give less credibility to another prior reason, such as reading for

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[19] http://www.nos.org/psy12/p2h10.1.htm

[20] Anne P. Sweet and John T. Guthrie, "How children's motivations relate to literacy development and instruction," The Reading Teacher May 1996.

enjoyment. If that is the case, the student may choose to not perform the behavior (of reading, for example) unless there is a promise of an external reward for doing so. [21]

Despite the possibility of students becoming too dependent upon extrinsic rewards, some may argue that it is a necessary part of the classroom routine. The reasoning is that some students find particular learning activities so repetitive and uninteresting that the activities themselves would never produce intrinsic satisfaction on their own. For example, memorizing spelling words may never be satisfying and enjoyable for some students. They may only take part in these activities to get better grades or to avoid punishment. This begs the question, "Is it inappropriate for teachers to use incentives on students to ensure that even the uninterested will learn important skills? Even if certain students never like spelling and reading, gaining these skills is a necessary part of becoming successful members of society. [22]

Another possible positive outcome of using extrinsic motivation in the classroom is that in requiring students to practice certain skills and learn new material, the students may find they enjoy things they would have otherwise not familiarized themselves with. This is an area which educators and psychologists need to research more, and while this phenomenon may occur in some instances, it should not be used as a justification for overusing extrinsic motivators in the classroom.

If a teacher insists upon using extrinsic motivation in the classroom, he or she should provide clear expectations, give corrective feedback and provide valuable rewards. [23] These rewards should be used sparingly and are most effective when they are closely related to the activities at hand. Also, rewards should only be given when they are clearly deserved. Giving a prize or reward to a student who only puts a minimal amount of effort into an assignment sends the message to the student that the amount of effort is acceptable, and the reward then becomes meaningless. [24] Finally, teachers must remember that extrinsic rewards will only work as long as students are

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[21] Robert L. Williams and Susan L. Stockdale, "Classroom motivations strategies for prospective teachers," The Teacher Educator Winter 2004.

[22] Robert L. Williams and Susan L. Stockdale, "Classroom motivations strategies for prospective teachers," The Teacher Educator Winter 2004.

[23] http://hagar.up.ac.za/catts/learner/leonb/motivation.htm

[24] http://www.nos.org/psy12/p2h10.1.htm

under their control. When outside of their control, students will stop the behavior (of a learning activity, for example) unless it has been internalized and the students have become intrinsically motivated to continue learning on their own. [25] The next chapters will discuss intrinsic motivation in more detail, including how and why it tends to be more effective in the classroom than extrinsic motivation.

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[25] http://hagar.up.ac.za/catts/learner/leonb/motivation.htm

Chapter 4,1
Intrinsic motivation in the classroom

Many educational theorists claim that external rewards decrease the quality of students' work and create disinterest in topics that might otherwise be enjoyed and further pursued due to a personal interest in the subject matter. One psychologist has been quoted as saying, "Rewards are devastatingly effective in smothering enthusiasm for activities children might otherwise enjoy". [26]

As mentioned in previous chapters, extrinsic motivation arises from factors external to an individual. Tasks are performed to avoid negative consequences, or in anticipation of a reward which is artificially linked to the behavior. Intrinsic motivation, on the other hand, arises from an internal drive to complete a task and the payoffs for intrinsically motivated behavior come directly from performing the behavior. A task is performed simply for the sake of doing it. For example, reading for pleasure and information would be considered intrinsically motivating, while reading to make a good grade, earn a privilege, or impress the teacher would be considered extrinsically motivating. [27]

Benefits of intrinsic motivation in students run across the board, and to imagine a room full of intrinsically motivated students, one could imagine the following scenario: The atmosphere in the classroom is one of excitement and anticipation. An overview of the room finds a group of students who are alert, curious, energized, eager to learn and working on task. The students do not need the teacher to remind them or even beg them to carry on with their work. They want to be in the classroom and are excited about learning. This scenario is one in which most teachers only dream about and few are able to experience, but the key to help make it a reality is that of students who are intrinsically motivated. [28]

It is one thing to say that students should be intrinsically motivated, and another to ensure that they actually are. Many issues make the task of encouraging

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[26] Nancy Lashaway-Bokina, "Recognizing and nurturing intrinsic motivation: a cautionary tale," Roeper Review June 2000.

[27] Robert L. Williams and Susan L. Stockdale, "Classroom motivations strategies for prospective teachers," The Teacher Educator Winter 2004.

[28] Brian C. Patrick et al. "What's everybody so excited about?: The effects of teacher enthusiasm on student intrinsic motivation and vitality," The Journal of Experimental Education Spring 2000.

this motivation in students a challenging one, but when teachers take the time to understand what it is and implement helpful learning strategies, steps can me made.

A major issue working against intrinsic motivation relates to the developmental changes, both physical and psychological, that occur during the often difficult period of adolescence. In the middle elementary school years, students become very self conscious and skeptical and may begin to doubt the value of their academic work and their abilities to succeed. This concern has become the focal point of many studies and unfortunately, findings associated with middle school learning consistently show a drop in students' intrinsic motivation. This downward trend in motivation can however, be avoided. Over the past decade, several researchers have concluded that difficulties arise because the typical learning environment in middle school is often mismatched with adolescents' developmental needs.   Several large-scale research programs have focused attention on qualities needed in classrooms and school in order to enhance student achievement and motivation. School environments that do indeed provide a more appropriate fit to the developmental needs of young adolescent students have been shown to enhance intrinsic motivation. [29]

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[29] Kevin Rathunde and Mihaly Csikszentmihalyi, "Middle School Students' Motivation and Quality of Experience: A Comparison of Montessori and Traditional School Environments," American Journal of Education May 2005.

Encouraging intrinsic motivation through teaching methods

How can teachers and educators provide a more appropriate fit between student needs and the classroom environment? In one particular research project, psychologists asked both teachers and students two questions: "What kind of work do you find totally engaging?" and "What kind of work do you hate to do?" In this research study, the concept of students being engaged in their work referred to them exhibiting three characteristics: being attracted to their work, being persistent in their work despite challenges and obstacles, and being satisfied in their ability to accomplish tasks. It wasn't long before the researchers noticed a definite pattern in responses. Engaging work, according to the students and teachers, was work that tapped into their curiosity, allowed them to express their creativity, and encouraged positive relationships with others. It was also work that they were good at. As for activities they disliked, both teachers and students listed work that was repetitive, that required little or no thought, and that was forced upon them by others. [30]

The students' responses to the research questions showed that when they are engaged in their work, they are driven by the four following elements: *success* and the need for mastery, *curiosity* and the need for understanding, *originality* and the need for self-expression, and *relationships* with others. These four basic elements form the acronym for the researchers' model of student engagement - SCORE. According to this model, under the right classroom conditions, teachers can create the motivation and *Energy* (the E in SCORE) to help students become successful in school and go on to lead productive lives. For this to happen, teachers must take into consideration the above-mentioned needs and drives, then ask themselves the following four questions:

1. Under what conditions are students most likely to feel successful?
2. When are students most likely to become curious?
3. How can we help students satisfy their natural drive toward self-expression?

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[30] Richard Strong et al., "What do students want, and what really motivates them?" <u>Educational Leadership</u> Sept. 1995.

4. How can we motivate students to learn by using their natural desire to create and foster good peer relationships? [31]

Regarding the first question, "Under what conditions are students most likely to feel successful?" the most important thing to keep in mind is to convince students that they can indeed succeed. In their drive towards mastery, students want and need activities that allow them to show that they are capable of the work and can improve upon themselves in the classroom. However, before teachers can convince students that they can be successful at producing quality work, three conditions must be met:

1. The criteria for success must be made known to all students and constructive feedback should not be delayed.
2. The students should be shown that they are capable of carrying out the necessary skills by providing a model of how to do so.
3. The students should understand that being successful is a valuable part of who they are.

Teachers can help students feel capable of achieving success by assigning tasks that are challenging but within their capabilities. This should be done for all students, for those who are remedial and learning disabled as well as for those who are average, advanced and even gifted. Assignments that are too repetitive discourage learning, as do those which are too easy, because students need to feel they've earned their success. [32]

It is also important to help each student set goals and to provide informative feedback regarding progress toward those goals. Setting a goal demonstrates to the students that there is a definite intention to the tasks at hand and encourages their learning from one day to the next. It also directs the student's activities toward the goals and offers an opportunity to experience success. Because learning requires changes in beliefs and behavior, it normally produces a mild level of anxiety. This is useful in motivating the individual. However, severe anxiety in students can paralyze

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[31] Richard Strong et al., "What do students want, and what really motivates them?" Educational Leadership Sept. 1995.

[32] http://www.nwrel.org/request/oct00/textonly.html

their ability to learn. A high degree of stress is a part of some educational situations, but if anxiety is too severe, the student's perception of what is going on around him or her is limited. Therefore, teachers must be able to identify anxiety and understand its effect on learning. They also have a responsibility to avoid causing severe anxiety in learners by not setting unclear or unrealistically high goals for them. [33]

The following are a few examples of how teachers can help students become successful in various literary skills. A teacher can ask the students to offer a poem he or she has never seen before, then interpret it with them. If students are learning to analyze stories, teachers can show them how to find the main idea and reasons or evidence to support it. If students have difficulty with writer's block, the teacher can model brainstorming for them and assure them that each idea, no matter how unusual or outlandish, is at least worthy of consideration. [34]

Regarding the second question, "When are students most likely to become curious?" it is important for teachers to keep in mind that students want and need work that stimulates their curiosity and desire to understand things. Children are naturally curious about a variety of things, so how can teachers ensure that classroom activities arouse this curiosity? They can do this by using two strategies. The first involves the "mystery" approach in which information about a particular topic is presented in fragments, with important details missing. The lack of information will help stir students' curiosity and encourage them to learn more. The idea is that they will then "discover for themselves" something they did not already know. An example might be that a teacher asks a question about a particular topic, a class discussion ensues to allow students to offer what knowledge they do possess on the subject, brainstorming takes place, and children are then to research in books and try to fill in as many blanks as possible. Doing this not only helps them resolve their curiosity but also teaches them independence in their learning. [35]

Another strategy is to relate the topic to the students' personal lives. The connections should be real, not superficial, and must involve issues that have yet to be

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[33] http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motivate.htm
[34] Richard Strong et al., "What do students want, and what really motivates them?" Educational Leadership Sept. 1995.
[35] http://www.nwrel.org/request/oct00/textonly.html

resolved amongst the students. The teacher should point out ways the learning can be applied to real-life situations both inside the school building and out. Students are more engaged in activities when they can build upon prior knowledge and draw clear connections between what they are learning and the world they live in. They also need to feel that "school work is significant, valuable, and worthy of their efforts". [36]

Regarding the third question, "How can we help students satisfy their natural drive toward self-expression?" teachers should work from the idea that students want and need tasks that allow them the freedom to express their independence and originality, and enable them to discover who they are and who they want to be. Students should also have some degree of control over their learning. This can be done in any number of ways, from giving students choices between different assignments, to minimizing adult supervision over group projects, to letting students monitor and evaluate their own progress. This doesn't mean teachers must give up all control of the classroom though, because giving students even small opportunities for choice, such as whether to work with a partner or independently, gives them a greater sense of independence and control. Unfortunately, the ways schools traditionally view student choice and creativity is as a form of play and schools therefore fail to create high standards for it. Schools and teachers also tend to focus attention on students with the most talent, thus limiting feedback to the remaining students who are considered to be average or below average. [37]

Despite the traditional view of many schools concerning creativity, is it possible for teachers to encourage self-expression in their students? There are actually several ways in which this can be accomplished. Teachers can connect creative projects to students' personal ideas and concerns. They can also redefine the definition of what counts as an audience, for in the real world it goes beyond the teacher and fellow classmates. Teachers can also consider giving students more choice. The way students choose to express themselves is often as important as their actual expressions. [38]

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[36] Richard Strong et al., "What do students want, and what really motivates them?" Educational Leadership Sept. 1995.
[37] Richard Strong et al., "What do students want, and what really motivates them?" Educational Leadership Sept. 1995.
[38] Richard Strong et al., "What do students want, and what really motivates them?" Educational Leadership Sept. 1995.

Regarding the fourth and final question, "How can we motivate students to learn by using their natural desire to create and foster good peer relationships?" students want and need work that will enhance their relationships with people they are close to, and most will work hardest on relationships they believe to be reciprocal. That is, each person in a relationship has something to offer the other. When students work on assignments that only the teacher will read, they are in a nonreciprocal relationship because most often, the teacher already knows the information students present them with and have no real need for it. Given this, it is possible to develop students' tasks and activities so that their work makes use of the "jigsaw" strategy.

Using this strategy, students work in groups, each with a different task, but with each task acting as a jigsaw piece that is part of a whole "puzzle". For example, if a group of students is to prepare a report about reptiles, one student could read and gather information about turtles, another about snakes, and another about lizards. The students could then compile their information and use it to present their work as one project. The key factor in the jigsaw strategy is that students need each other's knowledge. When Brown used this strategy with students, she found that it significantly improved their motivation, reading and writing. [39] In addition to the various teaching methods discussed so far, below is a list of general recommendations for teachers that have been proven to be successful in motivating students in their curiosity and eagerness to learn:

-Change style and content of the learning activity.

-Make student involvement an essential part of the learning process.

-Tap into student concerns to organize content and to develop themes.

-Use a group cooperation goal to maximize learner involvement and sharing.

-Eliminate the need for constant supervision by promoting independence.

- Keep competitive behaviors to a minimum. [40]

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[39] Richard Strong et al., "What do students want, and what really motivates them?" Educational Leadership Sept. 1995.

[40] Lashaway Nancy Lashaway-Bokina, "Recognizing and nurturing intrinsic motivation: a cautionary tale," Roeper Review June 2000.

Because children's intrinsic motivation is often affected by the nature of a task itself and the way information is organized, the curriculum plays a valuable role in maintaining children's natural interest in school. In general, the best organized material makes the information meaningful to the individual. One way of going about this is to ensure that new material and tasks relate to those already known. A child will assess an activity's motivational value based on perceived enjoyment, arousal, control and interaction. Arousal is achieved through challenge, curiosity, and fantasy, while control levels are obtained when a child feels he or she has free choice in an activity. Researchers found that children who felt they had more control in regard to decision making had higher intrinsic motivation. [41]

None of the above-mentioned techniques will produce sustained motivation unless the goals are realistic for the learner. That is, the tasks themselves should be challenging but not too difficult. The basic learning principle involved is that "success is more predictably motivating than is failure". Ordinarily, people will choose activities of intermediate uncertainty rather than those that are difficult with little likelihood of success, or easy with a high probability of success. [42]

Establishing a caring, cooperative learning environment is necessary for fostering intrinsic motivation in students. When they are encouraged to take risks, to become independent thinkers, and to be responsible, a successful classroom community can be developed. In his book, *Life in a Crowded Place*, Ralph Peterson describes key elements that are essential to creating a caring classroom. Some of the areas he discusses include celebrations, rituals, and other activities that empower students. In describing the beginning of the school year, Peterson wrote:

> The primary goal at the beginning of a new school year or term is to lead students to come together, form a group, and be there for one another. At first students are concerned foremost with their own welfare. It is by establishing values of caring and trust in the classroom that social ties and interest in one another's welfare come into existence.

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[41] web.archive.org/web/20040303221013/seamonkey.ed.asu.edu/~jimbo/RIBARY_Folder/factors.htm
[42] web.archive.org/web/20040303221013/seamonkey.ed.asu.edu/~jimbo/RIBARY_Folder/factors.htm

Peterson believes it is these values that become the core of a classroom, not reward systems which do not take into consideration the intrinsic value students feel in being a contributing member of a community. [43]

This chapter's focus has so far been on ways to engage students in the classroom with learning activities and the mood of the classroom, but in addition to instructional practice, certain elements of the classroom environment, such as seating arrangements and visual aids, can also influence how long students remain on task and engaged in their work. When deciding on a seating arrangement, teachers should consider the goals of individual activities because students tend to remain engaged in learning longer when desks are arranged appropriately for the task at hand. For example, a U-shaped arrangement is practical for class discussions, rows for test taking, etc. Interesting visual aids such as booklets, posters, or practice activities, can motivate learners by capturing their attention and curiosity. [44]

[43] web.archive.org/web/20040303221013/seamonkey.ed.asu.edu/~jimbo/RIBARY_Folder/factors.htm
[44] http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motivate.htm

Chapter 4,3
Encouraging intrinsic motivation in the classroom through teaching style

Although proper teaching strategies are important in a classroom, teaching style has also been found to be very important. It can in fact, have a powerful effect on students who may be encouraged through the simple belief that the teacher is intrinsically motivated. In one study, students were found to be more intrinsically motivated if they believed their teacher was volunteering to teach them versus being paid to teach them. It seems then, that the teacher may act as a model for what it is to be intrinsically motivated to perform an activity. Teachers who are perceived to have an enthusiastic style also tend to have students who report being highly intrinsically motivated regarding the subject matter. The data for this particular research study were based on questionnaires and were thus strictly correlational, so a causal relationship could not be determined. One could assume that an enthusiastic teacher results in intrinsically motivated students, but it is also possible to assume the reverse- that students who are motivated to learn can increase teacher enthusiasm. [45]

To research the actual causes-and-effects of intrinsically motivated students and teachers, researchers designed an experiment with the hypothesis being that students who were taught subject material by a highly enthusiastic teacher would be more intrinsically motivated to learn about that material than those students who were taught by an unenthusiastic teacher. The teacher was perceived to be intrinsically motivated by the following indicators: speech (including variation in pace, volume, and intonation), eyes that were wide open and seemed to "light up", frequent large body movements; facial expressions of emotion, and an overall high level of energy. The results of the second study indeed revealed a causal relationship between teachers' nonverbally expressed enthusiasm and students' reports of intrinsic motivation. These are important findings for teachers to keep in mind when interacting with their students in the classroom. [46]

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46 Brian C. Patrick et al. "What's everybody so excited about?: The effects of teacher enthusiasm on student intrinsic motivation and vitality," The Journal of Experimental Education Spring 2000.

[46] Brian C. Patrick et al. "What's everybody so excited about?: The effects of teacher enthusiasm on student intrinsic motivation and vitality," The Journal of Experimental Education Spring 2000.
[46] Brian C. Patrick et al. "What's everybody so excited about?: The effects of teacher enthusiasm on student intrinsic motivation and vitality," The Journal of Experimental Education Spring 2000.

Chapter 5

Intrinsic motivation in the reading classroom

Students' motivations for reading are multi-faceted and diverse. It cannot be said that they are simply motivated or unmotivated. No two students are the same and consequently they bring a variety of background experiences and knowledge to the classroom, as well as a variety of motivations. If teachers are to understand how to encourage students to be life-long readers, they must recognize the different ways in which students are motivated. [47]

All students bring to the classroom their own sets of values and beliefs based on experiences at home and other places. Activities in the reading classroom do not directly cause these values and beliefs, but these ideals may affect students' participation in learning and their goal adaptation. Students' beliefs may be formed by environmental factors or past learning experiences, whether at home or at school, and students often times may not even be aware of their own beliefs. While positive beliefs facilitate learning, negative beliefs often prevent learning. However, if the teacher is aware of his or her students' beliefs, then they can be used to help students learn. In addition, with the correct methods of instruction, values and beliefs can be shaped by classroom experiences. [48]

Some beliefs that affect students' reading and motivation include attitude and self-efficacy, or a student's beliefs about his or her ability to participate in and be a productive member of an activity. Students with positive self-efficacies feel in control of their learning and believe they have the power to succeed. Students with poor self-efficacies do not feel in control and think they will not succeed. It is important for teachers to evaluate students' self-efficacies and then provide meaningful, motivational activities that will improve and enhance students' confidence in their abilities. [49]

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[47] Anne P. Sweet and John T. Guthrie, "How children's motivations relate to literacy development and instruction," The Reading Teacher May 1996.

[48] Jill E. Cole, "What motivates students to read? Four literary personalities," The Reading Teacher Dec 2002/Jan2003.

[49] Jill E. Cole, "What motivates students to read? Four literary personalities," The Reading Teacher Dec 2002/Jan2003.

Intrinsic motivation in the reading classroom includes such aspects as a curiosity about reading and preference for challenges in reading. On the other hand, extrinsic motivations in the reading classroom include such aspects as a desire for reading recognition and getting good grades in reading. Research has found that students who are intrinsically motivated to read, that is, they have a curiosity and preference for challenge, are much more likely to read, both in and out of the classroom. [50]

In one research study, students were asked, "Why are you reading this text?" Their reasons and goals for reading were considered to be their motivations. The study included focus groups, clinical interviews, and self report questionnaires to better understand the students' motivations for reading and writing. Out of these various types of investigation, it was found that the students answered with distinct motivations for reading. Students in third to fifth grades reported their reasons for reading in the following ways: One student responded, "I like reading mysteries because it is fun to get lost in the book," showing involvement as a goal for reading. Another student responded, "I like to find out more about cheetahs because they are really amazing," expressing the motivation of curiosity about the world around her. Some students reported being attracted to a challenge, such as a complex plot or the need to combine information from various sources. [51]

Other reasons, or motivations, that students mentioned for reading included issues relating to social interaction. When they share a book with friends, or become a member of a book club, they are socially motivated. Besides reading for their own interest, children often reported reading "because the teacher said to." which is characterized as a compliance motivation. In other words, they do it to follow orders and to follow classroom and teacher expectations. One student reported that she reads or writes "to get as many points as I can." Her motivational goal then is recognition and the desire to feel publicly acknowledged. Another frequent goal or reason that students gave for reading was competition. They tried to be the best at reading activities, worked hard to achieve good grades, and wanted to feel superior. Lastly,

[50] Anne P. Sweet and John T. Guthrie, "How children's motivations relate to literacy development and instruction," The Reading Teacher May 1996.
[51] Anne P. Sweet and John T. Guthrie, "How children's motivations relate to literacy development and instruction," The Reading Teacher May 1996.

some students confessed to work avoidance as a goal for some reading and writing. For example one student said, "I am writing this story so I won't have to read my book". [52]

Because student reading is motivated by a variety of factors, it is beneficial for the teacher to become aware of these motivations. Doing so helps the teacher understand his or her students better and learn what issues need to be addressed in the reading classroom in order to encourage intrinsic motivation. After reviewing these motivations, there are various instructional techniques teachers can make use of. One technique in particular is referred to as Concept-Oriented Reading Instruction, or CORl for short. It involves linking reading and another subject, such as science or social studies, together to encourage the development of reading comprehension and motivation. To explain this instructional technique and give examples of how works, reading will be paired with the subject of science. Most teachers have at their disposal a wide variety of interesting books, either in the classroom or in the school library, related to topics of science and hands-on science activities which can be used to spark students' interest in a particular subject matter. Using the CORI strategy, a teacher should give his or her students the freedom of choice pertaining to an assignment. In order to help build student motivation, the choices students are given have to be meaningful to them, such as which books and reading material they may use or which topic they may research and study. Choosing to do an assignment on one color paper versus another color paper is not a meaningful choice. After the students have made their choices, the teacher should have them share their choices with their classmates to help promote self-expression. By presenting their information to their classmates, students take ownership over the material that they are learning. Following this activity, the teacher should encourage students to ask questions concerning their own topics as a way of leading students to investigate and search for more information. [53]

Another type of classroom instruction which can be used to promote intrinsic motivation in students is called Strategy Instruction (SI), which consists of teaching

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[52] Anne P. Sweet and John T. Guthrie, "How children's motivations relate to literacy development and instruction," The Reading Teacher May 1996.

[53] Alan Wigfield et al., "Children's Motivation for Reading: Domain Specificity and Instructional influences," The Journal of Educational Research Jul/Aug 2004.

students various reading strategies. In other words, it teaches them to use a specific tool, plan or method to accomplish a task. Strategies are taught one by one and then in combination with each other. This sequence helps students gain and understanding of individual strategies and then to use them together in complex comprehension activities in the classroom. The goal of the SI model is that students will become competent in performing each strategy, become aware of how and when to use each strategy, and eventually gain the initiative to use the strategies independently to regulate effective reading. [54]

Many students' abilities to learn have been increased through the use of SI, and this is especially true for students with significant learning problems. Research has shown that when struggling students are taught strategies and given plenty of time to use them, and teachers offer the students plenty of encouragement and feedback, their ability to process information improves. This in turn leads to improved learning. Because not all students will find it easy to simply begin using strategies when they are learning, it is up to the teacher to guide the class in doing so. [55]

The following is a list of common strategies that can help students of all ability levels in their reading comprehension and overall learning:

- *Computation and problem-solving*: Verbalization, visualization, chunking, making associations, use of cues.
- *Memory*: Visualization, verbalization, mnemonics, making associations, chunking, and writing. These are usually more effective when used in combinations.
- *Productivity:* Verbalization, self-monitoring, visualization, use of cues.
- *Reading accuracy and fluency*: Finger pointing or tracking, sounding out unknown words, self-questioning for accuracy, chunking, and using contextual clues.
- *Reading comprehension:* Visualization, questioning, rereading, predicting.

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[54] Alan Wigfield et al., "Children's Motivation for Reading: Domain Specificity and Instructional influences," The Journal of Educational Research Jul/Aug 2004.
[55] http://ericec.org/digests/e638.html

- *Writing:* Planning, revising, questioning, use of cues, verbalization, visualization, checking and monitoring. [56]

Effective learning strategy instruction is an important part of classroom teaching, regardless of the content being taught; but it should not be treated as an individual subject area. Instead, instruction should take place all year long with the teacher giving explanations, modeling, pointing out to students when they are using strategies, and discussing them. Students should also be encouraged to help their fellow classmates use learning strategies. [57]

When teachers implement strategy instruction in the classroom, the following order of steps should be followed:

- *Describe the strategy.* Students gain an understanding of the strategy and its purpose- why it is important, when it can be used, and how to use it.
- *Model its use.* The teacher models the strategy and explains how to use it.
- *Provide plenty assisted practice time.* The teacher monitors, provides cues, and gives feedback. Practice results in the automatic use of strategies so the student doesn't have to "think" about using them.
- *Promote student self-monitoring and evaluation of personal strategy use.* Students will likely use the strategy if they see how it works for them; it will become part of their learning schema.
- *Encourage continued use of the strategy*. Students are encouraged to try the strategy in other learning situations. [58]

Teaching students to use specific reading learning strategies can be very advantageous and beneficial to them, both in the classroom and in their everyday lives. The following results can be expected in students and will likely enhance their intrinsic motivation for learning:

- Students trust their minds and know how to "try".
- Students know there is more than one right way to do things.
- They acknowledge their mistakes and try to correct them.

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[56] http://ericec.org/digests/e638.html
[57] http://ericec.org/digests/e638.html
[58] http://ericec.org/digests/e638.html

- They evaluate their products and behavior.
- Self-esteem increases and students feel a sense of power.
- Students become more responsible
- Learning increases and work completion and accuracy improve.
- Students develop and use a personal study process.
- On-task time increases; students are more "engaged." [59]

Classrooms in which each subject is taught separately can often lead children to have very domain-specific motivations for each subject area. For example, a student who has an interest in learning about science may not have that same interest in history. When curricula are integrated across content areas, it is possible that children's motivation may also be more integrated across domains. [60] Teachers who want to encourage intrinsic motivation in the reading classroom should therefore construct integrated instruction that combines reading, writing, and other subjects, such as science, art or social studies. Successful integrated instruction is based on students' curiosity and allows them to connect ideas across subject matter. With integrated learning, students identify their own interests, choose appropriate books, and further their reading of a topic or issue that links distinct school subjects and shows a connection between them. Students may collaborate on activities because social motivation is very important among elementary and middle school learners. Teachers should not ignore direct classroom instruction or strategy skills even though integrated collaborative learning is more student-based with less focus on the teacher. He or she is still there to help guide students and keep classroom activities running smoothly. [61]

Integrated learning and intrinsic motivation tend to feed off each other. Integrated learning can encourage students to become intrinsically motivated, and intrinsically motivated students work better at integrated learning that do extrinsically motivated students. This is because the idea behind the learning method is that students should be engrossed in their learning, focused on their lesson content, using higher order thinking strategies, and persisting in the face of obstacles. Integrated

[59] http://ericec.org/digests/e638.html
[60] Alan Wigfield et al., "Children's Motivation for Reading: Domain Specificity and Instructional influences," The Journal of Educational Research Jul/Aug 2004.
[61] Anne P. Sweet and John T. Guthrie, "How children's motivations relate to literacy development and instruction," The Reading Teacher May 1996.

instruction cannot easily be built on extrinsic motivational schemes because external rewards will not sustain the long-term, self-directed, collaborative learning that is required in highly integrated instruction (Guthrie and Sweet 1996).

Various other teaching methods can also be used in the classroom to enhance students' success in reading. Teachers can use different levels of text for students' different ability levels so that all students can experience some success with their reading activities. The varying levels of difficulty are not meant to point out differences in students' ability levels but instead allow all students opportunities for success. Teachers can also focus on each student's progress rather than on how they compare with other classmates. [62]

More than 150 studies on the effect of extrinsic rewards on intrinsic motivation conclude that when students are rewarded for completing tasks, regardless of success (like winning a prize for finishing a book), intrinsic motivations decrease. Both time spent on a task and attitude toward the activity (such as reading) decreased. Studies have also found that students who had been rewarded for reading high-interest books subsequently read less in a free time period than children who had also read high interest books but had not been rewarded. Children who were not rewarded for reading high-interest books attributed the cause of their reading to positive, internal factors such as curiosity. Those who were rewarded attributed their reading to external factors, so the reading behavior dropped when the external reward was removed. [63]

Using extrinsic motivators has long been a part of traditional classrooms and teachers are surely not likely to simply give them up. Those who continue to use extrinsic rewards to encourage academic performance should remember that they should also reinforce the quality of students' performance based on intrinsic motivation. For example, either before or after students complete an activity for which rewards are promised and/or given, the teacher could remind the students of the importance of the activity. Explanations might include comments such as: "I know that you will try hard on this activity because you understand the importance of being

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[62] Alan Wigfield et al., "Children's Motivation for Reading: Domain Specificity and Instructional influences," The Journal of Educational Research Jul/Aug 2004.

[63] Anne P. Sweet and John T. Guthrie, "How children's motivations relate to literacy development and instruction," The Reading Teacher May 1996.

good at...," "I know that you will do well at this task because you realize how it will help you to ... ," Adding intrinsic explanations such as these for doing well on a task could likely lengthen and strengthen students' short-term performance levels achieved through extrinsic rewards. [64]

[64] Robert L. Williams and Susan L. Stockdale, "Classroom motivations strategies for prospective teachers," The Teacher Educator Winter 2004.

Chapter 6

Benefits of intrinsic motivation in the reading classroom

Motivations appear to work in different ways. While extrinsic ones have a positive short-term effect on controlling behavior and keeping attention on uninteresting tasks, they must be repeatedly reinforced by praise or concrete rewards and thus have a negative long-term effect on developing good long-term habits, such as reading. Intrinsic motivation on the other hand, benefits students by enhancing long-term strategy development, self-direction and time spent on learning activities. [65]

Students who are intrinsically motivated to read are pursuing personal, internalized goals. They initiate learning and are committed to the process of it. They often use strategies such as finding books, maintaining a place for reading, reserving time for reading activities, and coping with distractions- all of which are learned and sustained by intrinsic motivations. These goals and strategies are necessary for higher-order thinking and it has been found that intrinsically motivated students tend to use more sophisticated reasoning skills and learning strategies and deeper text processing. They also show higher levels of conceptual learning, feelings of academic competence, longer-term learning retention and more complex learning strategies such as summarizing, self-monitoring, and drawing inferences during reading- all of which are crucial to higher- order thinking. Extrinsic motivations on the other hand, often lead to shallow processing and "least effort" work. If extrinsically motivated students can complete assignments by using low-level strategies rather than more difficult ones, they will tend to use the least effort needed to do so. [66]

Another advantage of intrinsic over extrinsic motivation in the classroom is that intrinsic motivation is not dependent upon the teacher's presence, prodding or encouragement to keep students productively on task. This also has practical benefits for the teacher because attempting to keep students energized to learn involves a considerable amount of time and energy. Students may also become satiated with a certain level and type of external reward, causing them to expect more and different

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[65] http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motivate.htm

[66] Anne P. Sweet and John T. Guthrie, "How children's motivations relate to literacy development and instruction," The Reading Teacher May 1996.

rewards in the future. Once teachers begin extrinsically rewarding productive student behaviors, they may find it difficult to pull themselves away from that path. [67] On a final note, intrinsic motivation is beneficial to students because research has linked it to such positive educational results as the amount of time students spend reading, their ability to recognize and recall text, their creativity, achievement and positive emotions in school. [68]

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[67] Robert L. Williams and Susan L. Stockdale, "Classroom motivations strategies for prospective teachers," The Teacher Educator Winter 2004.

[68] Brian C. Patrick et al. "What's everybody so excited about?: The effects of teacher enthusiasm on student intrinsic motivation and vitality," The Journal of Experimental Education Spring 2000

Conclusion

Too often the real goals in school are not based on true learning, but getting work done with the highest marks. The real goals though, should be that children *know* they can learn and make progress, especially in reading, for it ties into all subject areas. Teachers and parents have to believe that as well, and should offer students the types of support that will make progress possible. Without positive support, students may quickly become discouraged and lose interest in learning. Interest is the key to motivating students to learn and this interest comes in the form of intrinsic motivation- the key to true success in the classroom. [69] Rather than focus on rewards for motivating students to read and learn, it is important to focus more on encouraging their intrinsic motivation. This can be done by looking from the students' perspective to develop more interesting learning activities, to provide more choice, to ensure that tasks are appropriately challenging, and to be a genuine role model for enthusiasm in learning. In these ways, teachers will be better able to encourage intrinsic motivation in the classroom. [70]

It can be argued that there are places for both intrinsic and extrinsic motivations in every reading classroom. At times when skill building and behavior control are necessary, extrinsic incentives can useful. However, when higher-order learning skills are desired, the focus should be on students' intrinsic motivation. By combining their motivational support with their teaching strategies, teachers can enhance the development of long-term passions for reading. [71] Though discussions concerning intrinsic and extrinsic motivation tend to be refer to them as "either or", some researchers believe that most successful people are motivated by both internal and external factors and suggest that educators build upon *both* types when teaching students. [72] This suggestion is a realistic one, but educators must remember that the more intrinsic motivation that students possess, the better, and often not enough is being done in the classroom to encourage it.

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[69] http://www.education.umd.edu/literacy/pubs/chapter2.pdf
[70] Edward Deci et al., "Extrinsic rewards and intrinsic motivation in education," <u>Review of Educational Research</u>   Spring 2001.
[71] Anne P. Sweet and John T. Guthrie, "How children's motivations relate to literacy development and instruction," <u>The Reading Teacher</u> May 1996.
[72] http://www.nwrel.org/request/oct00/textonly.html

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