

**THE USE OF INCENTIVES
FOR MOTIVATING STUDENTS TO READ**

by

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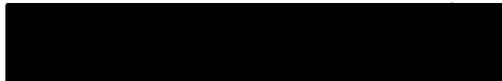
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ABSTRACT

Motivating students to read seems to be a near universal problem for teachers. To address that problem, the question for this research synthesis is, what does research say about the relationship between reading incentives and a student's motivation to read? Results of this synthesis indicate that research into motivation and incentives, both generally and for reading, focuses mainly on students in the elementary school age range. For the effects of incentives in general, findings indicate that while tangible extrinsic rewards are used by teachers and schools, the greater impact on motivation and academic performance comes from teacher verbal encouragement and activity selection, and student interests and intrinsic motivation. For the effects of incentives specifically for reading motivation, findings indicate that these effects are similar to effects of incentives generally: that tangible extrinsic rewards are used by teachers and schools but appear to have little impact on student motivation to read, and that the greater impact on reading motivation and academic performance can come from certain types of reading instruction, student access to books, and student intrinsic motivation. These findings are relevant to the professional development of elementary teachers and will therefore be disseminated to them through a professional development video.

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CHAPTER 1: INTRODUCTION

Statement of the Problem

The purpose for this study is to determine if a child's motivation to read is impacted by incentives. In many schools and homes today, there is a debate over whether or not students should be rewarded for school work done. Some people feel students should work for good grades, not extra rewards; others feel that external incentives can motivate students to work harder and thereby attain good grades. This debate touches on the fundamentals of education: whether the goal is good grades or an "educated" student. In an effort to address this reward-based mindset invading the classroom learning environment from a reading specialists perspective, this study plans to investigate the question, what does research say about the relationship between reading incentives and a student's motivation to read? To answer this question, I will do an extensive literature review and apply the findings to a professional development workshop.

Background

I have chosen this topic of the use of incentives for motivating students to read because as a child, I developed a love for reading. I often read on my own but read more willingly and frequently because of the use of incentive programs such as BOOK IT. The BOOK IT program was used as an incentive to motivate students; they were required to read a certain number of books or read for a certain amount of time in order to earn a free pizza. The BOOK IT program

is still a program used in schools, but I do not see it used as frequently in the classroom as when I was an elementary student. Many of the elementary teachers I work with today find BOOK IT to be too time consuming when combined with the requirements to meet Common Core Standards and follow the New York State Common Core Modules. Several of those teachers told me they would not be implementing BOOK IT into their classrooms because of the already demanding work load on both students and teachers. This news prompted me to wonder what other types of incentives might be used to enhance student motivation to read. I care about this topic because as a reading specialist I want to motivate students to read and to understand what types of incentives work for today's classrooms in order to motivate reading. Therefore because of the "success" I felt when participating in this program, and because of the current debate about reading incentives and rewards, I have decided to research the topic of motivation to read based on incentives.

Terminology

Definitions for some of the key terms in this research study will provide the reader with a better understanding of the topic. The first significant term is "*motivation*". There are many definitions for this term, including "the act or process of giving someone a reason for doing something" (Merriam-Webster's online dictionary, n.d.). For the purpose of this proposed research study, the term "motivation" will mean "to be moved to do something" (Ryan & Deci, 2000, p. 54). A distinction will also be made between "*internal*" and "*external*" motivation. Internal motivation will refer to "doing something because it is inherently interesting or enjoyable" and external motivation will refer to "doing something because it leads to a separable

outcome” (Ryan & Deci, 2000, p. 55). The next significant term is “*incentive*”. According to the Merriam Webster Dictionary, an incentive is “something that encourages a person to do something or to work harder” (Merriam-Webster’s online dictionary, n.d.). An incentive is not the same as a reward, which is “giving payment for something good that has been done” (Merriam-Webster’s online dictionary, n.d.). While the terms incentive and reward may sometimes be used interchangeable, for this purpose of this study, they will be taken to mean different things, and the focus of this study will be on incentives not rewards.

Theoretical Framework

The theoretical stance associated with this topic of incentives for motivation of students to read is partly related to the interactive theory of reading (Rumelhart, 1985) where the reader brings his or her prior knowledge to the reading process. This knowledge includes the knowledge of successful and pleasant past reading experiences. This theoretical stance is also partly related to the socio-cultural theory of reading (Gee, 1989) where an individual’s reading and desire to read can be influenced by the social group of the individual’s peers.

Rationale

The question, what does research say about the relationship between reading incentives and a student’s motivation to read, is an important topic to be researched because reading specialists and classroom teachers would benefit from an understanding of the relationship between incentives and student motivation to read, as well as the use and effects of incentives for

reading. Reading motivation is important in school because students are expected to read in order to gain information. This question should be answered because in the field of literacy, reading specialists and teachers should have knowledge and resources on what will motivate students to read, perhaps both for pleasure and for information. The purpose of this research is to provide teachers with the research findings in the form of professional development in an effort to increase their knowledge of incentives and their relation to motivation and to assist them to apply that knowledge to their own students.

Chapter 2: Literature Review

Introduction to the Review

The research studies in this literature review have been selected based on their relevance to the research question of the relationship between reading incentives and a student's motivation to read. These studies have been found by searching leading educational data bases. Keywords used for searching include *motivation, incentives, extrinsic motivation, and intrinsic motivation*. The studies reviewed below are grouped according to the focus of their study as related to the research question. The first group examine student motivation to read, the second group study effects of incentives, and the third group research incentives and reading.

Student Motivation to Read

The research studies in this section specifically examine some of the factors which appear to affect a child's motivation to read. Factors addressed in this section include age, attitudes, classroom practices, and school curriculum. Putman and Walker (2010) conducted a qualitative study involving motivation to read with 22 students from the ages of 7 to 12 years. These students required assistance in reading and enrolled voluntarily in an after-school tutoring program. The tutoring sessions involved the "six features of open tasks" (p. 148) developed by Turner and Paris in 1995: choice, challenge, control, collaboration, constructive comprehension, and consequences. The reading section of the Motivation to Read Profile (MRP) was administered to each tutee twice: once at the beginning of the tutoring and again at the end of the

10-week tutoring program. During this tutoring program, students “encountered real-world experiences” (p.147) and read text in nontraditional formats, such as signs, plaques, and descriptions on museum pieces. The researchers found that when comparing the initial results of the MRP to the final results of the MRP, scores revealed a “statistically significant increase” (p. 146). Data analysis also revealed a correlation between student achievement and motivation. Putman and Walker (2010) conclude that “experiences in informal learning environments can increase children’s reading motivation” (p. 149) and using nontraditional forms of texts, such as reading signs, will also increase motivation to read.

Another qualitative study into student motivation to read, this time with fourth graders, is by Emunds and Bauserman (2006). Their yearlong qualitative study asked students directly what motivates them to read. Emunds and Bauserman base their study on the 1993 findings of Oldfather, which they say show that “motivation frequently makes the difference between learning that is temporary and superficial and learning that is permanent and internalized” (p. 414). Three language arts fourth grade classrooms took part in this study. Edmunds and Bauserman placed students, based on their answers to the Conversational Interview portion of the Motivation to Read Profile, into six categories: factors that get children excited about reading narrative text, factors that get children excited about reading expository text, factors that get children excited about reading in general, sources of book referrals, sources of reading motivation, and actions of those who motivate children to read. Data were collected from interviews with each student. The researchers used a constant comparative method to code the qualitative data from the interviews. Three students from each category were randomly selected with an exception to the unmotivated above grade-level category because there was only one student recognized. The researchers then interviewed each student using the Motivation to Read

Profile. The students were asked 14 questions in regard to reading narrative texts, expository texts, and reading in general. Based on the data from these conversational interviews, the researchers made recommendations for the classroom teachers. This included allowing students to make self-selection of books, attention to characteristics of books, use of student personal interest when selecting classroom texts, access to books, and active involvement of others in reading discussions about specific texts all effect motivation.

Further examination of student motivation to read is by researchers Corcoran and Mamakaskis (2009) who investigate students' attitudes towards reading. Participants included 26 fifth graders from two single gender classrooms. Each student independently completed a survey about reading motivation. The survey determined students' attitudes towards reading in general. The results indicate that students labeled themselves as "good readers" but do not enjoy reading. A frequently expressed theme from students was that "reading is a boring way to spend time" (p.140). Students also reported that they "do not tell their friends about good books they read" (p. 141). Researchers conclude that more time dedicated to read- alouds by teachers may have a positive impact on student attitude towards reading. Due to the small number of participants in their study, Corcoran and Mamakaskis find it difficult to state conclusively what motivates students to read in general. However, their research does suggest that teachers should dedicate more time to read-alouds, discussion and student choice of text selection in order to foster motivated lifelong readers.

Related to the findings of researchers Corcoran and Mamakaskis (2009) are those of McKool (2007) whose quantitative study investigated factors that influence student reading. This study involved 199 fifth grade students from two elementary schools in a large metropolitan area of the South West. Over a four month period, McKool observed students in their English

Language Arts class, conducted student interviews, and handed out surveys regarding reading habits, motivation, and attitudes. Each student was administered the “Elementary Reading Attitude Survey” (McKenna & Kear, 1990) and the “Motivation to Read Profile” (Gambrell, Palmer, Codling & Mazzoni, 1996) to assess student attitudes towards reading. After school activities was one of the reasons given by students for not spending time reading outside of school. This study indicated that there was very little voluntary reading outside of school at the fifth grade level; students were more likely to read willingly if they were given the choice and opportunity to read in school. McKool (2007) concludes that there should be a caution by teachers and others about extrinsic rewards. McKool reveals students were found to be reading for the reward and not for the enjoyment of reading itself.

In 2006, Cole and Hilliard conducted a study that investigated a web-based reading curriculum and student’s motivation. The study consisted of 36 grade three students who were selected to receive either web based or traditional reading instruction. The students in the traditional reading instruction group received instruction from the reading specialist. This mixed study was used to measure reading motivation through questionnaires and researcher field notes. Students were administered the Developmental Reading Assessment (DRA) as a pre and post assessment. Students were also administered the Wide Range Achievement Test (WRAT-3) to measure specific reading levels. At the end of the study, students were given a questionnaire to complete about reading motivation. Findings of the Cole and Hilliard (2006) showed “high levels of involvement and enthusiasm exhibited by students using the computer based program” (p. 368). Students using the computer program requested extra time and even asked for the program to be installed on home computers.

Similar to Cole and Hilliard's (2006) study on a web-based reading curriculum, Daniels and Murray (2000) investigated second grade students and the "Dear Works" program as part of the curriculum in their classroom. Students were asked questions such as, "What do you like to read?" and "Where do you read besides school?" Students were also asked to record the number of pages read on a "bookworm bulletin board" (p. 155). During this classroom program, students shared books with peers and conferenced with the classroom teacher. When students reached pre-set goals, extrinsic rewards were not used. Instead the teacher would "recognize the accomplishment" (p. 155) so that students were reading for the enjoyment not a tangible reward. Each month throughout the school year, the teacher made note of any changes the teacher saw regarding the bulletin board and motivation through conferencing with students. This 2000 study by Daniels and Murray found that students were "extremely motivated" (p. 155) by the "Dear Works" program. The researchers also found that students were constantly asked by their teachers about their reading goals and engaged with each other in the reading process.

Continuing to examine school curriculum, Guthrie, Wigfield, Humenick, Perencevich, Taboada, & Barbosa (2006) focused on identifying classroom practices that induced academic motivation through a term they called "situational interest" (p. 233). The authors chose to investigate experiments such as hands on activities could have an effect on a student's motivation to read. The study involved 98 students in four grade 3 classrooms. The researchers used student self-reporting and teacher ratings of student motivation to measure reading motivation. The Motivation for Reading Questionnaire (MRQ) was administered as a pre-assessment and post assessment which required students to respond to Likert-type questions on a 4-point scale followed by student motivation interviews and classroom observations. Teachers were asked to rate students based on a definition given by the researchers. The research

combined data from teacher ratings with the data from the MRQ. Based on the findings, the researchers propose that “a stimulating task (e.g., dissecting an owl pellet or observing a stuffed owl), combined with the presence and accessibility of an interesting book on the identical topic, evokes situational interest reading that book” (p. 243). The research conducted by Guthrie et al. (2006) revealed an increase in reading motivation when in combination with an interest-provoking science activity.

The next two studies view influences on student reading motivation. Cremin, Mottram, Collins, Powell, and Safford (2009) studied the influence of teachers’ pedagogy on children’s reading motivation. Their study is a continuation of a research study conducted previously by these authors. The project was a year-long mixed method study that included 27 schools and 43 teachers. The researchers tracked 49 students throughout the project. Semi-structured teacher interviews, head teacher interviews, group interviews with children, structured observations of activities and discussions were included. The 43 teachers followed the research established from Phase 1 which included reading more challenging texts during personal time, reading texts that the students read during free reading time, and engaging in regular professional development sessions with the action researchers to increase both personal and professional experiences. Cremin et al. (2009) found that when teachers began reading aloud to their students more, students became more motivated to lead discussions regarding what was read. At the conclusion of this research, “children frequently brought in favorite texts from home to read and share” (p. 17). Students began seeing their teachers as reading partners, and in return their motivation to read a book also increased. The researchers conclude that this project had a positive impact on children’s achievement and dispositions.

The second study examining influences on student motivation to read is by Guthrie, Hoa, Wigfield, Tonks, and Perencevich (2006). These researchers examined the influences on long-term intrinsic motivation when students read books that they found interesting. This study involved two schools and 120 third grade students. Students completed a shorter version of the Motivation for Reading Questionnaire two times throughout the study. Students were also given a list of twelve reasons why they read the book they chose; these reasons included both intrinsic and extrinsic motivators. According to results of both the pre and post motivation assessments, the researchers found that students were most motivated to read because of their interest in a specific book or topic and because they were given choices as to what to read. These results indicate that reading motivation appears to be “context-sensitive” (p. 109), and intrinsic motivation appears likely to increase when the classroom context provides support for students “choices, collaborations, interaction with challenging texts” (p. 110), and “hands-on activities connected to literacy” (p. 110).

Instead of influences on motivation, Baker and Wigfield (1999) assessed the “dimensions of reading motivation” (p. 10) as well as compared reading motivations based on gender, grade, ethnicity and family income. This 3-year longitudinal study included 371 participants in fifth and sixth grade from six elementary schools in a large U.S. Mid Atlantic city. Participants took a series of assessments. Assessments included the Motivation for Reading Questionnaire (MRQ) and the Reading Activity Inventory, the Gates-MacGinitie Reading Test, and Comprehensive Test of Basic Skills (CTBS). The researchers found that the relationships of participants’ reading motivation to reading activity and achievement were “significantly connected” (p. 471). The researchers revealed that self-efficacy and challenge were most correlated with grade level differences in social and recognition standards. Grade 5 participants were “more motivated to

read for social reasons” (p. 470) and “eager to earn recognition” than grade 6 participants.

Findings from this research conducted by Baker and Wigfield (1999) implied that the “strongest correlation between reading motivation and achievement” (p. 470) was the presence of “activities that increase self-efficacy” (p. 470) and are “challenging” (p. 470).

Effects of Incentives Generally

To assist in answering the research question and to gain insight into the academic and social effects incentives may have on students, this section examines the use of incentives in motivating students in general and not just in reading. A recent study involving the effects of incentives on student motivation is by Emmet (2013). This qualitative study investigated the use of extrinsic rewards to impact student behavior and attitude when taking state assessments. The participants were students of Central High School that participated in a “student achievement program” (p. 201) called the “Go Green” program designed to encourage improvement on state assessments. This program employed “a wide array of extrinsic rewards” (p. 204) including early lunch passes, T-Shirts, prizes, and Special ID cards. Students could achieve various “status levels” (p. 204), which correspond to various extrinsic rewards. Students often saw their peers doing well, which then influenced them to try harder to achieve “Go Green” status. The results of this study found that the “Go Green” program had a “positive impact on students’ motivation to do well” (p. 212) on state assessments.

Like the Emmett (2013) study, Xiang, Chen and Bruence (2005) investigated another incentives program being implemented in schools. Their yearlong study investigated the interrelationship between extrinsic rewards and achievement goals used in school physical

education programs and specifically targeting running tasks. In the two schools involved in this research, the first school had 119 students whose physical education running program was based on an extrinsic rewards system; the second school had 88 students that had a physical education running program based not on using a reward system but on promoting skills. The students from the first elementary school were given extrinsic rewards such as, stickers, certificates, and trophies based on the number of laps they ran during the school year. The second school was not rewards based; instead, students worked on running through different skills and games. Along with pre and post data, observations were also used throughout the study and then analyzed using a MANOVA to compare results. The results from this study indicate that there is no significant relationship between extrinsic rewards and a student's interest in running. Intrinsic motivation "predicted future motivation for running" (p. 190), and students appeared more motivated based on their interest in the task rather than the extrinsic reward.

The next two studies examine the use of extrinsic rewards and motivational strategies in the classroom. The first study was conducted by Moberly, Waddle, and Duff (2005) and looked at the use of extrinsic rewards for motivating student classroom performance. Participants were 124 teachers of prekindergarten to third grade students from Missouri City Schools. Surveys were mailed home to the teachers, then completed and returned. The survey asked five questions that dealt with student motivation. Teachers were asked to rank each question in numerical order from least to greatest in regards to importance for motivation. Teachers were also asked about the types of rewards students received: 10% of teachers said they use rewards such as candy or points to buy prizes as their first choice, 15.3% use stickers, and 72.6% of teachers said they use verbal acknowledgement. The researchers also asked teachers the open-ended question of what incentive "works best for me" (p. 363); 98% of the teachers indicated the use of an extrinsic

reward such as prizes, candy, or points. Findings indicate that while most teachers did not favor extrinsic motivation over verbal acknowledgement, it was their first choice of reward when motivating students in the classroom.

The second study into use of extrinsic rewards and motivational strategies generally is by Newby (1991) who studied the motivational strategies used in the classroom by 30 first year elementary teachers over a sixteen week period. The teachers were from thirteen different schools, and 770 students participated. Throughout this study, student behaviors were monitored as motivational strategies were identified through classroom observations. Data analysis calculated the students' "on task" behavior based on the identified strategies. There was a high number of reward and punishment motivational strategies used by all of the teachers. Newby (1991) indicates that these types of strategies are "often used" (p. 198) because of their "familiarity among both teachers and students" (p. 198). Newby's study finds that there was a "negative correlation between on task behavior and reward strategies" (p. 198) and that students were found to be more motivated and on task when teachers related classroom activities to things such as students' personal experiences and interest.

Further examining the general use of incentives in the classroom is the study by Phillips and Lindsay (2006). This study examined the factors which influence motivation in high achieving students. Participants for this study included fifteen gifted students ages fourteen to fifteen from five schools in England. Individual interviews with the students took place as well as parent and teacher interviews. All of the interviews with students were analyzed by the researchers and the parent and teacher interviews were used to validate the student responses. Analysis shows the students responded that they were usually motivated by the "teaching taking place, and extra activities" (p. 70) that they were allowed to participate in. Based on this study,

Phillips and Lindsay have indicated that “motivation was enhanced by encouragement and praise given by their teachers” (p. 70) along with support from their families. Extrinsic motivation was only found to be a factor because the gifted students were often competitive with each other.

The following study by Lepper, Corpus, and Iyengar (2005) examined intrinsic and extrinsic motivation based on age differences. Participants in this study included 797 students in third through eighth grade from two public school districts in California. The students were administered Harter’s Scale of Intrinsic versus Extrinsic Orientation. This scale was used to give a separate measure of both intrinsic motivation and extrinsic motivation in students. Harter’s Scale is a Likert type questionnaire where students place check marks in boxes that they find true to them. The researchers were also given report cards, test scores, and other graded material to measure academic achievement. The researchers found that both intrinsic and extrinsic motivators were used in the classrooms and that there was a “positive relationship” (p. 192) between intrinsic motivation and performance based on the classroom observations and test scores.

Effects of Incentives Specifically for Reading

The third and final section of this literature review examines studies on the use of incentives specifically related to students’ reading motivation. The quantitative study by Emunds and Tancock (2003) analyzed the effects of various incentives to boost reading motivation in grade 4 students. The participants of this study included 28 students in a control group who did not receive incentives, 27 in a treatment group who received books as an incentive, and 36 students in a treatment group who received “non-books” (p. 21) as an

incentive. Reading motivation was assessed at the beginning, middle, and end using the Motivation to Read Profile. A parent survey was also administered to parents and/or guardians of the students. The classroom teachers created a point system. Points were put into five categories with 25 points being the highest. Incentives for students in the treatment group who received books as an incentive were points based on the type of books they chose to read; some points for small soft covered books, and for higher points they were given the option of hard covered popular chapter books. Students in the treatment group who received non-books as an incentive were given the choice of things such as erasers, pencils, and stickers for lower points, and coupons for restaurants and movie tickets for higher points. Points were given based on the size and number of books read. The findings produced from Emunds and Tancock (2003) reveal that the students who received incentives “were not anymore motivated to read” (p. 27) than those who did not.

Further examining the effects of incentives on reading, Marinak and Gambrell (2008) reported on a qualitative investigation that looked at the effects of incentives and reading on grade 3 students from three elementary schools in a large mid Atlantic suburban district. Prior to the study, the school’s psychologist administered a reading motivation assessment. The students were then randomly categorized into five groups and the study was conducted in two phases. The first phase included “the library book selection activity” and the “free-choice activity” (p. 14). During the library book selection activity, students were asked to read and recommend books for the school library. For taking part in the activity, students were told they would receive a reward at the end of the day. During the second phase of the study, students were allotted “free-time” in which they could do an activity of their choice. Choices included doing jig-saw puzzles, reading, and playing math games. During this phase, the researcher observed students’ first choice

selection, the amount of time spent at each selection, and how much reading was completed (if any) in the reading area choice. Marinak and Gambrell (2008) found that there was a larger impact on student motivation to read when the reward “was in relation to the task” (p. 22), such as receiving a book for reading.

In line with the previous two studies, Chen and Wu (2010) also examined the idea of rewards and the effects they have on reading motivation. The researchers examined the effects of rewards during the pre-reward and post reward phase. Participants in the study included 722 students (340 boys, 382 girls) in grades 2 to 6 from five elementary schools in Taiwan. The study consisted of two parts: first students were administered the Motivation for Reading twice throughout the study. This was done in order to test the pre and post reward learning motivation. Students were also administered the Reward Experience Questionnaire. This questionnaire consisted of two parts: rewards received for reading and “pupil’s attributions for receiving these rewards” (p. 3). The results from Chen and Wu’s (2010) study indicate that “intangible rewards” and “effort attributions” did “positively affect” (p. 6) both intrinsic and extrinsic reading motivation.

Aside from viewing the effects of incentives on reading motivation, Unrau and Schlackman (2006) acknowledge and explore the relationship between intrinsic motivation and extrinsic motivation and their impact on reading achievement. Participants included sixth, seventh, and eighth grade students in an urban middle school. The researchers collected data over a two year period. To gain a better understanding of the students’ motivation and reading, the researchers administered both the Motivation for Reading Questionnaire (MRQ) and the Gates-MacGinite Reading Achievement Test. The researchers analyzed the data to “show correlation” (p. 88) between the MRQ and the MacGinite Reading Achievement Test. Through their research,

Unrau and Schlackman (2006) revealed that intrinsic motivation appeared to be a “larger” (p. 100) factor on reading achievement and a positive effect on students, whereas extrinsic motivation seemed to have a “negative effect” (p. 100) on the reading achievement of students.

Comparable to the results by Unrau and Schlackman (2006), the study by Becker, McElvany, and Kortenbruck (2010) examined the longitudinal relationship of intrinsic and extrinsic motivation on the reading development of students. Participants included 740 students from 22 elementary schools in Berlin, Germany. The purpose of their research was to determine “how reading amount and reading literacy are associated” (p. 781); the researchers first looked at intrinsic reading motivation and then extrinsic reading motivation. Throughout this study, students’ reading development was followed and collected using the “Berlin Longitudinal Reading Study framework” (p. 776). A sub-sample was also used in this study. This sub-sample consisted of 104 students who participated in a “family based” (p.776) reading program. Data for this study were tracked and collected three times. Based on their findings, the researchers reported that children who read for extrinsic reasons had “poorer reading skills” (p.781) than children who did not.

Further examining reading motivation is the work by Wigfield, Guthrie, Tonks and Perencevich (2004). The researchers investigated how two reading instruction programs influence the intrinsic motivation of 350 third grade students from a medium sized town close to a large urban area. Classroom teachers attended workshops to learn how to teach the Concept-Oriented Reading Instruction (CORI) and Strategy Instruction (SI). The researchers used the Motivation for Reading Questionnaire to collect data on reading self-efficacy and intrinsic motivation of each participant. Eight classrooms received CORI and 11 classrooms received SI. The researchers found that in CORI classrooms, students’ “intrinsic motivation to read” had

“increased” (p. 306), “as did their self-efficacy for reading” (p.306). In the SI classrooms, students’ “intrinsic motivation and self-efficacy did not increase” (p. 306). The researchers concluded that the CORI program with its “hands-on science activities” (p. 307) contributed to “increased student motivation to read” (p. 307). They also noted that their findings confirmed results of past motivational studies involving the implementation of CORI.

Similar to the research focus of Wigfield, Guthrie, Tonks and Perencevich (2004), Fawson and Moore (1999) also investigated motivation and a reading program. Their investigation specifically looked at reading incentive programs. The authors described these types of programs as being “designed to provide external rewards to children” (p. 335) if they were to complete or succeed at reading responsibilities. Participants of this study included students in five school districts, located in a large metropolitan area in the southwestern United States. Questionnaires for this study were distributed to all of the participating building principals and classroom teachers. The questionnaire also contained follow up open-ended questions. At random, additional questionnaires were sent to a sample of parents. To determine how reading incentive programs were being used, the questionnaires addressed four major categories: “the degree to which reading incentive programs are in use, the reason for using reading incentive programs, criteria employed to determine successful completion of reading goals, and perceptions of long- and short-term effects” (p. 329). Data from each of these categories were analyzed and used to determine questions for a follow up interview. The findings from the questionnaires were then shared with the classroom teachers in order to test their validity and obtain more data. Based on their investigation, Fawson and Moore (1999), determined that reading incentive programs are “widely used and implemented” (p.334) in schools. Their findings also revealed that reading incentive programs “violate the principles of

the motivation theory and literacy engagement” (p. 334) because students are reading for extrinsic reasons and not to develop positive reading attitudes.

The research by Ramos and Krashen (1998) examined the impact of a library trip and how self-selection appears to be the only motivational incentive needed to encourage reading. Participants included 20 second grade and 84 third grade students from Los Angeles city schools. Teachers arranged monthly visits to the local public library where students were allowed to look at and check out books. Reading the books was voluntary and assignments were not given based on the books students were reading. The only requirement was that parents sign a form to confirm they had seen the books their child brought home. Three weeks after the first visit, two surveys were administered to the students and analyzed to determine motivation. The findings from the study by Ramos and Krashen (1998) revealed that providing access to books that the students found interesting was a powerful incentive and that “67% of students” (p. 614) requested that their parents take them back to the library.

Like the research by Ramos and Krashen (1998) a later study by Wang and Guthrie (2004) produced a quantitative study that examined the impact motivation has on the comprehension of texts. The participants were 187 U.S. and 197 Chinese grade 4 students. Each student completed two questionnaires regarding reading habits in and out of school. First, students were administered the Reading Activity Inventory (RAI) and the Motivation for Reading Questionnaire (MQR) to assess students’ motivation to read. Second, students were administered the International Association for the Evaluation of Education Achievement (IAEEA) in order to measure comprehension of narrative texts. The results indicated that intrinsic motivation was “positively associated with the comprehension of reading” (p. 178) and its enjoyment in both U.S. and Chinese students.

Further studying the relationship between incentives and a student's motivation to read is the study by Law (2003). Law investigated the relationship between extrinsic motivation, parental support, home literacy, and instructional practices to create reading proficiency. This was a qualitative study that included 734 Chinese second graders from 22 classrooms in a Hong Kong primary school. Parents completed a questionnaire at home, and students completed a questionnaire and two comprehension tests at school. The student questionnaire asked questions about the students' extrinsic motivation to read. According to Law, "young children become highly engaged in reading lessons when teachers use various activities to foster their motivation" (p. 48). The study found that instructional practices were "the most important factor in student reading motivation" (p. 48). Law concluded that student engagement in reading lessons is a factor in student motivation.

Summary of Literature Review

The studies used in this literature review were found by completing a thorough search of relevant education data bases. A loose search was first conducted using Google Scholar followed by a more focused search. Databases used for this literature review include, ERIC Database, Educational Journals from ProQuest, EBSCO Database, and JSTOR. This literature review contains reviews of over 30 research studies. They have been grouped according to the major sections implied in the research question. The sections of this review are student motivation to read, effects of incentives in general, and effects of incentives related to reading.

Chapter 3: Methodology

Data Collection

To answer the research question of the relationship between reading incentives and a student's motivation to read, an extensive review of the literature was conducted. Data for this research study consists of the many published research studies found as a result of an exhaustive search of leading educational databases. The search was conducted using the keywords "extrinsic motivation" "extrinsic rewards" "student motivation", and "reading motivation." The resulting data consist of a total of 30 studies. Data analysis began with reviewing and grouping these peer reviewed articles from the online databases. To determine whether or not incentives had an effect on reading motivation, articles were organized into three categories: student motivation to read; effects of incentives generally; effects of incentives specifically for reading. The rest of this chapter presents the detailed analysis of the data.

Data Analysis

Data analysis consisted of closely examining the data collected for each of the three categories related to the use of incentives in reading instruction. Articles were first read and reviewed; from there I was able to determine patterns in the data. Findings on the use of incentives and student motivation to read emerge from the first category of student motivation. This category was chosen as the first group because it looks at the goal of incentives motivating students. The two categories that follow were determined by looking at the broad use of

incentives, and then the more specific use of incentives for reading. However, looking at the total 30 studies found, the majority used elementary school aged participants (Putman & Walker, 2010; Emunds & Bauserman, 2006; Corcoran & Mamakaskis, 2009; McKool, 2007; Cole & Hilliard, 2006; Daniels & Murray, 2000; Guthrie, Wigfield, Perencevich, Taboada, & Barbosa, 2006; Guthrie, Hoa, Wigfield, Tonks, & Perencevich, 2006; Xiang, Chen & Bruence, 2005; Moberly, Waddle, & Duff, 2005; Emunds & Tancock, 2003; Marinak & Gambrell, 2008; Chen & Wu, 2010; Becker, McElvany, & Kortenbruck, 2010; Wigfield, Guthrie, Tonks, & Perencevich, 2004; Fawson & Moore, 1999; Ramos & Krashen, 1998; Wang & Guthrie, 2004; Law, 2003). Only two studies examined middle school participants (Baker & Wigfield, 1999; Unrau & Schlackman, 2006), and only two studies examined high school participants (Emmet, 2013; Phillips & Lindsay, 2006). One study involved students from elementary to high school grades (Lepper, Corpus, & Lyengar, 2005), and two studies did not specify a grade level for the participants (Xiang, Chen, & Bruenco, 2005; Fawson & Moore, 1999). Unique to this data, two studies about incentives involved only teachers (Cremin, Mottram, Collins, Powell, & Safford, 2009; Newby, 1991). Analysis shows that most studies involving incentives and motivation have been conducted using participants in the prekindergarten to sixth grade range. Therefore the first findings for this synthesis is that research into incentives and motivation focuses mainly on students in the elementary school age range.

In the first category, student motivation, most of the studies involved elementary school participants. Four studies examined specifically student motivation to read. They found that motivation to read increased with the use of nontraditional forms of text (Putman & Walker, 2010), with increasing student access to books and allowing student self-selection of texts (Emunds & Bauserman, 2006), and with hearing teacher read-alouds during class time (Corcoran

& Mamakaskis, 2009; Cremin, Mottram, Collins, Powell, & Stafford, 2009). One study determined that age and gender did not appear to have an influence on motivation (Baker & Wigfield, 1999), while another study found that a non-motivator for motivation to read was participation in after school activities (McKool, 2007). Another group of studies examined aspects of the school curriculum and impact on motivation to read. These determined motivational influences to be class time allowed on reading tasks (Cole & Hilliard, 2006), opportunity to engage in conversations about the readings (Daniels & Murray, 2000), and the presence of “hands on,” and interesting and engaging task to complete (Guthrie, Wigfield, Humenick, Perencevich, Taboada, & Barbosa, 2006; Baker & Wigfield, 1999). Overall, the findings from this category indicate a positive impact on reading motivation when students have access to books, are permitted to self-selected texts including those in non-traditional form, are given time in class to read and discuss their reading with others, and are given interesting and engaging activities to complete.

The second category looks at the broad use of incentives, the effects of incentives in general. One form of general incentives is school-wide incentive programs. Having an incentive program in place can have a positive impact on students’ motivation to do well (Emmet, 2013); however, sometimes motivation is enhanced not through incentives but through interest (Xiang, Chen & Bruence, 2005). Moving to the classroom level, research shows that while some elementary teachers do not favor an extrinsic reward system, they still prefer a reward system over verbal acknowledgement (Moberly, Waddle, & Duff, 2005). At the high school level, students do appear to be motivated by verbal acknowledgement, encouragement and praise from their teachers (Phillips & Lindsay, 2006). Another classroom motivator at the elementary level is teachers’ use of classroom activities related to students’ personal experience and interest

(Newby, 1991). However, across grade levels, intrinsic motivation not extrinsic appears to have a greater impact on academic performance (Lepper, Corpus, & Iyengar, 2005). Overall, findings from this category indicate that the effects of incentives in general are that while tangible extrinsic rewards are used by teachers and schools, the greater impact on motivation and academic performance comes from teacher verbal encouragement and activity selection, and student interest and intrinsic motivation.

The third category of data are studies focused on the effects of incentives specifically related to reading. Findings here mirror those of the effects of incentives in general. The greater impact on motivation and academic performance comes from intangible rewards and intrinsic motivation (Chen & Wu, 2010; Unrau & Schlackman, 2006; Wang & Guthrie, 2004). In addition, students who received incentives or extrinsic rewards were not more motivated to read than those who did not (Emunds & Tancock, 2003; Marinak & Gambrell, 2008), and those students who do read for extrinsic reasons did not appear to have the reading skills or positive reading attitudes of those who read for intrinsic reasons (Becker, McElvany, & Kortenbruc, 2010; Fawson & Moore, 1999). Reading instruction also appears to have an influence on students' motivation to read, interactive and engaging activities (Wigfield, Guthrie, Tonks, & Perencevich, 2004; Law, 2003) and student access to books they find "interesting" (Ramos & Krashen, 1998) increased student intrinsic motivation to read. Overall, findings from this category indicate that the effects of incentives for reading are similar to effects of incentives generally: that tangible extrinsic rewards are used by teachers and schools but appear to have little impact on student motivation to read, and that the greater impact on reading motivation and academic performance can come from certain types of reading instruction, student access to books, and student intrinsic motivation.

Chapter 4: Results and Application

Results of the Review

After completing a review of the literature to determine what research had been done to date on the effects of incentives on students' reading motivation, the researcher analyzed the over 30 studies found on the topic. Synthesis results indicate that research into motivation and incentives, both generally and for reading, focuses mainly on students in the elementary school age range. For the effects of incentives in general, findings indicate that while tangible extrinsic rewards are used by teachers and schools, the greater impact on motivation and academic performance comes from teacher verbal encouragement and activity selection, and student interest and intrinsic motivation. For the effects of incentives for reading motivation, findings indicate that these effects are similar to effects of incentives generally: that tangible extrinsic rewards are used by teachers and schools but appear to have little impact on student motivation to read, and that the greater impact on reading motivation and academic performance can come from certain types of reading instruction, student access to books, and student intrinsic motivation.

Application of Results to a Professional Development Workshop

These results are very relevant to elementary teachers, especially those wanting to increase their students' motivation to read, because they imply that teachers can have a significant impact on student motivation to read through their instructional practices. The most

resourceful way to distribute these results to teachers is through a professional development workshop. This workshop will educate teachers on these findings and their significance to elementary teachers, and their application to classroom practices. The goal of this workshop will be to assist teachers' in understanding what motivates students when it comes to reading so that teachers can better support their students. This workshop will take the form of a video on TeacherTube. As a follow up to the video, teachers will have the capability to leave comments on the TeacherTube website after completing the video.

Design of Professional Development Project

The design of this professional development project is a video on TeacherTube. This video is intended for elementary teachers, mostly grades kindergarten to five. Teachers will have access to this professional development video through any computer or electronic device connected to the internet. The video will focus on the use of incentives and the impact they have on a student's motivation to read. The workshop will increase educators' awareness of the effects and uses of incentives for motivating their students to read, and it will offer some concrete practices for increasing reading motivation. Professional development in the form of a video offers participants the opportunity to pause the video at any time in order to discuss the content with colleagues who may also be watching at the same time, or to interact personally with the video content and reflect on practices they use or do not currently use in their own classroom.

Literacy coaching video goals and objectives.

The goal of this professional development is to increase teacher knowledge of the value and use of incentives in the classroom when wanting to motivate students to read. The objectives of this video are that after viewing this video, teachers will gain increased knowledge and awareness of incentives and the effects on student motivation, and gain some practical ideas for strategies they can use that will motivate their own students. The knowledge gained through this workshop will assist teachers in their classroom planning and practices.

Proposed audience and location.

The proposed audience for this professional development video will consist of classroom teachers mostly from grades kindergarten to five. Teachers will be able to gain access to this professional development video through teachertube.com and participate in the training at their own convenient time and pace. This video may be viewed individually or as a group of colleagues who may then engage in discussion about the content.

Proposed video format and activities.

The proposed professional development video begins with an introduction about motivation student motivation, and student motivation to read. The next section provides the research based and current research on student motivation to read and the effects of rewards and incentives. The video also contains question moments when the narrator asks the views open-

ended and reflective questions on the material just presented. The third section of the professional development video includes examples of specific classroom practices and instructional activities that will help increase student motivation to read. The video concludes by suggesting that teachers try some of these practices in their own classrooms, then write comments in the appropriate TeacherTube website section. These comments will not only allow teachers to communicate with the researcher (and video maker) but may also serve as a means for teachers to communicate with each other, share their successes, and read other perspectives.

While teachers may view the video individually at their own convenience, a literacy coach may organize an in personal professional development session for a group of interested teachers. Such a session would include viewing the video, but also incorporating several opportunities for group reflection and interaction. The reading specialist may also choose to conduct a follow up with those teachers who decide to try some of the suggested strategies in their own classrooms.

Proposed resources for the professional development.

In order to participate in this professional development opportunity, participants will need access to the internet on a computer or some other electronic device in order to view the video. The availability of a Smart Board would also be useful if teachers were completing this training in a group. Participants who register to view this video will receive through email a transcript of the video, details on suggested classroom practices including motivational techniques and teaching strategies.

Proposed evaluation of video.

Evaluation of the video is to be by posting comments in the appropriate section of the TeacherTube website. Participants will have the opportunity to make comments at the bottom of the website and leave their personal response to the overall effectiveness of the professional development video, along with any other feedback they may want to make. Posting comments is a convenient and immediate way for teachers to provide feedback and make suggestions.

Professional Development Ties to Professional Standards

Teachers who participate in the professional development of viewing this video will be meeting the professional reading standards as set out by the International Reading Association (IRA, 2010) in its *Standards for Reading Professionals- Revised 2010*. This video addressed Standards 1, 5, and 6.

Standard 1: Foundational Knowledge:

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

This professional development video helps teachers meet this first standard because it provides knowledge of current research and evidence that impacts student reading motivation.

Standard 5: Literate Environment:

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Teachers who view this professional development video will meet Standard 5 when they practice in their own classroom some of the classroom ideas and methods for motivating students. This classroom practice is intended to foster student reading.

Standard 6: Professional Learning and Leadership:

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

This professional development video ties to Standard 6 because teachers who take the time to view the video are taking initiative to increase their knowledge and understanding of the topic by watching the video. Viewers are also taking responsibility to continue to be life-long learners in the field of literacy education. Watching this video also ties to New York State standards and requirements for teachers because teachers can use the video to meet their APPR requirements.

Chapter 5: Discussion and Conclusion

Overview of Study and Findings

This thesis capstone project is a research synthesis to determine whether a child's motivation to read is impacted by incentives. The researcher has personal interest in this topic because of her own experiences as a reader and later as a teacher with her own students. The question for this study is, what does research say about the relationship between reading incentives and a student's motivation to read? To address this question, an exhaustive literature review was conducted and the research synthesized. Results of the synthesis indicate that research into motivation and incentives, both generally and for reading, focuses mainly on students in the elementary school age range. For the effects of incentives in general, findings indicate that while tangible extrinsic rewards are used by teachers and schools, the greater impact on motivation and academic performance comes from teacher verbal encouragement and activity selection, and student interest and intrinsic motivation. For the effects of incentives for reading motivation, findings indicate that these effects are similar to effects of incentives generally: that tangible extrinsic rewards are used by teachers and schools but appear to have little impact on student motivation to read, and that greater impact on reading motivation and academic performance can come from certain types of reading instruction, student access to books, and student intrinsic motivation. These findings are relevant to the professional development of elementary teachers and will therefore be disseminated to them through a professional development video.

Significance of the Findings

The findings from this research project are very significant to elementary classroom teachers, especially those who motivate their students extrinsically. The findings offer specific practices that those teachers may use to increase student motivation to read, including providing students with increased access to books, conducting read alouds with students, and engaging in interactive activities. In addition, these findings are significant to the field of literacy instruction because they appear to contradict the prevailing thinking on incentives — that external rewards increase motivation to read.

Limitations of the Findings

Although the research in this thesis shows that student access to books, interactions with peers, intrinsic motivation, and instructional practices all support student motivation to read, there are limitations to the findings. The first finding is that there appears to be very little research on specifics of how incentives and extrinsic rewards effect students' motivation specifically related to reading. Many of the studies focus on classroom practices and strategies which motivate students to read but did not discuss in detail the how or why extrinsic rewards do not appear to motivate students. Therefore the findings of this study and their application are limited by the existing research.

Conclusion: Answer to the Research Question

Motivating students to read seems to be a near universal problem for teachers. To address that problem, the question for this research synthesis is, what does research say about the relationship between reading incentives and a student's motivation to read? To address this question, an exhaustive literature review was conducted and the research synthesized. Results of the synthesis indicate that research into motivation and incentives, both generally and for reading, focuses mainly on students in the elementary school age range. For the effects of incentives for reading motivation, findings indicate that these effects are similar to effects of incentives generally: that tangible extrinsic rewards are used by teachers and schools but appear to have little impact on student motivation to read, and that the great impact on reading motivation and academic performance can come from certain times of reading instruction, student access to books, and student intrinsic motivation. Therefore an answer to this research question is that the relationship between reading incentives and a student's motivation to read is small, and a stronger motivator appears to be types of reading instruction which increase intrinsic motivation.

Recommendations for Future Research

The limitations of the findings of this study offer implications for possible future research. Many of the found studies focus on classroom practices and strategies which motivate students to read, but the studies do not discuss in detail the how or why extrinsic rewards do not appear to motivate students. Therefore, a recommendation for future research is to examine

specific types of extrinsic incentives and rewards and their impact. Further, because results of this synthesis indicate that research into motivation and incentives, both generally and for reading, has focused mainly on students in the elementary school age range, another recommendation is for future research into incentives and rewards for motivating adolescent learners.

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APPENDIX: Agenda for Professional Development Workshop



The Use of Incentives for Motivating Students to Read: A TeacherTube Professional Development Video

Part 1: Teacher check-in

- Sign in with school reading specialist or record hours for professional development
- Log into TeacherTube website and access video

Part 2: Introduction

- Information about motivation, student motivation, and student motivation to read
- Introduction of key terms
- Discussion/reflection on practices currently used in the classroom

Part 3: Research

- Research base and current research on student motivation to read
- The effects of rewards and incentives

Break-

Part 4: Examples

- Examples of specific classroom practices and instructional activities
- Develop lesson plan to motivate students
- Present lesson plans

Part 5: Conclusion

- Wrap up, review of workshop content
- Evaluation for professional development workshop