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Enhancing Intrinsic Reading Motivation in Elementary Students

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Enhancing Reading Motivation in Elementary Students

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Research Question

What physical and social approaches can be used to support students in becoming motivated readers?

Methodology

- **Participants:** 21 first grade students and 27 fourth grade students both in central Illinois.
- We analyzed journal entries, field notes, photographs, guest speaker notes, interviews, and questionnaires to show how change in the environment motivated students to read.
- Beanbags, pillows, and blankets were used to encourage independent reading.

Literature Review

- “If intrinsically motivated, reading will be viewed as a meaningful challenge” (Marinak, Malloy & Gambrell, 2010).
- Having a positive, social environment for students supports more exploration in various reading categories.
- Student autonomy generates more academic achievement while promoting intrinsically motivated reading.
- By creating a comfortable environment, students are able to demonstrate more focus and productivity.
- “...When teachers provide a sense of control and autonomy over their learning, there are positive results for student motivation.” (Barber & Buehl, 2013)

Results and Data Analysis

- Some students were more focused than others depending on the environment that they were placed in.
- Sixty-three percent of students were highly responsive to reading outside the classroom.
- When the guest reader was unknown, students showed more enthusiasm.
- Sixty-two percent of students viewed reading as an inherently social activity.

Conclusion

- Educators should provide various environments for students to read. Desirable environments leads to more concentration while reading.
- Inviting guests into the classroom is conducive to promoting social interactions between readers.