



Illinois Wesleyan University
Digital Commons @ IWU

John Wesley Powell Student Research
Conference

2012, 23rd Annual JWP Conference

Apr 14th, 9:00 AM - 10:00 AM

Utilizing the Classroom Library to Motivate Students

Jenna Jameson
Illinois Wesleyan University

Leah Nillas, Faculty Advisor
Illinois Wesleyan University

Follow this and additional works at: <https://digitalcommons.iwu.edu/jwprc>

Jameson, Jenna and Nillas, Faculty Advisor, Leah, "Utilizing the Classroom Library to Motivate Students" (2012). *John Wesley Powell Student Research Conference*. 18.
<https://digitalcommons.iwu.edu/jwprc/2012/ESposters/18>

This Event is protected by copyright and/or related rights. It has been brought to you by Digital Commons @ IWU with permission from the rights-holder(s). You are free to use this material in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/ or on the work itself. This material has been accepted for inclusion by faculty at Illinois Wesleyan University. For more information, please contact digitalcommons@iwu.edu.

©Copyright is owned by the author of this document.



Utilizing the Classroom Library to Motivate Students

Jenna Jameson and Leah A. Nillas*

Educational Studies, Illinois Wesleyan University

Research Question

How can I use the classroom library to motivate students in their learning and personal reading?

Methodology & Framework

- My study was conducted in a Kindergarten classroom involving 21 students.
- Data was collected from observational notes, student questionnaires, photographs, and lesson plans.
- I used content analysis (Neuendorf, 2002) to analyze data from students' questionnaires, photographs, and lessons plans.
- I identified common themes from all of these data sources. The data I collected showed evidence of how I integrated the use of the classroom library to facilitate students' motivation in learning and personal reading.

Supporting Literature

- To gain full reading potential, students need the following in a classroom library: relevant titles, a wide range of material, reading opportunities, choice, social interactions, challenging text, and incentives (Gambrell, 2011).
- Classroom libraries should include materials from a variety of genres, magazines, the Internet, and other resource materials to motivate students to get in the habit of reading for pleasure (Gambrell, 2011).
- Letting students choose how they want to organize a library will motivate them to read and drive teacher instruction (Jones, 2006).
- Activities and interventions enhance a child's experience with informational books that can increase reading achievement and engagement (Reutzel, Reutzel, and Clark (2011).
- Using visual literacy tools (charts, diagrams, magnets) is a major component of student reading development (O'Neill, 2011).

Research Findings

- Daily 5 method of "Retelling the Story" motivated students to build stamina.
- Students were motivated to read using "Word Work" and "Listening Stations" (see Figures 1 and 2) because these activities challenged them to read in a nontraditional method.
- Students were more motivated to read nonfiction books than fiction books (see Figure 3).
- Site word assessment motivated students to increase Fountas and Pinnell's reading level.
- I used a variety of nontraditional teaching methods to increase my students' motivation to read for learning and pleasure.



Figure 1: Students working at the "Word Work" center creating the word "It"



Figure 2: Students reading *Pete the Cat* using the "Listening Station"

Students' Genre Preference

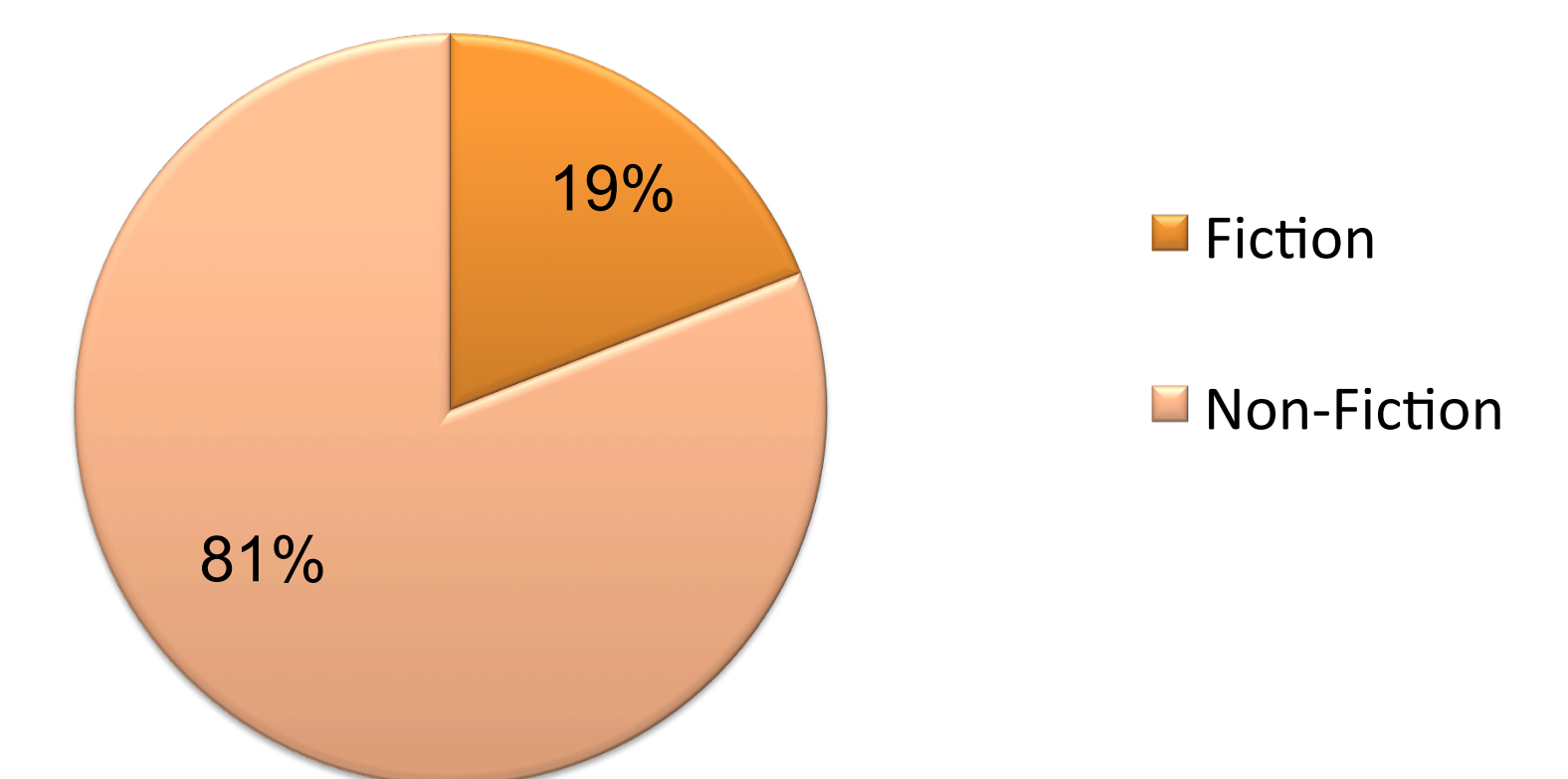


Figure 3. This graph shows that more students prefer non-fiction than fiction books. This data is obtained from questionnaire responses.

Conclusion

Teaching trends are constantly changing and differing in popularity; because of this, there is a constant need for re-evaluation of curriculum and instruction. It is hard to say what types of books and kinds of motivation will benefit students because no one is sure what the trends in core curriculum and instruction will look like in the next ten to fifteen years. However, this is the point of my study: to investigate what drives teacher instruction and what tactics benefit students learning. Overall, my findings support that students' motivation to learn and read for personal purposes is influenced by the ways the classroom library is presented and how well it is utilized to engage students in reading.

Acknowledgements

I would like to thank my research advisor, my cooperating teacher, and my Kindergarten students for their continuous support throughout the year. They have made me grow as an educator throughout this entire project and I am forever grateful to them.

