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The Effects of Book Recommendations on Motivations to Read

Erin Keener

University of Mary Washington

Abstract

Motivation is an important factor that helps determine the amount and enjoyment of student reading which in turn effects student's comprehension, vocabulary and overall knowledge (Hall, 2014; Mohr, 2006; Reinking & Watkins, 2000). Motivation can be effected by student's abilities and opportunities to choose challenging yet appropriate books (Corcoran & Mamalakis, 2009; Duncan, 2013; Fisher & Frey, 2012; Guthrie, Hoa, Wigfield, Tonks & Perencevich, 2006) as well as their ability to create and accept book reviews and recommendations (Atkinson, 2015) which is the focus of the research discussed in this paper. The research was conducted on 2nd graders who participated in producing and gaining guidance from peer book recommendations. Student motivation to read was measured before and after the experiment using the Motivations of Reading Questionnaire (MRQ) (Cox & Guthrie, 2001). Overall, the book recommendations did not result in an increase in reading motivation. Regardless of the minimal results, this research is still important due to the importance of reading motivation on student success.

Reading is an area students begin learning as early as kindergarten and is carried with them the rest of their educational careers and beyond. Therefore, it is imperative that students are equipped with extensive reading strategies. However, strategies are not enough to ensure students will in fact read. Students need the motivation and a purpose to read (Fisher & Frey, 2012). Whether the purpose is to find out new information, or solely enjoyment, motivation is the key factor in whether students retain what they are reading and continue to read (Corcoran & Mamalakis, 2009; Duncan, 2013).

Book recommendations can give students the purpose they need to become motivated to read. Family and friends play a large role in recommendations (Mohr, 2006) but regardless of where the recommendation comes from, it can challenge students to read books they would not otherwise choose (Atkinson, 2015; Fisher & Frey, 2012; Hall, 2014; Mohr, 2006). Students not only need to receive book recommendations but should be given the opportunity to recommend books to peers.

This study aimed to look at the relationship between book recommendations and student motivations to read. This study provided students the opportunity to both create and review peer book recommendation cards. The study analyzed the relationship between the amount of book recommendation cards filled out and the change in motivation to read. My research question was how book recommendations effect 2nd grader's motivations to read.

Literature Review

Motivation

Motivation inspires learners to want to gain knowledge (Corcoran & Mamalakis, 2009), especially in reading and writing (Duncan, 2013). Motivation determines whether learning is temporary and superficial or permanent and meaningful (Corcoran & Mamalakis, 2009; Duncan,

2013). The pleasure/pain principle, with a strong connection to motivation, plays a large role in student learning (Corcoran & Mamalakis, 2009). Pleasure comes from being successful while pain comes from failure. Inspired students spend more time striving for success, which in turn leads to feeling pleasure. This good feeling works as encouragement to continue to succeed and obtain the gratifying feeling again. Teachers also play a large role in motivating students by being thoughtful, accepting, and trusting while actively engaging with students. Students are inspired when they are given the chance to be an active part of the classroom which (Corcoran & Mamalakis, 2009) includes allowing students to have more responsibilities within the classroom and thus transferring some of the control from the teacher to the student (Corcoran & Mamalakis, 2009; Reinking & Watkins, 2000). Active engagement comes from meaningful, personal and applicable opportunities for students to feel connected, safe and able to discover diverse ideas (Corcoran & Mamalakis, 2009). Students who feel their personal interests are being accounted for in the classroom become more motivated (Guthrie, McGough & Wigfield, 1994).

Students can be more motivated to read by having a teacher who expresses their own enjoyment for reading. Teachers can discuss how books have connected to their personal lives and can share parts of books that particularly spoke to them (Corcoran & Mamalakis, 2009). Research suggests that students who are given the choice of what books they read become more enthusiastic, independent readers (Corcoran & Mamalakis, 2009; Duncan, 2013; Fisher & Frey, 2012; Guthrie, Hoa, Wigfield, Tonks & Perencevich, 2006; Hall, 2014; Mohr, 2006) as well as increase their comprehension, vocabulary, and overall knowledge (Hall, 2014; Reinking & Watkins, 2000). However, students need to be able to choose from a selection of challenging, appropriate, interesting, and thought provoking books (Corcoran & Mamalakis, 2009; Duncan, 2013; Fisher & Frey, 2012; Guthrie, Hoa, Wigfield, Tonks & Perencevich, 2006). This choice

and sense of control may lead students to take greater risks and challenge themselves (Duncan, 2013). Nevertheless, students show a limited ability to select books regardless of the available selection and therefore teachers should focus on helping students learn selection strategies which will lead to students gaining efficient reading strategies such as accuracy, fluency, and comprehension (Mohr, 2006).

Students who are intrinsically motivated to read have a greater interest to read, therefore read more and enjoy challenging books (Cox & Guthrie, 2001; Guthrie, Hoa, Wigfield, Tonks & Perencevich, 2006). Motivation to read can lead to better reading achievement as well as increased reading overall (Guthrie, Hoa, Wigfield, Tonks & Perencevich, 2006). The more students independently read, the better their reading becomes (Cox & Guthrie, 2001; Guthrie, McGough & Wigfield, 1994; Mohr, 2006; Reinking & Watkins, 2000) and therefore the more reading students do (Cox & Guthrie, 2001). Increased reading may also lead to a greater knowledge of the world and therefore increased social interaction with peers as they have more topics and ideas to discuss (Cox & Guthrie, 2001). However, for increased reading and the resulting benefits to occur, students have to know how to select appropriate books to read that will in turn motivate them to continue to pick books that capture their interests.

Choosing Books

There are several reasons students either do or do not choose books. One example is the text or physical characteristics of books such as the title, cover page, illustrations, length, and fonts. Another reason can be the genre. Children like stories, such as folk tales and fantasies while adolescents expand their genre preferences (Mohr, 2006). Regardless of age or preference, classrooms should include all genres, including expository texts (Corcoran & Mamalakis, 2009; Mohr, 2006). Selection strategies can also have an effect on book choice like when a student

picks a book because they recognize the author or the series (Mohr, 2006). Research shows that as students become interested in certain books whether by author or series, motivation increases and the student will eventually branch out to other book choices (Guthrie, Hoa, Wigfield, Tonks & Perencevich, 2006). When choosing their own books, students look at the title and front cover; determine its content by flipping through the pages and reading parts of the book or book blurbs (Mohr, 2006).

Gender Differences

Gender can also have an effect on student book choice. Girls read more than boys, do better on reading assessments (Fisher & Frey, 2012; Mohr, 2006) and prefer female protagonists while boys prefer male characters in books (Mohr, 2006). However, motivating boys to read is not only about finding books with male characters and an action packed plot. Boys, as well as girls, need a reason to read, a place to get lost in a book and a variety of books to choose from (Fisher & Frey, 2012). Girls like stories that discuss family, friends and home life while boys prefer nonfiction such as sports, science and history; however animal books are enjoyed by both boys and girls. Developmental aspects overlap with gender differences in that as students grow older, boy's choices remain the same, while girls show a wider interest including books about sports (Mohr, 2006). Teacher modeling has been shown to increase reading for both boys and girls. Modeling aims to make instruction understandable and relatable to students who enjoy knowing their teacher's opinions and process of thinking, either while reading, writing or problem solving (Fisher & Frey, 2012). Regardless of gender differences, boys and girls need the same thing from reading: "to find themselves and lose themselves in books," (Fisher & Frey, 2012, p.595).

Ability Level

Students need to read books that match their reading levels; however struggling readers are not as successful as skilled readers at independently choosing appropriate books. Research suggests that good readers are more motivated to read and therefore read better and more often (Mohr, 2006). Oppositely, struggling readers are less motivated to read so they do not get the practice needed to increase their reading skills (Duncan, 2013; Mohr, 2006). To intrinsically motivate students to read, whether skilled or struggling, students have to have an interest, access, and control. A difficult text can be completed if a student is interested enough to finish (Mohr, 2006). Therefore getting recommendations from others is especially important for struggling readers (Atkinson, 2015). It's been shown that family and friends play a large role in recommendations, more so than teachers (Mohr, 2006). Students begin obtaining the opinions of peers with regards to what books to read beginning in late elementary school and even more during adolescence (Atkinson, 2015). Regardless of where the recommendation comes from, it can challenge students to read books they would not naturally choose otherwise (Atkinson, 2015; Fisher & Frey, 2012; Hall, 2014; Mohr, 2006). However, to be able to recommend books, the recommender has to have read several books and be able to talk about them as well as know the person well enough to recommend the appropriate books. Students enjoy getting recommendations that fit their reading style and feel like someone took the time to try to get to know them. Part of a recommendation can include what the reader didn't like about a book and it's important for teachers to encourage their students to discuss the good and bad because both can be good insight (Kiefer, 2015). While receiving recommendations is important for student's motivation to read, it is also important that students know how and are given opportunities to recommend books to others.

Students often report having no desire to share book selections with family, peers or even their teacher. They may believe that others would enjoy their books, but they don't take the initiative to actually recommend them to others (Corcoran & Mamalakis, 2009; Mohr, 2006). Students need an engaging way to share with their peers about their reading (Guthrie, Hoa, Wigfield, Tonks & Perencevich, 2006; Stover, 2015). They need a place to pool their resources and write about their reading (Ramsay, 2014) in an encouraging and creative atmosphere that inspires conversations (Hall, 2014; Ramsay, 2014). Students need to be given the opportunity to study a text, make connections to personal experiences, infer and analyze and lastly be allowed to share all of their ideas with other students (Ramsay, 2014). Once students realize their peers will be reading their reviews, they become motivated to increase the quality of their writing (Reinking & Watkins, 2000; Stover, 2015) including better spelling, grammar, capitalization, and punctuation (Reinking & Watkins, 2000). While peer involvement increases performance on book reviews, the type of book review also has an effect on student involvement.

Book Reviews

Students do not like standard book reviews, and they actually encourage less involvement and more superficial reading (Reinking & Watkins, 2000). Multimedia book reviews may increase motivation about reading, time spent reading and a commitment to literacy (Stover, 2015) by adding an element of personal engagement in student independent reading time (Reinking & Watkins, 2000). Unlike standard book reviews that only the teacher looks at, multimedia book reviews allow students to share their reviews with peers and therefore increases student interest and communication skills. Sharing with peers allows students to be open to reading new books and more reading overall. Multimedia book reviews are beneficial to all: struggling students gain increased confidence, self-esteem and participation; skilled readers

increase their creativity and time spent reading, and all readers begin to speak up more and contribute their ideas. Multimedia book reviews increase positive attitudes towards independent reading, especially for struggling readers, as well as required readings for classes (Reinking & Watkins, 2000).

Students lack the knowledge about books to skillfully select appropriate reading materials. When students do not know how to choose books, they choose ones that do not fit their reading abilities or interests which causes them to be less motivated to read. Less motivation to read leads to less reading which results in a decrease in reading strategies. Therefore, it is important that teachers provide students with good selection strategies by first teaching them the parts of a book such as genre, content and text features. Teachers then need to encourage peer recommendations to challenge student book choices and increase the desire to read (Mohr, 2006). Lastly, teachers need to engage students, whether through book reviews, shared ideas about their independent reading (Corcoran & Mamalakis, 2009; Reinking & Watkins, 2000), or being able to ask questions about the teacher's thought processes (Fisher & Frey, 2012). Engaged students are better motivated which in turn leads to more reading and better reading skills (Cox & Guthrie, 2001; Guthrie, Hoa, Wigfield, Tonks & Perencevich, 2006).

Methods

Setting and Participants

The target population for the study was second graders from a rural elementary school in Virginia aged 6 to 7 years old. 20% of the school population is on free and reduced lunch. 83% of the school population is Caucasian, 11% African American, 4% Hispanic and 2% Asian. Data was collected from 12 participants out of the 20 students in the class. One student stated he did

not want to be part of the study, four students' parents did not sign the consent form (which can be seen in Appendix 1), two students were absent in January for the week of the first questionnaire and one student did not sign the assent form (which can be seen in Appendix 2). Of the 12 students who completed the survey, 5 (42%) were females and 7 (58%) were males.

Measures and Procedure

Data was collected during the spring of the 2015-2016 school years. Participants were required to partake in the research due to the fact that the research was an instructional activity that would have been used regardless of data being collected from it. Participants were not told they were part of an experiment to keep biased answers and results from the activity. Participants responded to a survey containing questions about their reading habits and interests before and after the experiment. Students participated in creating and reviewing peer book recommendation cards. Book reviews included questions such as the title, author, genre, book level, topic, a rating from 1-5 and a couple sentences about why it was being recommended or not. This information was copied on several index cards that students had access to and can be seen in Appendix 4. Cards were placed in magnetic holders on the side of a filing cabinet in the room. It was explained to participants that after they finish reading a book, they can fill out a card. During independent reading time, students were allowed to go and read peer's cards to give them guidance in choosing their next book.

Motivations for Reading Questionnaire (MRQ)

Students completed an abbreviated version of the Motivations for Reading Questionnaire (MRQ) (which can be seen in Appendix 3). The MRQ is a self-report questionnaire used to measure several aspects of student's motivation to read. The abbreviated version was composed of 18 questions. Questions were on a 4-point Likert scale ranging from "very different from me"

to “a lot like me.” Each answer is given a weight (very different from me=1, a lot like me=4). The MRQ includes positive (i.e. “I like hard, challenging books,” “I am a good reader) and negative questions (i.e. “I read because I have to,” “I do as little schoolwork as possible in reading”). The questionnaire was given to students at the beginning and end of the experiment. Each question of the MRQ was analyzed for each of the 12 students to compare the results before and after the book recommendation cards were filled out. Results were categorized by positive and negative questions. Reliability for the measure was found to be .89 in a previous study, indicating good reliability (Cox & Guthrie, 2001).

Results

The Motivation Towards Reading Questionnaire (MRQ) which comprised eighteen questions was given in January and again in March. The two sets of scores have been compared and analyzed. Usable data was gathered from twelve students who are labeled by number and gender and the results are shown in Appendix 5. For each question there is a class average which is recorded in the last row of Figure 1. Columns are labeled by question and from which questionnaire the answer is from and finally the changes in data between the January and March data collection (ex. Q1-1=question 1 from the January questionnaire; Q1-2=question 1 from the March questionnaire). The MRQ includes positive (i.e. “I like hard, challenging books,” “I am a good reader) and negative questions (i.e. “I read because I have to,” “I do as little schoolwork as possible in reading”). The chart is therefore color coded to identify positive questions as yellow and negative questions as red. Questions 1, 2, 6, 7, 9, 10, 11, 13, 16 and 17 are positive questions and questions 3, 4, 5, 8, 12, 14, 15 and 18 are negative questions. A negative number in a change column represents a decrease in the score from the January MRQ to the March MRQ and a positive number represents an increase in the score.

On average for the twelve students who took the MRQ, there was a .02 decrease in reading motivation. Of the positive questions answered, 70% resulted in lower scores the second time students were given the questionnaire indicating a decrease in reading motivation. Of the negative questions, 75% of students had decreased scores on the questionnaire the second time in comparison to the first time, which indicates an increase in reading motivation. Figure 2 found in Appendix 6 illustrates the relationships between the number of book recommendation cards students completed and the average change for positive and negative questions. A negative number in the average positive change column indicates a decrease in reading motivation while a negative number in the average negative change column indicates an increase in reading motivation. Students who are highlighted (42%) represent those who had an increase in motivation as seen through both positive and negative questions. Through the positive questions, 50% of students showed an increase in reading motivation. Through the negative questions, 58% of students showed an increase in reading motivation.

Discussion

A .02 decrease in reading motivation from January to March is not a significant enough amount to raise concern that the book recommendation cards were the cause of a decline in reading motivation. However, conversely the finding of no increase in reading motivation does raise a concern and leads to the conclusion that the recommendation cards did not have a positive effect as was hypothesized. While 70% of positive questions receiving a lower score from January to March indicate a major decrease in reading motivation, this data is balanced by the fact that 75% of negative questions received lower scores in March indicating an increased reading motivation. Therefore, on average, reading motivation stayed the same from January to March.

Students 6 and 8 filled out and completed the most recommendation cards and both showed an increase in reading motivation as shown through both the positive and negative questions. However, Student 5 and 11 who did not complete any recommendation cards also showed a slight increase in reading motivation. Therefore, it cannot be concluded that book recommendation cards have an effect on reading motivation. This could be due to several limitations this research study underwent.

One limitation found in the study is the amount of time given to students to complete and review the book recommendation cards. Students were given from January to March to fill out and read peer book recommendation cards. Research suggests that students become more passionate about reading when they are given the choice of what books they read (Corcoran & Mamalakis, 2009; Duncan, 2013; Fisher & Frey, 2012; Guthrie, Hoa, Wigfield, Tonks & Perencevich, 2006; Hall, 2014; Mohr, 2006). Students who feel a sense of choice and control tend to leave their comfort zones to challenge themselves (Duncan, 2013). A future study of reading motivation from recommendation cards should provide a longer time period for students to complete and review a greater number of recommendation cards in order to ensure students are gaining a sense of control that comes from choosing books and having the power to recommend them to peers.

Another limitation to the study is that students were already in school and in a routine for four months before they were introduced to the concept of the book recommendation cards. Therefore, completing and reviewing the books had not been established as a daily routine early on and often did not cross the minds of students until prompted. Research shows that students become more motivated to read when their teacher expresses their own motivation to read (Corcoran & Mamalakis, 2009). In a future study, the teacher should participate in filling out

book recommendation cards as well as reading student cards to model and encourage the students to do the same.

A third limitation in the study is the limited amount of book recommendation cards completed by the students. The average student completed three cards which is only one card per month during the research time period. The goal of the research was not to force students into completing the recommendation cards, but hope that they would be motivated to want to and to do so on their own. Research shows students who have a purpose for reading have a higher motivation to read (Fisher & Frey, 2012), however the book recommendation cards in this research study proved not to be purpose driven enough for students.

A fourth limitation in the study is the age of the students in the research study. Research shows that friends play a large role in recommendations (Mohr, 2006). Studies have shown that students who are in the upper elementary grades (4th & 5th) and into the middle school and adolescent years seek the opinions of peers with regards to what books to read (Atkinson, 2015). Students in this study were in early elementary school (2nd grade) and therefore may not have reached the developmental point where they could appreciate the opinions of their peers.

The final study limitation involved outside factors. Data could only be collected and analyzed from a limited amount of subjects (12 out of 20 students). One student stated he did not want to be part of the study, four students' parents did not sign the consent form, two students were absent in January for the week of the first questionnaire and one student did not sign the assent form.

Conclusion

Students need motivation and a purpose to read. Motivation is the key influence in whether students acquire long term knowledge from books and continue to desire to read them.

Regardless of the insignificant results, this research is important because of the significance of reading motivation. Motivation to read can lead to greater reading accomplishments as well as increased reading overall (Guthrie, Hoa, Wigfield, Tonks & Perencevich, 2006). For students, increased reading can bring about a greater insight into the world and therefore increased communication with peers as there are more topics and ideas to discuss (Cox & Guthrie, 2001). This research explored the relationship between reading motivation and book recommendations. Regardless of where the recommendation comes from, they can challenge students to read books they would not normally choose otherwise (Atkinson, 2015; Fisher & Frey, 2012; Hall, 2014; Mohr, 2006). However, to be able to recommend books, students have to read several books and be able to talk about them. Recommendations can include not only books students enjoyed, but also books that students do not feel should be read by others. Teachers should encourage students to discuss the good and bad because both can involve great insight (Kiefer, 2015). While receiving recommendations is important for student's motivation to read, it is also important that students are shown and educated on how to give and find opportunities to recommend books to others. Students often do not want to share book recommendations and therefore do not take the action to share their choices, though they may feel that others would enjoy the books they have read (Corcoran & Mamalakis, 2009; Mohr, 2006). Students need an engaging way to share with their peers about their book experiences (Guthrie, Hoa, Wigfield, Tonks & Perencevich, 2006; Stover, 2015). They need an encouraging and creative place to discuss and write about their reading (Hall, 2014; Ramsay, 2014). Therefore, it is important that research such as this study is continued to further explore the relationships between book recommendations and reading motivations.

Appendix 1

Parent Consent Form

Dear Parent/Guardian,

My name is Erin Keener, I attend the University of Mary Washington, and I will be your child's student teacher through the end of April. During my student teaching, your child is invited to participate in a research study I will be conducting titled "Increasing Reading Motivation Through An Interactive Book Wall." The purpose of the research is to study the effects of giving students the opportunities to both create and read book recommendations on their motivations to read. Participation is entirely voluntary, so you may choose to have your child participate or not.

With your permission, your child will fill out the Motivation for Reading Questionnaire (MRQ) at the beginning and end of the research study. The class will be participating in an interactive book wall where students post recommendation cards about books they've read for each other to look at to help guide them in their book choices. The scores for the MRQ given before and after the implementation of the interactive book wall will be compared with a hope that motivations for reading will increase.

Students whose parents allow them to participate in the study will be doing the same work as required for all students in the class. However, for the purposes of my research I will use data only from students who have parental consent to participate in the study. There are no extra benefits to any students for participating in the study, and no penalties for any students who do not participate in the study.

There are no known risks to your child for participating in this study. All data will be kept confidential, meaning no one but me will know what your child says on the survey. The benefits to your child for participating in this study may be an increased motivation to read which in turn leads to an increase in their reading strategies, comprehension, vocabulary, and overall knowledge. However, there may be no direct benefit from participating in this study.

Following your consent, participation of your child in this study remains voluntary. Your child will also be asked to provide assent to participate and may refuse even if you consent. Your child can also refuse to answer any questions and may withdraw from the study at any time without penalty. No identifying information about your child will be included in any reports I make of this research. Your signed consent form, and their assent form, will be kept separate from the data, and nobody will be able to link their responses to them.

If you have any questions about the study, you may email me at ekeener@umw.edu or my faculty supervisor Dr. Nancy Guth at nancyguth@comcast.net. The research described above has been approved by the University of Mary Washington IRB which is a committee responsible for ensuring that research is being conducted safely and that risks to participants are minimized. For information about the review of this research, contact the IRB chair, Dr. Jo Tyler at jtyler@umw.edu.

I have read the information provided above and all of my questions have been answered. I voluntarily agree to the participation of my child in this study.

Parent / Legal Guardian Signature

Date

Name of Child _____

Researcher

Signature

Date

Appendix 2

Student Assent Form

You are being asked to be in a research study. Your parents know about the study, but you can decide if you want to be in it or not. The study is about reading motivation and will not require you to have any extra work. Our class will be reading books and writing little notes about the books to share with everyone in the class. Students will also be asked to fill out a short questionnaire today and a couple months from now. If you would like to be in the study you are allowing me to use the information from your questionnaires in my research. This information will be confidential, which means I will not tell anyone about your answers or use your name in any reports I make about this research. If you decide not to participate you will still read the books and do the questionnaire but I just will not use your answers in my research. You can decide to stop being a part of the research at any time and I will not use your information. Before you decide whether or not to let me use your survey information, you may ask me any questions you have.

I have read the above letter or have had it read to me, all my questions have been answered, and I agree to participate in the research described above.

(Print Student's Name)

(Student's Signature)

(Date)

I confirm that the student named above was given an opportunity to ask questions about my research, and all the questions asked by the student have been answered correctly and to the best of my ability.

A copy of this Assent Letter will be given to the student's parent or guardian. All data collected for this research will be kept confidential.

(Print Researcher's Name)

Appendix 3

Motivations for Reading Questionnaire

Name: _____

Directions: I am interested in learning more about you as a reader. The sentences in this questionnaire describe how some students feel about reading. Read each sentence and decide whether it describes a person who is like you or different from you. There are no right or wrong answers.

The numbers each stand for the following:

Very different from me	A little different from me	A little like me	A lot like me
1	2	3	4

1. I like hard, challenging books.

1	2	3	4
---	---	---	---

2. I am a good reader.

1	2	3	4
---	---	---	---

3. I read because I have to.

1	2	3	4
---	---	---	---

4. I do as little schoolwork as possible in reading.

1	2	3	4
---	---	---	---

5. I like to get rewards such as a toy when I accomplish a reading goal.

1	2	3	4
---	---	---	---

6. I read to learn new information about topics that interest me.

1	2	3	4
---	---	---	---

7. Out of all the subjects in school, I am the best at reading.

1	2	3	4
---	---	---	---

8. I like hearing the teacher say I read well.

1	2	3	4
---	---	---	---

9. I often read to my brother, sister, friend, or relative.

1	2	3	4
---	---	---	---

10. I enjoy reading during my free time.

1 2 3 4

11. I read about my hobbies and interests to learn more about them.

1 2 3 4

12. I read so that I can get a good grade.

1 2 3 4

13. I like to talk to my friends and family about things I am reading.

1 2 3 4

14. Finishing every reading assignment on time is very important to me.

1 2 3 4

15. It is important to me to see my name on a list of good readers.

1 2 3 4

16. If a book is interesting, I don't care how hard it is to read.

1 2 3 4

17. I read because it is something that I like to do.

1 2 3 4

18. I read because I know I will get a reward from my teacher or parents.


1 2 3 4

Appendix 4

Example of a Blank Book Recommendation Card

Title: _____

Author: _____ Level: _____

Topic: _____ Rating: 

Do I recommend this book? Yes No

Why or why not:

Appendix 5

Figure 1

	Q1-1	Q1-2	Change	Q2-1	Q2-2	Change	Q3-1	Q3-2	Change	Q4-1	Q4-2	Change	Q5-1	Q5-2	Change	Q6-1	Q6-2	Change
Student 1 (F)	4	3	-1	4	4	0	3	3	0	1	1	0	4	4	0	3	3	0
Student 2 (F)	3	4	1	4	4	0	1	3	2	1	1	0	4	4	0	3	4	1
Student 3 (M)	1	1	0	4	4	0	1	1	0	4	1	-3	4	4	0	3	1	-2
Student 4 (M)	4	4	0	4	2	-2	3	4	1	4	4	0	4	3	-1	4	2	-2
Student 5 (M)	3	3	0	4	4	0	4	4	0	3	3	0	4	4	0	4	4	0
Student 6 (M)	4	4	0	4	4	0	3	2	-1	1	1	0	4	1	-3	3	4	1
Student 7 (F)	4	3	-1	2	4	2	-	3	-	1	3	2	-	4	-	-	4	-
Student 8 (M)	4	4	0	4	4	0	1	1	0	1	1	0	4	4	0	4	4	0
Student 9 (M)	4	3	-1	3	3	0	1	4	3	4	2	-2	4	4	0	3	3	0
Student 10 (F)	4	3	0	1	3	2	1	4	3	-	2	-	4	3	-1	4	4	0
Student 11 (F)	4	4	0	-	-	-	1	1	0	1	1	0	4	4	0	4	4	0
Student 12 (M)	4	4	0	4	4	0	1	1	0	1	1	0	3	4	1	4	4	0
Whole Class	3.58	3.33	-0.25	3.18	3.64	0.46	1.82	2.58	0.76	2	1.75	-0.25	3.91	3.58	-0.33	3.55	3.42	-0.13

	Q7-1	Q7-2	Change	Q8-1	Q8-2	Change	Q9-1	Q9-2	Change	Q10-1	Q10-2	Change	Q11-1	Q11-2	Change	Q12-1	Q12-2	Change
Student 1 (F)	4	3	-1	4	4	0	1	2	1	2	3	1	4	1	-3	4	4	0
Student 2 (F)	4	1	-3	4	4	0	4	4	0	4	3	-1	4	4	0	4	4	0
Student 3 (M)	4	4	0	4	4	0	3	1	-2	4	1	-3	4	1	-3	4	4	0
Student 4 (M)	3	4	1	4	-	-	3	1	-2	4	4	0	4	3	-1	4	4	0
Student 5 (M)	2	3	1	4	3	-1	4	3	-1	3	2	-1	2	4	2	4	4	0
Student 6 (M)	4	4	0	4	4	0	1	4	3	4	4	0	4	2	-2	4	4	0
Student 7 (F)	-	3	-	4	4	0	4	4	0	1	4	3	-	3	-	-	4	-
Student 8 (M)	2	3	1	4	4	0	2	3	1	4	4	0	4	4	0	4	4	0
Student 9 (M)	4	3	-1	-	4	-	1	2	1	1	1	0	1	3	2	4	4	0
Student 10 (F)	1	4	3	4	4	0	4	4	0	3	3	0	1	2	1	4	4	0
Student 11 (F)	3	1	-2	4	4	0	4	4	0	4	4	0	2	4	2	2	1	-1
Student 12 (M)	3	3	0	4	4	0	2	3	1	4	4	0	4	4	0	4	4	0
Whole Class	3.09	3	-0.09	4	3.91	-0.09	2.75	2.92	0.17	3.17	3.08	-0.09	3.82	2.67	-1.15	3.82	3.75	-0.07

	Q13-1	Q13-2	Change	Q14-1	Q14-2	Change	Q15-1	Q15-2	Change	Q16-1	Q16-2	Change	Q17-1	Q17-2	Change	Q18-1	Q18-2	Change
Student 1 (F)	3	3	0	4	4	0	4	4	0	4	4	0	3	3	0	4	3	-1
Student 2 (F)	4	4	0	4	4	0	4	4	0	4	4	0	4	3	-1	4	4	0
Student 3 (M)	4	1	-3	4	4	0	4	4	0	4	4	0	4	4	0	4	4	0
Student 4 (M)	4	4	0	4	4	0	4	4	0	3	1	-2	4	4	0	4	4	0
Student 5 (M)	3	3	0	4	4	0	4	4	0	3	3	0	2	2	0	4	4	0
Student 6 (M)	4	3	-1	4	4	0	4	4	0	4	3	-1	2	4	2	4	2	-2
Student 7 (F)	-	4	-	4	3	-1	3	4	1	1	3	2	4	4	0	-	4	-
Student 8 (M)	2	4	2	4	4	0	4	4	0	4	3	-1	4	4	0	3	3	0
Student 9 (M)	1	1	0	4	4	0	4	4	0	4	3	-1	3	3	0	4	4	0
Student 10 (F)	2	4	2	4	3	-1	4	3	-1	2	4	2	3	3	0	4	3	-1
Student 11 (F)	4	3	-1	4	4	0	4	4	0	3	4	1	4	4	0	1	1	0
Student 12 (M)	4	4	0	4	4	0	4	4	0	3	3	0	4	4	0	3	3	0
Whole Class	3.18	3.17	-0.01	4	3.83	-0.17	3.92	3.92	0	3.25	3.25	0	2.83	2.92	0.09	3.55	3.25	-0.3

Appendix 6

Relationship Between Number of Book Recommendation Cards Filled Out and Change in
Reading Motivation

Figure 2

Student	Average Positive (+) Change	Average Negative (-) Change	# of Recommendations Completed
Student 1	-0.3	-0.125	2
Student 2	-0.3	0.25	4
Student 3	-1.3	-0.375	0
Student 4	-0.8	0	4
Student 5	0.1	-0.125	0
Student 6	0.2	-0.75	8
Student 7	1.5	0.5	2
Student 8	0.3	0	9
Student 9	0	0.143	2
Student 10	1	-0.143	4
Student 11	0	-0.125	0
Student 12	0.1	0.125	5
Whole Class	-0.1	-0.06	3.33

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