Motivating Reluctant Readers: Making Reading Fun for Low Readers

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Reading and Motivation

• It is a rewarding experience to teach a child how to read!

• The process of teaching reading can be a daunting task and quite challenging depending on the motivation and interest level of the students. There are some students that blossom as the year goes on and others that leave teachers thinking if we have done everything possible for this child to learn.

• Students enter the classroom with many different reading levels. Other factors, including student attitudes, may interfere with the amount of learning that can be taking place.
Why motivation?

• There is not one correct way to teach a child how to read. Many different strategies can prove successful in teaching reading. Several extraneous issues go into effect in reading education. A student’s self-esteem and motivation can be huge factors.

• How can reluctant readers be motivated to enjoy reading?

• Are there particular reading strategies that will benefit these students and have an impact in their learning?
Making Readers Successful

• In order to have successful readers, the groundwork needs to be set.

• Teachers need to provide opportunities for students that meet the area of reading that is lacking for them (Cleary & Wright, 2006, p.99).

• Students with reading delays in the primary grades must first attain basic fluency in the decoding of text before they can efficiently comprehend the meaning of reading passages.
Making Readers Successful Continued...

• When decoding has become largely automatic, students are no longer forced to unlock meaning at the word level but instead can devote crucial cognitive resources to understanding larger ideas conveyed through text (DiVeta & Speece, 1990, 581).

• Phonemic skills are a necessary prerequisite to beginning reading. Students need to build intrinsic motivation for learning by having a feeling of success in learning (Wimtead, 2004, p. 35).
Motivational Strategies

- Peer Tutoring
- Guided Reading Instruction
- Listening-While-Reading
- Teacher Motivation
Peer Tutoring

- This program can span across grade levels and give students an opportunity to help one another.

- Students will enjoy working in the social interaction atmosphere.

- This is a feasible and affordable system that a school can implement; schools can use their available resources.

- The peer tutor program highlights the cognitive approach to teaching. The cognitive approach to teaching is a learner-centered approach that takes into consideration the environment in which the learner learns, the learner's knowledge base, and the learner's intrinsic motivation (Moni & Morgan, 2005, p. 43).

- In this type of system, the teacher's role is one of facilitator, guide, or model, modeling the types of approaches or strategies that are essential to learning. Teaching is based on tapping prior knowledge, providing students with strategies and scaffolding, and having opportunities for peer interaction (Wimtead, 2004, p. 31).
Peer Tutoring Results

• Results of the program have proved that reading skills can improve when working with other students. Both tutors and tutees showed increases in reading fluency during the program (Cleary & Wright, 2006, p. 101).
Guided Reading Instruction

- Guided reading is a time for the teacher to provide immediate feedback for the struggling reader.

- Guided reading provides a time for the teacher to work in a small group setting with students of similar reading levels.

- The teacher may model lessons on the focus of the guided reading session.
Guided Reading Results

- In one example, the students were very involved in the lessons and were eager to use their favorite strategies; there was a palpable excitement in the room and a shared feeling of success (Schwartz, 2005, p.440).

- Students that are not directly working in the reading group are involved in meaningful center activities that increase their reading desire. Again, the theme of social interaction is prevalent as students engage in buddy reading, paired reading, vocabulary building activities, and phonics activities.
Listening-While-Reading

- Listening-while-reading is an approach that allows the less-skilled reader to "rehearse" a passage by first following along silently in the text while the more accomplished reader reads it aloud. Then the tutee reads the same passage aloud, receiving help and corrective feedback on difficult words as needed (Fountas, Lyons, et al, 2005, 26).

- The more supported and guided the learner feels with consistent coaching and reinforcement, the sooner the child will lower his/her affective shield and be more responsive to learning (Wimtead, 2004, p.34).

- Listening-while-reading and paired-reading are simple fluency-building interventions that can be taught quickly and carried out using commonly available instructional materials.
Listening-While-Reading Results

- Listening-while-reading and paired-reading were found to be effective in reading motivation, and continued the trend of students working together.
Teacher Motivation

• Teachers have a huge role in creating a classroom that embraces the love of reading.

• Teachers’ attitudes greatly affect the stance that the child reader will take.

• In establishing literacy programs, teachers must first gain a thorough knowledge of the abilities, interests, and needs of their learners and then use this in program planning to motivate learning. (Ford & Optiz, 2002, p. 712).

• Teachers can also adjust the classroom environment and provide frequent feedback that is meaningful. These instructional procedures along with relevant reading stimuli, may prove to be powerful techniques for children with extreme reading difficulties. (Godt, P.T., 2005, p. 60)
• Teachers must use strategies that help students become engaged in the learning process. Examples of these strategies include cooperative learning, jigsaws, problem-solving, and mnemonic devices (Fountas, I., Lyons, et. al, 2005, p. 28).

• A teacher’s attempts to motivate must consider the personal goals and interests of the students, the value of the content, and the desired outcomes of instruction (Godt, 2005, p. 60).
Some things to Remember

- Teachers need to have an understanding of the learner's knowledge base either through assessment, evaluation, prior teacher recommendations, or interaction with other teachers.

- Tap prior knowledge and develop strategies that can be applied to future situations.

- The environment the learner is exposed to influences the success of the learner.

- Social interaction not only with the curriculum, but with peers, other teachers, and home surroundings, provide students with practice, feedback, and opportunities to apply what they have learned.

- Teaching reading, like any other form of teaching is a partnership between the family members and the teacher (Wimtead, 2004, p. 40). Get the family involved!
Summary

In order to build motivation, activities should be:

- Social
- Meaningful
- Adjust to all student levels.
### Tips for Implementation

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<tr>
<td><strong>Monday</strong></td>
<td><em>Reading</em> Camila  Abby</td>
<td><em>Words</em> Scottie  Danielle</td>
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<td><strong>Tuesday</strong></td>
<td><em>Words</em> Scottie  Danielle</td>
<td><em>Reading</em> Camila  Abby</td>
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<td><strong>Wednesday</strong></td>
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<td><em>Words</em> Scottie  Danielle</td>
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<td><strong>Thursday</strong></td>
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<td><em>Reading</em> Camila  Abby</td>
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<td><strong>Friday</strong></td>
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- Implementing the aforementioned strategies can be quite simple if teachers get organized. The first step is to identify the student partner groups. Teachers can develop a chart, like the one above, to help.
References


References Continued…


