

**Reading Motivation in Spanish-Speaking Dual Language Learners:
Comparing Two Types of Student Report**

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The research reported herein was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A160280 to the University of Maryland. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

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This is the Accepted Manuscript version. Please cite the published version:

Klauda, S. L., Taboada Barber A., & McAllen, E. B. (2020). Reading motivation in Spanish-speaking Dual Language Learners: Comparing two types of student report. *Reading Psychology, 41*(6), 605-630. <https://doi.org/10.1080/02702711.2020.1783144>

Abstract

Employing a mixed methods approach, this study examined the reading motivations of dual language learners (DLLs) in Grades 3-5 in a suburban Title I school in which the student population was predominantly Hispanic. Twenty-one students completed self-report surveys and participated in interviews focused on two intrinsic motivations (involvement and curiosity), two extrinsic motivations (competition and recognition), and self-efficacy for reading. Quantitative analyses of the survey and interview data were consistent in indicating that the students experienced these motivations to a moderate to strong degree, with the exception that interview-based scores for competition were fairly low, in comparison to both the interview-based scores for the other motivations and the survey-based score for competition. Correlations between scores on the survey and interview measures for each construct varied. Qualitative analyses illustrated the depth and variety of students' thinking about their reading motivations, and provided insight into studying and strengthening students' reading motivation in ways that may be particularly relevant for DLLs.

Reading Motivation in Spanish-Speaking Dual Language Learners: Comparing Two Types of Student Report

Across grade levels, ethnicities, and cultural backgrounds, research has demonstrated that students with greater reading motivation are higher achieving readers (Schiefele et. al., 2012). Moreover, students who engage actively in reading accrue benefits beyond reading achievement, from deeper knowledge to greater socioemotional understanding to inspiration for moral, adaptive choices (Ivey & Johnston, 2013). Yet, we have limited knowledge of the experiences of reading motivation of some student populations, including Dual Language Learners (DLLs) in the U.S. (Protacio, 2012), with particularly few studies examining the extent to which DLLs' responses to surveys and interviews about their reading motivation correspond. In this study, we examine the reading motivation of elementary-aged Spanish-speaking DLLs attending a suburban Title I school based on both survey and interview data about their school and recreational reading. Spanish-speaking DLLs are important to focus on, as they represent an increasingly large segment of the U.S. student population, and they comprise a group that especially struggles with reading comprehension, despite having strong word identification skills (Mancilla-Martinez & Lesaux, 2017). Given these considerations, their reading motivations deserve further attention, as doing so may offer insight into how to strengthen it in ways that foster their reading comprehension and their long-term, engaged, reading (Cummins, 2011).

The Reading Engagement Framework: Conceptualizing Reading Motivation

The reading engagement framework guided our conceptualization of reading motivation (e.g., Guthrie & Wigfield, 2000; Guthrie & Klauda, 2016). In this framework, reading motivation encompasses individuals' goals, values, and beliefs related to reading, whereas reading engagement refers to their behavioral, cognitive, and affective involvement in reading, as in

domain-general views of academic engagement (e.g., Fredricks et al., 2004). Engaged readers devote time and effort to reading, show positive feelings about reading, think deeply about it, and connect with others through it. Within this framework, it is students' motivations – especially their intrinsic motivation and positive competence beliefs – that spur engagement, which in turn strengthens reading achievement (e.g., De Naeghel et al., 2012; Taboada et al., 2009).

The reading engagement framework is grounded in several theories of academic motivation (e.g., self-determination theory, Ryan & Deci, 2000; social cognitive theory, Bandura, 2006; expectancy-value theory, Eccles & Wigfield, 2002). Accordingly, research guided by it has identified an array of intrinsic and extrinsic motivations and competence-related self-perceptions as dimensions of reading motivation (e.g., Baker & Wigfield, 1999; Guthrie et al., 1996). Intrinsic motivation refers to reading for its inherent enjoyment, and is often linked positively with reading achievement, though the magnitude and nature of effects may differ across ages, gender, achievement levels, and ethnicity (Schiefele et al., 2012). For instance, Unrau and Schlackman (2006) found a stronger effect for Asian than for Hispanic middle school students in the U.S. Extrinsic motivation refers to reading in order to attain goals or rewards separate from the reading activity itself, and is typically linked negatively to achievement (especially when controlling for intrinsic motivation) or not significantly associated with it (e.g., Schiefele et al., 2012; Unrau & Schlackman, 2006).

Presently, we focus on two intrinsic motivators – involvement and curiosity – and two extrinsic motivators – competition and recognition – and one competence-related construct – self-efficacy. We selected these constructs based on both theoretical and measurement considerations. We sought dimensions that have been measured in past studies of elementary students with high reliability and that have been less or minimally explored in DLLs (Baker &

Wigfield, 1999; Proctor et al., 2014; Schiefele et al., 2012). Further, the five selected dimensions are malleable through classroom practices and are prominent elements of DLLs' school experience (Taboada Barber et al., 2018; Wigfield et al., 2014). We define each of the focal constructs as follows. The intrinsic dimension of *involvement* represents a reading motivation because it engenders feelings of pleasure and absorption. Involved readers identify with the experience of losing track of time while reading (either fiction or non-fiction) and report that they find reading a highly enjoyable activity (Baker & Wigfield, 1999; Csikszentmihalyi, 1990). *Curiosity*, the other intrinsic dimension, refers to reading specifically out of the desire to learn. Curious readers have specific topics of interest that they enjoy learning about through reading. They also have an overall positive disposition toward reading as a source of learning, whether in order to gain facts or develop insights about the world (Baker & Wigfield, 1999; Schiefele et al., 2012). The extrinsic dimension of *competition* refers to reading in order to outdo others. Competitive readers are driven to read because they experience great satisfaction in doing better than their peers (Guthrie et al., 1996; Wigfield & Guthrie, 1997). *Recognition*, the other extrinsic dimension, implies reading in order to reap praise from others – mostly teachers and other adults. Recognition-driven readers feel encouraged to read more when others compliment their reading (Guthrie et al., 1996; Wigfield & Guthrie, 1997). Lastly, *self-efficacy* represents a belief in one's ability to succeed at reading tasks (Bandura, 2006; Wigfield & Guthrie, 1997). Self-efficacy may not represent a reason *for* reading, like the other constructs, in the sense of being an intentionally sought outcome or experience, but it is often a necessary antecedent – and product, when reading goes well – of undertaking reading tasks (Schiefele et al., 2012).

The Quantitative and Qualitative Study of Student Perspectives on Reading Motivation

Historically, much reading motivation research, including that directly guided by the reading engagement framework, has employed self-report surveys to gauge students' feelings and experiences with respect to multiple dimensions of reading motivation (for a review of 16 measures, see Davis et al., 2018). The Motivations for Reading Questionnaire (MRQ), developed and refined by Guthrie, Wigfield, and colleagues in the 1990s and 2000s (e.g., Guthrie et al., 1996; Wigfield & Guthrie, 1997; Wang & Guthrie, 2004), has seen some of the most widespread use, and we adapted this instrument for the current study.

A key limitation of research using the MRQ (and other reading motivation surveys) is that most studies have focused on students from majority language and/or ethnic backgrounds, or on students outside English-speaking countries learning English as a foreign language. Also, most work has focused on students in Grade 3 or higher. The earliest studies using the MRQ, for example, used samples that were about 50-75% European-American and 25-40% African-American, with small proportions of other ethnicities (e.g., Baker & Wigfield, 1999; Wigfield & Guthrie, 1997). Of studies conducted with samples fully or substantially from minority backgrounds, most have centered on students in Grade 5 or higher. Notably, Unrau and Schlackman (2006) used the MRQ with a sample of Grade 6-8 students who were 75% Hispanic, but they excluded DLLs with Limited English Proficiency (LEP), per school records, from the study. In this study intrinsic motivation was lower and less positively related to reading achievement for Hispanic students than for Asian students. Additionally, in a sample of fifth graders that was 63% Latino, Neugebauer (2014) found that an intrinsic motivation/self-efficacy composite based on the MRQ did not predict reading performance for either skilled or poor readers. However, the study did not specify students' home language usage, thus its implications for DLLs are unclear. Also, Neugebauer's reading measure was a state accountability test, on

which pressures to perform well may have limited relations between performance and the MRQ composite. Lastly, Proctor et al. (2014) compared the role that reading motivation played in the reading comprehension of LEP DLLs and native English speakers, all of whom were Grade 6 students with learning disabilities, finding that self-efficacy predicted reading comprehension positively and equally for the two groups, beyond cognitive controls and time spent reading.

The extant qualitative and mixed methods research on DLLs' reading motivations points to the diversity of their reading-related experiences and perceptions, and concomitantly, the diversity of potential paths for strengthening their reading motivation and importance of getting to know *individual* experiences deeply (Moje et al., 2008). However, the amount of qualitative and mixed methods research centered on the reading motivations of Spanish-speaking DLLs, especially in the elementary grades, is limited (Protacio, 2012). For instance, Howard (2017) constructed case studies of three Grade 4 DLLs, including two LEP Spanish speakers, whereas Protacio (2012, 2017) interviewed six upper elementary DLLs about their reading motivation and developed case studies of four middle school DLLs, but no students were Spanish-speaking. Also focusing on older students, Taboada Barber et al., (2016) profiled eight Grade 6 Spanish-speaking DLLs based on student surveys and interviews, teacher ratings of reading engagement, and cognitive measures, while Ivey and Broaddus (2007) conducted a formative experiment intended to foster literacy engagement for 14 Latino/a seventh and eighth graders. Additionally, Sturtevant and Kim (2009) surveyed 50 DLLs and interviewed eight of them (half of whom were Hispanic), concerning their motivation for reading at school and home. These studies indicate that some motivations manifest in similar ways in English monolinguals (EMs) and DLLs – for example, they seek interesting reading materials at their reading level – whereas other motivations appear unique to DLLs from language minority backgrounds – for example, reading

to learn about the majority culture and bond with EM classmates (Protacio, 2012). These studies do not, however, directly address the question of how well student survey and interview data on reading motivation align. If survey and interview responses correlate well, then it is clearer to educators which aspects of motivation are most in need of support through instruction. If survey and interview data are discrepant, it suggests that deeper analysis and reflection is needed to understand why they tell different stories, and what the discrepancy means both for instruction and measurement refinement.

Even among research with predominantly language majority students, limited research has examined correspondences between student survey and interview responses regarding reading motivation; studies have more so used interview data to expand understanding of trends identified through quantitative analyses of survey data (Gambrell et al., 1996; Pitcher et al., 2007). Most apropos to the current study, Guthrie et al. (2006) examined how MRQ scores, interview coding, and teacher ratings of reading motivation interrelated in a sample of 31 predominantly European- and African-American fourth-graders. MRQ scores and interview codes for the same motivation constructs correlated between 0 and 0.40, with no correlations reaching significance. Overall, interview codes and teacher ratings showed the strongest positive relations, suggesting some disparity in how students see their own motivation and how others see it. Others' perceptions also appeared to relate more closely to students' reading comprehension achievement. We were similarly interested in the extent to which interview coders' perceptions were similar to the students' own ratings of their reading motivations.

Research Questions

Two research questions, aimed at developing deeper understanding of elementary-aged, Spanish-speaking DLLs' reading motivation, guided our study. The first question entails quantitative data analysis; the second, qualitative analysis:

- 1) To what extent do Spanish-speaking DLLs in Grades 3-5 from a Title 1 suburban school with a predominantly Hispanic population experience the five dimensions of reading motivation – involvement, curiosity, competition, recognition, and self-efficacy – based on their responses to student surveys and interviews? Across the survey and interview measures, are the students' motivations equal in strength? Also, are survey and interview responses aligned; that is, to what extent are reading motivation scores based on student self-reports and outside observers' ratings of interview responses correlated?
- 2) What is the nature of the Grade 3-5 Spanish-speaking DLLs' experiences of the five dimensions of reading motivation? In what ways do their interview responses cohere with and/or expand current definitions of each motivation dimension?

Method

Participants and Setting

Twenty-one Spanish- and English-speaking Hispanic DLLs from a suburban, Title I public elementary school in a mid-Atlantic state participated. Per school records, more than 90% of students in the school were Hispanic and more than 90% were receiving Free and Reduced Meals (FARMs). The sample was randomly selected from the school's 113 Grade 3-5 Spanish-speaking students who were participating in a broader project on DLLs' academic development; all reported speaking Spanish at home. One participant had disabilities according to school records but was able to participate in assessments like the rest of the sampled students.

Demographic information for the sample as a whole and as individuals appears in Tables 1 and 2, respectively.

Reading instruction in the lower elementary grades had a daily phonics component and a three-day a week reading comprehension component. There was greater emphasis on reading comprehension in the upper grades, though comprehension strategies were a focus in all grades. The Fountas and Pinnell system of A-Z reading levels was used in conjunction with guided reading lessons. Students in the English for Speakers of Other Languages (ESOL) program received pull-out English oral language instruction a minimum of three times a week.

Measures

Reading Motivation

One of two measures of reading motivation employed was an updated Motivations for Reading Questionnaire (MRQ; Taboada Barber et al., 2020), which in previous forms is geared toward EMs in Grade 4 and above. This version is more suitable for DLLs and for younger students because items have been edited to reduce length and reduce grammatical complexity (see the electronic supplementary information from Taboada Barber et al., 2020 for more detail, including all survey items). Additionally, the updated MRQ focuses on just five reading motivation dimensions, whereas previous versions assess up to 11 (Wigfield & Guthrie, 1997). In total, the updated MRQ includes 30 items. The dimensions include two intrinsic motivations – involvement (7 items; e.g., “If I am reading about something interesting, time passes very quickly.”/“I make pictures in my mind when I read.”) and curiosity (5 items; e.g., “I read to learn new things.”/“If the teacher talks about something interesting, I would read more about it on my own time.”); two extrinsic motivations – competition (6 items; “I want to be the best reader in my class.”/“I try to get more answers right than the other students in my class.”) and recognition

(5 items; “I love it when others say nice things about my reading.”/“I want my teacher to say that I read well.”); and self-efficacy (7 items; “I am a good reader.”/“I understand most of the books that I read for school.”). The response scale for each item includes four points: Students are instructed to pick “NO!!” if the item is very different from them, “no” if it is a little different from them, “yes” if it is a little like them, or “YES!!” if it is a lot like them. The updated MRQ uses this response scale because it was developed for use with children as young as second grade, and this scale has been found to provide a clear response format for students from the primary through middle school grades (e.g., Hamilton et al., 2013). The responses from “NO!!” to “YES!!” were coded from 1 to 4, and mean scores for each dimension were calculated. Internal consistency reliabilities (Cronbach’s alphas) based on the current sample were as follows: involvement $\alpha = 0.62$, curiosity $\alpha = 0.71$, self-efficacy $\alpha = 0.83$, competition $\alpha = 0.86$, recognition $\alpha = 0.87$. All items were used in scale construction except one involvement item (“I really enjoy a long story”) because it reduced reliability for the scale by 0.09.

Second, a structured interview protocol was constructed to assess the same motivation dimensions as the MRQ (see Appendix for complete protocol). Questions probed the degree and nature of students’ experience of each motivation. A 4-point rubric based on the MRQ scale was created to score the interview responses for intensity, from (1) not experienced to 4 (strongly experienced). The first and third authors rated each motivation for each student based on their interview transcript; in rating each motivation, they considered the whole interview, as students often referred to a given dimension in their responses to questions focused on other dimensions. Regarding interrater reliability, the raters were 97% adjacent and 78% exact in their scores. They resolved all scoring differences through discussion. The raters also identified student responses that exemplified and expanded current understanding of each motivation dimension,

English Language and Reading Proficiency

Oral Comprehension. The Woodcock Johnson-IV (WJ-IV) Oral Comprehension subtest, which entails listening to 1-2 sentence passages and supplying a missing final word, measured English language proficiency (Schrack et al., 2014). The 33-item test ends when a student misses six items in a row or reaches the last item. Total number correct scores were converted to grade equivalent (GE) scores. Cronbach's α for the current sample was 0.83.

Reading Comprehension. Participants completed the Gates-MacGinitie Reading Comprehension test, which contains 3-15 sentence-long narrative and expository passages, each followed by three to six multiple choice items (MacGinitie et al., 2000). Students completed Level 3, 4, or 5 of Form T in accord with their grade level. Raw scores were converted to GE scores. Cronbach's α ranges from 0.91-.093 (Maria & Hughes, 2008).

Word Identification. The WJ-IV Letter-Word Identification subtest entails reading aloud from a 78 item-list of letters and real English words (Schrack et al., 2014). The test ends when the student misses six consecutive items or finishes the list. Total number correct scores were converted to grade equivalency (GE) scores. Cronbach's α for the current sample was 0.94.

Data Collection Procedure

Parental consent and student assent were obtained for all participants. Research assistants (RAs) completed training and two fidelity checks prior to collecting the survey and test data in April 2019. The WJ-IV tests (10 min combined) were given individually, while the Gates-MacGinitie (45 min) and MRQ (15 min) were given in large group sessions. For the MRQ, RAs walked students through using the scale to answer two sample items concerning feelings about common foods and then read each item aloud twice. All participants had sufficient knowledge of English to understand all task instructions, which were in English. Three trained RAs conducted

and recorded the interviews in quiet locations in the school (i.e., speech-language room, reading specialist's office). There was a 12-minute cutoff for the interviews, which averaged 7.5 minutes with a range of 4-12 minutes. Interviews were transcribed by RAs and double-checked for accuracy; transcript length varied from 3 to 6 double-spaced pages.

Overview of Analyses

For the reading achievement, MRQ, and interview variables, descriptive statistics were calculated for the whole sample, as well as for the sample divided by grade level and achievement level. Reading achievement level was determined by averaging students' GE scores on the word identification and reading comprehension tests, and computing the difference between this mean and each student's actual grade level at the time of testing (3.7, 4.7, or 5.7, since students took the tests in the seventh month of either third, fourth, or fifth grade). Students who performed 3.4 to 1.4 GEs *below* grade level were designated *weaker readers*, and the remainder of the students, who performed 1.3 GEs below grade level to 0.3 GEs above grade level, were designated *stronger readers*; this divide resulted in 11 students in the stronger reader group and 10 in the weaker reader group. Seven students were missing interview data for recognition because the focal question for this dimension was not reached within the allotted interview time and thus the n only for analyses involving recognition was reduced to 14. Paired sample t-tests were conducted to compare MRQ and interview scores for each motivation construct in the full sample. Test assumptions were checked by examining the distributions of paired difference scores; boxplots of the distributions revealed no outliers, and the Shapiro-Wilk test for each construct was non-significant, indicating that the paired differences were normally distributed.

Results

Overview

For each motivation construct, we present the MRQ findings and quantitative interview findings (i.e., address Question 1) and then the qualitative interview findings (i.e., address Question 2). Table 2 contains MRQ and interview motivation scores for each participant; Table 3, the descriptive statistics for the whole sample, paired sample t-test results, and paired sample correlations. Figure 1 depicts the interview score frequencies for each motivation construct, while Figure 2 presents the interview and MRQ scores by grade level and reading achievement level, respectively. We present the findings for the subgroups in the figure only (i.e., do not summarize this data within the Results), given space constraints and since analyses were simply descriptive rather than also inferential in nature.

Intrinsic Motivations

Involvement

Regarding Question 1, which asked about the intensity of each motivation across measures, *MRQ-involvement* was the third strongest of the MRQ motivations ($M = 2.95$, $SD = 0.52$). Similarly, *interview-involvement* had the second highest mean of the interview constructs ($M = 3.29$, $SD = .85$), with all but three students receiving a score of 3 or 4; that is, most students conveyed that they enjoyed reading in their free time either moderately or greatly (Figure 1). *MRQ- and interview-involvement* did not differ significantly in strength, and were positively though not significantly correlated, $r = 0.24$, $p > 0.05$ (see Table 3).

Regarding Question 2, interview responses exemplified the ideas that involved readers have favorite genres (e.g., mysteries and scary stories, graphic novels and comics, and animal books were commonly cited) and read regularly at certain times (e.g., during free time in school, after school, on weekends). Many involved readers identified easily with the concept of losing

track of time while reading. For example, “Abigail”, a stronger reader in Grade 4, explained what the experience is like: “when you start reading a book you get really into it and then... um, you notice the clock and it's way past maybe your bedtime? Or maybe dinnertime and you're hungry?” For two involved readers, though, “losing track of time” was clearly an unfamiliar metaphor. For instance, “Benjamin”, a weaker reader in Grade 5, hesitated when asked whether he ever loses track of time, so the interviewer attempted to clarify by asking if he ever got lost in a book, to which Benjamin replied, “Mmm, no because I have...I brought a bookmark.”

Of the three students who professed not to enjoy reading in their free time, two described it as boring, and one, “Carlos”, a stronger reader in Grade 5, broadly stated that reading is not as fun as other activities, explaining that when he has free time in school after finishing his work, he prefers to do anything but read, even just sit there and put his head down.

Responses also illustrated how involvement may be intertwined with other motivations. For example, two students stated that they enjoy reading in their free time because of what they learn from it; that is, the motivations of involvement and curiosity appeared linked for these students. Another student, “Daniela”, a weaker reader in Grade 3, explained that she enjoys reading in her free time for an extrinsic, performance-oriented reason: “Because then when I go to guided reading, I can, like, learn how to read and I get more leveled up.”

Curiosity

MRQ-curiosity ($M = 3.10$, $SD = 0.55$) had the second highest mean of the MRQ constructs, while *interview-curiosity* was the third strongest of the interview constructs, with a moderately high value ($M = 3.05$, $SD = 0.97$) and with the largest proportion of students ($n = 9$) receiving 4s and just one receiving a 1 (Figure 1). *MRQ- and interview-curiosity* did not differ significantly (Table 3), and showed a significant positive correlation, $r = 0.51$, $p \leq 0.05$.

In the interviews, students with strong curiosity spoke about frequently learning from reading in their free time, giving examples from both non-fiction and fiction reading, from learning how to cook, to how frogs hatch, to how to better resolve friendship problems. Many also spoke positively about learning from school reading, including fictional texts, biographies, science books, and history books. “Elena”, a weaker reader in Grade 4, was one of the most enthusiastic about learning from both free time and school reading; she spoke about how the polar bear became her favorite animal after reading about it recreationally, and how she enjoyed learning about Ancient Egypt and Hurricane Katrina from her school reading.

Elena and others also explained why sometimes students may not be driven by curiosity to read. As Elena stated, “I don't really find some things interesting, like fiction books, because I feel like they can't really happen.” For “Felipe”, a weaker reader in Grade 5 who particularly liked reading about sharks and aliens in his free time, some school reading turned him off for another reason: “...if there's like, uh, like an animal book...when I read it I already know most of the things it's telling me, and I want something like... like that impresses me...Most of the time [I don't like school reading] because I get bored.”

Interview responses also indicated that students may perceive opposition between involvement and curiosity, yet that some texts reconcile that opposition, and thus appeal to them. For example, “Gabriela”, a stronger reader in Grade 5, initially said she does not enjoy reading to learn in her free time because “I don't really try to read for the facts. I feel like the books that I read have...more, like, just like, kind of like stuff that happened.” Yet, she finds her school history reading interesting “Because like that shows how, like, stuff used to be back then. And how it changed or how stuff still stayed the same...And it's still like...kind of like a story.”

Finally, the interview responses indicated that some students may *want* to read out of curiosity, but may be constrained in their opportunity to do so. As “Hugo”, a stronger reader in Grade 5, stated, “I mostly read in school ’cause I don't have that much books at home. Um...I like to mostly read chapter books...that are maybe historical...to learn from like the past things that have happened...Mm, I read...I read just one book, like that really gets me, about Martin Luther King Jr. that I have. It it's really interesting for me, to like, learn.”

Extrinsic Motivations

Competition

MRQ-competition was the second weakest MRQ dimension, with the mean ($M = 2.87$, $SD = 0.80$) indicating that students felt moderately competitive about reading. In contrast, two-thirds of the sample scored a 1 or 2 for *interview-competition*, indicating that most students reported feeling strongly to moderately that it is *unimportant* to do better than other students in reading (Figure 1). Accordingly, *interview-competition* had the lowest of all five means for the motivation dimensions ($M = 2.14$, $SD = 1.15$), with differences between the *interview-competition* mean and those for the other interview-based motivations ranging from 0.72 (for self-efficacy) to 1.22 (for recognition); the means for the other motivations all fell within 0.50 points of each other (see Table 3). Further, *interview-competition* was significantly lower than *MRQ-competition*, $t(20) = 3.19$, $p \leq .01$), with the measures showing a significant positive correlation, $r = 0.48$, $p \leq 0.05$.

Students expressed varied reasons for deeming competition unimportant. Benjamin linked his lack of concern with it to his strong intrinsic reading motivation: “Because I like to read a lot it's just important for me to, like...I don't want a competition or something. I just want to read because I like reading and I enjoy it.” Others conveyed disdain for competition out of

their moral sense. For example, when “Isaac”, a weaker reader in Grade 3, was probed about why he said competition is unimportant, he replied “Because that is hurtful.” With more nuance, Hugo explained it was “not at all” important for him to outdo others in reading because:

I don't think I'm better than everybody. I hope things for other people. I hope...they reach goals they have. I don't...it'd be cool if I was better than everyone but that doesn't matter...cause it'd be good if maybe...’cause I have a friend that's kind of struggling in reading and I help him out with words, and I don't care that I'm better than him ’cause it'd be cool, yeah, but I don't...that's not what I'm kind of, like, focused on. It's not my main focus... I don't care if I'm better than people. I just enjoy the fact that I... I at least can read, like, good books. And that I'm able to be able to read and be on the level X.

Still others tied aversion to competition to their reading self-efficacy. For instance, “Julieta”, a stronger reader in Grade 3, said “I don't have to [do better than other students in reading] because, like, I think that I'm already smart and I don't have to be smarter.” Conversely, “Katy”, a stronger reader in Grade 4, linked her disdain for competition to feeling that she is a poor reader: “I don't wanna be like the best. Because, like, I don't care if I'm the best or not. Because, like, like I-I know I'm bad at reading and stuff.”

Students who stated that it is important to them to outdo others in reading cited personal and academic benefits of doing so. “Luciana”, a weaker reader in Grade 4, said if she was at the highest level in reading, then other students would not make fun of her reading anymore. Similarly, Abigail stated, “then you're proving your reading and get your reading level more higher.” Elena noted how doing better than others would reduce anxiety: “because if I have a reading test...I not be nervous anymore because I already know the words.”

Recognition

MRQ-recognition had the highest mean of the five MRQ dimensions ($M = 3.38$, $SD = 0.69$). Consistently, *interview-recognition* had the highest mean of the interview dimensions ($M = 3.36$, $SD = 1.15$), with 10 of the 14 students with data receiving 4s, meaning that they clearly affirmed that recognition for reading is important to them. *Interview-* and *MRQ-recognition* did not differ significantly (Table 3), and showed a positive, moderately strong but not significant correlation, $r = 0.37$, $p > 0.05$.

In explaining why recognition mattered to them, some students cited the pleasant feelings it gave them; for instance, Benjamin responded, “it makes me feel good,” while “Marisol”, a stronger reader in Grade 3 said, “you might feel bad at reading and they can cheer you up.” Other students noted that compliments are encouraging to them, like Abigail, who explained, “then you could keep on doing it and, um, until you get better and better.” Similarly, “Nico”, a weaker reader in Grade 5, stated, “every time I read and I...when people told me I'm [a] good reader, it just makes me... I'm like, like, trying to, like, make me read all awesome, then people could say that more about me.” One student, “Oscar”, a stronger reader in Grade 3, uniquely reported that recognition for reading encouraged him to relate to others positively: “I feel like they're supporting me and if they say that, I'll be supporting them as well. And saying the same thing.” Others, however, were attuned to the feedback that recognition gives them, such as “Pablo”, a weaker reader in Grade 3, who said, “then... then I'd know I'm doing good.” However, Katy, noted that she liked compliments, but they did not make her feel like a good reader, thus indicating that for some students there may be a complex connection between their feelings about recognition and their self-efficacy.

Of the three students who scored a 1 or 2 for recognition, two did not elaborate on the limited importance they gave to recognition. However, Hugo, once again gave a detailed

explanation: “I wanna say it's important, but, like, if someone says compliments I like that, but...let's say they say I need to work on something better, I take that kind of challenge to do what they say and get better on, like, maybe...for example, changing my voice when there are people talking...I don't care if someone says good things or bad things. 'Cause if they say I need to work on something, I try to work on it.”

Self-Efficacy

MRQ-efficacy ($M = 2.79$, $SD = 0.60$) was the weakest of the MRQ constructs whereas *interview-efficacy* ($M = 2.86$, $SD = 0.96$) was the second lowest of the interview dimensions (Table 3), with five or more students each scoring a 2, 3, or 4, while just one scored a 1 (Figure 1). According to both *MRQ-* and *interview-efficacy* – which did not differ significantly (Table 3) – students, on average were moderately confident in their reading ability. Scores on the two measures, however, showed essentially no correlation, $r = 0.06$, $p > 0.05$.

In the interviews, many students based their self-efficacy judgment on their reading performance, often citing their ability to read the words they encountered in texts – and not, very often, referring to their text understanding. Two students specifically linked their positive performance perceptions to the fact that they practiced reading regularly. For instance, Abigail said she was a good reader “because I practice every night, and every time I get better.” Others indicated that teacher feedback informed their self-efficacy; for example, “Quintin”, a stronger reader in Grade 3, noted, “Sometimes the teacher say I'm good at reading.” Additionally, some cited their knowledge of the level they were at within the reading system used by their school; for instance, Hugo laughed and said, “I want to say I'm really good, but based on the level I am, I'd say I'm pretty good.” Moreover, Hugo described how his sense of self-efficacy was tied to his attaining reading goals: “I used to think, like, that I could not read, like, really well 'cause of the

level that I was on but [my teacher] made a goal for me and that made me improve my reading. And then I set goals for myself how to be a better reader and now my goal is to read level Z – just two more letters.” Felipe similarly stated that he saw himself as an okay reader “Because I, I know I could do better.” Further, Felipe, who said he was currently reading on level R, added “my goal is to get to, like, at least W by the end of the school year.”

In response to the self-efficacy question concerning how students feel when asked to read a challenging book, the majority stated that they would feel nervous or scared, often elaborating that this was because they might not be able to read the words. Only a few students conveyed stronger self-efficacy by expressing indifference or enthusiasm toward challenging texts. Gabriela, for example, said, “I feel kinda, like, determined to read the book because it's challenging and sometimes it's fun to do a challenge once in a while.”

Discussion

Key Findings and Implications

In surveying and interviewing DLLs in Grades 3-5 in a Title I school where the majority of students were from Spanish-speaking families, this study offers insight into (a) the degree to which these students experienced five reading motivations, based on two perspectives, (b) the consistency of two measures of reading motivation, and (c) the qualitative experience of reading motivation for these students.

With respect to levels of reading motivation, the study indicated that the students experienced most motivations, on average, to a moderately strong degree, according to both data sources, consistent with findings from the broader reading motivation literature that elementary students tend to indicate relatively high levels of reading motivation, albeit they may decline as they grow older (Archambault et al., 2010). The one exception to the motivations being fairly

strongly endorsed was *interview-competition*, which was the only variable to have a mean below the mid-point of the scale (i.e., 2.5), indicating that, on average, students portrayed outdoing their classmates in reading as relatively unimportant in the interviews. This finding held across grade and reading achievement levels, except in that Grade 4 students expressed that outdoing others was moderately important to them; the small number of Grade 4 students sampled ($n = 4$) should be kept in mind, however, when considering this finding, as well as the means by grade level for the other motivations. Overall, a key implication of the competition findings is that teachers in similar school contexts might consider how their students feel about this motivation and possibly downplay it in their classrooms.

While our small sample size necessitates caution in interpreting the quantitative findings, notably, there were trends toward the weaker readers being equal or higher than the stronger readers in every motivation except self-efficacy. This pattern is consistent with Neugebauer's (2014) findings when using a daily self-rating of reading motivation with Grade 5, largely Latino students and with some studies in general populations (e.g., McKenna & Kear, 1990). Further research is needed to explore the consistency of this finding and whether, perhaps, some weaker readers are over-reporting their motivation, or whether their motivation – perhaps especially their involvement, as suggested by Neugebauer (2014) – and their lower performance may be due to a tendency for distraction by “seductive details” in text (Garner et al., 1992). It is also important in future research to examine how the nature of instruction and English proficiency levels affect motivation to read. Presently, we were unable to examine these factors given that students were fairly homogenous in them and the sample size was small.

Regarding consistency across measures, the survey and interview means were statistically equal for four of five motivations. Again, competition was the exception, with interview scores

significantly lower than MRQ scores. This finding raises the question of how social desirability may have affected response tendencies in the interview versus the survey. It is also possible that the MRQ, which taps competition through six items, versus the interview, which contained only one open-ended competition-focused question, prompted students to think about aspects of competition in a more nuanced, encompassing way that resulted overall in greater endorsement of its importance. Interestingly, competition was one of two dimensions for which scores across measures correlated significantly, indicating that the interview and survey were fairly consistent in identifying the more and less competitive students.

The other dimension for which MRQ and interview scores correlated significantly was curiosity. This is notable as curiosity was the most complex interview dimension to code, as students often made different, nuanced statements about their curiosity with respect to recreational and school reading that needed to be integrated. Of the cross-measure correlations for the three remaining constructs, those for involvement and recognition were positive and weak to moderate in magnitude, while that for self-efficacy was near zero. This range of correlations across measures is very similar to that found by Guthrie et al. (2006) in their study of language majority fourth graders. Possibly, the limited number of significant correlations in our study and Guthrie et al.'s studies is related to using small and/or idiosyncratic samples; however, it is also worth further exploring, as suggested by Guthrie et al., that there are not stronger cross-measure correlations for some dimensions because students gauge their motivations based mostly on their individual feelings, whereas outside observers, whether researchers or teachers, make normative judgments across students. Such normative judgments may be more closely tied to students' achievement (Guthrie et al., 2006), pointing to the possibility that when seeking to identify

aspects of motivation most in need of purposeful cultivation in order to foster students' reading skill development, outside observers may provide more useful ratings than students themselves.

The lack of correlation for *MRQ*- and *interview-efficacy* may be related to the survey items having greater specificity in terms of referring to confidence in the ability to perform certain reading skills (e.g., read expressively, determine meanings of unfamiliar vocabulary) whereas the interview questions were open to interpretation of what it means to be a good reader. Consistent with Guthrie et al.'s (2006) study of EMs, students often cited their ability to read difficult words or read with fluency – and rarely referred to their understanding of text – when describing the basis of their self-efficacy judgments. They also sometimes referenced their A-Z reading level within the Fountas and Pinnell system. These findings illustrate one benefit of analyzing students' reading motivation both quantitatively and qualitatively — when students explain why they see themselves as high or low in a given motivation, it can shed light on ways of strengthening positive beliefs and feelings about reading. For instance, the discrepancy between students' and interview coders' self-efficacy ratings suggests that students may benefit from learning that being a good reader means more than being able to read accurately or speedily. Students' self-efficacy may improve as they realize that they already possess or can develop other characteristics of good readers, like using reading comprehension strategies. Then, with greater self-efficacy, they may be more inclined to read to experience involvement or satisfaction of curiosity (Schiefele et al., 2012).

Overall, the qualitative analyses suggested that Spanish-speaking DLLs attending a Title I elementary school serving a largely Hispanic population experienced the focal motivations in ways similar to the established conceptualization of each motivation within EMs (Baker & Wigfield, 1999; Guthrie et al., 2006). For instance, most students reported moderate to strong

involvement in reading for pleasure and were able to give concrete examples of kinds of texts they particularly enjoy. DLLs in our sample also gave varied examples of using texts to learn for personal and academic purposes, that is, expressed clearly how their curiosity motivated them to read. They also strongly endorsed recognition, especially from teachers, as a motivating factor, describing how it made them feel happy and encouraged them to continue reading.

At the same time, the current participants' interviews highlighted potentially important considerations for future research on DLLs' reading motivations. For instance, figurative language may be challenging for young students in general, but perhaps especially unfamiliar to those developing English proficiency. For example, Benjamin needed explanation of the metaphors "lose track of time" and "get lost in a book." In addition, the interviews indicated how the motivations of some weaker readers who are learning English may be tied in distinctive ways to their desires to fit in socially and improve their performance. For instance, recall Luciana, whose sense of competition was linked to her goal of reducing how much her peers made fun of her reading. Similarly, Daniela connected her strong involvement in reading to an extrinsic reward – "leveling up" in the school's reading system. It was also striking that most participants expressed nervousness or fear when asked how they felt about challenging books, and that in most cases they specifically noted they would be nervous about correctly reading the words in such books. This finding aligns with recommendations that it is critical to provide DLLs books matched to their independent reading level (Protacio, 2012; Taboada Barber et al., 2016), as feeling competent in reading is closely connected to students' valuing of reading and willingness to engage in reading. Future research should closely examine how perceived difficulty and anxiety about reading play out in terms of affecting DLLs' motivations and reading achievement growth, as research with EMs suggests that such negative or undermining motivations make

distinct contributions to reading achievement beyond their positive or affirming counterparts (Guthrie et al., 2013).

As for SES affecting responses, Hugo, who demonstrated throughout his interview the pleasure he found in reading for reading's sake and in reading well, reminded us of the reality that some students' motivations may not be fulfilled – or as observable to others – because their family's financial resources or time limit the reading materials they are able to access. Thus, it is helpful to probe into not just the motivation levels that students report, but *why* they report those levels. Altogether, by showcasing individual students' voices, the current and past qualitative analyses (e.g., Protacio, 2012, 2017; Taboada et al., 2016) help researchers and educators see the stories behind the trends that emerge in purely quantitative studies, and the exceptions to those trends – stories which bear implications for enhancing motivation support for particular students and classes as well as for measurement development.

Limitations and Future Research Directions

First, to assess the current findings' generalizability to other DLL samples, it is important to examine larger samples, using stratified random sampling by grade level and English proficiency level. To fully capture students' reading motivation, general interview questions about students' reasons for reading – not just questions centered on particular motivations – should be included, and questions should address their reading motivation in *each* language. Further, some questions might focus on undermining counterparts of affirming, motivation constructs (e.g., perceived difficulty as the undermining counterpart of self-efficacy). Finally, longitudinal studies that examine changes in DLLs' reading motivation as they develop English proficiency and reading skill are needed – especially studies that examine student motivation in the context of reading specific text types (e.g., informational versus narrative) and that compare

motivations in different instructional contexts. In conclusion, the present study, in conjunction with further research along the suggested avenues, may deepen understanding of the ways in which DLLs are similar to and distinct from EMs in their reading motivation, and thereby can help educators and researchers refine their approaches to facilitating all students' reading motivation.

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Table 1

Descriptive Statistics: Demographics and Achievement

	Full sample (n = 21)	Grade 3 (n = 10)	Grade 4 (n = 4)	Grade 5 (n = 7)	Stronger readers (n=11)	Weaker readers (n = 10)
Demographics – n (%)						
Gender						
Girls	11 (52)	5 (50)	4 (100)	2 (29)	6 (6)	5 (50)
Boys	10 (48)	5 (50)	0 (0)	5 (71)	5 (5)	5 (50)
ESOL status						
Active	12 (57)	7 (70)	2 (50)	3 (43)	5 (46)	7 (70)
Rel. < 2 yrs	4 (19)	0 (0)	2 (50)	2 (29)	2 (18)	2 (20)
Rel. > 2 yrs	3 (14)	2 (20)	0 (0)	1 (14)	3 (27)	0 (0)
Screened	2 (10)	1 (10)	0 (0)	1 (14)	1 (9)	1 (10)
Spoken lang.						
Span. only	3 (14)	1 (10)	1 (25)	1 (14)	1 (9)	2 (20)
Span. & Eng.	17 (81)	8 (80)	3 (75)	6 (86)	10 (91)	7 (70)
Not reported	1 (5)	1 (10)	0 (0)	0 (0)	0 (0)	1 (10)
Reading lang.						
Span. only	1 (5)	0 (0)	0 (0)	1 (14)	0 (0)	1 (10)
Span. & Eng.	3 (14)	1 (10)	1 (25)	1 (14)	1 (9)	2 (20)
Eng. only	16 (76)	8 (80)	3 (75)	5 (71)	10 (91)	6 (60)
Not reported	1 (5)	1 (10)	0 (0)	0 (0)	0 (0)	1 (10)
Achievement – M (SD)						
Oral comp.	3.17 (2.01)	2.72 (1.36)	2.13 (1.75)	4.41 (2.52)	3.95 (1.75)	2.31 (2.01)
Word id.	3.47 (1.19)	2.98 (.92)	3.20 (1.07)	4.31 (1.26)	4.05 (.74)	2.83 (1.29)
Reading comp.	3.35 (1.07)	2.89 (.60)	3.40 (.58)	3.99 (1.51)	3.73 (1.27)	2.94 (.61)

Note. Percentages for a given variable may not sum to 100, given rounding. Values given for achievement variables are grade equivalent scores. Active = currently in ESOL program; Rel. < 2 yrs = released from ESOL program within the past 2 academic years. Rel. > 2 yrs = released from ESOL program more than 2 academic years ago. Screened = screened for ESOL program and found ineligible for it. Spoken lang. = language(s) that student’s family speaks at home. Reading lang. = language(s) that student reads in at home.

Table 2

Demographic Characteristics and Motivation Scores for Each Participant

Student	Gender	Grade	Age (yrs)	ESOL status	Speaks	Reads	RA	Involve. MRQ/Int.	Curiosity MRQ/Int.	Comp. MRQ/Int.	Recog. MRQ/Int.	Efficacy MRQ/Int.
Abigail	F	4	10	Active	Span.	Eng.	S	3.00/4	3.00/4	3.60/4	2.67/4	3.80/4
Benjamin	M	5	11.5	Rel.< 2 yrs	Both	Span.	W	3.17/4	3.17/4	3.40/1	3.33/4	4.00/4
Carlos	M	5	10.5	Rel.< 2 yrs	Both	Eng.	S	3.00/1	3.00/2	3.80/1	2.33/4	2.40/3
Daniela	F	3	9	Active	NA	NA	W	3.33/3	3.33/4	3.80/1	3.33/--	3.80/2
Elena	F	4	10.5	Rel.< 2 yrs	Both	Eng.	W	3.00/4	3.00/4	3.60/4	3.67/4	4.00/2
Felipe	M	5	11.5	Screened	Both	Eng.	W	3.67/4	3.67/4	3.60/3	3.83/--	4.00/2
Gabriela	F	5	11	Rel. > 2 yrs	Both	Eng.	S	3.50/3	3.50/2	3.40/2	3.50/--	3.40/4
Hugo	M	5	10.5	Active	Both	Eng.	S	3.33/4	3.33/4	3.60/2	1.50/2	3.88/4
Isaac	M	3	9	Active	Both	Eng.	W	2.00/2	2.00/2	2.60/1	1.50/--	2.80/4
Julietta	F	3	9	Active	Both	Eng.	S	2.50/4	2.50/2	3.00/2	2.83/--	4.00/3
Katy	F	4	10	Rel.< 2 yrs	Both	Eng.	S	3.33/4	3.33/3	2.80/1	2.33/4	2.80/2
Luciana	F	4	9.5	Active	Both	Eng.	W	2.00/4	2.00/4	3.20/4	3.80/4	3.80/2
Marisol	F	3	9	Active	Both	Eng.	S	2.50/2	2.50/2	2.20/1	2.00/4	3.00/1
Nico	M	5	11	Active	Both	Eng.	W	3.33/4	3.33/3	4.00/2	3.50/4	4.00/2
Oscar	M	3	9	Screened	Both	Eng.	S	3.00/3	3.00/4	3.00/3	4.00/4	3.80/4
Pablo	M	3	9.5	Active	Span.	Both	W	2.83/3	2.83/1	2.20/4	2.67/3	3.80/3
Quintin	M	3	9	Rel. > 2 yrs	Both	Eng.	S	4.00/3	4.00/3	2.60/3	3.00/4	3.00/3
Ramon	M	3	9	Active	Both	Eng.	W	3.00/4	3.00/4	2.80/4	4.00/--	4.00/4
Sofia	F	3	9.5	Rel. > 2 yrs	Both	Eng.	W	2.67/3	2.67/2	2.60/1	2.17/1	3.20/2
Teresa	F	3	9.5	Active	Both	Eng.	S	2.50/3	2.50/3	2.80/1	2.00/1	1.80/2
Ulía	F	5	11.5	Active	Span.	Both	S	2.33/3	2.33/3	2.40/2	2.33/--	3.00/3

Note. All student names are pseudonyms. Students appear in the order in which they were quoted (last 4 students were not quoted). MRQ = Motivations for Reading Questionnaire; scores are averages on 1-4 scales. Int = Interview; scores are codes on 1 (NO!!) to 4 (YES!!) scale. Active = currently in ESOL program; Rel. < 2 yrs = released from ESOL program within the past 2 academic years. Rel. > 2 yrs = released from ESOL program more than 2 academic years ago. Screened = screened for ESOL program and found ineligible for it. Speaks = language(s) that student’s family speaks at home. Reads = language(s) that student reads in at home. RA = Reading achievement group. S = Stronger. W = Weaker. Involve. = Involvement. Comp = competition. Recog. = Recognition.

Table 3

Reading Motivations: Descriptives, Cross-Measure Correlations, and Paired Sample

Comparisons

Motivation	Interview M (SD)	MRQ M (SD)	<i>r</i>	Paired difference M (SD)	<i>t</i> (<i>df</i>)
Involvement	3.29 (.85)	2.95 (.52)	0.24	-0.33 (.88)	-1.74 (20)
Curiosity	3.05 (.97)	3.10 (.55)	0.51*	0.05 (.84)	0.26 (20)
Competition	2.14 (1.15)	2.87 (.80)	0.48*	0.73 (1.05)**	3.19 (20)
Recognition	3.36 (1.15)	3.38 (.69)	0.37	0.02 (1.10)	0.07 (13)
Self-efficacy	2.86 (.96)	2.79 (.60)	0.06	-0.07 (1.10)	-0.28 (20)

Note. * $p \leq 0.05$. ** $p \leq 0.01$.

Figure 1

Score Frequencies for Reading Motivations Based on Interview Coding

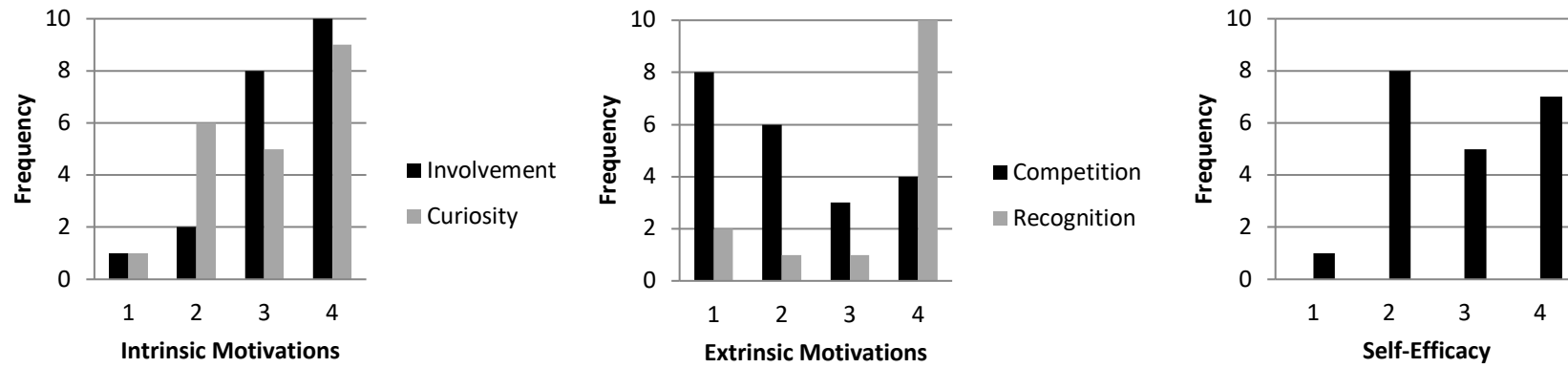
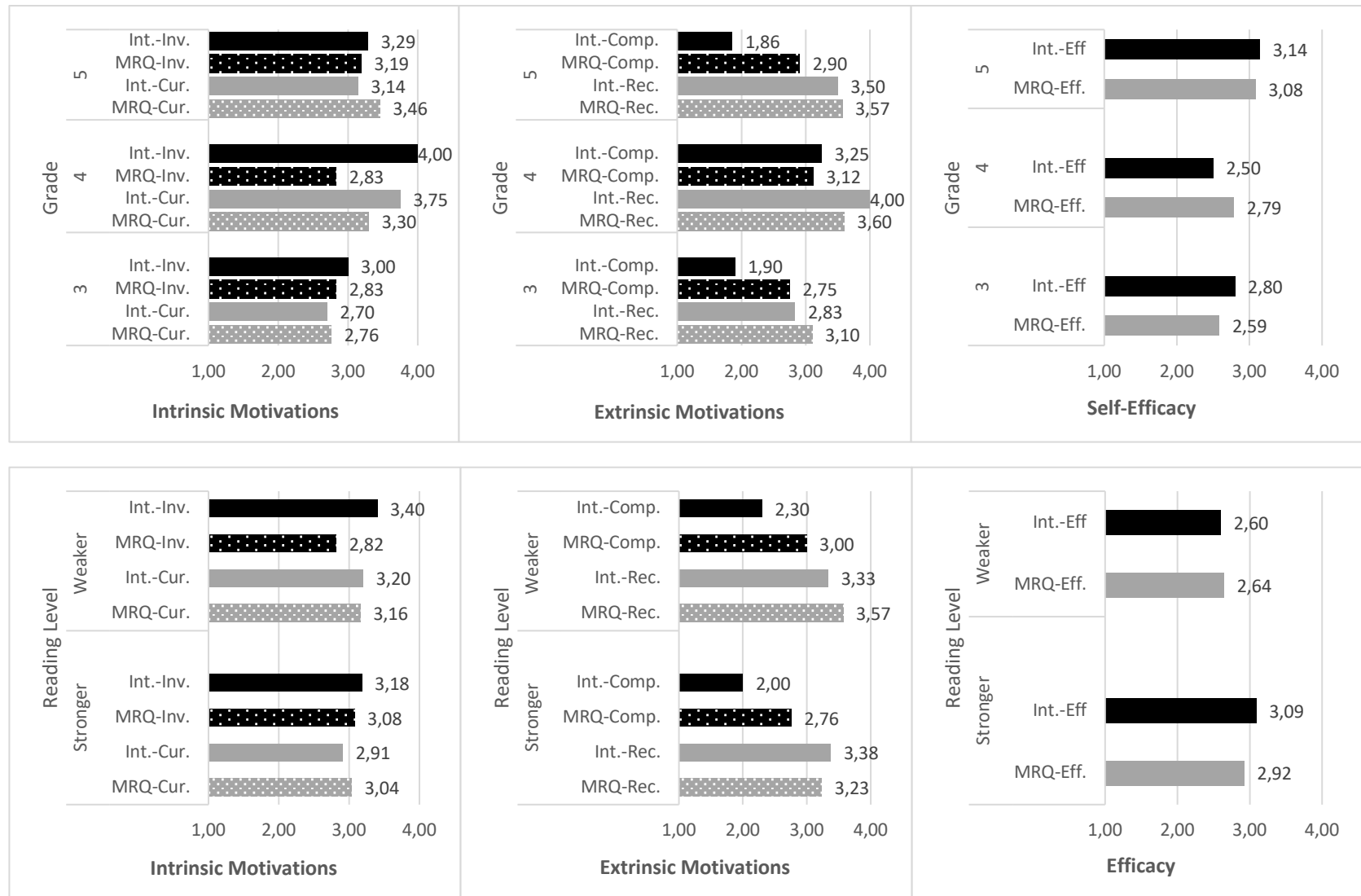


Figure 2

Reading motivation means by grade level and reading achievement level



Appendix

Interview Protocol

Motivation	Question	If yes...	If no...
Involvement	Do you enjoy reading in your free time?	What kinds of books do you enjoy reading? How often do you read in your free time? (Prompt if needed – Every day? A few times a week? Etc.) Do you ever lose track of time when you're reading in your free time?	Please tell me a little bit about why you said "no."
Self-Efficacy	Do you consider yourself a good reader?	What makes you think so? How do you feel when you're asked to read a challenging book?	Please tell me a little bit about why you said "no." How do you feel when you're asked to read a challenging book?
Curiosity (Free-time)	Do you enjoy reading in your free time to learn new things?	What kinds of things have you learned from reading in your free time? How often do you read in your free time so that you can learn something?	Tell me a little bit about why you said "no."
Curiosity (School)	Do you ever find the things you have to read for school interesting?	What kinds of things do you find interesting? How often do you find your school reading interesting?	Tell me a little bit about why you said "no."
Competition	Is it important to you to do better than other students in reading?	Why?	Why not?
Recognition	Is it important to you for others to say nice things about your reading?	Why?	Why not?