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A COMPARATIVE STUDY OF MOTIVATION TO READ BETWEEN AMERICAN AND JAPANESE FOURTH GRADE STUDENTS

A DISSERTATION APPROVED FOR THE
DEPARTMENT OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM

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Dedication

I dedicate this dissertation to my beloved family—my parents, grandparents, and young sister—who always believe in me and support my dreams. They are my number one cheerleaders all the time. Without their unconditional love and encouragement, I could not have completed this journey.

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Abstract

This dissertation investigated and compared motivation to read between American and Japanese fourth grade students. In addition, this study examined critical factors impacting reading motivation of the fourth graders in the two countries. The mixed method explanatory sequential design was employed. A total of 94 American and 102 Japanese fourth grade students completed a Motivation for Reading Questionnaire (MRQ) by Wigfield and Guthrie (1997). Based on their MRQ scores, all students in each country were categorized into three groups: high, medium, and low. Four students from each motivation group were selected for semi-structured interviews to help the researcher explore critical factors impacting reading motivation of the study's participants in each country. Both descriptive statistics and independent sample *t*-test were employed to analyze quantitative results. In addition, constant comparative method and thematic analysis were used to qualitatively identify categories and themes related to critical factors influencing students' motivation to read in each country.

The results revealed that American and Japanese students show statistically significant differences in all three categories of motivation to read—competence and efficacy beliefs, goals for reading, and social purposes for reading—as well as the MRQ composite score. The researcher also analyzed and compared the top 10 highest scored items across the two groups. Within the category of competence and efficacy beliefs, American students showed a strong sense of self-efficacy, while Japanese students had a moderate to low sense of self-efficacy. While American students showed signs of work avoidance when it came to materials with difficult words or vocabulary questions, Japanese students demonstrated a tendency to read challenging but interesting materials.

Regarding goals for reading, involvement, curiosity, and importance were factors impacting intrinsic motivation to read for both American and Japanese students. Regarding extrinsic reading motivation, grades were the only critical factor concerning Japanese students, but competition, recognition, and grades were all critical factors for American students. In regard to social purposes for reading, compliance was the most important factor for Japanese students, while American students scored low on this factor. Analysis of the interview data supported some of the major findings from the analysis of the MRQ and further identified critical factors affecting American and Japanese students' reading motivation. This study suggests that cultural values play a significant role in students' motivation to read. It also supports the view of sociocultural theories that an individual's learning and development are closely tied to social and cultural contexts in which the learner is situated. Important implications for instruction in both countries as well as implications for future research are also discussed.

Chapter 1: Introduction

Background

The improvement of reading achievement has been a major goal at the local, state, and federal levels in the United States (Baker, Dreher, & Guthrie, 2000). Shaping reading skills helps individuals achieve better education. Research has shown that reading motivation is a direct contributor to students' performance and achievement (Becker, McElvany, & Kortenbruck, 2010; Gambrell, 2009; Gambrell, 2012). The relation between motivation and performance is bi-directional and interconnected.

The word *motivation* originates from the Latin word *movere* that means 'to move' (Kleinginna & Kleinginna, 1981). Motivation is complex. It is hard to determine any particular construct affecting motivation; rather motivation is shaped by several constructs. Kleinginna and Kleinginna (1981) deliberate that motivation involves orientation and extent of individual conduct, including selection of certain conduct, obstinate continuance regardless of difficulty and struggles, and endeavor. Motivation "concerns energy, direction, persistence, and equifinality - all aspects of activation and intention" (Ryan &Deci, 2000a, p. 69), and without motivation, children "will never reach their full literacy potential" (Gambrell, 2012, p.1). Therefore, motivation plays an imperative role in developing an individual's reading skills.

Reading motivation can be described as "the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (Guthrie & Wigfield, 2000, p.45). Students with high reading motivation are intrinsically motivated, engage with reading, and spend more time reading. High motivation is also a key aspect of reading engagement. Engaged readers are intrinsically motivated to read

and spend 500% more time reading than disengaged readers (Guthrie, 2004). Because of the important role motivation and engagement play in students' reading achievement, a critical goal of today's reading instruction is to encourage students to become intrinsically motivated and to support the development of student engagement in reading (Tracy & Morrow, 2012).

Various factors strongly impact the degree of individuals' reading motivation. Several studies (Crosnoe, Leventhal, Wirth Pierce, & Pianta, 2010; Park, 2011; Yeo, Ong, & Ng, 2014) have reported the impact of social and cultural contexts on students' learning and performance. Human learning and development occur within social events that necessitate a learner to interact with other people, objects, and events in collaborative environments (Vygotsky, 1978). Diverse contexts, including social, cultural, and historical contexts, impact learners and cannot be disassociated with an individual's learning and performance. According to Au (1997), reading is a social activity that requires involvement between a reader, text, and social contexts. Therefore, all contexts that surround learners have strong impacts on students' literacy learning and motivation.

Several sociocultural factors influencing student learning and performance have been identified by empirical research, such as socioeconomic status (SES), home literacy environment, peer influence, and teacher influence (Assor, Kaplan, Kanat-Maymon, & Roth, 2005; Baker & Scher, 2002; Crosnoe et al., 2010; Klaudia & Wigfield, 2012; Merga, 2014; Naeghel et al., 2014; Park, 2011; Yeo et al., 2014; Zhou & Salili, 2008). Socioeconomic status (SES) refers to social standing or class based on a combination of an individual's or family's education, income, and occupation. Students

with high SES tend to have access to more learning opportunities than students with low SES outside of school (Crosnoe et al., 2010; Park, 2011). SES and home literacy are connected to available literacy resources and parent-child literacy activities that affect students' literacy, learning, and attitudes (Yeo et al., 2014). Parental beliefs also shape their interaction with their children in regard to education and literacy practice in daily life (Zhou & Salili, 2008).

Peer influence is also one of the school experiences that influence students' learning and attitudes toward reading (Klaudia & Wigfield, 2012; Merga, 2014). Through interaction and discussion with friends, students' reading attitudes and performance are affected. Besides peer influence as an in-school experience, teachers also have strong impact on students' learning and attitudes toward learning. A teacher is someone who provides reading instruction that sways students' learning outcomes and motivation to read (Assor et al., 2005; Jang, Deci, & Reeve, 2010; Naeghe et al., 2014). Both in-school and out-of-school environmental factors that surround students on a daily basis strongly contribute to students' motivation to read.

Statement of the Problem

Given strong reading skills positively influence students' academic success and life experiences, reading is one of the essential subjects that students study in school in countries around the world. International assessments of students' reading performance have also been conducted to compare the quality of education in different countries. The Programme for International Student Assessment (PISA) is one of the most prominent assessments that evaluated 15 year-old students' reading achievement among the Organization for Economic Co-operation and Development (OECD) countries. In 2012,

Japanese students scored 538 points and ranked in the top four in reading among all participating countries. The United States, on the other hand, scored 498 points, which is slightly higher than the OECD average of 496 points in reading and ranked 17th. It is important to note that motivation is measured differently with different assessment instruments. Some measure enjoyment of reading, and others measure motivation as how often they like to read. But enjoyment of reading is only one component of motivation to read.

Many studies (Baker et al., 2000; Gambrell, 2012; Wigfield & Guthrie, 1997) report that the link between reading motivation and achievement is bi-directional. In the 2009 PISA study, the strong relation between the enjoyment of reading and reading performance was also observed across OECD countries. The relation does not indicate the enjoyment of reading directly influences reading scores. Nonetheless, students who read for enjoyment report reading as a habit; therefore, they tend to develop their reading skills and become proficient readers (PISA, 2009).

Many researchers in the United States have conducted research about reading motivation at elementary school levels and have identified the decline of reading motivation starting in intermediate grades in elementary school (Applegate & Applegate, 2010; NEAP, 2014). The investigation of the National Assessment of Educational Progress (NAEP) in 2009 reported that only 43 percent of fourth grade American students considered reading to be a fun activity and read every day. The result of the same test for eighth grade students' reading motivation showed the rate further declined to 20 percent. Unfortunately, the data indicates more students lose their reading motivation as they move to upper grades.

The decrease in students' reading motivation not only becomes an issue nationally, but also internationally. In 2009, the investigation of students' enjoyment of reading and performance through the PISA across 64 countries reported that motivated students had higher reading achievement than less motivated students. Approximately two-thirds of students across OECD countries noted their enjoyment for reading on a daily basis. Unfortunately, 30 percent of the participants in the study by Gambrell (2012) disclosed no motivation for reading. The longitudinal data PISA collected regarding 15 year-old students' reading motivation in 2000 and 2009 found the majority of OECD countries reported a decline in the percentage of students who report reading enjoyment. On average across OECD countries, 69% of students described reading for enjoyment in 2000, but the percentage dropped to 64% in 2009. The data clearly shows a negative trend in students' reading motivation.

Looking more closely at the PISA 2009 study, there are some interesting data regarding the percentage of American and Japanese students who read for enjoyment. Although the correlation between children's reading skills and reading motivation is suggested by several research studies (Baker & Wigfield, 1999; Becker et al., 2010; Morgan & Fuch, 2007), Japanese data did not explain this correlation. Regardless of high reading scores, the 2009 PISA findings showed that only 55.8 percent of Japanese students had enjoyment in reading and 44.2 percent reported no enjoyment in reading. Although American students' average scores in reading were lower than those of Japanese students', 58 percent of American students reported reading enjoyment, but 42 percent reported no enjoyment in reading. That means more American students had slightly higher reading enjoyment than Japanese students and their motivation levels are

close. However, it is obvious that there is a reading achievement gap between the two countries.

Another international comparative assessment, the Progress in International Reading Literacy Study (PIRLS), examined fourth graders' reading skills and knowledge across 53 countries. In 2011, the PIRLS administered reading attitude and motivation-related assessments to fourth grade students in participating countries. Participants answered their degree of enjoyment for reading using a three-point scale: like, somewhat like, do not like. One reading scale, the *Student Like Reading Scale*, investigated students' preference for reading. The international level of the average scores showed 28 percent of students liked reading with an average achievement score of 542; 57 percent of students somewhat liked reading with an average achievement score of 506; and 15 percent of students did not like reading with an average achievement score of 488. This data obviously indicate that students who liked reading had higher achievement scores than students who reported they did not like reading. Although American fourth graders reported higher reading scores than international average scores—27% of students who liked reading with an average score of 542, and 51% of students who somewhat liked reading with an average score of 551—both numbers were somewhat lower than the international average.

In addition, the results from the *Students Motivated to Read Scale* demonstrated results similar to those from the *Student Like Reading Scale*. International average scores showed 74 percent motivated students with an average achievement score of 518; 21 percent somewhat motivated students with an average achievement score of 503; and 5 percent not motivated students with an average achievement score of 474.

The results from the American students showed there were 71 percent motivated students with an average achievement score of 560; 23 percent somewhat motivated students with an average achievement score of 557; and 6 percent not motivated students with an average achievement score of 530.

Another PIRLS 2011 scale, the *Students Confident in Reading Scale*, explored how confident students are in reading. International average scores demonstrated 36 percent of the students were confident with an average achievement score of 547; 53 percent of the students were somewhat confident with an average achievement score of 502; and 11 percent of students were not confident with an average achievement score of 456. That means only one-third of the students were confident readers internationally. Compared with the international data, 40 percent of American students had confidence in reading with an average achievement score of 588; 49 percent were somewhat confident students with an average achievement score of 545; and 11 percent of students were not confident with an average achievement score of 503. This result clarifies that more American students are confident than the international average.

The PISA and the PIRLS are the two major international comparative tests that investigate and explicate students' reading interests and motivation among the reading-related variables. Besides these two tests, research studies investigating students' reading motivation are very limited in international contexts. Reading motivation has been studied in several Western contexts, but studies conducted in East Asian contexts are still rare. Little is known about the details of reading motivation as to what impacts students' reading motivation and interests, especially in Japan.

In addition to these limitations, few studies concerning the impact of sociocultural factors on motivation to read have been conducted. International studies conducted by Huang (2013), Unrau & Schlackman (2010), and Wang & Guthrie (2004) examined how students' cultural values and beliefs influenced students' reading motivation. A comparative study of American and Chinese students' reading motivation conducted by Wang and Guthrie (2004) and a study comparing Asian and Hispanic students' reading motivation by Unrau and Schlackman (2010) found that reading motivation and behavior are shaped by an individual's cultural experiences. In addition, studies (Huang, 2013; Lau, 2004) examining Chinese students' motivation to read have found that cultural characteristics shape students' reading motivation.

Both the PISA and the PIRLS measure the impact of sociocultural factors on students' reading motivation. For instance, the PISA 2009 data grouped countries based on economic, social, and cultural variables and announced that 72 percent of socioeconomically advanced students read daily for enjoyment while only 56 percent of socioeconomically disadvantaged students did the same (PISA, 2009). However, no further details were offered related to sociocultural factors that could potentially impact students' motivation to read.

The studies conducted by Huang (2013) and Lau (2004) on reading motivation in Chinese contexts found that students who have high reading performance demonstrated higher self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation than poor readers. However, regardless of high reading performance, both studies concluded that Chinese students have generally moderate to low self-efficacy. Lau (2004) presented cultural influence as a reason.

It is true that Chinese and Japanese cultures share some similar characteristics. However, each culture has its unique and different characteristics that are related to each country's historical and social contexts. An extensive search for literature related to Japanese students' reading motivation and factors impacting their reading motivation did not yield much return. Only three studies were identified. In these studies (e.g, Hayashi, 2009; Hayashi, 2011; Takase, 2007), reading motivation in a second language was mainly investigated, not reading motivation in a first language.

Japan is one of the countries where students achieve the highest scores in reading on international assessments. However, PISA 2009 data reveals Japan is a country where fewer students report reading enjoyment compared with many other OECD countries. Since Japan is not participating in the PIRLS, only the PISA offers data on Japanese students' motivation to read. Hence, Japanese students' reading motivation is still an area that demands further research.

Purpose of the Study

The purpose of this study is to examine and compare motivation to read between American and Japanese fourth grade students. Additionally, factors influencing students' motivation to read in the two countries are examined.

Research Questions

Two research questions were formulated to guide this research to understand reading motivation of American and Japanese fourth grade students.

1. Are there differences in motivation to read between American and Japanese fourth grade students?

2. If so, what are some critical factors that contribute to motivation to read in the two countries?

Significance of the Study

Investigating fourth graders' reading motivation is in high need. Elementary school is a crucial time for nourishing students' reading motivation for later ages (Gambrell, 1996). Some studies (Baker et al., 2000; The Annie E. Casey foundation, 2014) indicate children who gain solid reading skills by the end of third grade tend to be successful in adulthood and also have higher rates of high school graduation. *Early Warning: Why Reading by the End of Third Grade Matters* points out the transition period from third grade to fourth grade is especially critical. By the end of third grade, students strive to develop essential knowledge and skills of reading. From the beginning of fourth grade, there is a shift from learning to read to reading to learn in which students utilize their reading skills to gain more information in all academic subjects. Reading struggles by third grade create greater gaps between good readers and poor readers through this critical transition period (The Annie E. Casey foundation, 2014). The gap produces the *Matthew effect* as introduced by Stanovich (1986), and illustrates the phenomenon that the rich get richer and the poor get poorer in terms of their academic achievement. Students who read below their grade level will fall further behind and remain poor readers as they move into upper grades. Given current understanding of the relation between reading motivation and reading achievement, it is important to explore fourth graders' reading motivation and factors impacting their motivation to read.

Because very few studies in Asian contexts, especially in the Japanese context, have been conducted, researching Japanese students' reading motivation in comparison with that of American students with a strong focus on sociocultural factors is likely to produce new insights for researchers who study motivation across the globe, and provide valuable information on cultural characteristics and influences that shape students' reading motivation in different national contexts. Moreover, many current articles concerning reading motivation have not focused on the importance of sociocultural factors. Therefore, this dissertation can contribute to the knowledge base of sociocultural influences on student learning. This study aims to fulfill the gap by investigating both American and Japanese fourth grade students' reading motivation and to explore the underlying sociocultural factors.

Delimitations

With consideration of socioeconomic and geographical impacts on education in the two countries, this study was delimited to students who live in middle-class communities and attend public elementary schools in similar communities in both countries. In addition, American participants were delimited to students who speak English as their first language. Japan is a largely homogeneous country and most students speak Japanese as their native language.

Definition of Terms

To have a full understanding of this study, the following significant terms are defined.

Motivation. Motivation is the reason for individuals' actions characterized by desires (Kleinginna & Kleinginna, 1981). Reading motivation refers to individuals' motivational drives to read based on their goals, values, and beliefs (Guthrie &

Wigfield, 2000). Four main motivational constructs are identified in this study. According to Bandura (1997), *self-efficacy* is a belief regarding how well an individual performs to create outcomes in the cognitive process. In other words, it is a belief that one can generate behavior whether our need for competence will be satisfied with the task or not. *Intrinsic motivation* refers to the inherent desire in engagement in reading. With intrinsic motivation, individuals tend to perform for enjoyment and take a risk for challenge. On the other hand, *extrinsic motivation* describes an action to gain external acknowledgment and rewards (Ryan & Deci, 2000a; Ryan & Deci, 2000b). *Social motivation* refers to action individuals take for meeting and reading together in social contexts.

Engaged reading. Engaged reading refers to the interaction with texts in strategic and motivated ways (Guthrie & Wigfield, 2000). Engaged readers are intrinsically motived, are strategic in comprehending texts, understand their meaning construction process from texts, and are socially interactive (Guthrie, Wigfield, & You, 2012).

PIRLS. PIRLS is an international examination that compares reading achievement and reading behaviors of fourth grade students across countries. This examination is developed and administered by the International Association for the Evaluation of Educational Achievement (IEA). It is administered every five years.

PISA. PISA refers to the Program for International Student Assessment (PISA) organized by the International Association for the Evaluation of Educational Achievement (IEA). It is an international comparative assessment that evaluates 15-

year-old students' reading, mathematics, and science literacy. It is administered every three years.

Fourth grade slump. Fourth grade slump indicates the time period when students fall behind in reading as classroom instruction puts more emphasis on reading informational and disciplinary texts. Students experiencing the fourth grade slump also see a decline in their motivation to read. This phenomenon was first introduced by Jeanne Chall (1983).

Matthew effect. The *Matthew effect* refers to a phenomenon which posits that the rich get richer, and the poor get poorer (Stanovich, 1996). Students who have advanced reading skills read more and become skilled readers. On the other hand, students who fall behind in reading read less. This, in turn, leads to the increasing reading achievement gap between them and their peers.

Culture. *Culture* indicates the characteristics of a particular group of people, defined by shared attitudes, beliefs, categorizations, expectations, norms, self-definitions, values, and languages and other such elements (Triandis, 1972). *Collectivism* refers to a social pattern composed of individuals who consider themselves as a part of one or more in-group memberships, such as family, nation, etc. (Hamamura, 2012). In collectivistic cultures, individuals are mainly motivated by common beliefs specified by culture and interaction with others rather than by their own goals. On the other hand, *individualism* is a social pattern considering individuals as independent from other people and groups. Individuals are primarily motivated by their own goals and preferences over collective goals (Guzley, Araki, & Chalmers, 2009).

Organization

This dissertation contains five chapters. Chapter 1 starts with the introduction and problem statement. This chapter also presents the significance of the study, purpose of the study, research questions, and definition of terms to give readers an overview of the study. Chapter 2 presents the theoretical frameworks that guide this study, historical background on motivation, and available literature related to studies of reading motivation as well as sociocultural impacts on reading motivation. Chapter 3 introduces the research design and methods, including the details of procedures, such as data collection and analysis. Chapter 4 reports the findings from the collected data and answers each research question. Chapter 5 discusses the findings and draws conclusions as well as implications for future research and education practices.

Chapter 2: Literature Review

Chapter two provides the theoretical frameworks that guide this study. It also reports related findings from the latest PISA and PIRLS tests, and reviews literature in regard to the fourth grade slump, Matthew effects, motivation, reading motivation, and some major cultural differences between United States and Japan.

Theoretical Frameworks

This study is guided by sociocultural theories and engagement theory. Sociocultural theories highlight the importance of environmental factors on individuals' motivation to read. Engagement theory offers valuable insights into the relation between engagement and motivation to read.

Sociocultural Theories

Sociocultural theories affirm that human knowledge is constructed through social interactions with others. Vygotsky (1978) points out that learning and development take place within social environments that require a learner to interact with other people, objects, and events in all collaborative environments. Hence, social, cultural, and historical contexts must not be disassociated with human cognitive development. Rather, they must be seen as significant contributors. From Vygotsky (1978)'s perspective, language, materials, signs, and symbols are culturally constructed tools, and humans use these tools to develop higher-level thinking (Wang, Bruce, & Hughes, 2011). Human cognitive development takes place in two planes through social interaction. The first is *interpsychological,* which means between people, and the second is *intrapsychological,* which indicates development inside the learner. This view illustrates the critical role that social interactions play in human learning.

Bronfenbrenner (1979), a sociocultural theorist, introduced the 'ecological view of development' theory that explained the impacts of social influence on the learner. The ecological view of development contains four circles of significance that implicitly and explicitly impact the learner. The first innermost circle is the *microsystem,* which means the learner's actual environments, such as how the student interacts in the home environment and classroom. The second level of influence is the *mesosystem,* the interrelationship between two or more diverse entities in which the learner directly interacts. An example of the mesosystem is the connection between school, home, and sport club for a youth. The third level of influence is the *exosystem,* the influences of events occurring locally, nationally, and internationally on the learner. The events do not directly involve the individual, but the events that influence or are influenced by what occurs in the situation can affect the individual's growth. The fourth and last influence is the *macrosystem,* coherence perceived at the micro-, meso-, and exosystem levels. An example is consistency at the level of subculture that deals with some related beliefs and ideologies (Bronfenbrenner, 1979). Bronfenbrenner's ecological perspective explains the influences of social, cultural, economic, and political factors on the learner. (Tracy & Morrow, 2012).

Au (1997) stated that "(s)ocio-cultural research on school literacy learning attempts to explore the links among historical conditions, current social, and institutional contexts, inter-psychological functioning [that which takes place between people], and intra-psychological functioning [that which takes place within the individual]" (p. 182). Reading, from Au's perspective, is a social activity in that a reader interacts with an author within a particular context. The reader makes meaning

by making connections to his/her schemata which are a result of social interactions in the past (Tracy & Morrow, 2012).

Related to the sociocultural theories, the family literacy theory explains the impact of home literacy environment and literacy practice (Tracy & Morrow, 2012). Much existing research reports the significance of parental involvement in students' academic success. Henderson and Mapp's study (2002) illustrates that students who have involved parents achieve higher grades and graduation rates as well as higher post-secondary study than students with less involved parents. Furthermore, parental involvement has a strong impact on students' literacy achievement when students' mothers are less educated (Tracy & Morrow, 2012). Jordan, Snow, and Porche's (2000) study also showed that home environment is closely connected to students' academic success. With all these research findings, the family literacy theory suggests we carefully examine factors such as home environment, parental involvement, parental education level, and their impact on students' literacy development and academic performance.

Engagement Theory

Engagement is closely related to motivation to read. Engagement and motivation are strongly connected. Being *engaged* means the learner is deeply involved in a task (Baker et al., 2000). The engagement theory proposed by Guthrie (2004) distinguishes between engaged and disengaged readers and introduces instructional strategies to help students remain engaged (Tracy & Morrow, 2012). Engaged readers are intrinsically motivated to read and spend 500% more time reading than disengaged readers (Guthrie, 2004). Researchers report that "engagement centers on the desire to gain new

knowledge of a topic, to follow the excitement of a narrative, to expand one's experience through print" (Baker et al., 2000, p. 2). Encouraging students to become intrinsically motivated and helping students develop engagement in reading is a central idea in literacy education (Tracy and Morrow, 2012). Guthrie (2004) noted that the correlation between engaged reading and reading comprehension achievement was stronger than other sociocultural factors in the National Assessment of Education Progress (NAEP) for 9 year-olds. The results surprisingly demonstrated that highly engaged readers who came from low-income and low-educated family backgrounds achieved better reading performance than less engaged readers who came from high income and highly educated families. The result suggested that engaged reading is the most critical factor in reading achievement because it prevails other factors such as gender, parental education, and income (Guthrie, 2004). Raskinski, Padak, and Fawcett (2009) wrote that it is a teacher's responsibility "to engage students fully and completely in the task of learning to read—moving students away from responding in a passive and mechanical fashion and toward responding thoughtfully and with understanding and enthusiasm" (p. 2).

Comparing the Theories

Sociocultural theories claim that social, cultural, and historical factors produce a strong impact on human learning and development. The learner makes meaning and develops his/her understanding through social interaction. All surrounding factors, including social, cultural, economic, and political factors, strongly affect the student's literacy learning. Family literacy theory further acknowledges the effect of the learner's

home environment and parent involvement on the learner's literacy learning and achievement.

The engagement theory highlights the significance of students' engagement in their reading performance and achievement. The theory strongly implies that high engagement is key for high reading achievement and success because high engagement is associated with students' intrinsic motivation. The theory acknowledges that reading is not a simple process: it is complicated and involves interaction of the texts, learning contexts, and readers. All factors surrounding a learner must be contemplated when evaluating students' motivation to read. Although engagement theory admits sociocultural factors impact students' literacy learning and development, the theory claims that engagement is the most significant contributor to students' reading achievement (Guthrie, 2004).

Historical Perspective and Philosophical Origins of Motivation

The history of motivation theory has dramatically evolved over time. Ancient Greeks—Socrates, Plato, and Aristotle—were the first pioneers who began with the concept of expansion in the field of motivational theories (Pakdel, 2013; Reeve, 2015). Plato, who was Socrates' student, posited that there is a pyramid that illustrates separate categories of motivation, such as dietary, emotional, and rational. Aristotle continually admitted the part of the pyramid as spiritual, but he disagreed with the fact that all three components are separate and interacted, as Plato argued. Aristotle asserts that dietary and emotional components are associated with the human body and are important elements in motivation. The association between dietary (food and physical development) and emotional component (sensory perception, such as pleasure and pain)

can be the foundation of illogical motivation. In Aristotle's philosophy, cognitive concepts and some features were incorporated in the rational component of spirit. Nevertheless, the ancient Greeks' earliest theories of motivation supposed three aspects: the body's inclination, satisfaction, and torment as first components of the pyramid. Several centuries later, Rene Descartes pointed out the difference between inactive and active features in motivation. Descartes contended the physical inclination for satisfaction through the physiological senses contained in the body play an inactive part in motivation. He also argued that will encompasses both the cognitive and intellectual natures and is an active part in human's motivation. Descartes was the first philosopher who acknowledged the existence of will in motivation beyond the body's inclination (Pakdel, 2013).

The Mechanistic Period: 1930-1960

Since its original inception, theoretical shifts occurred from time to time. From 1930 to 1960 the mechanistic period put forward the earliest theories of basic human needs. Motivational psychologists were particularly curious about exploring what makes an organism act on certain activity (Graham & Weiner, 1996). Sigmund Freud (1900-1930) proposed a psychoanalytic theory arguing that human beings are driven by biological and instinctual drives. These drives cause individuals to act in certain ways. In one of his notable works, *An Outline of Psychoanalysis*, Freud (1949) describes the three forces of the apparatus—the id, the ego, and the superego. The id is unconscious and consists of everything from inherited drives to instincts. The ego is conscious and is accountable for controlling the demands of the id, becoming aware of stimuli, and serving as a link between the id and the external world. The superego, whose demands

are managed by the id, manages the limitation of satisfaction and represents the influence of others who surround the individual as well as the impact of racial, societal, and cultural traditions (Freud, 1949).

Another theorist, McDougall (1932), announced essential instinct needs that humans naturally hold (e.g., food seeking propensity, curiosity, and self-assertion). Murry (1938) explored the human's 20 psychogenetic needs, such as acquisition needs and affiliation needs. Maslow (1943) urged that motivation drives can be considered as a pyramid containing the hierarchy of five motivational needs: physiological needs, safety needs, love and belonging, esteem, and self-actualization.

In 1943, Clark Hull proposed the drive-reduction theory that biological drives are to maintain homeostasis, the ability of a living organism to accommodate its inner situation to preserve a well-balanced equilibrium. Psychological drives the physiological drives that lead behavior to meet the needs of homeostasis. The drive-reduction theory differentiates between primary and secondary drives. Primary drives are inherited needs for humans to survive, such as thirst and hunger. Secondary drives are not directly essential for survival. However, they are associated with social or identity factors because secondary drives are indirectly utilized to satisfy primary drives. Hull proposed that secondary drives link to primary drives through classical conditioning, in which behaviors are conditioned or learned when the reinforcement satisfies a drive. The drive-reduction theory also proposes that habit is significant in directing behavior responses. A habit is a collection of behavior that individuals repeatedly employ on a daily basis. When individuals display a behavior that

successfully underlines a drive, they tend to repeat the behavior when encountering a drive at a later time.

Similar to Hull's theory of classical conditioning, another behaviorist, B. F. Skinner (1953), presented the operant conditioning theory. This theory posits individuals perform behaviors that result in consequences and the consequences influence the likelihood of repeating the behavior. Individuals' behaviors are increased or decreased by external events such as stimuli and responses.

Cognitive Revolution: 1960-1980

By 1960, the motivational concepts were mainly explained by drive, homeostasis, and arousal in the field of biology and physiology. Some philosophers gradually integrated the field of psychology and emphasized the importance of emotion, such as "the power of thought, beliefs, expectations, goals, judgments as the primary causes of behavior" (Reeve, 2015, p.41) to explain human's motivation. Internal mental processes and cognitive constructs, such as expectancies and goals, started to receive more attention than biological and environmental constructs. Psychological constructs brought an image of human functioning as "human rather than mechanical" (McKeachie, 1976, p.831). The shift from mechanical period to cognitive revolution decreased the focus on manipulation of animals' behaviors and instead increased the focus on cognitive constructs in humans for the description of behaviors.

In the early 1980s, researchers changed their attention to inquiries that were associated with motivational problems human regularly experience, such as at work and in school. They recognized the prosperity of naturally occurring cases of motivation outside the laboratory. As a result, researchers increasingly paid attention to socially

pertinent, applied problems and questions. As motivational researchers continuously maintain a dialogue with a wide range of field of study, the current view of contemporary motivation research admits the absence of sharp boundaries and allows different perspectives (eg. behavioral, social) from other fields within psychology (Reeve, 2015).

Mini-Theories: 1980-Current

Since the 1980s, the motivational topics embrace cognition, individual differences in motivation, and environmental influences on motivation (Graham & Weiner, 1996). There are several motivational mini-theories describing specific motivational phenomena. Mini-theories provide clarification to some specific behaviors, but not all motivated behaviors (Reeve, 2015). One of the mini-theories, *Self-determination theory* (SDT), explores human motivation and behavior through organismic and dialectical process. SDT realizes that human beings are active organisms who interact with the environment surrounding them. Inner psychological needs (the needs for competence, relatedness, and autonomy) along with supportive environmental factors should be reorganized for the growth of motivation as well as personality and self-regulation in behavior. Competence is one's capability to perceive how well one can achieve a goal and is paralleled to self-efficacy. Relatedness is how much one feels linked with work and other people. Autonomy refers to self-governing behaviors like when one makes his own decision about his life and task. These psychological needs are necessary in cultivating individuals' motivation as well as personal well-being. If all three needs are not met, personal well-being would be impeded (Ryan & Deci, 2000a).

Csikszentmihalyi (1990) introduces the theory of flow in relation to the self-determination theory. *Flow* is a state in which individuals devote themselves into a task with enjoyment. Csikszentihalyi in 1990, and then Nakamura and Csikszentmihalyi in 2002, recognized the characteristics of the flow state: intensive attention on the task they are doing, the combination of action and consciousness, failure of insightful self-awareness, feeling that individuals control their actions, loss of time awareness, and intrinsic motivation that individuals act upon for enjoyment. Being in flow indicates individuals have a good balance between the perception of their own capabilities and actions toward tasks. It is very difficult to maintain balance to remain in the state of flow. When individuals feel their capabilities are able to go beyond challenges, they experience the feeling of relaxation and then boredom. When individuals consider challenges to be beyond their abilities, they feel cautious and then worried (Nakamura & Csikszentmihalyi, 2002). With intrinsic motivation, individuals tend to produce the state of flow. In addition, the task should be matched to an individual's perceived ability and challenge

Expectancy-value theory, according to Wigfield and Eccles (2000), addresses the relation between individuals' expectation of success and the value that students place on a goal. Expectations of success play a main role in affecting individuals' action and motivation and are similar to self-efficacy as defined by Bandura (1997). Individuals' "self-concept of domain-specific ability was predicated to relate positively to expectancies, whereas task difficulty perceptions were predicted to relate negatively to expectancies" (Eccles & Wigfield, 1995, p. 216) Task value contains four elements: attainment value, intrinsic value or interest, utility value, and cost. Attainment value

refers to the significance of conducting a task well in relation to individuals' schema. Intrinsic or interest value indicates individual's innate gratification or desire of a task. Utility value specifies benefits from completing tasks associated with long- and short-range goals. Cost means negative consequences, such as what individuals risk or struggle with engagement of a task. The first three facets of task value, attainment value, intrinsic or interest value, and utility values, create a positive influence on individuals' decisions toward a task, but cost influences decisions negatively (Eccles & Wigfield, 1995). Individuals must have a high expectation of success and high value of the task to be motivated. When a student has a high expectation of success, but does not value the task, he/she is not motivated. Students' beliefs concerning the degree to which they are confident in accomplishing an academic task (expectations for success) and the degree to which they believe the academic task is worth pursuing (task value) are two important keys affecting student motivation. When there is a high estimation of the likelihood of success and positive values on a task, students will feel motivated. If students have moderate expectations for success, but do not value the task, they will not be motivated. Therefore, both expectations for success and task value should be sustained at least moderately in order to be motivated. When individuals do tasks they intrinsically value and have high to moderate expectations for success, they are intrinsically motivated.

These mini-theories have described a slice of certain motivated action. It is obvious that one theory is not able to carry the whole weight of illustrating motivation (Reeve, 2015). Motivational phenomena are complicated occurrences that incorporate various factors. Hence, it is significant to comprehend motivation from various

perspectives. The historical perspective and philosophical origins of motivation provide a concise outline that underlies the contemporary view of motivation and motivational theories and also allow readers to understand how the concept of motivation changed and developed. It is imperative to understand the historical and philosophical shift from the mechanical period to the cognitive period and then on to the mini-theories. These shifts in perspective "opened the intellectual floodgates for the arrival of the field's mini-theories and for the dispersion of motivation study into practically all other fields within psychology" (Reeve, 2015, p. 49).

Fourth Grade Slump

The National Center for Education Statistics reported the data of American fourth grade reading achievement levels, collected every two years starting from 2005. In 2005, 38 percent of fourth graders read below the basic level, and the number decreased to 33 percent in 2013, proposing a slight improvement. Only three percent improved, and one third of the fourth graders in the U.S. read below their grade levels. Jeanne Chall (1983) presented the trend that numerous students successfully learn to read and can comprehend easy texts in the early grades; nonetheless, many of them struggle to comprehend their grade-level texts in intermediate grades.

Chall (1983) emphasized fourth grade as a major transitional period and divided reading development into six different stages. She categorized the prereading stage as stage 0. Prereading includes oral language development with story memorization and picture interpretation. In stage 1, children start attaching sounds to letters orally, decoding words, and using illustrations to comprehend stories. Students keep gaining decoding skills, develop fluency, and integrate skills of memory, phonics, and contexts

for word identification and meaning in stage 2, counted as Grade 2 and 3. Before Grade 4, oral language transition that readers already have experienced through their real life experiences takes a major role in reading development. In addition, students mainly practice and gain reading fluency and word recognition skills. In the primary grades K-3, reading instruction mainly prepares students to be able to learn to read. In kindergarten and first grade, phonemic awareness is embedded in most of the instructions. As students understand the idea that words are made up of sounds, reading instruction changes into decoding, text structure, and fluency around Grade 2 and 3.

The instruction shifts its pattern from 'learning to read' to 'reading to learn' while moving from grade 3 to grade 4. *Fourth grade slump* occurs in this stage of students' reading development. In stage 3, which is Grade 4-8, instructions change to develop the ability to do content area or disciplinary reading from non-text based instruction. Phonics and word study instruction are no longer taken into account as the major part of instruction. Alternatively, instruction developing reading comprehension skills takes up the majority of instructional time (Chall, 1983). Reading text levels above fourth grade requires readers to move beyond their background knowledge and utilize their knowledge across content area, with the demand of a more comprehensive vocabulary and a solid content knowledge (Chall & Jacobs, 2003). To be able to read texts at Grade 4 and beyond, students need to gain skills beyond fluency or automaticity and have higher cognitive skills to comprehend texts. Therefore, Grade 4 can be seen as the beginning of a long progression in the reading of texts that are ever more complicated, literary, abstract, and technical, and that requires more world knowledge and ever more sophisticated language and cognitive abilities to engage in the

interpretations and critical reactions required. (Chall, 1983). Students who are weak with their decoding skills have to depend on pictures and tend to struggle with reading comprehension.

The last two stages of Challs' (1983) reading development present the required skills for reading comprehension. In stage 4, which is high school reading, students have to develop their ability to analyze texts critically and comprehend texts from several views. Students are required to analyze and synthesize texts to create meaning in Stage 5, which consists of college reading. Chall's (1983) theory claims that students who fail to build necessary reading skills in stage 3 are likely to fall behind in the later stages, 4 and 5. Even though Common Core Standards have brought attention to a wide variety of skills that are supposed to be developed by grades, Chall's stages still hold much truth in a lot of classrooms.

With the influence of the switch in instruction from third grade to fourth grade, and the occurrence of the fourth grade slump, reading researchers (Baker & Wigfield, 1999; McKenna, Kear, & Ellsworth, 1995) reported students' reading motivation declines in elementary school, especially at fourth grade. McKenna et al.'s (1995) study found elementary school students' reading attitudes gradually declined as they moved to upper grades. McKenna and his colleagues conducted a study with a sample of 18,185 students from grades 1 to 6, representative of diverse ethnic groups in the U.S. The participants completed the Elementary Attitude Survey (ERAS) created by McKenna and Kear (1990) that consists of 20 items with four pictures of a cartoon character. The questions examined the students' attitudes about recreational and academic reading. With the survey responses, the participants' teachers identified and categorized them

into above average, average, or below average. The results demonstrated all students' attitudes about both recreational and academic reading declined gradually from first through sixth grade. Students with average and above average reading ability reported increased attitudes toward recreational reading from second to third grade, but their attitudes declined from third to sixth grade. Lower readers demonstrated the decline in their attitude about recreational reading consistently from first to sixth grades. Students from all grades showed a significant decline in their attitudes toward academic reading.

Matthew Effect

McKenna et al.'s (1995) study provides evidence of decrease in students' reading attitudes and motivation in elementary school. Struggling readers tend to lose their motivation to read and develop negative attitudes toward reading as they move to upper grades. Stanovich (1996) introduces a phenomenon known as the 'Matthew effect' in reading, that the rich get richer, the poor get poorer. Therefore, skilled readers who have good vocabulary will acquire more word meanings and read more. As reading instruction changes to emphasize teaching reading comprehension and strategies in Grade 4, students who struggle with decoding are likely to have a difficult time comprehending texts, read slowly, and lose their enjoyment of reading. Consequently, they read less and struggle more.

Chall (1983) introduces that with the transition between learning to read and reading to learn, many poor readers fall behind. This is the period of time when the Matthew effect tends to occur along with the fourth grade slump. As Chall (1983) agreed, Stanovich also emphasizes good decoding skills as a significant contributor to reading skills. When students take too much time decoding, they are not able to

comprehend texts and develop cognitive skills needed for reading comprehension. In addition, Stanovich focuses on the importance of vocabulary influencing reading comprehension.

Stanovich points out lower readers begin falling behind in some of the linguistic knowledge and then fail to build the necessary foundation. He explains the principal of *organism-environment correlation* contributing to the Matthew effect. Varying types of organisms selectively interact with different environments. Children's own behaviors result in the organism-environment correlation, which varies with their reading skills. Better readers select an environment that contributes to their further growth. With this theory, readers who have extensive vocabulary tend to have more exposure to written language from the outcome of active and expressive organism-environment correlation. The theory can also apply to low-achieving readers who tend to put themselves in environments non-supportive of their reading improvement.

International Reading Achievement Tests

PIRLS

The Progress in International Reading Literacy Study (PIRLS) examines reading literacy achievement in fourth grade students across the participating countries. The International Association for the Evaluation of Educational Achievement (IEA) has conducted the PIRLS every five years starting in 2001. The reading assessments are originally developed by the PIRLS Reading Development Group (RDG) and National Research Coordinators (NRCs). The PIRLS scale average is designed to gain 500 points in every exam. The PIRLS study contains two different types of questionnaires: a written reading comprehension test and a background questionnaire. The background

questionnaire surveys four different participants—Home/parents, students, teachers, and schools—in order to gain deep understanding toward students' literacy backgrounds and environments. American fourth graders have participated in the study since 2001, but Japan has not participated. Hence, there is no data found regarding Japanese fourth graders.

The assessment emphasizes three main areas of literacy: the process of comprehension, purposes for reading, and reading behaviors and attitudes. The background questionnaire is employed to determine students' reading behaviors and attitudes. The written test evaluates the process of comprehension and the purposes of reading (reading for literary experience and reading to acquire and use information).

Table 1 displays the American students' overall average reading scores. U.S. fourth grade students scored higher than the PIRLS average scale scores every year. Table 2 displays the data from the *Student Like Reading Scale* in 2011 that explored whether students like reading or not. Although American students scored higher on average than students in other countries, this data display that many students did not like reading. On the other hand, compared with the international average score, many American students reported high motivation to read as Table 3 shows. In addition, more American students reported they are confident with reading than the international average, as reported in Table 4.

Table 1

American Fourth Graders' Overall Average Reading Scores in 2001, 2006, and 2011

Year	Reading Scores
2001	542
2006	540
2011	556

Table 2

American Fourth Graders' Score on Student Like Reading Scale

	Like Reading	Average Achieve-ment Scores	Somewhat Like Reading	Average Achieve-ment Scores	Do Not Like Reading	Average Achieve-ment Scores
American Students	27%	586	51%	551	22%	536
International Average	28%	542	57%	506	15%	488

Table 3

American Fourth Graders' Score on Students Motivated to Read Scale

	Motivated	Average Achieve-ment Scores	Somewhat Motivated	Average Achieve-ment Scores	Not Motived	Average Achieve-ment Scores
American Students	71%	560	23%	557	6%	530
International Average	28%	542	57%	506	15%	488

Table 4

American Fourth Graders' Score on Students Confident in Reading Scale

	Confident	Average Achieve-ment Scores	Somewhat Confident	Average Achieve-ment Scores	Not Confident	Average Achieve-ment Scores
American Students	40%	588	49%	545	11%	503
International Average	36%	547	53%	502	11%	456

PISA

The Programme for International Student Assessment (PISA) provides data on 15 year-old students' performance in mathematics, science, and reading across the 34 OECD countries. The PISA originates from the International Association for the Evaluation of Educational Achievement (IEA) and utilizes paper-based tests. The first PISA test started in 2000 and has been conducted every three years since then. In order to maintain credibility, the PISA requires data collection from at least 5,000 representation samples in each country. The reading component of the PISA is influenced by the IEA's Progress in International Reading Literacy Study (PIRLS).

Table 5 displays the distribution of U.S. PISA scores as well as the international ranking starting from 2000. The reading score in 2006 was not obtained because the score was labeled as disqualified. In 2000, American students had the highest scores and highest rank. However, the 2012 PISA score showed they had the lowest scores and rank in history. It indicates American students' reading performance has declined over the last few years.

Table 5

U.S. PISA Data

Year	*Rank*	*Score*
2000	16th	504
2003	18th	495
2006	----	Disqualified
2009	17th	500
2012	24th	489

Table 6 provides data on the rank and score of Japanese students since 2000. Japanese students are one of the top performers among the OECD countries. In this assessment, Japan has consistently demonstrated higher reading performance than the international average scores. However, the students' reading scores declined suddenly in 2006. Japan improved their performance again in 2009 and in 2012.

Table 6

Japan PISA Data

Year	Rank	Score
2000	9th	522
2003	4th	547
2006	15th	498
2009	8th	530
2012	4th	538

The 2009 PISA examined the percentage of students who read for enjoyment and do not read for enjoyment. Forty-two percent of American students reported no enjoyment for reading and 58 percent disclosed their enjoyment for reading. Forty-four percent of Japanese students voted no enjoyment for reading and 55.8 percent reported they read for enjoyment. Although Japanese students perform higher than American students, the data show that overall they did not report enjoyment reading.

Constructs of Reading Motivation

Motivation to read is complicated and contains multifaceted constructs. Many studies describe different constructs of reading motivation congruent with the 11 characteristics suggested by Wigfield and Guthrie (1997): self-efficacy, challenge, work avoidance, curiosity, involvement, recognition, grades, competition, social, compliance, and importance. According to Baker and Wigfield (1999), these 11 dimensions can be grouped into three categories: (1) competence and self-efficacy beliefs, (2) goals for reading, and (3) social purposes of reading. The second category has two different goals for reading, depending on whether the goals are intrinsic or extrinsic. In this section, three different categories of constructs of reading motivation are examined. In addition, the section also discusses social dimensions of reading and social factors that influence reading motivation.

Competence and Self-efficacy Beliefs

The two constructs of reading motivation in the first category are competence and self-efficacy. Competence is about one's ability to complete a task. Self-efficacy is defined by Bandura (1997) as a belief regarding how well an individual performs to create outcomes. In other words, it is a belief that one can generate behavior whether or

not our need for competence will be satisfied with the task. Self-efficacy has a significant effect on motivation, it regards the "degree to which an individual will become engaged in and expend physical or mental energy in an activity" (Mccabe, 2003, p.13-14). Students with high self-efficacy are willing to try challenging tasks, have persistence, and achieve better on various activities (Wigfield, Guthrie, Tonks, & Perencevich, 2004).

Prat-Sala and Redford (2010) conducted a study to investigate the relation between motivation (intrinsic and extrinsic), self-efficacy (regarding reading academic texts and essay writing), and approaches to studying (deep, strategic, and surface). The participants in this study were 163 freshman students majoring in psychology at a university in England. The participants completed three questionnaires: Work Preference Inventory Motivation Questionnaire, Self-efficacy in Reading and Writing Questionnaire, and the short version of the Revised Approaches to Study Inventory. The finding demonstrated there is a correlation between motivation and approaches to studying. The participants with high self-efficacy in reading and writing tended to use a deep or strategic approach for studying, while the participants with low self-efficacy tended to use a surface approach. In addition, there is a positive relation between intrinsic subscales of enjoyment and challenge and the deep and strategic approach. Extrinsic motivation is not positively correlated with the deep approach. While there were no changes of approaches to studying shown among the participants with high self-efficacy across time, the behavior change from the use of deep approach to surface approach was shown among the participants with low self-efficacy. This indicates students with intrinsic motivation and high self-efficacy are more likely to employ

strategic approaches to studying, while extrinsic motivation and low self-efficacy are connected with surface level approaches to studying.

Another study by Wilson and Trainin (2007) investigated factors influencing motivation for reading, writing, and spelling. The participants were 198 first grade students who completed a questionnaire assessing various motivation constructs. Self-efficacy, attributions, and perceived competence were found to be contributors to motivation for reading, writing, and spelling. As both Prat-Sala and Redford (2010) and Wilson and Trainin (2007)'s studies reported, self-efficacy plays a significant role in motivation.

Goals for Reading

The second category of constructs of reading motivation is goals for reading. These factors can be categorized into two different motivational orientations: intrinsic motivation and extrinsic motivation. Two motivational orientations come from major motivation theory, which is relevant to the field of reading motivation (Baker et al., 2010). Intrinsic reading motivation refers to willingness to read for personal interests and curiosity (Schaffer, Schiefele, & Ulferets, 2013). Therefore, dimensions in the category classified by Wigfield and Guthrie (1997) –curiosity, involvement, and importance—refer to constructs of intrinsic motivation. Curiosity refers to willingness to learn more about the topics of one's interest (Schaffer et al., 2013). Importance refers to students' value toward a task (Wigfield & Guithrie, 1997). Involvement indicates that one gets lost in a story or story imagination activities (Schaffer et al., 2013). Csikszentmihalyi (1999) addresses this involvement as a flow, which is a state where individuals devote themselves to a task with enjoyment. On the contrary, extrinsic

reading motivation indicates engagement in an activity for some consequences, such as rewards and social demands (Wang & Guthrie, 2004). Recognition, grades, and competition reflect dimensions of constructs of extrinsic motivation (Wigfield & Guthrie, 1997). Recognition, according to Baker and Wigfield (1999), indicates the desire to gain a tangible form of recognition for success in reading, while grades refer to the desire to be positively assessed by the teacher. Competition refers to "the desire to outperform others in reading" (Baker & Wigfield, 1999, p.455).

There are several empirical studies investigating the impacts of intrinsic and extrinsic motivation on reading performance and achievement (Becker et al., 2010; McGeown et al., 2012; Scaffner et al., 2013). Becker et al. (2010) assessed how reading achievement is linked to intrinsic and extrinsic motivation. The researchers tracked 740 students' reading literacy development from third to sixth grades in Germany. The findings reported sixth grade students' reading achievement was positively associated with intrinsic motivation and the amount of reading. In contrast, extrinsic motivation had a negative effect on the amount of reading as well as on reading literacy. Students with high extrinsic motivation reported lower amounts of reading in terms of both reading length and reading frequency.

Wigfield and Guthrie (1997) examined different aspects of children's reading motivation as well as the relationship between children's reading motivation and the amount and breadth of their reading. The findings in this study indicate that children's reading motivation is multidimensional: grades, importance, efficacy, involvement, curiosity, challenge, recognition, compliance, competition, social, and work avoidance. Curiosity and involvement are constructs of intrinsic motivation. The aspects of

extrinsic motivation for children's reading such as recognition and grades are included. Regarding the relation between children's reading motivation and the amount and breadth of their reading, the finding shows intrinsically motivated children who read more and broadly have a tendency to continue reading. Comparing students who have high intrinsic motivation to students with low intrinsic motivation, students who have high intrinsic motivation read three times more than students with low intrinsic motivation.

Furthermore, Scaffner et al. (2013) investigated how intrinsic and extrinsic reading motivation influences reading comprehension by conducting an experiment on 159 fifth grade students. Reading amount was utilized as an indicator that contributes to the influence of reading motivation on reading comprehension. A modified version of Wigfield and Guthrie's (1997) *The Reading Motivation Questionnaire* (RMQ) was administered to assess reading motivation. Students also took a questionnaire about daily reading amount and frequency. In addition to the scale, students were questioned on how many books they read for recreational purpose in a year. In this study two different types of reading comprehension, lower order reading comprehension (Word-and Sentence-Level) and higher order reading comprehension (Paragraph-and Passage-Level), were investigated to evaluate the association of intrinsic and extrinsic reading motivation. Using the amount of reading as a mediator, they found that extrinsic motivation negatively affected both lower order and higher order reading comprehension, while intrinsic motivation had a positive influence on higher order reading comprehension.

McGeown et al. (2012) conducted a study to explore an association between reading efficacy and reading motivation with reading skills among students who are both high and low achieving. In their classrooms, 1,811 children who ranged from 7 years to 13 years took the reading assessment and reading motivation questionnaire, and the top 10% of students were categorized as good readers while the bottom 10% of students were referred to as poor readers. The results demonstrated the participants' intrinsic motivation and reading efficacy were positively correlated with their reading skill among good readers. The results also found there were no significant differences for extrinsic motivation between good and poor readers. Interestingly, there was no correlation for either extrinsic or intrinsic motivation among poor readers.

All findings (Becker et al., 2013; McGeown et al., 2012; Shaffer et al., 2013; Wigfield & Guthrie, 1997) illustrate that intrinsic motivation has a positive effect on students' reading achievement and efficacy, while extrinsic motivation is a hindrance for students' reading development. McGeown et al.'s study (2012) reported there is no difference in effects from the degree of extrinsic motivation among good and poor readers, which indicates that both good and poor readers have extrinsic motivation; however, good readers have more intrinsic motivation that contributes to their high reading achievement.

Social Purposes of Reading

The third category of motivational constructs is related to the social dimension of reading, social and compliance (Wigfield & Guthrie, 1997).This dimension represents motivation associated with social contexts and includes social reasons for reading and compliance. Social reasons for reading refer to "the process of constructing

and sharing the meanings gained from reading with friends and family" (Baker & Wigfield, 1999, p.453). Compliance refers to reading to meet anticipation from others (Baker & Wigfield, 1999). Some researchers realize that sociocultural contexts surrounding students affect their motivation to read and learn (Au, 1997; Bronfenbrenner, 1979; Vygostky, 1978). Sociocultural factors include in-school experiences and out-of-school experiences. Reading is a social activity that involves various factors including reader, text, and social contexts (Au, 1997). Thus, social influence cannot be separated from motivation to read. Each of the sociocultural factors impacting students' motivation is discussed below.

Socioeconomic status (SES). SES is a combination of an individual's education, income, and occupation as the social class of an individual or group. SES is a factor that influences greatly children's literacy development and motivation. Park's study (2011) investigated factors affecting motivation to read. Study participants included 4,826 fourth graders in 50 states. Reading assessment and background questionnaires were utilized to assess the association between students' reading performance and sociocultural background. The results showed that SES and the amount of literacy reading outside of school were positively correlated. This indicates that children from low SES engage in less literacy reading outside of school, while children from high SES engage in more literacy reading outside of school. Crosnoe et al. (2010) explored whether or not family socioeconomic status has a strong influence on children's learning by looking at the growth of 1,364 American children from birth to age 6. Three types of environmental stimulation—at home, in preschool child-care, and 1st grade classrooms—were identified. Reading and math scores were also used to

observe the difference in achievement based on environmental stimulation. The finding in this study showed children achieved high math scores when all three environmental stimulations were adopted, while children had high reading scores when both at home and preschool child-care were adopted. This result indicates that high-SES children have more access to the stimuli that benefit their learning.

Home literacy. Home literacy has the strongest impact on children's literacy development and achievement. Home literacy consists of several constructs: available literacy resources, parent-child literacy-related activities outside school, and parental reading beliefs (Yeo et al., 2014; Zhou & Salili, 2008). Among those factors, parent-child interaction at home makes a significant difference on children's motivation to read and grow. Yeo et al.'s (2014) study looked at the relationship between home literacy environment and students' reading competence and motivation to read. In Singapore, this study involved 193 six-year-old children and their parents. Children took a reading test while their parents completed several questionnaires regarding parental beliefs, home literacy environment, and children's interest. The results demonstrated that active parent involvement was the strongest contributor to children's reading achievement and interest. In addition, family literacy activities were found to be a powerful influence on students' reading achievement and interest. Zhou and Salili (2008) conducted a study further investigating the association between intrinsic motivation and home literacy among preschool children. The participants were 177 preschoolers who ranged from 3.8 to 6.6 years old and their parents. The parents took a survey rating children's behaviors relating to intrinsic motivation. The results showed the number of books students have

at home and the frequency of purchasing books and reading to the children contributed positively to students' intrinsic motivation.

Baker and Scher (2002) conducted a study that explores the impact of parental beliefs and home reading experiences on students' motivation to read. Sixty-five first graders from various socioeconomic backgrounds and their mothers joined in this study. Each student completed a questionnaire that evaluated students' reading motivation regarding enjoyment/interest in reading, perceived competence as a reader, and their sense of the value of reading. Parents were interviewed regarding their beliefs about children's interests in learning to read, and then rated the occurrence of their children's experiences with printed materials as well as their beliefs about reading. The findings in this study indicated first graders had a positive outlook regarding reading, and no association between their motivation to read and various socioeconomic factors (income level, ethnicity, and gender) was found. Children who have parents who considered reading as important had higher scores on the motivation questionnaire regarding enjoyment, value, and competence. Interestingly, the frequency of reading story books and library visits with story books did not have any association with children's motivation to read.

Multiple studies (Baker & Scher, 2002; Yeo et al.,2014; Zou & Salili, 2008) revealed that family literacy activities and environment have a remarkably significant effect on students' intrinsic motivation. Students who have parents that read are likely to have intrinsic reading motivation. However, Baker and Scher's (2002) study revealed there was no association between reading motivation and some of the features of home literacy such as library visits or reading story books. The authors explained that the age

of participants influences the association. Home literacy is more associated with students' reading motivation as students move to upper grades.

Peer influence. Friend influence is one of the contributors that affect motivation to read and literacy learning. Klauda and Wigfield (2012) assessed how fourth and fifth graders' perceived support from friends and parents for recreational reading influences their reading motivation. One hundred-thirty fourth graders and 172 fifth graders took a survey about their perception. The results revealed that friend influence is not as powerful an impact on their motivation as parental influence. Nevertheless, peer influence was revealed as powerful motivation in student reading. Fifth graders showed their enjoyment by sharing and discussing reading with friends.

In another study, Merga (2014) examined the impact of friends and peer groups on adolescents' attitudes toward reading. The total of 520 participants, 242 boys and 276 girls who ranged from 13 to 16 years old, completed a questionnaire. The finding indicated students were encouraged to read by their English teachers and their mothers. However, a possible relationship between reading frequency and positive encouragement from friends was shown in the study. Friends had more impact than peer group at school.

Teacher influence. A teacher is one of the socializers who influences students' motivation to read. According to Ryan and Deci (2000b), three innate psychological needs, the needs for competence, relatedness, and autonomy, are the foundation of human motivation and personality consolidation, along with the environment that cultivates the process. The need for competence indicates a perceived self-belief in one's ability to perform well in an activity. This concept is similar to self-efficacy.

Relatedness refers to how a person feels connected with a task itself and with others. Autonomy is when people feel they make their own choices about tasks and their own lives (Ryan & Deci, 2000). When teachers allow students to choose tasks based on the students' preferences and interests, students become intrinsically motivated individuals. Autonomy-supportive teachers provide instructional activities based on students' interests, goals, and needs while allowing choices with student competence in mind. Naeghel et al. (2014) studied the role of teacher behavior on adolescents' intrinsic motivation. The participants were 4,269 Flemish 15-year old students in Belgium. The data on students' characteristics was extracted from the PISA 2009 study. Students took a survey regarding intrinsic motivation, teachers' autonomy support, and teachers' implementation of structure, as well as teacher involvement. The results indicated that teacher involvement has a strong association with students' intrinsic motivation. When teachers provide autonomy support, intrinsic motivation rises, especially in girls.

In Assor et al.'s study (2005), the influence of directly controlling teacher behaviors on students' motivation and engagement was examined. Directly controlling indicates that children do not make their own choices in their learning. Three hundred and nineteen fourth and fifth graders in Israel and their teachers were participants in this study. Students completed a questionnaire and teachers assessed students' achievement using a 5-point score. The results revealed that directly controlling teacher behaviors are associated with students' poor motivation and engagement.

Jang et al. (2010) examined how two different teachers' instructional styles—autonomy support and structure—are related to students' engagement. The study was conducted with 2,523 students from ninth to eleventh grade. A questionnaire rating

teachers' instructional styles was administered to students. Along with the questionnaire, five raters who were trained with classroom observation skills also rated teachers' instructional styles. The findings in this study demonstrate that both autonomy support and structure increase students' engagement, but students' engagement is at the highest when teachers provide the combination of both autonomy support and structure. Providing structure does not mean that teachers become controlling or students lose their autonomy. Providing structure means that, according to Jang et al. (2010), teachers can clearly explain materials, provide frameworks with expectations, and offer guidance or scaffolding. Additionally, teachers can provide feedback to promote students' perceived competence. It is important that "autonomy support primarily enriches students' perceived autonomy and sense of personal causation, while structure primarily enriches students' perceived competence and perception of control over outcomes" (p. 596).

Fostering Reading Motivation Through Classroom Practice

Teachers play imperative roles in enhancing students' motivation. The importance of providing stimulating tasks as well as using effective strategies that encourage the development of intrinsic motivation is introduced in this section.

Tasks that Increase Students' Motivation to Read

Providing effective instructional practices that enhance students' motivation to read is a critical aspect of literacy instruction. Tasks given to students could facilitate or undermine reading motivation. Guthrie, Wigfield, and Humenick (2006) investigated how stimulating tasks influence reading motivation and comprehension by conducting a study with 98 students in four classrooms from two Title 1 schools. In this case,

stimulating tasks included hands-on activities and experiments in science classrooms. The findings in this study illustrated that students with a high number of stimulating tasks demonstrated higher reading comprehension as a consequence. Stimulating tasks do not directly affect reading comprehension. The number of stimulating tasks increases situational reading motivation and then situational motivation gradually increases reading comprehension. Guthrie et al. also address that situational interest is momentary interest; therefore, teachers must help students transition from situational interest to individual interest that is lasting.

Concept-oriented Reading Instruction

Concept-oriented reading instruction (CORI) is used as an effective strategy that increases students' motivation and reading engagement. The main aims of CORI are to raise students' intrinsic motivation and also reading comprehension skills with five focuses: relevance, student choice, interests, strategy instruction, and collaborative structures, including hands-on activities (Guthrie, 2004; Guthrie & Cox, 2001; Guthrie, McRae, & Klauda, 2007). Guthrie, Wigfield, and VonSecker's (2000) study examined whether CORI or traditional instruction enhances students' reading motivation. In this study, 41 fifth grade students in two classes participated in CORI while 47 fifth grade students had traditional classrooms. Regarding third grade students, 38 participated in CORI while 36 remained in traditional classrooms. CORI aimed to increase students' intrinsic motivation by focusing on supporting the five areas. Traditional classrooms are based on teachers' guides and content provided by McGraw-Hill basal program. The results of this study show students with CORI demonstrated significantly higher curiosity compared with students in traditional classrooms. Also, students in the

identified program used more strategies than students in traditional classrooms. The findings illustrate that CORI was effective in increasing students' intrinsic motivation.

Guthrie et al. (2004) also conducted two studies that examined how CORI affects third graders' reading motivation, reading comprehension, and also engagement, compared with strategy instruction (SI) and traditional instruction (TI). SI includes various cognitive and metacognitive strategies that activate students' background knowledge and connect with what they know, and students monitor their comprehension when reading. The five CORI motivational variables in this study were autonomy support, interesting texts, collaboration, content goals, and real-world experience. For the first study, CORI and SI were compared. Researchers examined eight CORI classrooms and eleven SI classrooms for 12 weeks. Students took pretests and posttests. The findings of posttests show that, compared with TI, students with CORI demonstrated higher multiple text comprehension, passage comprehension, reading strategy, and reading motivation. There were no significant differences in pretests. For the second study, 9 CORI, 11 SI, and 4 TI classrooms were used. As in the first study, pretests and posttests were given. Compared with SI and TI students, CORI students had a higher score on the reading comprehension posttest, and also showed higher intrinsic motivation and extrinsic motivation. SI students demonstrated higher passage comprehension and reading comprehension than TI students. To summarize, students who were taught with CORI were more motivated compared with students who were taught in SI and TI classrooms (Guthrie et al, 2004).

CORI creates more powerful motivation-enhancing contexts than are present in traditional classrooms. Guthrie and Cox (2001) presented evidence of the effectiveness

of CORI versus traditional instruction. Guthrie and Cox implemented CORI in six classrooms from grades three to six while traditional instruction was adopted in six other classrooms over 10 weeks. Each classroom contained 28 students. Through interviews, children's motivation to read and the amount of reading were measured before and after instruction while reading strategies were measured through tasks. CORI students demonstrated more curiosity, reading involvement, intention for trying challenging books, and social exchange than students with traditional instruction. Students with traditional instruction were motivated for reasons of grades and recognition that are constructs of extrinsic motivation.

All studies reported that teachers' instructional practices strongly impact students' motivation. Autonomy support enhances students' intrinsic motivation. Jang et al.'s study (2010) indicated that autonomy support is not enough for enhancing students' intrinsic motivation. Both autonomy support and structure must be integrated in order to meet components for intrinsic motivation.

Studies of Reading Motivation under Diverse Cultural Contexts

In this section, studies of reading motivation that were conducted in different sociocultural contexts are discussed. In the first section, comparative studies of reading motivation between two different ethnic groups will be addressed. Along with the comparative studies, studies of reading motivation in East Asian contexts will be investigated.

Comparative Studies of Reading Motivation

Two studies (Unrau & Schlackman, 2010; Wang & Guthrie, 2004) compared students' intrinsic and extrinsic motivation, reading achievement, and amount of

reading between two different cultures. Wang and Guthrie's study (2004) examined the association of intrinsic and extrinsic motivation, amount of reading, and past reading achievement on text comprehension between U.S. and Chinese students. In this study, 187 U.S. and 197 Chinese fourth graders participated. Wang and Guthrie utilized 8 of 11 scales from the original MRQ to assess intrinsic and extrinsic motivation: curiosity, involvement, recognition, grade, competition, social, compliance, and preference for challenge. The Reading Activity Inventory (RAI) was also adapted to measure children's amount of reading, and the narrative part of International Association for the Evaluation of Educational Achievement (IEA) reading literacy test was used to assess students' text comprehension. Past reading achievement was measured using teacher evaluations based on the past semester's reading grades. The results in this study revealed that intrinsic motivation and text comprehension were positively correlated, while extrinsic motivation and text comprehension were negatively correlated in both groups.

Unrau and Sclackman (2010) conducted a study regarding the relation among intrinsic motivation, extrinsic motivation, grade level, gender, ethnicity, and reading achievement between Asian and Hispanic students. Baker and Wigfield's (1996) MRQ was administered to 195 Asian and 159 Hispanic students. The findings of this study presented that Asian students had a stronger relationship between intrinsic motivation, extrinsic motivation, and reading achievement than Hispanic students. In addition, there was found to be a positive relation between intrinsic motivation and reading achievement, while there was a negative relation between extrinsic motivation and

reading achievement. Interestingly, the results showed there was no direct effect of either extrinsic or intrinsic motivation on reading achievement for Hispanic groups.

Both studies comparing two different ethnic groups and cultures revealed there is a positive relationship between intrinsic motivation and reading achievement, while extrinsic motivation plays a role in decreasing reading achievement for American and Asian students. Surprisingly, the result from investigating the Hispanic group's reading motivation revealed no direct impact of either intrinsic or extrinsic motivation on reading achievement. The result indicates cultural differences in motivation to read.

Studies of Reading Motivation in East Asian Contexts

A limited number of studies exploring motivation to read and its influential factors were found in East Asian contexts. Lau's study (2004) investigated the association between Chinese students' reading motivation, strategy use, and reading achievement. The participants in this study were 1,222 Grade 7 Chinese students. Lau developed and administered a Chinese reading motivation questionnaire (CRMQ), a modified version of the MRQ (Wigfield & Guthrie, 1997), which focuses on four areas: self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation. In addition, Lau created a Chinese reading strategy and comprehension test to assess Chinese students' performance with the use of reading strategy and reading comprehension. The participants were classified in three different achievement groups: high, average, and low. The findings revealed high achievement students have higher self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation than poor academic achievers. There was a positive relationship between reading motivation and students' strategy use, reading comprehension, and academic achievement. Lau

confirmed these relations are consistent with patterns in Western reading motivation studies. However, this study found relatively low self-efficacy scores even in high achievers. Lau considered an explanation for Chinese students' tendency to have low self-esteem is because Chinese culture values modesty.

Huang (2013) conducted a study exploring the degree of Taiwanese middle school students' reading motivation and also the association between reading motivation and achievement. The sample consisted of a total of 247 seventh grade students. This study used triangulation mixed methods, which contained both quantitative and qualitative methods. The CMRQ by Lau (2004) was administered, while semi-structured interviews and observation notes were utilized. All students were classified in high, middle, and low achievement groups, and selected students from each group were interviewed. The findings in this study showed the high achievement group scored high on all four variables of the CMRQ: self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation. From the results of observation notes and interviews, the study revealed that personal interest, choices, values, and goals were powerful factors of intrinsic motivation to read. Moreover, differences in sociocultural factors were found among different achievement groups. Compared with low achievers, high achievers showed better attitudes, study skills, and competence as well as strong relationships with teachers. Moreover, Huang claimed from qualitative data that personal interests and reading choice plays an important role in deciding engagement with various reading activities, especially with low achievers. Interestingly, Huang's study also found low scores on self-efficacy among four variables on the scale. It indicated that the participants, even high achievers, do not see themselves as competent

readers. The studies of Lau (2004) and Huang (2013) showed results consistent with findings from Western motivation studies. Compared with students with poor performance, students with high achievement tend to have high self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation. Interestingly, the results in both studies reported low self-efficacy scores among Chinese and Taiwanese participants. Both studies considered this finding as culturally related. Chinese students have lower self-efficacy and esteem because Confucianism focuses on modesty in that students should not regard themselves highly. The two studies reveal cultural influence on motivation to read.

Based on the results of an extensive article search, only a few articles concerning reading motivation in Japanese contexts were found. Chiyo Hayashi published several articles on reading motivation. Hayashi (2011) investigated the relation between extensive reading and intrinsic motivation to read. In this study, Hayashi focused on motivation to read in a second language. Extensive reading encourages students to read a large amount of reading with which they feel comfortable. The participants were 19 students who were music majors at different grade levels with basic to upper intermediate English proficiency. With integration of extensive reading to include three different reading styles, shared reading, and reading picture books while listening to teachers, individual assigned readings were utilized in daily classrooms for a semester. A questionnaire investigated their intrinsic motivation with extensive reading twice during the semester. The questionnaire had four different aspects: interest/curiosity, involvement, challenge, and self-efficacy as intrinsic motivation

constructs. The findings revealed that extensive reading increased students' intrinsic motivation toward reading in English.

In another article, Hayashi (2009) conducted a study that investigated strategies to improve L2 learners' reading motivation. She recognized the significance of the role reading motivation played in developing reading comprehension. The participants in this study were Japanese university freshman who took a general English class. Eight short stories that students were at 98 percent familiarity with words in the stories and were also at their grade levels were utilized to find out how short stories are effective in L2 reading motivation. Moreover, short stories were integrated into lessons through cooperative reading activities, such as reading circles, readers' theater, poster sessions on the storylines, and creative writing. After the end of the semester, students took a questionnaire asking their feedback toward short stories and cooperative reading activities. The results from the questionnaire showed the combination of short stories and cooperative learning has a positive influence in increasing students' motivation to read.

Another researcher, Takase (2007), explored how extensive reading influences L2 Japanese students' motivation to read English. Instruction of extensive reading included how to select books, read extensively, and compose summaries. Participants in this study included 219 second-year high school students. After extensive reading, students were asked to write their summary in their first language (L1) to facilitate their writing during the first term and then write their summaries in their second language (L2). One month after they participated in the extensive reading program, students took questionnaires asking about changes in their motivation. After the surveys, Takase also

conducted follow-up interviews with one third of the participants to understand in-depth their intrinsic motivation. The results from the questionnaires showed two factors influencing motivation to read books in English: intrinsic motivation for L2 reading and intrinsic motivation for L1 reading. Nonetheless, a positive relationship was not found between the two factors. The results of the follow-up interviews illustrated that many enthusiastic Japanese readers were not motivated to read because they felt the gap and struggles in their abilities between English and Japanese. Readers who were enthusiastic about reading in English did not apply the habit to their L1 reading habits.

These three articles by Hayashi and Takase showed that Japanese researchers are focusing more on L2 reading motivation, not L1 reading motivation. As these reviews illustrate, the area of studies on L1 reading motivation in Asian contexts is still limited and should be explored more extensively in future research.

Cultural Differences between U.S. and Japan

The United States and Japan have different cultural characteristics and the cultural differences directly and indirectly affect students' motivation to read. Reviews of studies of cultural differences between American and Japanese students include foundational culture differences, cultural differences of parental expectation in the interaction of academic achievement, and a brief overview of Japanese elementary schools.

Individualism versus Collectivism

According to Triandis (1972), culture is defined as "shared attitudes, beliefs, categorizations, expectations, norms, self-definitions, values, and other such elements of subjective culture found among individuals whose interactions were facilitated by

shared language, historical period, and geographic region" (p. 3). As Triandis' definition illustrates, culture indicates a certain society that holds specific beliefs, way of thinking, ways of life, etc. Based on origin, geographic location, and traditions, each individual is rooted in one or several cultures and a pattern of culture directly influences individuals' behaviors and thinking. Hence, we cannot ignore the impact of culture on individuals.

The United States has a highly individualistic culture (Trandis, 1993). Individualism focuses on independence and personal goals (Hamamura, 2015). In individualistic cultures, the self is elucidated as self-reliance from other people and groups. Also, the identity is made individually and is viewed as having unique characteristics (Guzley et al., 2015). Individualism especially values an individual's personal goals, needs, and rights over those of others. Therefore, individuals are typically motivated by their own goals rather than the goals of others (Hamamura, 2015). Individualism emphasizes achievement through self-direction. Therefore, success is considered to be due to an individual's ability. However, failure is viewed to be due to external factors (Tiessen, 1997). Comparison is a common phenomenon in the American culture.

In contrast to the United Stated, collectivism is the norm in Japan (Guzley et al., 2015). Collectivism values harmony in groups and social norms (Tiessen, 1997). The self is described as a part of in-group memberships (Guzley et al., 2015; Hamamura, 2015). In such cultures, the emphasis is on interdependence and connectedness with others. Individuals are mainly motivated by the goals of the collective over their own goals (Hamamura, 2015). Goals are generally group-oriented, therefore success is seen

as group effort and failure is viewed as lack of effort (Tiessen, 1997). Compliance is deemed as proper and expected in the Japanese culture.

Cultural Differences of Parental Expectation and Interaction of Academic Achievement

Harold et al. (1990) investigated factors associated with academic achievement of American, Chinese, and Japanese children. The study involved 1,440 children in total from three countries (240 first graders and 240 fifth graders from each country). The students were tested on reading and mathematics achievement. The students and their mothers were interviewed. In addition, the students' teachers also took a questionnaire. Researchers asked mothers about satisfaction with their child's current academic performance. Almost all American mothers answered of their child's performance as 'very satisfied 'or 'satisfied'. Interestingly, less than 5% of Chinese and Japanese mothers rated that they were 'very satisfied' with their child's academic performance, while 49% of American mothers thought so about their children. Japanese mothers displayed higher expectations toward their child's academic performance.

Lee, Ichikawa, and Stevenson (1987) reported the same result. They investigated parents' expectations of their children's academic achievement. Mothers of 121 American, 164 Chinese, and 165 Japanese children were interviewed regarding their evaluation of their fifth graders' reading and mathematics achievement. The results show that 53% of American mothers reported their satisfaction with their children's academic achievement, while only 8 % of Chinese mothers and 4% of Japanese mothers were satisfied.

Ability versus Effort

Several research studies presented evidence of cultural differences between the U.S. and Japan in terms of effort and ability on academic achievement. Holloway et al. (1986) conducted a cross-cultural study regarding beliefs and behaviors of Japanese and American children and mothers towards attribution. The researchers administered written interviews to 49 American and 39 Japanese mothers about their children's performance in mathematics and success as well as her attribution of their children's failure in mathematics. They found that both Japanese mothers and children particularly emphasized lack of effort as an explanation of children's low mathematic performance. They were less likely to accuse schools, teachers, children's ability, the difficulty of the task, or luck. On the other hand, American mothers focused more on lack of children's ability and poor instruction as an explanation of their children's low mathematic performance, although they weighted lack of effort as the most likely for the reason. This study illustrates that the emphasis of effort can be a highly motivating factor for Japanese students.

In addition, Harold et al.'s (1990) article, a cross-cultural study among American, Chinese, and Japanese children and mothers, reported similar findings. Japanese mothers believed their children would do well when they work hard. American mothers gave more weight to ability than effort. Similar to their parents' beliefs, this study also found that American children were more likely to believe in their innate ability than effort, while Japanese children put more weight on effort than ability.

A Brief Overview of Japanese Elementary Schools

In this section, the researcher aims to provide readers an overview of how Japanese elementary schools work and what reading instruction looks like. According to

the National Center for Education Statistics (2015), individual American school districts choose curriculum guides and textbooks that align with a state's adopted standards and benchmarks for a given grade level. However, Japan has the national standard curriculum designed by the Ministry of Education, Culture, Sports, and Technology (MEXT). MEXT enacts all types of curriculum standards from kindergarten to high school. Komatus (2002) expressed his opinion that teachers in the United States can have more autonomy than Japanese teachers in terms of determination of the curriculum.

However, Japan's low illiteracy rate supports that the national standard curriculum works (Komatsu, 2002). Japanese schools actually do not have a specific subject called 'reading'; reading is part of "Kokugo" (Japanese national language), which includes reading, writing, speaking, and listening (Sakamoto, 1992). Japanese primary classroom instructions provide whole class reading instruction that slowly focuses on reading fluency and reading comprehension dissimilar to reading instruction in the U.S. (Mason et al., 1989).

Japanese parents tend to have higher expectations of their children than American parents (Harold et al., 1990; Lee et al., 1987). Hence, they are more likely to devote and spend much money for their children's education (Sakamoto, 1992). Because of this, afterschool schools—a highly remunerative business—are very popular. These schools are called *jyuku*, which directly translates to 'cram schools'. Many Japanese people believe that the ultimate goal of education is the admittance into good colleges. Surprisingly, the average monthly cost that Japanese parents pay for

children's cram schools was $240 (Pettersen, 1993). These environmental factors may explicitly or implicitly influence Japanese students' reading motivation.

Summary

The literature review aims to explore complex aspects related to the motivation to read, especially the underlying importance of sociocultural influences on reading motivation. The historical review of motivation offers a better understanding of how motivation has been studied and viewed over time. Understanding the complexity of reading motivation requires solid knowledge of various factors that encircle the learner, including cognitive strategy, social contexts, and motivation. Motivation is not merely a single construct; rather, motivation contains a multifaceted array of constructs.

Chall's (1983) reading development theory provides a description for each stage of reading development as well as how reading instructions take place in each stage. She proposes that fourth grade slump occurs when reading instruction and required skills change from third grade to fourth grade. When the fourth grade slump occurs, poor students tend to fall behind and eventually struggle in upper grades. The phenomenon is also called the Matthew effect. Within this period, students' motivation to read tends to shrink. The PIRLS, an international test that examines fourth-grade students' reading achievement and their attitudes toward reading, presents that American students have higher motivation to read than students in other countries. The PIRLS does not include Japan as one of the participating countries. Although the recent PISA has reported Japanese middle school students' low motivation to read regardless of their high reading achievement, the nature of Japanese fourth grade students' motivation to read has not been elucidated.

Major constructs of reading motivation include self-efficacy, intrinsic and extrinsic motivation, and social dimensions of motivation. The self-efficacy construct indicates the evaluation of one's belief regarding the capability to perform reading activities. The intrinsic motivation construct emphasizes individuals' interest in engaging in reading activities or tasks. The extrinsic motivation construct indicates individuals' desire to receive some external consequences for reading. The social dimension of reading motivation points out individuals' reading motivation that is relevant to the surroundings of the learners. From sociocultural theoretical perspectives, surroundings of the learner contribute to his/her learning and motivation.

Sociocultural factors encompass not only SES, home literacy, peer influence, and teacher influence, but also students' individual culture. The role of culture is one of the influential contributors to reading motivation. The definition of 'culture' varies in different contexts, and this study emphasizes the part of shared beliefs, values, or norms of a specific group impacting students' motivation to read. Studies of reading motivation under diverse cultural contexts indicated the contribution of motivation to read differs among cultural groups. Although most studies reported results similar to those in the studies conducted in Western contexts, some unique findings emerge in the review of current literature under cross-cultural and Asian contexts related to cultural differences. Cultural values and beliefs can affect specific motivational patterns. Japanese culture puts more value on others and social norms than American culture. Thus, Japanese students may be more affected by others (parents, teachers, and peers) than American students.

The literature review revealed that few studies have been done outside of the United States to explore students' motivation to read in different contexts. In addition, relatively few studies have been conducted in Asian contexts and even fewer have been done in Japanese contexts. The research regarding Japanese students' motivation to read found that Japanese researchers emphasize second-language reading motivation, especially prioritizing on effective instruction enhancing second-language reading motivation. Learning English is very popular in Japan and this is reflected in the current Japanese trend. In addition, the literature review presented a different view of reading as well as reading instruction in Japan. These factors may explain the absence of reading motivation studies in Japanese contexts.

There is a large body of studies exploring reading motivation conducted in Western contexts. Regardless of a great deal of data, most of them employed a quantitative research method. They utilized data from questionnaires or different kinds of tests. Furthermore, most studies did not examine sociocultural factors that highlight the complexity of the participants' reading motivation.

In sum, the literature review has revealed the constructs of reading motivation as follows, (1) competency and self-efficacy beliefs, (2) goals for reading, and (3) social purposes for reading. Through the review of literature, several sociocultural factors influencing students' reading motivation were identified: (1) SES, (2) home literacy, (3) peer influence, and (4) teacher influence. In addition to these factors, (5) sociocultural factors should be included. This study aims to investigate and compare reading motivation and the relation between motivation to read and achievement among two groups of fourth grade students in the United States and Japan. Moreover, this study

explores the impact of sociocultural factors on reading motivation among the participants in both countries.

Chapter 3: Research Method

Research Questions

The purpose of this study is to explore and compare reading motivation of fourth grade students in the U.S. and Japan as well as to investigate factors affecting their reading motivation. Research questions are as follows

1. Are there differences in motivation to read between American and Japanese fourth grade students?
2. If so, what are some critical factors that contribute to motivation to read in the two countries?

By examining and comparing reading motivation in the two countries, this research will provide educators and researchers new insights and contribute to the literature in this critical area of study in literacy education. This cross-cultural study also will offer useful understanding about sociocultural impacts on motivation for future teaching practices and research.

Method

Research Design

The mixed method explanatory sequential design was selected to help identify answers to the research questions. The exploratory design involves research in two phases: a quantitative phase first and then a qualitative phase to help elucidate quantitative results (Creswell & Clark, 2011).

The rationale for using both quantitative and qualitative research methods is complementarity that "seeks elaboration, enhancement, illustration, clarification of the results from one method with the results from another" (Greene, Caracelli, & Graham,

1989, p. 259). In addition, a further rationale for implementation of mixed methods is an 'expansion' that allows the researcher to "extend the breadth and range of inquiry by using different methods for different inquiry purposes" (Greene et al., 1989, p.259). In this study, the mixed method design was chosen for the purpose of using qualitative data to provide additional information and further illustrate the results regarding reading motivation obtained from quantitative analyses.

By using quantitative research methods, patterns of American and Japanese fourth grade students' motivation to read were evaluated and compared. Based on their reading motivation scores, the participants from each country were grouped into three reading motivation groups: high, medium, and low. Based upon their reading motivation scores and teacher verification, four students from each motivation group were purposefully selected for semi-structured interviews to examine critical factors impacting reading motivation in each country. Semi-structured interviews allowed the researcher to understand the complexity of the significant factors that influence motivation to read in two different national contexts (Johnson & Turner, 2003).

Sampling

For quantitative sampling, a combination of *cluster* and *convenience* sampling were utilized. Cluster sampling is a major sampling method for quantitative sampling. It is a sampling technique utilized when natural but homogeneous groups exist (Patton, 2002). The researcher determined the target population, and purposeful convenience sampling was used only for practical reasons. Convenience sampling is a non-probability sampling strategy where subjects are chosen because of their convenient accessibility to the researcher (Patton, 2002). Based on demographic information of the

schools in the U.S., the researcher contacted a collaborator who is an education professor in Japan in order to identify similar middle-class elementary schools.

Purposeful sampling was utilized for qualitative sampling. Patton (1990) describes 16 types of purposeful sampling. Among the purposeful sampling, *criterion* sampling was employed. The strategy helped the researcher to achieve the desired sample through triangulation and flexibility.

Criterion sampling based on their motivation scores was used to separate the students into various motivation groups. Criterion sampling involves the identification of a particular criterion of importance, articulation of the criterion, and study of cases that meet the criterion (Patton, 2002). Based on their reading motivation scores, all students were categorized into one of the three groups. Four representative students from each motivation group were selected for semi-structured interviews. The three lists (High, Medium, and Low students) were presented to their classroom teachers and teachers were asked to select representatives for interviews.

Description of Participating Schools

The participating schools both in the U.S. and Japan were identified as middle-class public schools. The elementary school in the U.S. is located in the central-southern region. The school is a large school with 829 students from pre-k through fifth grade. This school contains 664 Caucasian, 16 Native American, 37 Asian, 17 African American, 50 Hispanic, and 45 students of two or more races. Only 56 students in this school received free or reduced lunch for the 2014-2015 school year. Most of the students are monolingual. According to the State Department of Education A-F scoring system, this school received an A with a score of 92 for 2014-2015. This school has 115

fourth grade students. Among 115 students, a total of 14 students are English language learners (ELLs).

Two participating Japanese elementary schools are located in the central-northern region in Japan and in middle class homogeneous communities. The first school has a total of 507 students from first to sixth grade. The first school contained 74 fourth grade students. The second school had a total of 403 students with 49 fourth grade students. The details of school achievement information including each student's achievement cannot be disclosed for confidentiality reasons. According to school administrators, both schools had high achievement scores. Both schools put a strong focus on improving students' reading comprehension skills by emphasizing various oral reading activities. All students in the two schools are native Japanese students and monolinguals.

Participants

The study's participants consisted of 115 American and 123 Japanese fourth grade students. The researcher chose approximately 100 students in both groups based on Cohen's (1988) effect size tables, and medium size was selected.

American Participants

After receiving the parental consent and child assent forms, a total of 94 American fourth grade students (41 boys and 53 girls) voluntarily participated in this study. All students completed the MRQ and were categorized into three groups based on their MRQ score. The mean of the MRQ was 2.94. Students who scored above 3.11 (66.6 percentile) were categorized into the high (H) group. Students who scored between 3.10 and 2.92 were in the medium (M) group, and students below 2.91 (33.3

percentile) were in the low (L) group. Four students from each group were selected with their teachers' verification for further interviews. Table 7 provides information about the 12 American participants. In order to protect the confidentiality of the participants, each participant was given a pseudonym.

Table 7

12 American Participants' Demographics

Name	Gender	Reading Motivation Group	Reading Interest Areas	Self-rating Reading Performance	After-School Activity
Mike	M	H	Mystery, Chapter Books	H	Baseball
Emily	F	H	Historical Fiction	H	Basketball
Michelle	F	H	Biography, Fairy tale	H	Soccer
Jessica	F	H	Nonfiction, Fairy tale	H	Soccer, Dance
Tom	M	M	Nonfiction, Biography	M	None
Chad	M	M	Nonfiction	H	Baseball
Christine	F	M	Fairy tale	H	Nothing
Matthew	M	M	Adventure	H	Soccer Dance
Jacob	M	L	Mystery	M	Nothing
Sophia	F	L	Nonfiction, Fiction	L	Swimming, Basketball

Sarah	F	L	Fairy tale	M	Soccer
Morgan	F	L	Horror Fiction	H	None

Note: H = High, M = Medium, L= Low

Mike is a highly motivated reader who enjoys reading mystery books. He mentioned he reads 20 minutes a day in his room after school because he feels he is a character in the book and explores new worlds. Mike loves playing reading games on his computer and iPad. He considers himself one of the top readers in his class because he always receives a 100 percent on his reading tests and gets compliments from teachers and parents. He engages in daily baseball practice after school.

Emily is a highly motivated reader and is interested in reading historical fiction. Her reading interest especially aligns to racial discrimination factors. She likes visiting her school library every day and brings some books back home. Emily reads at least 30 minutes per day at home because she stated there are many authors who are writing interesting books, like mystery books, and reading is her passion. She felt her reading performance has been superior because her teacher told her that her reading level is at an 11th grade level. She plays baseball after school.

Michelle is a highly motivated reader, and she was very interested in reading biography and fairy tale books. She has a strong enthusiasm for reading Disney stories. Michelle reads 30 minutes every day at home and uses her computer for looking up the meanings of difficult vocabulary words. She also reads several books on her Kindle Fire. Michelle sometimes reads chapter books with her parents and engages in book discussions with them when she finds interesting books. She mentioned that reading should be good, calm, and relaxing, and there is reading everywhere around her. With

her enthusiasm toward reading, Michelle feels very good about her reading performance. She typically joins in soccer practices after school.

Jessica is a highly motivated reader and is typically interested in reading nonfiction or fairy tales. She especially enjoys the *Wings of Fire* series. Nonfiction or fairy tale books make her travel beyond her own imagination and she feels she is in the book. She tracks the amount of her reading every day, therefore she knows how much she reads and keeps reading. According to her teacher, her reading performance is at a fifth grade level, therefore she is confident about her reading performance. After school, she typically attends soccer practice and hip-hop dance.

Tom is a medium-motivation reader who enjoys reading nonfiction books or biographies. He likes to read biographies because he gets to know new things and people. He read books about three times a week when he has reading assignments. Tom feels reading is important because reading is everywhere in everyday life. He thinks his reading performance is average based on his reading tests. Tom does not have any after school activities.

Chad is a medium-motivation reader, and already finished the whole *Harry Potter* series. He enjoys reading long adventure books. His favorite was the *Warrior* book series. He reads about 20 minutes every day. Although he does read on his parents' computers, he plays math or educational games. His reading level is at a sixth grade level, and he mentioned that everyone he knew told him he is the smartest student in the class. He is very confident about his reading performance. Typically, he plays baseball after school.

Christine is a medium-motivation reader, and loves reading *Harry Potter* books. She also enjoys reading fairy tale books, especially Disney books because she could imagine being in a new world. She reads at home for about 30 minutes two or three times a week when reading assignments are assigned. Christine considers she should read because reading is important and she wants to go to college. She only likes to read certain genres she is interested in. Christine mentioned she is one of the top readers in the class because she has met her reading goals at school. She does not do any afterschool activities.

Matthew is a medium-motivation reader who already finished the *Harry Potter* books. He tries to read every day at home but it depends on his schedule. If he reads at home, he reads about 10 minutes by himself. Although he has a Kindle Fire, he just plays games and does not do reading activities on his tablet. Matthew likes to compete with friends to find out who can finish reading a book first. He also thinks that reading is such an important subject because it is related to all subjects. He thinks his reading performance is fair because he sometimes gets a 100% on reading quizzes. Matthew does soccer and dance practice after school.

Jacob is a low-motivation reader who enjoys reading mystery books. He goes to a public library with his parents every couple weeks. He tries to read every day at home, but he just reads when he receives his reading assignments. He does not like reading. Jacob mentioned his reading performance is good, but some friends told him that he cannot sound out some words. When he cannot sound out some words, he tends to skip over the words. He does not do afterschool activities.

Sophia is a low-motivation reader and is interested in reading fantasies. She reads approximately three times a week at home. She basically enjoys reading, but she kept stating that she is a slow reader. Her teacher and parents always tell her to read faster. Sophia mentions one of the biggest reasons she engages in reading is to meet the Accelerated Reader (AR) goal. Sophia knows her mom wants her to go to the AR party when she achieves her AR goal and wants to be proud of her. She reads some books on her Kindle Fire HD. Sophia mentioned she has low reading performance. She has daily swimming practice and basketball games after school.

Sarah is a low-motivation reader and mainly focuses on reading fiction and fairy tales. When she reads fiction and fairy tales, she feels she is in a magical world. Sarah reads at least one hour every day to meet her AR goal so she will be able to go to the AR party. Sometimes she reads chapter books or poems with her parents. Also, her parents read newspaper articles to her. She considers herself an average reader based on her AR goal. She plays soccer after school.

Morgan is a low-motivation reader and is only interested in reading scary books. Her favorite book series is *Goosebumps*. Because she has reading assignments, she reads 20 minutes at home. She mentions that she does not like reading, but her parents and teacher push her to read. Morgan has a giant bookshelf with many educational books at home, and she brings three books in her backpack every day from her house. Although Morgan does not like reading, she thinks that she is a good reader. She can read fluently and fast. Morgan does not have any afterschool activities and plays computer games most of time.

Japanese Participants

After receiving the parental consent and child assent forms, 102 Japanese students (56 boys and 46 girls) agreed to participate in this study and took the MRQ at their schools. The mean score of the MRQ was 2.46. Students who scored above 2.69 (66.6 percentile) were categorized into the high (H) group. Students who scored between 2.68 and 2.29 were in the medium (M) group, and students below 2.28 (33.3 percentile) were in the low (L) group. Four students from each group were selected with their teachers' verification for this dissertation study. Table 8 provides information for 12 Japanese participants.

Table 8

12 Japanese Participants' Demographics

Name	Gender	Reading Motivation Group	Reading Interest Areas	Self-rating Reading Performance	After-School Activity
Akiko	F	H	Adventure, Mystery	H	Piano, Cram school
Daisuke	M	H	Adventure, Mystery	H	Swimming, Basketball, Cram school
Emi	F	H	Adventure, Fairy Tale	H	Piano, Cram school, Swimming
Kayo	F	H	Mystery	H	Cram school, Swimming
Ai	F	M	Comics	M	Cram school
Tsuyoshi	M	M	Comics, Short Fantasy Story	L	Swimming, Soccer, Cram School
Hikari	F	M	Fantasy	M	None

Akira	M	M	Comic, Mystery, Adventure	M	Cram School
Chika	F	L	Comic, Short story	L	None
Taro	M	L	Comic	L	None
Mari	F	L	Fantasy	M	Dance
Kenta	M	L	Comic	M	Baseball

Note: H = High, M = Medium, L= Low

Akiko is a highly motivated reader who is enthusiastically reading adventure and mystery books. She mentioned that reading is her hobby and feels she could be the main character in the book when reading. Akiko reads at home at least one hour every day when she has time. She often talks to her parents about books she reads before going to bed. She also visits a public library with her parents every two weeks. She is very confident about her reading performance because she can read fast and fluently. She studies English at a cram school and has piano lessons after school.

Daisuke is a highly motivated reader and finishes six to eight books in two weeks. He is particularly interested in reading adventure books, which have been cinematized, and already finished the *Harry Potter* series (ハリーポッター）. He reads three or four times a week at home. Daisuke stated he tends to forget time once he starts reading adventure books. He considers himself an advanced reader based on his Japanese test grades. He has swimming and baseball practice as well as cram school after school.

Emi is a highly motivated reader and is particularly interested in adventure and fairy tales. She loves using her imagination and creating her own story. Emi does not like picture books because pictures prevent her from making pictures about the stories in her head. She reads at home after she finishes her homework. She mentioned she wants to use all her spare time for reading. Emi also keeps a record of how many pages she reads each day. When she is having a hard time sleeping at night, her mom sometimes reads books to her. Emi is confident about her reading performance and continues working hard to become a better reader. She goes to a cram school twice a week and also has piano and swimming practice.

Kayo is a highly motivated reader and has a strong passion toward reading. She enjoys reading the mystery series *Gun and Chocolate* (銃とチョコレート）. Kayo reads at home alone at least two to three times a week. Because her schedule is very busy with cram schools, she does not have much time left for reading at home. However, she spends time reading books at a school library during breaks or recess. Kayo thinks reading is the most important thing to learn. She wants all classmates to know the enjoyment she has from reading. She goes to a cram school and attends swimming lessons twice a week.

Ai is a medium-motivation reader who enjoys reading graphic novels. She is particularly interested in reading about cooking, and her favorite book is C*ooking Papa*. She reads at least one hour at home and finishes one book every week. Her father brings her to a public library every two weeks. Ai uses her parents' computer to find out meanings of difficult vocabulary words in books. She thinks her reading performance is

average because she does not read fast or slow. Ai goes to cram schools twice a week and also has piano and dance lessons.

Tsuyoshi is a medium-motivation reader and is interested in reading comics. His favorite comic is *Detective Conan* (名探偵コナン). He does not like reading, but his father strongly pushes him to read short stories. Tsuyoshi reads aloud short books in front of his father at least three times in a week. He thinks his reading comprehension is very low. He struggles with summarizing what he read and stating his own opinion about books. Tsuyoshi engages in soccer practice and takes swimming lessons. Also, he goes to cram schools three times a week.

Hikari is a medium-motivation reader who loves reading fantasy related to animals. Her favorite book is *A Girl Who Can Talk to Animals* (動物と話せる少女). She used to go to a public library very often with her family; however, she does not have a chance to go now due to her family issues. Hikari likes to read books every day before going to bed. She also likes going to the school library during breaks and recess. She feels her reading performance is average, but she mentioned she is not good at stating her opinion after reading. She does not have any after school activities.

Akira is a medium-motivation reader who likes to read a variety of books. He reads comics, mystery, and adventure books. Akira already finished the *Harry Potter* series and reads at home every day after dinner. He visits a public library every two weeks. Akira sometimes reads books with his younger sister and discusses books often. He likes to read, but he mentioned he sometimes has a hard time organizing and summarizing his ideas about books. He considers himself an average reader. He wants to become a doctor in the future and goes to cram schools four times a week.

Chika is a low-motivation reader who mainly focuses on reading comics. Besides comics, she prefers to read short stories without a lot of pictures. She reads once a week at home when she is bored. Chika mentioned she prefers to play games or play outside rather than read. She mentioned she is a low achiever and also struggling reader. She believes she does not have the ability to read difficult books. She does not engage in any afterschool activities.

Taro is low-motivation reader and likes to read comics at home. However, he mainly reads assigned textbooks at home. He stated he goes to the school library, but he only borrows comics. His favorite comics are *Detectives Conan* (名探偵コナン） and *Doraemon* (ドラえもん). He does not like reading report assignments because he struggles with summarizing general ideas and stating his opinion about reading. He said he is a bad reader because he does not have good scores on reading comprehension tests. He does not have any afterschool activities.

Mari is a low-motivation reader and mentioned she is passionate about reading, and enjoys reading fantasy. She feels she is the main character in the book and gets excited. She reads about 30 minutes every day before going to bed. Mari likes to going to the school library so she can bring some fantasy books back home. Although she likes reading, Mari mentioned her reading performance is not good based on scores on her Japanese tests. She goes to dance lessons twice a week.

Kenta is a low-motivation reader, and focuses on reading comics at home. He mentioned that he generally does not like reading. His favorite comics are *Detective Conan* (名探偵コナン） and *Doraemon* (ドラえもん). His parents push him to read

aloud twice a week. Therefore, he typically chooses and reads short stories from his Japanese textbooks. Kenta mentioned he prefers to play over reading. He is only interested in reading comics. He stated his Japanese exam grade is very low and he struggles with reading comprehension. He has baseball practices after school every day.

Data Collection

Procedures

First, the researcher explained the details to the principals of the potential participating schools and obtained a permission letter from them. The researcher also completed all the required documents and submitted them to the university's IRB. After obtaining the IRB approval, the researcher presented the IRB approval letter to the principals and contacted homeroom teachers and informed them of the procedures related to the study. The researcher also set up a time with the schools for their students to take the MRQ and also have interviews. With agreement on the available schedule, the researcher visited the participating schools in each country.

In the American schools, the motivation to read questionnaire was given to the teachers to put in the students' folder to go home. The students filled out the questionnaire and returned it to the teachers upon returning to school the following week, if their parents had signed the consent form and they signed the assent form. In Japan, the teachers distributed the parental consent and child assent forms and collected the forms for the researcher. The researcher administered the questionnaire in class and collected the questionnaires from those students who had returned the parental consent and child assent forms. Once their motivation scores were obtained and the questionnaire data was analyzed, four students from each of the high, medium, and low

reading motivation groups were invited to participate in an interview with the researcher. Participation in the study by students was strictly voluntary. Figure 1 provides the timeline of this study.

November, 2015	• Began recruitment of participants both in Japan and the U.S. • Worked on the OU IRB and received the approval • Disbursed and collected parents' consent and child assent forms
December, 2015	• Began data collection in Japan • Administered MRQ
January, 2016	• Began data collection in the U.S. • Disbursed and collected parental consent and child assent forms as well as MRQ in students' take-home folders.
February, 2016	• Continued data collection process in the U.S.
March, 2016	• Interviewed selected Japanese students
April, 2016	• Interviewed selected American students

Figure 1. *Research Timeline.*

Data Sources

Quantitative Instrument

The Motivation for Reading Questionnaire (MRQ) created by Wigfield and Guthrie (1997) was employed to measure both American and Japanese students' reading motivation. The MRQ is a paper-based questionnaire that contains a total of 53 items with a 4-point Likert-type scale (1 = very different from me, 2 = a little different from me, 3 = a little like me, and 4 = a lot like me). The items in the MRQ reflect an array of 11 different constructs conceptualized based on reading theories by Wigfield and Guthrie (1997). According to Baker and Wigfield (1999), 11 constructs of motivation to read can be categorized into three groups: a) competence and efficacy belief, b) goals for reading, and c) social purposes for reading. The first category, competence and efficacy belief, covers three subcategories—reading efficacy, work

avoidance, and challenge. The second category, purposes for reading, includes subcategories of intrinsic motivation—curiosity, involvement, and importance-—and extrinsic motivation represented by recognition, grades, and competition. The last category, social purposes for reading, includes social reasons and compliance. The MRQ is the most inclusive and well-established reading motivation questionnaire in the field (Lau, 2004).

The MRQ was constructed by Wigfield and Guthrie in 1997. This instrument has good reliability and validity. Since the MRQ was developed, many studies have used the MRQ to examine reading motivation and other constructs (Lau, 2004; Wang & Guthrie, 2004). Wigfield and Guthrie (1997) tested construct validity of 53 items in the MRQ by conducting a study with fourth and fifth grade students. Positive correlation was demonstrated in most reading constructs, and they indicated good construct validity. One aspect, work avoidance, had a negative correlation with all aspects, except competition in reading. Furthermore, Unrau and Schlackman (2006) conducted a study investigating sixth and seventh grade students using the MRQ and confirmed the MRQ has a relatively good model fit with a fix index (CFI) of 0.90.

Wang and Guthrie (2004) conducted a study examining the influences of intrinsic motivation, extrinsic motivation, amount of reading, and past reading achievement on text comprehension between U.S. and Chinese students. Eight of 11 items of the MRQ were used in the study, and the reliability of the eight constructs for the U.S. group ranged from .43 and .83, while the reliability for the Chinese group was .59 to .88. Lau (2004) administered the MRQ to examine Chinese students' motivation to read in Hong Kong. Lau focused on four motivational variables: self-efficacy,

intrinsic motivation, extrinsic motivation, and social motivation, using 48 out of 53 items in the MRQ. The ranges of the reliabilities for the four scales are .75, .72, .75, and .64, respectively. As studies by Wang and Guthrie (2004) and Lau (2004) indicated, the MRQ is the appropriate measure to assess reading motivation in East Asian contexts in addition to Western contexts.

The original MRQ was constructed in English. To investigate Japanese fourth grader's motivation to read, the researcher translated the MRQ from English to Japanese. In addition, for accuracy and reliability, the translated version of Wigfield and Guthrie's (1997) MRQ was back-translated. Two Japanese and English bilingual researchers evaluated the translated MRQ for accuracy and also determined if the translation is culturally appropriate. The discrepancies between the original English version and the back-translated version were compared and discussed until all evaluators and the researcher agreed on its content.

Qualitative Data

Four students from each of the three groups (high, medium, and low reading motivation) based on the MRQ reading motivation scores were selected for individual interviews. The purpose of the interview is to gain in-depth information (Johnson & Turner, 2003). The interviews were semi-structured with a list of open-ended questions. Each participant was interviewed for about 30-45 minutes in a private room at school during regular school hours, and all interviews were recorded and later transcribed for data analysis. An interview protocol was developed by the researcher to focus on relevant sociocultural factors: home literacy (literacy activities at home including parental involvement, available literacy sources, and library visit), peer influence,

teacher influence, and cultural influence on reading motivation. These four major groups of factors are based on the student motivation questionnaire used in the PIRLS 2011 assessment. The list of developed interview questions is attached in Appendix A.

Data Analysis

Quantitative Data

To conduct statistical analysis, SPSS® was employed. First, the researcher assigned each student an ID number and input all reading motivation scores accurately. The researcher obtained descriptive statistics of group mean scores, standard deviation, skewness, kurtosis, and frequencies on each of the 53 items in the MRQ, and three major constructs of reading motivation (i.e., competence and efficacy beliefs, goals for reading, social purposes for reading) in the MRQ, and a composite score. Then, Independent Sample *t*-test was conducted to assess whether the group means of each dependent variable were statistically different from each other. In this case, the independent variable was country, and the dependent variables were scores for competence and efficacy belief, purposes for reading, social purposes for reading as well as the composite scores.

Qualitative Data

First, thematic analysis was utilized to analyze the data for each country. Braun and Clarke (2006) introduced six steps of thematic analysis: (1) becoming familiar with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. The researcher followed these six steps. The researcher transcribed the interview data, printed it out, and read the transcripts several times until having great familiarity with data. The researcher

identified important segments of the data that might be relevant to answering the research questions and generated code words and phrases using the constant comparative method (Glaser & Strauss, 1967). The researcher searched for themes based on categories. Then, the researcher reviewed the themes three or four times, while writing memos and comparing to look for overlap of themes. Glaser and Strauss (1967) addressed the need for writing memos while developing themes because memos help the researcher identify the relations between codes and themes. Afterward, the researcher named the themes and wrote a report using the themes. The researcher compared themes between the U.S. and Japan to find uniformities and differences. The researcher then developed themes to answer the research questions and report findings.

Qualitative validation is significant to establishing themes in research design. Checking for validity assesses whether the obtained and interpreted data is accurate, so that the findings reflect participants' experiences (Creswell & Clark, 2011; Yin, 2011). As one of the validity threats, the researcher's subjectivity should be considered as an aspect that produces a bias in interpreting the interview data. The researcher had her K-12 experience in Japan and higher education in the U.S. Bracketing, a method of setting aside knowledge of personal perception and biases about the research topic, was employed in order to avoid this threat (Tufford & Newman, 2010). First, the researcher had discussions with her research supervisor and colleagues to find out her personal biases and experiences before the research project began. The researcher wrote down these biases. Second, the researcher wrote memos throughout the research process, including during data collection and analysis. Writing memos allowed the researcher to uncover awareness of personal preconceptions and biases. The researcher took notes

and recorded them when she sensed a bias or preconceived notion arising in her mind (Tuffod & Newman, 2010).

The researcher utilized strategies to avoid additional threats to validity in qualitative research as discussed in Maxwell (2009) and Yin (2011). In order to establish credibility of this research, the researcher used rich descriptions in writing to fully cover the interviews. The researcher described the real personal perceptions that participants brought into the interviews through descriptive details.

Integration of Quantitative and Qualitative Data

This study utilized the mixed method explanatory sequential design that has a two-phase structure: a quantitative phrase first and a follow-up qualitative phase. The researcher began with the quantitative phase and then used the qualitative findings to add depth and offer additional information regarding factors impacting students' motivation to read. The point of interface occurs in the second phase when the researcher identifies specific quantitative results that need further explanation and utilizes these results to direct the qualitative strand (Creswell & Clark, 2011). In this study, the researcher formed groups based on quantitative results from the MRQ and followed up through subsequent qualitative research with participant interviews. Figure 2 illustrates the procedures of the research design. This figure is adapted from Creswell and Clark (2011). Table 9 provides the whole research plan, including research questions, samples, data collection, and data analysis.

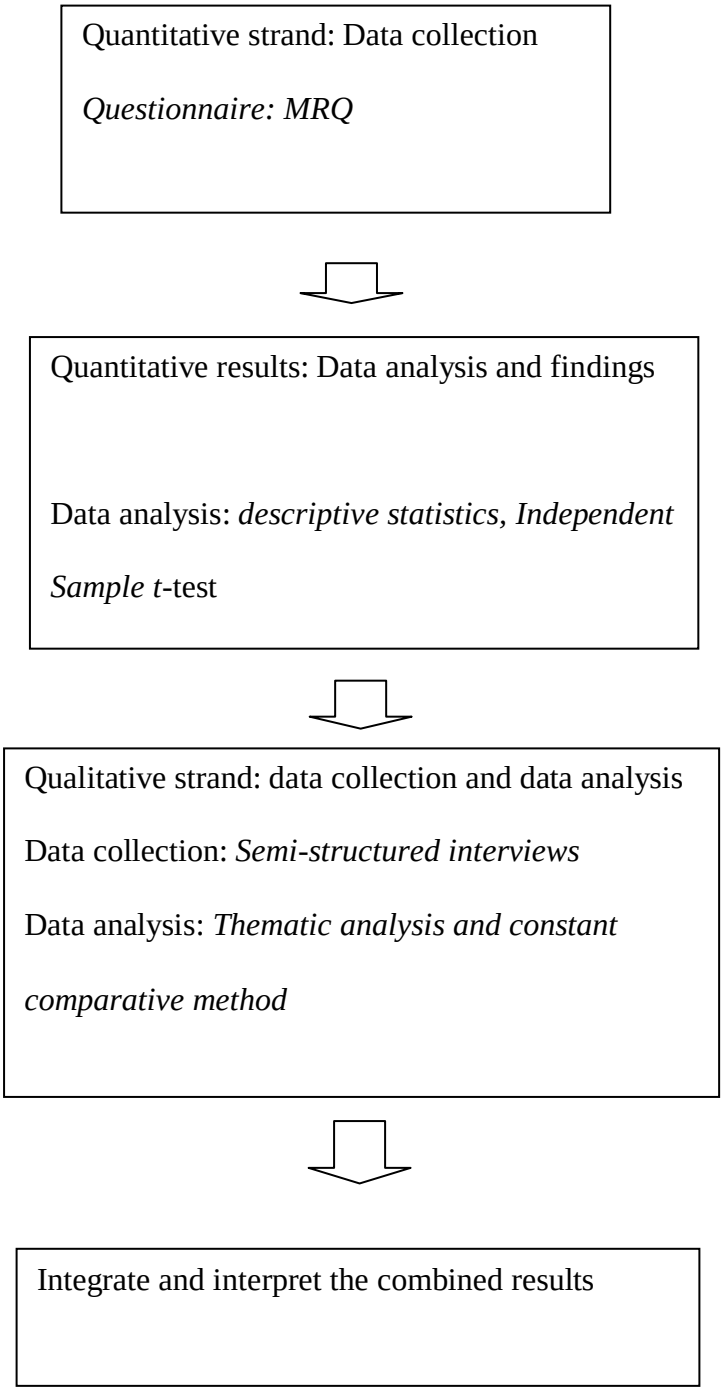

Figure 2. *Procedures in Implementing an Explanatory Design*. This figure is adapted from Creswell and Clark (2011).

Table 9

Mixed Methods Research Design

Questions	Data Resources	Instruments	Samples	Data Collection	Analysis
1. Are there differences in motivation to read between American and Japanese fourth grade students?	-MRQ	-MRQ	-94 American and 102 Japanese fourth grade students	-MRQ was administered to all fourth graders in each country	QUAN. -Descriptive statistics -Independent Sample *t*-test
2. If so, what are some critical factors that contribute to motivation to read in the two countries?	-Interview transcript	-Interview Protocol	Four selected students from each of H, M, L motivation groups	-All students were placed into H, M, L motivation groups -Four selected students from each motivation group were interviewed.	QUAL. -Thematic analysis (Braun & Clarke, 2006) -Writing memos -Constant comparative method (Glaser & Strauss, 1967)

Chapter 4: Results

This chapter discusses the major findings of the dissertation study. The mixed method explanatory sequential design was chosen to answer the research questions. The quantitative component involved the collection and analysis of the MRQ data. The qualitative component involved the collection and analysis of interview data.

The research questions are

1. Are there differences in motivation to read between American and Japanese fourth grade students?
2. If so, what are some critical factors that contribute to motivation to read in the two countries?

To answer Question 1, participants completed the MRQ. Descriptive statistics were employed to investigate and compare the mean score and standard deviation of all items on the MRQ, three major constructs of reading motivation, and a composite score for both groups. Independent Sample *t*-test was also conducted to compare group means to determine whether statistically significant differences existed among the variables under examination. Furthermore, based on the results from quantitative analysis, the researcher categorized participants into three different groups (high-, medium-, and low-motivation). To respond to Question 2, thematic analyses in combination with the constant comparative method were conducted to identify themes related to critical factors affecting students' motivation to read.

Research Question 1

Are there differences in motivation to read between American and Japanese fourth grade students?

The mean score of each item on the MRQ for both American and Japanese fourth graders' reading motivation is presented in Table 10. The MRQ has a 4-point scale from "very different from me" to "a lot like me." American students scored higher than Japanese students on 48 of 53 items in the MRQ.

Table 10

Mean Score of Individual Items on the MRQ

	Questionnaire Items	American Students		Japanese Students	
		Mean Scores	Standard Deviation	Mean Scores	Standard Deviation
1	I like being the best at reading.	3.03	.909	1.77	.843
2	I like it when the questions in books make me think.	3.06	.937	2.75	1.038
3	I read to improve my grades.	3.21	.902	2.07	.915
4	If the teacher discusses something interesting I might read more about it.	2.89	.967	2.81	.898
5	I like hard, challenging books.	3.10	.962	2.32	1.026
6	I enjoy a long, involved story or fiction book.	3.28	.873	2.73	1.153
7	I know that I will do well in reading next year.	3.62	.705	1.83	1.043
8	If a book is interesting I don't care how hard it is to read.	3.23	.909	3.04	.964

9	I try to get more answers right than my friends.	2.76	1.189	2.74	.964
10	I have favorite subjects that I like to read about.	3.31	.939	2.87	1.087
11	I visit the library often with my family.	2.33	1.101	2.12	1.120
12	I make pictures in my mind when I read.	3.50	.901	3.21	.948
13	*I don't like reading something when the words are too difficult.	2.61	1.081	2.42	1.010
14	I enjoy reading books about people in different countries.	2.86	1.074	1.98	1.108
15	I am a good reader.	3.57	.680	2.58	1.076
16	I usually learn difficult things by reading.	3.03	1.010	2.28	.894
17	It is very important to me to be a good reader.	3.35	.981	2.78	1.021
18	My parents often tell me what a good job I am doing in reading.	3.38	.905	2.13	1.114
19	I read to learn new information about topics that interest me.	2.99	1.000	2.17	.996
20	If the project is interesting, I	3.06	.982	2.57	1.020

	can read difficult material.				
21	I learn more from reading than most students in the class.	2.89	.910	2.00	.901
22	I read stories about fantasy and make believe.	3.15	1.087	2.18	1.103
23	*I read because I have to.	2.65	1.187	1.73	.956
24	*I don't like vocabulary questions.	2.79	1.172	2.74	1.062
25	I like to read about new things.	3.29	.991	2.89	.994
26	I often read to my brother or my sister.	2.45	1.197	1.79	1.146
27	In comparison to other activities I do, it is very important to me to be a good reader.	2.94	1.056	2.36	1.003
28	I like having the teacher say I read well.	3.12	1.106	2.30	1.013
29	I read about my hobbies to learn more about them.	2.67	1.177	2.57	1.198
30	I like mysteries.	3.04	1.015	2.80	1.219
31	My friends and I like to trade things to read.	2.60	1.120	2.11	1.242

32	*Complicated stories are no fun to read.	2.86	1.184	2.42	1.178
33	I read a lot of adventure stories.	3.11	1.082	2.72	1.129
34	*I do as little schoolwork as possible in reading.	2.45	1.274	1.89	1.014
35	I feel like I make friends with people in good books.	2.68	1.128	2.26	1.151
36	Finishing every reading assignment is very important to me.	3.16	.976	2.54	1.158
37	My friends sometimes tell me I am a good reader.	2.72	1.158	1.90	.970
38	Grades are a good way to see how well you are doing in reading.	3.31	.928	2.31	.944
39	I like to help my friends with their schoolwork in reading.	2.87	1.119	2.27	1.026
40	*I don’t like it when there are too many people in the story.	2.65	1.242	3.19	.984
41	I am willing to work hard to read better than my friends.	2.80	1.197	1.96	1.033
42	I sometimes read to my parents.	2.70	1.217	2.12	1.154
43	I like to get compliments for	3.46	.812	2.52	1.088

	my reading.				
44	It is important for me to see my name on a list of good readers.	3.50	.786	2.28	1.102
45	I talk to my friends about what I am reading.	2.98	1.087	2.49	1.184
46	I always try to finish my reading on time.	3.05	1.111	1.91	.996
47	I am happy when someone recognizes my reading.	3.14	.968	2.48	1.078
48	I like to tell my family about what I am reading.	3.07	1.060	2.36	1.176
49	I like being the only one who knows an answer in something we read.	3.15	1.047	2.38	1.169
50	I look forward to finding out my reading grade.	3.12	1.066	2.56	1.030
51	I always do my reading work exactly as the teacher wants it.	3.17	.851	3.52	.780
52	I like to finish my reading before other students.	3.00	1.097	1.69	.808
53	My parents ask me about my reading grade.	3.20	1.083	2.94	1.061

Note: Scores from items 13, 23, 24, 32, 34, and 40 were reversed in data analysis.

The mean scores of three major constructs of reading motivation (competence and efficacy beliefs, goals for reading, and social purposes for reading) and a composite score from the MRQ are presented in Table 11.

Table 11

Mean Score of Three Major Constructs of Reading Motivation and Composite Score

	American Students		Japanese Students	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Competency and Efficacy Beliefs	2.9191	.41341	2.4374	.53788
Goals for Reading	3.1140	.39293	2.4410	.48923
Social Purposes for Reading	2.7869	.46483	2.5256	.47743
Composite Score	2.9400	.35466	2.4680	.42766

American Fourth Grade Students' Motivation to Read

Table 12 displays the top 10 items where American students received high mean scores. Item 7 ("I know that I will do well in reading next year") displayed the highest mean score among the MRQ items for American students. The second highest mean scored item was item 15 ("I am a good reader"). Two items tied for the third highest mean item. They are item 44 ("It is important for me to see my name on a list of good readers") and item 12 ("I make pictures in my mind when I read"). Items 7 and 15 are related to self-efficacy. Item 44 is related to competition, and Item 12 is related to involvement.

Table 12

Top 10 Items for which American Students Received High Scores

Rank	Item Number	Item Content
1	Item 7	I know that I will do well in reading next year. (Self-efficacy)
2	Item15	I am a good reader. (Self-efficacy)
3	Item 44	It is important for me to see my name on a list of good readers. (Competition)
3	Item 12	I make pictures in my mind when I read. (Involvement)
5	Item 43	I like to get compliments for my reading. (Recognition)
6	Item18	My parents often tell me what a good job I am doing in reading. (Recognition)
7	Item 17	It is very important to me to be a good reader. (Importance)
8	Item 38	Grades are a good way to see how well you are doing in reading. (Grades)
8	Item 10	I have favorite subjects that I like to read about. (Curiosity)
10	Item 25	I like to read about new things. (Curiosity)

Note: Items 44 and 12 tied for third place; items 38 and 10 tied for eighth place.

Table 13 is a display of the top 10 items where American students received highest scores. Among the top 10 items, American students showed high self-efficacy, and had intrinsic (involvement, curiosity, and importance) and extrinsic (competition, recognition, and grades) goals for reading. No items from the social purposes for reading category were among the top 10 items.

Table 13

The Three Major Categories of the Top Ten Items in which American Students Received High Scores

Competence and Self-efficacy Beliefs	Goals for Reading	Social Purposes for Reading
Self-efficacy	Intrinsic: involvement, curiosity, and importance Extrinsic: competition, recognition, grades	N/A

The lowest mean item score was from item 24 ("I don't like vocabulary questions"). The second lowest scores were from item 11 ("I visit the library often with my family") and item 13 ("I don't like reading something when the words are too difficult"). Item 11 is related to social purposes for reading. Items 13 and 24 are related to work avoidance.

The mean scores of three major constructs of reading motivation are as follows: a) competence and efficacy beliefs, 2.9191; b) goals for reading, 3.1140; and c) social purposes for reading, 2.7869. The mean of the composite score of the MRQ was 2.9400.

Japanese Fourth Grade Students' Motivation to Read

Table 14 displays the top 10 items where Japanese students received high mean scores. Item 51 ("I always do my reading work exactly as the teacher wants it") displayed the highest mean score among the MRQ items of Japanese students. The second highest mean item score was from item 23 ("I read because I have to"), and the third highest mean item score was from item 12 ("I make pictures in my mind when I

read"). Items 23 and 51 are related to compliance, and item 12 is related to involvement, which represents an intrinsic purpose for reading.

Table 14

Top 10 Items for which Japanese Students Received High Scores

Rank	Item Number	Item Content
1	Item 51	I always do my reading work exactly as the teacher wants it. (Compliance)
2	Item 23	I read because I have to. (Compliance)
3	Item 12	I make pictures in my mind when I read. (Involvement)
4	Item 34	I do as little schoolwork as possible in reading. (Compliance)
5	Item 8	If a book is interesting I don't care how hard it is to read. (Challenge)
6	Item 53	My parents ask me about my reading grade. (Grades)
7	Item 25	I like to read about new things. (Curiosity)
7	Item 4	If the teacher discusses something interesting I might read more about it. (Curiosity)
9	Item 30	I like mysteries. (Involvement)
10	Item 17	It is very important to me to be a good reader. (Importance)

Note: Items 23 and 34 are reverse-coded items.

Table 15 is a display of the top 10 items where Japanese students received high scores based on the three major categories of motivation and related constructs. Among the top 10 items are constructs related to challenge, intrinsic (involvement, curiosity,

and importance) and extrinsic (grades) goals for reading. The two highest scored items are related to compliance and they are under the category of social purposes for reading.

Table 15

The Three Major Categories of the Top 10 Items in which Japanese Students Received High Scores

Competence and Self-efficacy Beliefs	Goals for Reading	Social Purposes for Reading
Challenge	Intrinsic: Involvement, Curiosity, and Importance Extrinsic: Grades	Compliance

The lowest mean item score was from item 52 ("I like to finish my reading before other students"). The second lowest score was from item 1 ("I like being the best at reading"), and the third lowest score was from item 26 ("I often read to my brother or my sister"). Items 1 and 52 are related to competition. Item 26 is related to social purpose for reading.

The mean scores of the three major constructs of reading motivation are as follows: a) competence and efficacy beliefs, 2.4374; b) goals for reading, 2.4410; and c) social purposes for reading, 2.5256. The mean score of the MRQ composite score was 2.4680.

Differences Between American and Japanese Fourth Grade Students' Motivation to Read

Ninety-four American and 102 Japanese fourth grade students participated in the study. Independent Sample *t*-test was run to determine if there were differences in three major constructs of reading motivation and the composite MRQ score between

American and Japanese fourth grade students. American students' competence and efficacy beliefs score (M = 2.92, SD = 0.41) was higher than Japanese students' (M = 2.44, SD = 0.54) with a statistically significant difference, M = 0.48, 95%, CI [0.35, 0.62], *t* (194) = 6.99, p = 0.00.

American students' goals for reading group mean score (M = 3.11, SD = 0.39) was higher than Japanese students' (M = 2.44, SD = .49) with a statistically significant difference, M = 0.67, 95%, CI [0.55, 0.80], *t* (194) = 10.56, p = 0.00. In addition, American students' social purposes for reading group mean score (M = 2.79, SD =. 0.46) was higher than Japanese students' (M = 2.53, SD = 0.48) with a statistically significant difference, M = 0.26, 95%, CI [0.13, 0.39], *t* (194) = 3.88, p = 0.00. Overall, American students' composite score (M = 2.94, SD = 0.35) was higher than Japanese students' (M = 2.47, SD = 0. 43) with a statistically significant difference, M = 0.47, 95%, CI [0.36, 0.58], *t* (194) = 8.37, p = 0.00.

American students' mean score of items related to intrinsic motivation (M =3.09, SD = 0.52) was higher than Japanese students' (M = 2.59, SD = 0.57) with a statistically significant difference, M = 0.50, 95%, CI [0.35, 0.65], *t* (194) = 6.42, p = 0.00. American students' mean score of items related to extrinsic motivation (M = 3.14, SD = 0.41) was also higher than Japanese students; (M = 2.29, SD = 0.51) with statistically significant difference, M = 0.85, 95%, CI [0.72, 0.98], *t* (194) = 12.816, p = 0.00.

Research Question 2

If so, what are some critical factors that contribute to motivation to read in the two countries?

Factors Impacting American Students' Motivation to Read

Five themes related to critical influences were identified in the data related to this question: (1) competition, recognition, and grades; (2) personal interests, (3) friends, (4) parental involvement and expectations, and (5) teachers' expectations. These themes are based on American students' perceptions of factors impacting their motivation to read.

Theme 1: Competition, recognition, and grades were strong factors driving American students' motivation to read.

Competition, recognition, and grades were found to heavily influence American students' motivation to read. These factors are all related to an extrinsic motivation to read. Social competition played a significant role in stimulating American students' reading motivation. Mike said,

> My friend and I were playing a game who can finish a chapter book first and get higher scores on a reading passage. I read it first and made a 100. He got an 85. I had a higher score than him.

Matthew also stated, "I don't really talk about my favorite books. My friends and I just talk about who can finish reading first. That is fun to do competition."

Most interviewees asked classmates' current reading levels and competed to see who reads above grade level. Jessica said,

> a lot of classmates look at my scores on reading tests and say 'Oh my gosh, you are so good at reading.' Also, a lot of times my friends ask me at what reading level I am. They are like 'Wow! You are at a fifth grade

level. You are a really good reader!' I feel really good and am proud of myself.

Chad also referred to this, saying, "My friends asked about my reading scores and then told me I am the smartest kid in the class."

Recognition was another important factor shaping students' motivation to read and attitudes about reading. Emily stated, "I feel like I am a pretty good reader. My teacher says I am at an eleventh grade reading level." Sophia mentioned, "My teacher told me I am reading sixth grade level books, so I want to read more difficult books." Chad also reported, "The librarian and teacher told my parents that I am a good reader."

The three readers in the low-motivation group, Sophia, Sarah, and Jacob, mentioned that meeting their Accelerated Reading (AR) goals and going to the AR party are the reasons they are reading. Sara said, "We have our AR goals like encouraging us to read. If I read and meet my AR goal, I can go to the AR party. I really want to go, so I read at least one hour at home." Sophia also expressed, "I have to get my AR goal up, so I can go to the AR party. Going to the AR party means I would be seen as a good reader."

All students valued their reading grades and judged their reading performance based on their reading scores. Regardless of their MRQ scores, most students, especially those identified as highly motivated readers, mentioned they were one of the top readers in their classes. Matthew mentioned, "I am very good at reading. Most of the time, I get 100 on reading quizzes." Tom also noted, "My reading scores are pretty average, so I am a okay reader."

While grades shaped students' reading efficacy and attitudes, grades also affected students' motivation to read. A couple of students mentioned they were reading for grades. Christine reported, "Reading is such an important thing in my life. Reading increases my grade, so I can go to a college." Tom also said, "If you get bad scores on reading, it means you do not know how to read. That would be very hard for my life."

Theme 2: Personal interests strongly drove American students' motivation to read.

All students described having positive attitudes toward their particular reading interests. Most of interviewees described a personal interest in reading fiction, especially adventures and fairy tales. Fiction stimulated students' imagination and attracted readers to see different worlds. Several interviewees expressed their strong enthusiasm about reading their favorite fiction books. Jessica mentioned, "My imagination goes crazy. I feel like I am in the book." Sophia also stated her reading excitement, "I am pretty entertained by a book, mostly if it is a fairy tale or adventure."

Reading books that met personal interests increased students' involvement. Emily stated, "I feel happy when I read. It is a way to express myself. It is nice sitting down and have time pass." Sara said, "I get into the book if I read for a while." Personal interests produced more reading enjoyment than reading textbooks or books selected by someone else. Morgan, who mentioned she does not like reading, even stated,

> It depends on what the book is about. I don't like reading assignments from school. I like to choose my own books. If it is a scary book, I feel kind of scared. If it is going to be a funny or joke book, I will laugh wild. If it is a sad book, I will probably cry.

Personal interests allowed students to challenge themselves to read above grade-level books. Chad and Christine, who had a strong interest in adventure books, already finished the whole *Harry Potter* series. Chad also finished the *Warrior* book series. Chad mentioned, “I like reading long adventure books.” Emily was another highly motivated reader who had a reading interest in historical fiction, especially on the issues of racial discrimination. She sometimes reads newspaper articles and biographies related to the issues. Emily stated, “Newspapers and biographies have many difficult vocabulary I don’t know, but I enjoy reading them. I use a dictionary or a computer to look up some vocabulary.”

Personal interests also provided great opportunities for the students to discuss books with parents and friends. Many students had positive attitudes about sharing their favorite books and recommending them for friends to read. Michelle had a desire to share her favorite books with her parents and friends. She stated, “sometimes I find interesting books and bring them to dinner.” She also mentioned, “I feel like I use very detailed descriptions of books, so my friends can get interested in the books and read them.” Jacob described his passion for mystery books, “If I find interesting mystery books, I would talk to my friends and recommend them for friends to read.”

Theme 3: Friends strongly impacted American students’ choice of reading materials.

Friends’ recommendations positively impacted an individual’s choice of reading materials. Recommendations encouraged students to read different genres they typically did not read. Most students reported experiences of reading different genres based on their friends’ recommendations.

Jessica: "My friend Kayla recommended *the Wings of Fire* series. I was like…I will try it! Then, I really liked it. Another book she recommended to me was *Monster High*. I did not like it, so I stopped reading."

Chad: "My friend Josh said that he read the *Harry Potter* series twice, so I started reading it."

Michelle: "There is a science book series I got from my friend Hannah. I did not like science books, but the series was very interesting. I really enjoyed them because of her."

Jacob: "I got a book because my friends said that it was a really good book. I usually read books my friends say are good."

Sophia: "Friends told me what books they like. The series I am reading right now is one my friends told me about. I like getting into the series."

Although most students agreed friends influenced their reading materials, a student named Morgan disagreed, "My friends and I are totally different. I love scary books, but my friends don't. My friends love action, like super heroes. They like *Captain Underpants*, but I am not interested in reading them at all."

Theme 4: Parents greatly impacted American students' motivation to read.

All students reported that parents had high expectations of their reading performance and wanted them to become good readers and their expectations mattered to the interviewees. They all mentioned their parents encouraged them to read more books. Some students read to meet their parents' expectations for particular reasons. Sophia, one of the identified low-motivation readers, said, "My mom is trying to motivate me to read. Meeting the AR goal and going to the AR party is a big deal for

her. My mom wants me to become good on my reading tests." A medium-motivation reader, Christine mentioned, "My parents really want me to go to a college. That is why reading is very important and I have to be good at reading."

Parents' beliefs and attitudes toward reading were also reported as important factors by the interviewees. Parents who had positive attitudes toward reading drove students' intrinsic motivation to read. Emily who was one of the identified highly motivated readers, described, "My parents told me that I can learn new things from books. They enjoy reading." Another highly motivated reader, Jessica, mentioned, "My parents always read when they have time. They often talk about their favorite books during dinner. They told me I can learn new vocabulary through reading."

However, most interviewees shared that parents did not read books to them or with them anymore. Parents were confident the students could read books by themselves, and they generally read books alone in their rooms or a living room. For example, Emily divulged, "They used to read to me when I was little, but not anymore. They read books to my younger brothers." Only one student, Sarah stated, "I read chapter books or poems with my parents. Sometimes they read articles from newspapers to me." Also, all students mentioned that they had not visited a library with their parents at all. They typically borrowed books from the school library. Only Morgan commented, "My mom goes to a bookstore often. She buys 20 books at one time for me…at least once a month. I have a giant bookshelf, so I do not need to go to a public library."

Theme 5: Teachers significantly impacted American students' motivation to read.

Not only parents, but also teachers were strong contributors to students' motivation to read. Teachers' expectations were mentioned by all interviewees. All students stated their teachers strongly encouraged them to read more books and to read at least 20 minutes at home every day. All students also mentioned their teachers read aloud at least 15-20 minutes in the classrooms every day.

Some students reported their teachers were reading teachers and therefore, specifically motivated them to read more. Emily, who was a highly motivated reader, stated, "My teacher is a reading teacher. She wants the whole class to read more and enjoy reading." A highly motivated reader, Mike, also reported, "My reading teacher tells me every day to keep reading. I can read."

A couple of the identified low-motivation readers described they were encouraged to read to meet AR goals by teachers. Jacob reported, "My teacher always tells me to read more books to meet AR goals." Sarah also stated, "My teacher told me that AR goals tell us what level we are, so we should read more to meet AR goals."

Although most students revealed their teachers typically did not share their favorite books in classes, they mentioned they would be happy and be interested in reading books if their teachers brought and shared their favorite books with the class. Some students disclosed their related experiences reading certain books based on teachers' influences. Tom, who was a medium-motivation reader, shared, "I have reading homework, so I have to read at home." In addition, Jacob, who was a low-motivation reader, reported, "I read at home because I want to finish reading assignments from my teacher." Morgan, who was also a low-motivation reader, stated,

"If my reading teacher assigns me saying 'hey, read any type of book you want to read', I would read twenty minutes at home."

Several favorite reading activities were mentioned by students. A couple of students mentioned they enjoyed drawing pictures about what they read. Sophia said, "I like to summarize what I read. Also, I like vocabulary work." Matthew liked to do independent reading, "I like to sit down on the floor and read my favorite books."

Yet, teacher expectations also affected students' motivation to read in a negative way in some cases. Sophia, who was a low-motivation reader, informed the researcher, "I like reading one book slowly and thinking about the details of the book. But my teacher always tells me to check out more books and read faster. I can't do that. I like reading slowly."

Factors Affecting Japanese Students' Motivation to Read

Six themes were identified in the data related to factors affecting Japanese students: (1) personal interests, (2) grades, (3) parental involvement and expectations, (4) friends' influence, (5) lack of positive teacher influence, and (6) societal view of popular reading materials. These themes are based on Japanese students' perceptions of factors impacting their motivation to read.

Theme 1: Personal interests and involvement increased Japanese students' motivation to read.

All Japanese interviewees were able to identify reading materials that met their personal interests. Highly motivated readers showed special reading interests in adventure, mystery, and fairy tales. On the other hand, many medium- and low-motivation readers expressed interest in comics. Favorite Japanese comics they

mentioned were *Detectives Conan* (名探偵コナン) and *Doraemon* (ドラえもん), which have both been TV series for a long time. Because of the popularity, many students are fans of the popular comics. Taro mentioned, “Reading comics makes me laugh. Comics entertain me very much. I do not like reading, but comics are different.” Kenta also said, “I like to read only comics for my hobby.”

Highly motivated students described strong involvement in reading their favorite books. Daisuke stated, “Once I start reading adventure books, I forget time. One or two hours pass easily.” Emi also stated, “I cannot wait to read books after finishing my homework every day. I try to read at least 20 pages every night, so I track the pages.” Highly motivated students tended to read more books and read above grade-level books. Daisuke read six to eight books every two weeks, and already finished reading the *Harry Potter* series.

Other students also reported involvement in reading. Akiko reported her feelings when she reads adventure and mystery, “I am feeling like I am the main character in the book. My imagination expands and I am very excited.” Daisuke also said, “When I read, I become the main character in the book. I feel like I cannot wait to know exciting next things happening in the story.” Emi described her excitement about reading adventure and fairy tales, “Reading adventures and fairy tales makes me use my imagination. I like creating my own story even after I finished reading a book.”

Many students reported they participated in book discussions with their parents, brothers/sisters, or friends about interesting books they are reading. Akiko stated, “I want to share interesting books with my parents and younger brother.” Akira also described, “I talk with my younger sister about comics every week.” Kenta who liked to

read comics said, “I do not talk about books much, but if I talk, I talk about only comics with my friends.”

Theme 2: Grades strongly shaped Japanese students’ motivation to read.

All students mentioned their Japanese subject test scores when they discussed their reading performance. Kenta mentioned, “My reading performance is average because my Japanese test scores are not good…just average.” Mari said, “My reading performance is average. I like to read, but my Japanese test scores are not good.”

In addition, all students strongly valued grades and they viewed reading as an activity for improving their grades. Reading for grades was mentioned by all Japanese students. Hikari said, “I like reading fantasy for fun, but I have to read other reading materials for improving my Japanese test scores. Reading comprehension is very important.” Ai also said, “I like to read comics for fun. But we have to read Japanese textbooks to go to a good high school or university.”

Theme 3: Parental involvement and expectations shaped Japanese students’ motivation to read.

Parents’ strong involvement and high expectations were reported by most Japanese fourth grade interviewees. Many students stated they go to a public library with their parents. Ai stated, “My dad brings me to a public library near our house every two weeks. We spend a couple hours reading our favorite books at the library and also check out two or three books.” Kenta also stated, “My mom and I go to a public library to check out some books every week.”

Most students reported that parents do not read books to them anymore. They preferred to read books at home alone. Some students mentioned their schedules are

busy with cram schools; therefore, they do not have time to read with parents or parents do not have time to read books to them. Two students reported their parents still read books to them. Emi, one of the highly motivated readers, described, “My mom usually reads picture books to me and my sister before going to bed. It is about 10 minutes.” Daisuke also mentioned, “My mom reads one picture book to my younger sister and me. Sometimes I read several pages to them. That is very fun.”

Parents’ high expectations were identified by all students. All students reported their parents encourage them to read more books and become good readers. However, all students mentioned parents encourage them to read more books to improve their Japanese test scores. Chika described, “My mom always tells me to read more books, so I can get good scores on Japanese tests.”

Some low motivated readers reported they are required to read books in front of their parents. Tsuyoshi stated, “My dad pushes me to read books in front of him about three times a week. It is our rule… I cannot go to bed until I finish reading the books. I choose a short fantasy story, so I can finish immediately and go to bed.” Kenta also reported, “my mom requires me to read one book in front of her every week, so I have to read.”

Theme 4: Friends strongly influenced Japanese students’ choices of reading materials and their reading motivation.

Most students reported positive experiences reading more or reading certain books as a result of friends’ influence. Some of them became better readers and showed more interest in reading different genres because of friends’ recommendations.

Emi: “I did not like reading and did not read books for fun at all until I became a fourth grader. My best friend introduced me to an interesting book, so I started reading and love reading now.”

Akiko: “My friend loaned me a book series, so I tried them. I finished all the series.”

Ai: “My friend was reading a cooking comic book, so I borrowed it. It became my favorite book.”

Taro: “My friend was reading a science book which contains many interesting quizzes, so I asked if the book is interesting. He said the book is interesting, so I read it. Now, I am good at science.”

Most students, especially high- and medium-motivation readers, indicated positive attitudes about friends’ recommendations. Ai mentioned, “If my friend said that a book is interesting, I would read the book.” Kayo also stated, “I would love to read my friends’ favorite books. My friends and I often share our favorite books.” Also, they described their enjoyment talking about their favorite books with friends. Hikari said, “I feel like I am sharing my favorite moment with my friends. I want them to know the enjoyment.”

However, all low-motivation readers showed less interest in reading materials their friends or books recommended. Chika mentioned, “I do not think my friends would recommend books for me. They don’t like reading as well.” Mari also stated, “We do not talk about books. If they recommend their favorite books to me, I am not interested in reading their books.”

Theme 5: Lack of positive teacher influence on students’ motivation to read.

Compared with strong peer influence on their reading motivation, all students remarked that their teachers do not encourage them to read as much as parents do. Kenta mentioned, “My teacher does not tell me that I have to read more books. He tells me to study more though.” Emi also stated, “My teacher keeps telling the class that we should study more, but she does not tell us that we should read more.” Teachers encourage students to read more only when they have extra time during school time. Kayo indicated, “My teacher just tells me to read when we finish our lessons or tests earlier than we expected…it means he recommends us to read whenever we do not have anything to do.”

In addition, all students indicated their teachers read aloud to students only when they start a new chapter in the textbooks. Although the school has a school reading aloud contest once a year, reading aloud opportunities are not typically given to students during instruction. Tsuyoshi mentioned, “Teacher only reads aloud a new chapter in our Japanese textbook. It happens once a month…or less. We do not read aloud in our classrooms.” Chika also described her summer reading aloud assignment,

> We receive a read aloud homework for summer. That homework gives us an opportunity to read some chapters in front of our parents. We also have a school read aloud contest that determines who can read aloud a specific chapter well. That is all we do.

Two highly motivated readers stated that it would be great if teachers shared their favorite books with them. Daisuke said, “I would think I would love to read my teacher’s favorite books if she recommends them to us. I want to know new worlds I do not know.” However, most medium- and low-motivation readers mentioned that their

reading interests would not be similar to their teachers'. Ai said, "I do not think my teacher has ever shared her favorite books with us. Also, I think that she would recommend her favorite geography books which I am not interested in."

All students indicated their favorite reading activity was going to the school's library and reading their favorite books there. Akira said, "When I have time, I like going to a library and reading alone." Hikari stated, "I like going to the school library with my friend and reading my favorite books."

Theme 6: Societal view on popular culture reading materials impacted Japanese students' motivation to read.

For most Japanese teachers and parents, school related reading materials were valued. Only two highly motivated readers showed positive attitudes about popular culture reading materials for kids their age in Japan. On the other hand, eight medium- and low-motivation students mentioned Japanese comics were their favorite reading materials. But, they also showed their concerns about the perception of Japanese comics in Japan. Kenta stated, "I am very interested in reading Japanese comics. But I know I should not read comics. Comics are not counted as 'reading'." Taro also mentioned, "Comics are very popular reading materials in Japan. Whenever I read, my parents or adults tell me that I should not read them. They recommend that I should read more educational and difficult books for my grades and future."

Summary of Findings

Question 1 examined and compared the degree of American and Japanese fourth grade students' motivation to read using the MRQ. The descriptive statistics on the MRQ revealed that American students had higher scores than Japanese students

regarding all four categories of mean scores: (a) competence and efficacy belief, (b) goals for reading, (c) social purposes for reading, and (d) the MRQ composite score.

Analysis of mean scores of individual items from the MRQ showed different patterns related to students' reading motivation in each country. The top three highest scored items for the American group revealed they held high self-efficacy on their performance and competence. In addition, competition and involvement were driving factors for their motivation to read. The two lowest scored items among American students showed they tended to avoid reading materials containing difficult words. Also, they also do not visit a public library often with their parents.

On the other hand, the top three highest scored items for Japanese students implied their motivation was affected by compliance. Involvement was a significant factor driving their reading motivation. The two lowest scored items among Japanese students revealed Japanese students tended to avoid competition with others. In addition, they preferred to read by themselves instead of with others.

Analysis of the top 10 items among American students revealed that constructs of their motivation to read included self-efficacy, and intrinsic (involvement, curiosity, and importance) and extrinsic (competition, recognition, and grades) purposes for reading. In contrast, constructs of Japanese students' motivation to read included challenge, intrinsic (involvement, curiosity, and importance) and extrinsic (grades) purposes for reading as well as compliance. Both groups included grades in their top 10 lists. Involvement, curiosity, and importance were factors related to intrinsic purposes for reading. Additionally, involvement was found to be critical to motivation to read because it showed up for students regardless of which country they are from.

The second question investigated critical factors impacting students' motivation to read in each country. The qualitative findings from American students' data showed that (a) competition, recognition, and grades were strong factors driving American students' motivation to read; (b) personal interests strongly drove American students' motivation to read; (c) friends strongly impacted American students' choice of reading materials; (d) parents greatly impacted American students' motivation to read; and (e) teachers significantly impacted American students' motivation to read.

The qualitative findings from Japanese students' data revealed that (a) personal interests and involvement increased Japanese students' motivation to read; (b) grades strongly shaped Japanese students' motivation to read; (c) parental involvement and expectations affected Japanese students' motivation to read; (d) friends strongly influenced Japanese students' choices of reading materials and their reading motivation; (e) lack of positive teacher influence on students' motivation to read; and (f) societal view on popular culture reading materials impacted Japanese students' motivation to read.

Chapter 5: Discussion

The final chapter discusses some major findings of this study. Implications for future educational and research practices are drawn. Limitations are also discussed.

Differences in Reading Motivation of American and Japanese Students

The results from the quantitative analysis of the MRQ indicated there was a statistically significant difference in reading motivation between American and Japanese fourth grade students. More specifically, it was shown that American students had higher scores in all three major categorical constructs of motivation on the MRQ (competence and efficacy beliefs, goals for reading, social purposes for reading) than those of Japanese students as well as the MRQ composite score.

It is also remarkable to note that American students have stronger motivation to read than Japanese students, both intrinsically and extrinsically. This finding reflects the power of sociocultural learning in both countries. It also suggests that American schools do a better job cultivating students' motivation to read. Improving students' motivation to read is a critical task of reading teachers.

The 2009 PISA data suggested American students spent more time reading than Japanese students. In addition, American students' reading enjoyment, which is central to students' intrinsic motivation toward reading, was slightly higher than that of Japanese students. This study supports the 2009 PISA finding in regard to American vs. Japanese students' motivation toward reading and suggests that American students have stronger motivation toward reading than Japanese students.

Analyses of the highest and lowest scored items revealed interesting findings related to reading motivation of both groups. Within the category of self-efficacy and

competence, American students showed a strong sense of self-efficacy in regard to their motivation to read. Japanese students' self-efficacy was much lower than that of American students.

Regarding goals for reading, both American and Japanese students demonstrated similar patterns related to intrinsic motivation (involvement, curiosity, and importance). This illustrates that the three constructs of intrinsic motivation are critical to students' motivation to read in both countries. Intrinsic motivation increases students' reading amount and reading comprehension (Becker et al., 2010; Wigfield & Guthrie, 1997). In this study, involvement was the most critical element in both American and Japanese students' intrinsic reading motivation. Involvement allows readers to devote themselves to a reading task with enjoyment (Csikszentmihalyi, 1999; Schaffer et al., 2013).

The groups differed on factors related to extrinsic motivation. Among the top 10 scored items, grades was the solo concern for Japanese students, but three factors—competition, recognition, and grades—were critical to American students' motivation to read. This finding was consistent with the observation that Japanese students tended to avoid competition (Guzley et al., 2015), while competition was one of the significant contributors to American students' reading motivation (Tiessen, 1997). Regarding social purposes for reading, American students scored low on compliance, while Japanese students clearly demonstrated strong compliance. Compliance was a critical factor impacting Japanese students' motivation. This supports findings by Hamamura (2015).

Relation between Reading Motivation and Reading Performance of American and Japanese Students

Many studies in Western contexts (Baker & Wigfield, 1999; Becker et al., 2010; Morgan & Fuch, 2007) have revealed a positive correlation between reading achievement and motivation, arguing that stronger reading motivation is connected to stronger reading achievement. However, the result of this study did not lend support to such an argument. It was shown that even though American students demonstrated higher motivation toward reading, their reading performance on international comparison tests such as the PISA was consistently lower than their Japanese counterparts, who tended to have lower reading motivation. Japanese students scored significantly higher than American students on the tests.

One possible explanation for this unexpected finding regarding the relation between reading motivation and reading achievement could be related to differences in the two cultures. Studies conducted in East Asian contexts indicated Asian students tend to rate themselves lower on student motivation questionnaires (Huang, 2013; Lau, 2004). In Lau's study (2004), she discovered even high achievers did not rate themselves accordingly, because modesty and humility are strongly valued in many Asian cultures. As a result, Asian students tended to not rate themselves as high as they should have. Therefore, Japanese students' scores on the motivation questionnaire may not be an accurate reflection of their motivation toward reading. It is reasonable to argue that cultural factors could have played an important role in the discrepancy between American and Japanese students' motivation to read and their reading performance in international comparison reading tests. This researcher proposes the view that self-efficacy and motivation are culture-based, and findings related to achievement should be interpreted within their own cultural contexts.

Critical Factors Affecting Reading Motivation in Each Country

American Students

The qualitative findings supported the patterns revealed from the quantitative findings that American students had high extrinsic reading motivation in addition to having strong intrinsic reading motivation. The quantitative results identified the constructs of extrinsic reading motivation that were valued highly among American fourth graders. They were recognition, grades, and competition.

In this study, competition and recognition were specifically identified as critical factors impacting all interviewees. It showed that these two constructs had strong effects on students' reading motivation. In addition, grades strongly motivated students to read. Most students used grades as a measure of assessing their reading abilities; therefore, they put strong emphasis on grades.

Recognition by others is a controversial factor. Some students reported that recognition enhanced their reading self-efficacy and produced positive reading attitudes. However, this study found that recognition could also have a negative impact on reading motivation. Low-motivation readers read to meet their AR goals and attend the incentive party. Because American students highly value these three factors, teachers and parents need to find ways to appropriately address these factors in students' motivation to read so that more focus could be placed on factors related to intrinsic motivation.

This study clearly suggested social influences, including friends', teachers', and parental influences, impact students' motivation to read. Such impact can be both positive and negative. In this study, peer influence was a critical factor in shaping

American students' reading motivation. American students reported positive experiences that increased their motivation to read different genres because of their friends. Other studies have also shown the effects of positive encouragement from friends (Klauda & Wigfield, 2012; Merga, 2014).

Parental influence was also recognized by American students. Home literacy contains several factors, including available literacy sources, parent-child literacy-related activities, and parental reading beliefs (Yeo et al., 2014; Zhou & Salili, 2008). Most American students in this study reported high parental expectations and involvement. All students reported their parents regularly encouraged them to read more books to become good readers. Highly motivated readers indicated their parents showed their positive attitudes toward reading and discussed the importance of reading with their children. This confirmed the result of Backer and Scher (2002) that students who have parents who perceive reading as an important activity have high reading motivation, including enjoyment, value, and competence. On the other hand, readers with medium and low motivation reported their parents focused on certain goals connected with extrinsic motivation (e.g., AR goals and reading to assist with college admission). This study suggested when parents emphasize extrinsic motivators students' reading motivation could be negatively impacted.

In this study, teacher influence was also found to be a strong contributor to students' reading motivation. All students reported teachers' encouragement and high expectations for reading. They also had daily read-aloud activities in their classrooms. Highly motivated readers indicated they had positive influence from their teachers. Their reading teachers put strong emphasis on the importance on reading. However,

low-motivation readers indicated a negative impact from teachers on their reading motivation because their teachers focused on meeting certain goals, including AR goals, to encourage them to read.

Japanese Students

The qualitative results clearly supported the quantitative finding that grades strongly impacted Japanese students' motivation to read. This finding is not a surprise. The college entrance exam characterizes the Japanese education system. Educational goals in K-12 education revolve around passing the college entrance exam and entering a good university (Beauchamp, 1992). Most Japanese people have a very strong belief that entering a prestigious university leads to success and a good life. Therefore, Japanese students' reading motivation was strongly impacted by such values and beliefs.

Japanese students in this study reported that grades were the most significant reason for reading, and they tended to read to improve their grades. They considered reading an important activity for school grades; therefore, they could achieve high academic success. With these notions, reading is viewed mostly for educational purposes and school success in Japan.

Parents put a strong emphasis on their children's school grades. All students mentioned that parents encourage them to read more books to improve their grades. Compared with American parents, existing literature pointed out that most Japanese mothers do not feel satisfied with their children's academic performance and displayed higher expectations than parents from other cultural groups (Harold et al., 1990; Lee, Ichikawa, & Stevenson, 1987). Low-motivation readers even indicated they are obliged

to read books regularly in front of their parents at the request of their parents and they have to comply. Both quantitative and qualitative data suggest the importance of compliance regarding Japanese students' reading motivation. Their compliance to their parents' expectations is one aspect of such compliance.

In addition to maintaining strong expectations of their reading performance, parents' strong involvement with their children's literacy activities was also reported. Library visits with parents were mentioned by most Japanese students. Highly motivated readers also described that parents read books to them. These findings illustrated that active parental involvement enhances Japanese students' reading motivation.

Parents' and teachers' views of reading materials could also influence Japanese students' motivation to read. In this study, some medium- and low-motivation readers showed their interest in reading Japanese comics. Japanese comics have been popular reading materials across Japan. Nevertheless, Japanese comics have not been accepted as valuable reading materials in schools or as educational reading materials because educators and parents strongly believe Japanese comics produce adverse impacts on students' academic performance (Allen & Ingulsrud, 2003). Parents and teachers in Japan could reexamine their perceptions and attitudes toward popular cultural reading materials so that medium-and low-motivation students can be empowered to read materials related to their interests to improve their reading motivation.

Peer influence was identified as a positive factor on Japanese students' motivation to read. Most high- and medium-motivation readers shared positive experiences about influencing their friends about books. They expanded their reading

genres and increased their reading motivation because of their friends' recommendations. This finding is consistent with the studies by Kaluda and Wigfield (2012) and Merga (2014) that positive recommendations from friends increase students' reading motivation. Peer recommendations allowed them to read beyond certain genres they tended to read and led to more reading.

In this study, teacher influence on Japanese students' reading motivation was relatively weak, compared with parental and peer influences. The Japanese curriculum does not have reading as a separate subject (Sakamoto, 1992). Students reported read-aloud activities were not implemented in daily reading instruction. Teachers implemented read-aloud only when they introduced a new chapter. Within the school environment, teachers' encouragement or recommendations on reading were not typically reported (Sakamoto, 1992). Therefore, reading instruction and teacher influence were not identified as critical factors impacting Japanese students' reading motivation.

The Importance of Cultural Values on Students' Motivation to Read

The findings in this study clearly revealed that cultural values play a significant role in affecting students' motivation to read. American and Japanese cultures emphasize different values, and the different cultural orientations enable the researcher to describe fascinating results found in this study. America has an individualistic culture that strongly focuses on independence and individual goals (Hamamura, 2015; Trandis, 1993). Achievement and success are viewed as a result of self-direction and individual ability (Hamamura, 2015). On the other hand, failure is attributed to external factors (Tiessen, 1997). These cultural values have caused the American society to be more

competitive and individual-oriented. It is not surprising that American students displayed high self-efficacy regarding their reading performance and competence. Furthermore, all three constructs of extrinsic motivation—recognition, competition, and grades—are related to the cultural orientation inherent in American society.

On the other hand, Japanese culture has a collectivistic orientation with strong emphasis on harmony and social norms (Guzley et al., 2015). Interdependence and connectedness are strongly valued in collectivistic cultures (Hamamura, 2015). For that reason, Japanese students tend to avoid competition and conflicts, as they demonstrated with low scores related to competition in the study.

The finding on the avoidance of competition reflects this cultural value of the Japanese society. Moreover, compliance is highly valued in the Japanese culture, and is seen as a strong factor influencing Japanese students' reading motivation. In a collectivist culture, achievement and success are viewed as group effort, while failure is due to a lack of effort (Tiessen, 1997). Furthermore, Japanese students' strong emphasis on grades also reflects Japan's cultural values in using grades for academic and social promotion.

These interesting results support the viewpoint of sociocultural theories. Sociocultural theories affirm that factors surrounding individuals, including social, cultural, and historical, significantly affect students' learning and development (Au, 1997; Bronfenbrenner, 1979; Vygotsky, 1978). It is clear that studies of learning and development including motivation to read should be interpreted within their social and cultural contexts.

Implications for Reading Instruction in the U.S.

The findings in this study have significant implications for teaching practices in the U.S. This study found that low-motivation readers tended to focus on extrinsic motivators such as grades or AR goals. Therefore, it is essential for teachers to encourage students to read for personal enjoyment. Teachers should explore how to increase students' intrinsic motivation and also determine the factors influencing their motivation. Teachers can create more opportunities to share their passion for reading and help students develop personal interests.

This study also found that peer influence was a powerful motivator for most students. It is recommended that teachers make their best efforts to provide students with many opportunities to interact with their peers about their reading. Reading activities such as literature circles or book clubs can encourage students to discuss reading socially as well.

Implications for Reading Instruction in Japan

The findings of this study contain some significant implications for reading instruction in Japan. First, this study found that Japanese students are reading for grades. Because of the strong emphasis on the college entrance exam in Japanese society, grades have been the main purpose for reading. Although the Japanese students demonstrated high reading achievement, they do not read for intrinsic purposes. Japanese teachers should not solely focus on grades and foster students to become life-long engaged readers.

In this study, all students showed their personal interests in certain genres. The results in this study revealed Japanese students have intrinsic reasons for reading, such

as involvement, curiosity, and importance. It is critical that schools and teachers continue to develop Japanese students' intrinsic motivation to read. Students should be encouraged to read for personal pleasure and enjoyment. Many medium- and low-motivation readers reported they were not allowed to read Japanese comics. Adults tend not to value Japanese comics as suitable reading material, but Allen and Ingulsrud's (2003) study showed that Japanese comics are beneficial in students' learning and also reading motivation. Japanese comics improve vocabulary skills and "offer readers ideas on how to think, act, and reflect upon given situations" (p.677). Students should be allowed to make personal choices on their reading materials as it leads to students becoming engaged readers who truly enjoy reading and are not just reading for grades. Therefore, teachers should respect students' reading material choices and allow Japanese comics to enter classrooms to promote reading materials for medium-and low-motivation students.

Second, this study revealed that Japanese teachers seldom focus on developing students' motivation as an important goal of reading instruction. Teachers should integrate more reading activities that enhance students' reading motivation. They also should deepen their understanding about the importance of reading motivation in students' learning and development. It is also beneficial that teachers share their passion for reading with their students.

Third, the study found that peer influence was a great contributor to Japanese students' reading motivation. Friends' recommendations allowed students to read more books and increased their intrinsic motivation. Japanese teachers should provide

opportunities that allow students to share their favorite books and empower each other to read more books and different genres.

Implications for Future Research

This comparative study has revealed that motivation to read is impacted by social and cultural factors. Previous motivation studies have not focused on these critical cultural and social factors and their impact on reading motivation. This study clearly demonstrated that culturally-specific factors play significant roles in impacting students' reading motivation. Future motivation studies can further explore students' reading motivation and identify unique factors affecting reading motivation in different social and cultural contexts.

Second, future motivation studies can adopt qualitative methods to explore significant influences on students' motivation to read. Past motivation studies tended to employ quantitative methods. Qualitative studies would allow researchers to understand in great depth the important aspects related to cultural and social factors impacting motivation to read. Furthermore, future studies can include interviews of teachers and parents to expand our current understanding of students' motivation to read in different contexts.

Third, a future study could examine differences in technology use between highly motivated and low-motivation readers. Through qualitative analysis, this study found some of the American highly motivated and low-motivated readers integrated technology into their reading habits, but with different patterns. Highly motivated readers used technology as a useful tool to further increase their learning opportunities and reading engagement, while low-motivated readers used technology for recreational

purposes. A future study can investigate factors affecting children's reading motivation and their attitudes toward use of technology.

Limitations

In this study, there are several potential limitations. First, the data was collected from a few schools in each country and a convenience-sampling strategy was utilized due to the factor of available access. Therefore, the data in the study may not be representative of American and Japanese fourth graders and the study should be replicated with more rigorous sampling across demographics before generalization of the findings can be assumed.

Second, it is also reasonable to assume that participants might have given responses they thought the interviewer wanted to hear. Therefore, the results may not accurately reveal the true degree of reading motivation of some readers. This study included qualitative findings from some selected readers (high, medium, and low) based on their reading motivation scores on the MRQ. The selected interviewees consciously or subconsciously may have provided answers they felt the interviewer wanted. Moreover, different types of interview questions may produce altered answers.

Third, the original research design included the examination of the relation between reading motivation and reading achievement. However, Japanese reading achievement scores could not be obtained due to confidentiality issues. Therefore, there was a lack of findings regarding how reading motivation influenced reading achievement across cultures.

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Appendix A: Institutional Review Board's Approval

The UNIVERSITY of OKLAHOMA

Institutional Review Board for the Protection of Human Subjects

Approval of Initial Submission – Expedited Review – AP01

Date: November 23, 2015

IRB#: 6235

Principal Investigator: Ms Hitomi Kambara, M.Ed.

Approval Date: 11/23/2015

Expiration Date: 10/31/2016

Study Title: Comparative Study: Motivation to Read between American and Japanese Fourth Grade students

Expedited Category: 6 & 7

Collection/Use of PHI: No

On behalf of the Institutional Review Board (IRB), I have reviewed and granted expedited approval of the above-referenced research study. To view the documents approved for this submission, open this study from the *My Studies* option, go to *Submission History*, go to *Completed Submissions* tab and then click the *Details* icon.

As principal investigator of this research study, you are responsible to:

- Conduct the research study in a manner consistent with the requirements of the IRB and federal regulations 45 CFR 46.
- Obtain informed consent and research privacy authorization using the currently approved, stamped forms and retain all original, signed forms, if applicable.
- Request approval from the IRB prior to implementing any/all modifications.
- Promptly report to the IRB any harm experienced by a participant that is both unanticipated and related per IRB policy.
- Maintain accurate and complete study records for evaluation by the HRPP Quality Improvement Program and, if applicable, inspection by regulatory agencies and/or the study sponsor.
- Promptly submit continuing review documents to the IRB upon notification approximately 60 days prior to the expiration date indicated above.
- Submit a final closure report at the completion of the project.

Researcher is advised to contact the OU Export Control office to make sure that the researcher's data can be securely transported across international borders.

If you have questions about this notification or using iRIS, contact the IRB @ 405-325-8110 or irb@ou.edu.

Cordially,

Aimee Franklin, Ph.D.
Chair, Institutional Review Board

Appendix B: The Motivation for Reading Questionnaire (MRQ)

Name_____
Date_____
Gender _____
Teacher_____

Motivations for Reading Questionnaire

We are interested in your reading.

The sentences tell how some students feel about reading. Listen to each sentence and decide whether it talks about a person who is like you or different from you. There are no right or wrong answers. We only want to know how you feel about reading.

For many of the statements, you should think about the kinds of things you read in your class.

Here are some ones to try before we start on the ones about reading:

I like ice cream.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

If the statement is **very different from you**, circle a 1.

If the statement is **a little different from you**, circle a 2.

If the statement is **a little like you,** circle a 3.

If the statement is **a lot like you**, circle a 4.

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I like spinach.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

If the statement is **very different from you**, circle a 1.

If the statement is **a little different from you**, circle a 2.

If the statement is **a little like you,** circle a 3.

If the statement is **a lot like you**, circle a 4.

Okay, we are ready to start on the ones about reading. Remember, when you give your answers you should think about the things you are reading in your class.

There are no right or wrong answers, we just are interested in YOUR ideas about reading. To give your answer, circle ONE number on each line. The answer lines are right under each statement.

Let's turn the page and start. Please follow along with me while I read each of the statements, and then circle your answer.

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1. I like being the best at reading.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

2. I like it when the questions in books make me think.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

3. I read to improve my grades.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

4. If the teacher discusses something interesting I might read more about it.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

5. I like hard, challenging books.

Very Different	A Little Different	A Little	A Lot

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From Me	From Me	Like Me	Like Me
1	2	3	4

6. I enjoy a long, involved story or fiction book.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

7. I know that I will do well in reading next year.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

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

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

9. I try to get more answers right than my friends.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

10. I have favorite subjects that I like to read about.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me



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1	2	3	4

11. I visit the library often with my family.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

12. I make pictures in my mind when I read.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

13. I don't like reading something when the words are too difficult.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

14. I enjoy reading books about people in different countries.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

15. I am a good reader.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me



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1	2	3	4

16. I usually learn difficult things by reading.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

17. It is very important to me to be a good reader.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

18. My parents often tell me what a good job I am doing in reading.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

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

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

20. If the project is interesting, I can read difficult material.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

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21. I learn more from reading than most students in the class.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

22. I read stories about fantasy and make believe.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

23. I read because I have to.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

24. I don't like vocabulary questions.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

25. I like to read about new things.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

26. I often read to my brother or my sister.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me

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1	2	3	4

27. In comparison to other activities I do, it is very important to me to be a good reader.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

28. I like having the teacher say I read well.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

29. I read about my hobbies to learn more about them.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

30. I like mysteries.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

31. My friends and I like to trade things to read.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me

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1	2	3	4

32. Complicated stories are no fun to read.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

33. I read a lot of adventure stories.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

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

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

35. I feel like I make friends with people in good books.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

36. Finishing every reading assignment is very important to me.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

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37. My friends sometimes tell me I am a good reader.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

38. Grades are a good way to see how well you are doing in reading.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

39. I like to help my friends with their schoolwork in reading.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

40. I don't like it when there are too many people in the story.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

41. I am willing to work hard to read better than my friends.

Very Different From Me	A Little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4



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42. I sometimes read to my parents.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

43. I like to get compliments for my reading.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

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

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

45. I talk to my friends about what I am reading.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

46. I always try to finish my reading on time.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4



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47. I am happy when someone recognizes my reading.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

48. I like to tell my family about what I am reading.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

49. I like being the only one who knows an answer in something we read.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

50. I look forward to finding out my reading grade.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

51. I always do my reading work exactly as the teacher wants it.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

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52. I like to finish my reading before other students.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

53. My parents ask me about my reading grade.

Very Different From Me 1	A Little Different From Me 2	A Little Like Me 3	A Lot Like Me 4

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Appendix C: The MRQ Japanese Version

名前_____

日付_____

性別 _____

担当の先生 _____

読書へのモチベーションアンケート

あなたの読書に興味があります。次の文章はある生徒達が読書についてどう思うか話している文章です。各文章を聞いて、あなたに似ているか違っているか決めて下さい。わたしは、あなたが読書についてどう思っているのか知りたいのです。

質問の多くは、授業でのあなたの読書の様子について考えて下さい。

では、読書についてアンケートを始める前に、例題を試してみましょう。

例題１．私はアイスクリームが好きです。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

文章が**あなたとはとても違う**なら、１に丸をつけて下さい。

文章が**あなたとは少し違う**なら、２に丸をつけて下さい。

文章が**少しあなたに似ている**なら、３に丸をつけて下さい。

文章が**大変あなたに似ている**なら、４に丸をつけて下さい。



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例題２．私はほうれん草が好きです。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

文章が**あなたとはとても違う**なら、１に丸をつけて下さい。

文章が**あなたとは少し違う**なら、２に丸をつけて下さい。

文章が**少しあなたに似ている**なら、３に丸をつけて下さい。

文章が**大変あなたに似ている**なら、４に丸をつけて下さい。

さて、読書についてのアンケートを始める準備ができましたね。回答する時には、授業でのあなたの読書の様子を考えることを覚えておいて下さいね。回答には正解、不正解はありません。私たちは読書に対する**あなた**の意見に関心があります。回答するときには、各欄で１つだけ数字に丸をして下さい。回答欄は各文章の真下にあります。

それではページをめくって始めましょう。私が各文章を読んでる間、私に耳を傾けて下さい、それから答えに丸をつけて下さい。

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７．私は来年、きっと読書が得意になると思います。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

８．もし本が面白いなら、私はその本がどれだけ難しくても気にしません。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

９．私は友達よりもたくさん正しい答えを得ようとしています。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

１０.私には読むのが好きな得意教科があります。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

１１.私は家族とよく図書館に行きます。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

１２.何かを.読んでいる時、私は心に絵をうかべています。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4



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１３.言葉が難しすぎると、私は読みたくありません。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

１４．私は外国の人たちに関する本を読むのが楽しいです。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

１５．私は読書が得意です。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

１６.私は読書を通して、いつも難しいことを学んでいます。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

１７.読書が得意になることは私にとってとても大切です。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

１８.私の両親は、よく私にとても上手に本を読むんだねといいます。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4



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１９.私は興味があることについて、新しい情報を学ぶために読書をします。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

２０.その課題に興味ある時は、私はむずかしい課題でも読むことができます。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

２１.私は授業で大多数の生徒よりも多くのことを読書から学んでいます。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

２２.私はファンタジーを読んで、それを信じています。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

２３.私は読まなければならないから読んでいます。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

２４.私は言葉に関する質問は好きではありません。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

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２５.私は新しいことについて読むのが好きです。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

２６.私は兄弟や姉妹によく読んであげています。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

２７.他のことと比べて、読書が得意になることは私にとってとても大切です。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

２８.私は、先生から上手に本を読めているねと言われるのが好きです。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

２９.私は趣味について学ぶために読書をします。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

３０.私はミステリー小説が好きです。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4



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３１.私と友だちは本を交換しあうのが好きです。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

３２.むずかしい話を読むのは面白くありません。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

３３.私はたくさんのアドベンチャー（冒険小説）を読んでいます。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

３４． 私は学校での勉強で、出来るだけ読書をしないようにしています。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

３５． 私は気に入った本の中の登場人物と友だちになれるような気がします。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

３６.読書課題を終わらせるのは、私にとってとても大切です。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

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３７.私の友だちは、時々私に、本を読むの得意だね、と言ってくれます。

私とは	私とは	少し私に	大変私に
とても違う	少し違う	似ている	似ている
1	2	3	4

３８.成績は、どれくらい上手に本を読めるかを知るのに良い方法です。

私とは	私とは	少し私に	大変私に
とても違う	少し違う	似ている	似ている
1	2	3	4

３９.私は学校での勉強について本を読む時に、友だちが読んでいるのを助けるのが好きです。

私とは	私とは	少し私に	大変私に
とても違う	少し違う	似ている	似ている
1	2	3	4

４０.私は話の中に登場人物がたくさん出てくるのが好きではありません。

私とは	私とは	少し私に	大変私に
とても違う	少し違う	似ている	似ている
1	2	3	4

４１.私は友だちより上手に読みたいので、一生懸命練習したいと思います。

私とは	私とは	少し私に	大変私に
とても違う	少し違う	似ている	似ている
1	2	3	4

４２.私は時々両親に本を読んでいます。

私とは	私とは	少し私に	大変私に
とても違う	少し違う	似ている	似ている
1	2	3	4

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４３.私は読書をほめられるのが好きです。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

４４.私にとって、読書が得意な人のリストに自分の名前があるのを見るのは大切です。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

４５.私は自分が何を読んでいるのかについて友だちに話しています。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

４６.私はいつも時間通りに本を読み終わるように努力しています。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

４７.私は、人から読書が得意だと認められるとうれしいです。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

４８.私は自分が読んでいる本について、家族に話をするのが好きです。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4



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４９.私は自分たちが読んでいるものに対して、答えを知っているたった一人の人物になるのが好きです。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

５０. 私は自分の国語の成績を知るのを楽しみにしています。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

５１.私はいつも先生が言う通りに国語の宿題をしています。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

５２.私は他の生徒より先に読み終わるのが好きです。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

５３.私の両親は、私の国語の成績について聞きます。

私とは とても違う	私とは 少し違う	少し私に 似ている	大変私に 似ている
1	2	3	4

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Appendix D: Interview Protocol (English)

Interview Questions

1. How do you feel when you read?
2. How do you feel about your reading performance? Why?
3. Do you read at school and also outside of school? Why?
4. How often do you read for fun at home?
5. What types of books do you like to read at home? Why?
6. How often do you go to a library to check out books to read with your parent(s) or guardian(s) at home?
7. If you read at home, where do you read?
8. Do you do a computer with access to the internet at home? Do you do reading on the internet? What else do you do on the internet?
9. Do you have a cell phone and/or tablet (e.g. iPad)? Do you do reading on cell phone or tablet? What else do you do on your cellphone or tablet?
10. How often do you talk about books you have read with your parents, guardian(s), and/or brothers/sisters?
11. Do you read with your parent(s) or guardian(s) at home every day? What kind of books do you read with them?
12. How often do your parent(s) or guardian(s) read books to you? What do they read?
13. Do your parent(s) or guardian(s) think you are a good reader? Why or Why not?
14. Do your parent(s) or guardian(s) expect that you are a good reader? Why?
15. Does your teacher encourage you to read? If so, how?
16. Does your teacher read aloud books to you in the classroom? If yes, how often does he/she



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do it?

17. How do you feel when your teachers share their thoughts about their favorite books? Why do you feel that way?
18. What kind of reading activities do you like to do at school? Why?
19. Do you have experiences of reading more books or certain books because of your friends? If yes, can you give me some examples?
20. How do you feel about discussing your favorite books or stories with your friends?
21. How do you feel when your friends recommend their favorite books for you to read? Can you give some examples of the books?
22. Do you think your friends think you are a good reader? How do you know?
23. What do you think the most popular reading materials are for kids your age in Japan/the U.S.? Some examples of reading materials include books, magazines, comic strips, Japanese manga or graphic novels. Why? How do you feel about reading them?
24. How is reading viewed in Japan/the U.S.? Why?
25. Do you have a national role model? Do you think he or she likes to read? Why or Why not?
26. Do you have afterschool activities? If so, what are they?



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Appendix E: Interview Protocol (Japanese)

インタビューの質問

1. 本を読んでいる時、あなたはどう感じていますか。

2. あなたは自分の読書力をどのように感じていますか。なぜそのように感じますか。

3. あなたは学校と、学校以外の両方で読書をしますか。その理由はなぜですか。

4. あなたは、どのくらいの頻度で家で読書をしますか。

5. あなたは、どんな種類の本を家で読むのが好きですか。なぜですか。

6. あなたは、どのくらいの頻度で親、あるいは保護者の方と本を借りに図書館に行きますか。

7. もし家で本を読むなら、あなたは何処で読みますか。

8. あなたの家にインターネットにつながっているパソコンがありますか。あなたはインターネット上で読書をしますか。読書以外にインターネットで何をしますか。

9. あなたは携帯、または端末タブレット（I-pad など）は持っていますか。携帯、タブレットで読書はしますか。その他、それらで何をしますか。

10. あなたは、どのくらいの頻度で、親や保護者の方、また兄弟や姉妹とあなたが読んでいる本について話をしますか。

11. あなたは、 毎日家で親や保護者の方と本を読みますか。彼らとはどんな本を読みますか。

12. あなたの親や保護者の方は、どのくらいの頻度であなたに本を読んでくれますか。彼らは何を読んでくれますか。

13. あなたの親や保護者の方は、あなたが本を読むのが得意だと思っていますか。なぜそのように思っている（あるいは思わない）のですか。

14. あなたの親や保護者の方は、あなたが本を読書が得意になるのを期待していますか。なぜですか。

15. あなたの担任の先生は、あなたに本を読むようにすすめ ますか。もしそうなら、なぜですか。

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16. あなたの先生は、教室で朗読をしてくれますか。もしそうなら、どのくらいの頻度でしてくれますか。
17. 先生が自分のお気に入りの本について意見を話してくれた時、あなたはどう感じますか。なぜそのように感じますか。

18. あなたは学校でどんな読書活動をするのが好きですか。なぜですか。

19. あなたは、友だちの影響でより多くの本を読んだり、あるいは特定の本を読んだりした経験はありますか。もしあるなら、いくつか例を上げてくれますか。

20. 友だちとお気に入りの本や物語について話す時、あなたはどう感じますか。

21. 友だちがあなたにお気に入りの本を勧めてきた時、あなたはどう感じますか。その本の例を上げてくれますか。

22. あなたの友だちは、あなたは読書が得意だと思っていますか。どうしてそのように思いますか。

23. あなたの年齢の子供向けの読書教材について、あなたはどう思いますか。（読書教材は本、雑誌、漫画、小説なども含めます）。あなたはなぜそう思いますか。あなたは、それらの教材を読むことについてどのように感じますか。

24. 日本では、読書はどのようにみなされていますか。

25. あなたには日本人で手本となる人はいますか。その人は読書が好きだと思いますか。なぜそう思いますか、あるいはなぜそう思いませんか。

26. あなたは放課後に習い事はしていますか。している場合、何をしていますか。

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