<u>**Article Review # 4**</u>

Article/ Book Title: The Relation of Student and Class-Level Characteristics to Primary School Students' Autonomous Reading Motivation: A Multi-Level Approach

Full APA Reference: De Naeghel, J., & Keere, H. V. (2013). The Relation of Student and Class-Level Characteristics to Primary School Students' Autonomous Reading Motivation: A Multi-Level Approach. *Journal of Research in Reading*, *36*(4), 351-370. doi:10.1111/j.1467-9817.2013.12000.x

Major Themes/ Theories: Autonomous Reading Motivation, Reading Engagement, Reading Performance, Multi-Level Modelling

Abstract:
The aim of the present study is to examine by means of multi-level modelling how student and class-level characteristics relate to fifth-grade students' recreational and academic autonomous reading motivation. On the student level, gender, native language and students' perception of home and peer involvements in reading activities are studied. On the class level, teachers' use of knowledge goals, the provision of real-world interactions, students' opportunities to read self-selected books and discuss reading materials with peers, teachers' reading aloud, the use of fiction and non-fiction and support of a literacy coach are studied. Participants included 1,177 fifth-graders and their 65 teachers. In line with the literature, girls report a higher autonomous reading motivation, and students' perception of home and peer involvements in reading activities is positively associated with their autonomous reading motivation. On the class level, only the additional support of a literacy coach significantly optimizes students' autonomous reading motivation.

Define the Research Questions:
According to De Naeghel and Keere (2013), learning to read is one of the most crucial learning processes in a child's life in the primary school setting. Reading is involved in their everyday school and home life and is fundamental to their functioning in today's society. They state that autonomous reading is very important because it encourages reading frequency. However, research shows that currently, there has been a decline in reading for pleasure after primary school and as students enter higher grade levels. It is evidently becoming harder for educators to keep children autonomously motivated to read in school and outside of school. De Naeghel and Keere (2013), state that girls as well as students from immigrant backgrounds have been reported to have higher levels of autonomous reading motivation and that peer involvement helps with reading motivation. Also, at a classroom level, teachers have reported that students autonomous reading motivation includes reading instructions, provision of real-world interactions, use of fiction and non-fiction texts, opportunities for free-choice reading and discussion of the reading with peers and participate in read-aloud. The purpose of this study is to identify student and classroom-level characteristics which can positively encourage and motivate children to participate in autonomous motivation for reading. Also, the study is inclusive of applying multi-level modelling to increase autonomous motivation of for reading.

Discuss the methodology used the authors.

The study was inclusive of 1,177 fifth-grade students and 65 teachers from 44 middle-class primary schools as participants in the city of Flanders which is Belgium. Participants were inclusive of 50.3% girls and 49.7 boys. The average age of all children that participated in the study was 10.46 years. The 65 teachers had the average age of 39 years old and had an average teaching experience of 16 years. Before the study was conducted, all parents were notified that they had the choice to withdraw their child from the study. From February to March 2010, three researchers administered a questionnaire for the children during their regular class periods. The teachers completed a questionnaire regarding their reading instruction approach.

The data for students recreational and academic autonomous reading motivation was measured via a Self-Regulation Questionnaire-Reading Motivation created by De Naeghel and Keere. The questionnaire was a reliable and valid method used to measure late primary students' autonomous reading motivation. All of questions were administered twice to gain answers to questions in a recreational setting and a academic setting. It was conducted this way because the researchers can gain insight on autonomous reading motivation when students read for leisure and when students' read school purposes and how they feel in both situations. The students were provided with a Likert scale that scored on a 5-point ranging from 0 (disagree a lot) to 4 (agree a lot).

Describe the results.
For the data analysis of the research student and class-level variables with student's recreational autonomous reading motivation and academic autonomous reading motivation was analysed with multi-level modelling. Students were generally reposted having a positive autonomous motivation for reading in a recreational reading alongside academic readings. In the study, students indicated that communication about reading was only done sometimes at home. Teachers reported that students engaged frequently in reading aloud while the connection with real-world interactions related to reading occurred the least. Half of the teachers indicated that their students were reading both fiction and non-fiction books at least once a week. In the research it was evident that girls were more motivated to participate in autonomous reading than boys. Lastly, students who participated in leisure reading at home had a strong correlation with being a motivated academic autonomous reading. Both boys and girls feel motivated to read when their peers are involved in reading activities. The more reluctant readers feel more motivated to read when they see their peers participating in reading activities.

Connect the main ideas presented in the article.
In the end this study creates a research that confirms how autonomous reading motivation encourages a student to read recreationally and academically. This study addresses both student and class level predictors that encourage autonomous reading. The results indicate that student level characteristics affect a child more than the class level characteristics to do motivational reading. The study also confirms the gender differences amongst boys and girls and how girls are generally motivated autonomous readers whereas boys are not. Also, there is a positive relationship with homes that encourage motivational autonomous reading because these children tend to instill the habit of being motivated readers in an academic setting too. However, if teachers want to create an autonomous motivated reading environment, it is important to figure out why boys generally do not participate in autonomous reading. Alongside learning about what interests boys to participate in autonomous reading, it is also important that educators come up

with methods to incorporate recreational reading outside of school so that children can participate in autonomous reading at home. Overall, both home and school settings work in hand to promote autonomous motivated reading and it depends on the students' characteristics whether they will be a motivated reader based on their experiences at home and school.