

Understanding intrinsic and extrinsic reading motivation

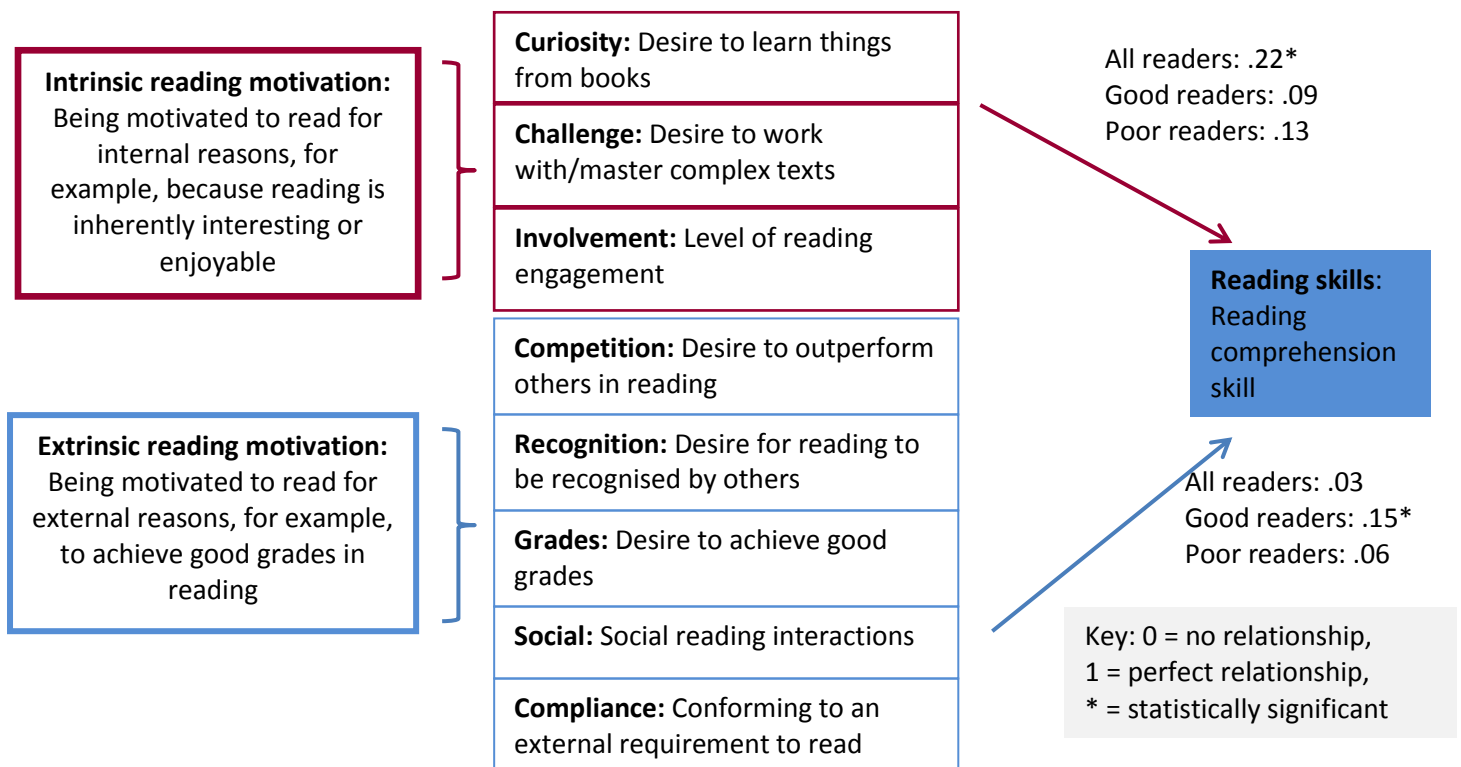
A summary for teachers

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Background: Children's intrinsic reading motivation has consistently been shown to be related to their level of reading skill; however the relationship between extrinsic reading motivation and reading skill is less clear. In addition, there is very little research which has examined the reading motivation patterns of children identified as very good and very poor readers and how this relates to their reading skill level.

Aim: To examine differences between very good and very poor readers in terms of their motivation to read and the relationship between their reading motivation and reading skill

Participants: 1,811 children (aged 7-13) completed questionnaires assessing their motivation to read (intrinsic and extrinsic) and an assessment of reading skill. In total, 194 children were identified as very good readers (standard score > 121) and 188 children were identified as very poor readers (standard score < 83).



Results: Very good and very poor readers differed significantly in their overall levels of intrinsic reading motivation; however differences in levels of extrinsic reading motivation were very small.

Overall, children's intrinsic reading motivation was related to their reading skill, while their extrinsic reading motivation was not. However, among the good readers, extrinsic reading motivation (specifically grades and competition) were associated with greater reading attainment.

Discussion and implications for education:

Extrinsic reading motivators (grades and competition) may give high ability readers a competitive edge.

Poor readers need support developing intrinsic reading motivation in particular.

It is useful for teachers to understand the multi-dimensional nature of children's motivation to read and provide support as necessary.



Academic paper: McGeown, S. P., Norgate, R., & Warhurst, A. (2012). Exploring intrinsic and extrinsic reading motivation among very good and very poor readers. *Educational Research*, 54, 309-322