

Article Review

Complete APA bibliographic reference:

Wigfield, A., Guthrie, J., Tonks, S., & Perencevich, K. (2004). Children's motivation for reading: Domain specificity and instructional influences. *Journal of Educational Research*, 97(6), 299-309.

Four or five descriptor names that best describe the topic:

Main: Reading motivation, Strategy, Reading efficacy

Type of Article: Quantitative Research

Levels: Lower Elementary (1-3)

Briefly stated major purpose(s) of the article:

This article focuses on self-efficacy, intrinsic motivation, and extrinsic motivation, and how these constructs work in the realm of reading. The authors question whether the motivational decline in reading is inevitable or if reading motivation can be sustained or increased by changing school experiences.

Research article – summarize the major findings in 2-4 sentences:

The results of this study show that the students who were taught in the CORI classrooms experienced an increase in their intrinsic motivation to read and in their self-efficacy for reading. The students in the SI classrooms did not experience an increase in these areas. In addition, neither program had differential effects on student reading frequency.

Quantitative Study Information:

Independent Variables Included:

Grade

List Dependent Variables:

Intrinsic motivation to read, reading efficacy, reading frequency

Treatment:

- (1) Concept-Oriented Reading Instruction (CORI) was administered for 12 weeks to 150 third graders.
- (2) Strategy Instruction (SI) was administered for 11 weeks to 200 third graders.

Is reliability information reported? yes (internal consistency reliability)

If so, for which instrument? The used portions of the Motivation for Reading Questionnaire.

Is validity information reported? no