

Supporting Pupils' Reading Motivation with Instructional Materials

Project background: In the "PIRLS for Teachers"-project the Oxford University Centre for Educational Assessment (OUCEA) collaborates with teachers to identify which information provided in PIRLS is particularly interesting for them. PIRLS is the Progress in International Reading Literacy Study, a study conducted in 5-year cycles and in which over 50 countries participate.



What do we know about reading motivation and instructional materials?

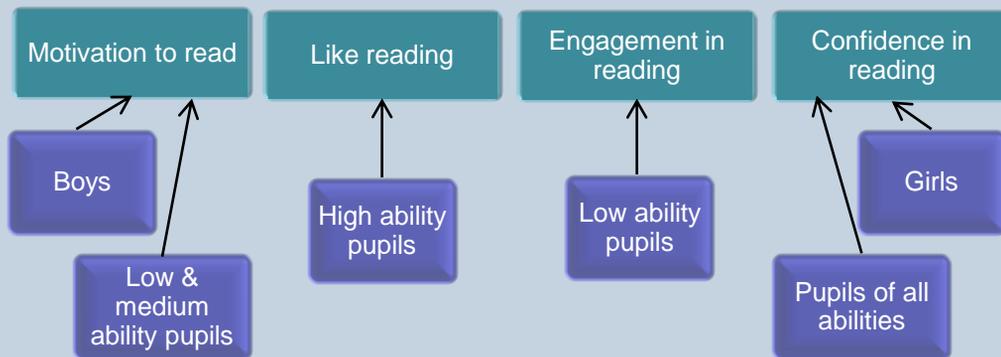
- ❖ Pupils' motivation to read is fostered by confrontation and mastery of language codes and styles in different text genres.
- ❖ Pupils apply a variety of comprehension processes for different text genres which helps them develop their reading skills.
- ❖ Teachers can provide pupils with a choice of different texts forms and genres to support their engagement with literacy activities.



Data & Information

- ❖ Pupil information (5,000 Year 5 pupils): reading motivation, confidence and engagement, liking to read, gender and ability levels in reading.
- ❖ **Teachers' use of a variety of resources and genres for reading instruction, including textbooks, reading series, workbooks, children's books, material from other curriculum areas, newspapers, computer software and reference materials.**

How **using a high variety** of reading resources and genres – 7 to 8 different ones – benefits motivation towards reading for different groups of pupils



→ means a positive association

Results

While an important goal in primary school years is to teach pupils how to comprehend different text forms and genres (see English programmes of study: key stages 1 and 2), 1 in 3 teachers in England use a low or medium variety of reading resources in their lessons. Our research suggests that using a high variety of reading resources can:

- ❖ enhance motivation towards reading for pupils of all reading abilities. It is especially important for lower ability pupils, as it fosters their motivation, engagement and confidence to read.
- ❖ benefit girls' reading confidence and boys' motivation to read.

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PIRLS for Teachers website: <http://oucea.education.ox.ac.uk/research/recent-research-projects/pirls-for-teachers/>