



Using the Social Interaction Model for Enhancing Intrinsic Motivation among Official Preparatory School Pupils

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بحث مشتق من الرسالة الخاصة بالباحثة

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Abstract

The present study aimed at developing intrinsic motivation among second year experimental preparatory school pupils using the Social Interaction Model. Thirty two participants from second year Official preparatory school pupils at Ahmed Zweil Official Language School were randomly assigned to participate in the present study. The study makes use of the reading motivation questionnaire. The questionnaire was administered pre- and post- the experiment. Paired sample t-test was conducted to compare the means of the pupils' scores on the pre – posttests. Results showed that the pupils have developed their intrinsic motivation as a result of using the Social Interaction Model. It is concluded that the Social Interaction Model is effective in developing second year Official preparatory school pupils' intrinsic motivation. It is also recommended that the Social Interaction Model be taught as a part of the reading educational programs.

Keywords: Social Interaction Model - Intrinsic Motivation

Research Problem and Its Context:

Motivation is one of the factors essential to reading comprehension. Along with working memory and the ability to draw upon prior knowledge, motivation is a driving force in reading comprehension. Students with an interest in the text are more likely to put forth effort to read and comprehend the material (Watson, Gable, Gear, and Hughes, 2012, p. 81). The comprehension of challenging text may require not only basic reading skills and cognitive strategies in addition to prior knowledge, but also motivation (Guthrie, Wigfield and You, 2012, p. 616 and Bråten, Ferguson, Anmarkrud and Strømsø, 2013, p. 325).

Lyster (2010, p. 121) stated that the use of deeper-level strategies are important for reading comprehension and reading instruction, but there should also be a focus in reading comprehension instruction on motivation for comprehension (the pupil's belief in the importance of comprehension) since that contributes significantly in explaining variance in reading comprehension.

Moreover, students' decisions about which activities to do, how long to do them, and how much effort to make can be influenced by their beliefs in ability and efficacy, intrinsic and extrinsic motivation, reasons for achievement, and social aspects of motivation (Kim , 2011, p. 862). Thus, engaged readers are motivated to read for different purposes, use prior knowledge, and participate in social interaction to generate new understandings.

Reading motivation is a high priority for each child's development and a tool for learning in the classroom (Guthrie and Cox, 2001, p. 283). Guthrie, Wigfield, Humenick, Perencevich, Taboada, and Barbosa (2006, p. 232) mentioned that motivation for reading is an important contributor to students' reading achievement and school success. Aarnoutse & Schellings (2003, p.388) believed that motivation is those personal characteristics which influence the activities and achievements

of individuals in the form of objectives, convictions and needs. Aarnoutse & Schellings added that a reciprocal relation exists between reading motivation and the use of reading strategies: reading motivation influences the use of reading strategies and the use of reading strategies influences reading motivation.

Guthrie, Wigfield & Klauda (2012, p.53) mentioned that the middle school years are an especially important time to consider reading motivation and its relations to reading comprehension. A variety of studies have demonstrated that students who are motivated to read and engage frequently in reading activities have better reading comprehension skills and achieve at higher levels in reading. Previous studies reported a general decline in students' reading motivation (Abdel Hack, 2002; Colon & Rivera, 2008; Cox & Guthrie, 2001; Guthrie et al., 1998; Guthrie, McRae & Klauda, 2007; Guthrie et al., 2009; Lutz, Guthrie & Davis, 2006; Wigfield, Guthrie, Tonks & Perencevich, 2004).

The problem can be stated in the following statement: "In spite of the importance of intrinsic motivation second year official prep school pupils suffer from decline in intrinsic motivation. To solve the problem the study will try to answer the following questions:

- 1- What are the processes of intrinsic motivation required for second year official prep school pupils?
- 2- What are the features of the Social Interaction Model in developing second year official prep school pupils' intrinsic motivation?
- 3- What is the effectiveness of the Social Interaction Model on developing second year official prep school pupils' intrinsic motivation?

Review of Literature and Related Studies:

Reading is an effortful activity that involves choice, motivation is crucial to reading engagement, motivation is a driving force in children's

reading development and that even the reader with the strongest cognitive skills may not spend much time reading if s/he is not motivated to do so (Guthrie, Wigfield & Klauda, 2012, p.53).

Anmarkrud and Bråten (2009, p. 252) and Lyster (2010, p. 120) agreed that good comprehenders are knowledgeable and strategic readers. However, comprehension of challenging text required not only cognition but also motivation. Also, reading comprehension concerned knowledge that is dependent on the teacher's ability to support the pupils in developing the knowledge, strategies and motivation for understanding what is read.

Motivation is "values, goals, beliefs, and dispositions for reading". Regrettably, many educators think of motivation as limited to "fun" Guthrie, Wigfield & Klauda (2012, p.3). Although reading an exciting new book may be fun, such exhilaration may be temporary. Fun has to be transformed into more enduring qualities before it will drive the hard work of academic learning. By sustaining initial fun with longer-term choices, relevance, collaborations, successes, and deep understanding, a spark may be fanned into long-term motivation. Without a deep understanding of students' values, goals, beliefs, and dispositions, educators are ill-equipped to foster full learning that makes all students college-ready.

Guthrie, Wigfield & Klauda (2012, p.53) agreed with Wigfield et al. (2004, p.300) that because motivation is domain specific, it often varies across different achievement areas, and so it is essential to consider motivation in specific areas such as reading. When one is interested in how motivation relates to learning and performance in a particular domain; it is important to conceptualize and measure motivation specific to the domain of interest.

Motivation and engagement have been described as students' energy and drive to engage, learn, work effectively, and achieve to their potential at school and the behaviors that follow from this energy and

drive. Motivation and engagement play a large part in students' interest in and enjoyment of school and study. Motivation and engagement also underpin their achievement (Martin, 2008, p. 240)

Engagement and motivation are related terms that sometimes are used interchangeably in the literature but the two constructs should be distinguished from one another. Engagement is a multidimensional construct that includes behavioral, cognitive, and affective attributes associated with being deeply involved in an activity such as reading. By contrast, motivation is a more specific construct that relates to engagement but can be distinguished from it. Motivation is what energizes and directs behavior and often is defined with respect to the beliefs, values, and goals individuals have for different activities (Guthrie, Wigfield, and You, 2012, p.602).

Guthrie, J., Meter, P., Hancock, G., Alao, S., Anderson, E., and McCann, A. (1998, 261) agreed with Gambrell (1996, p.16) that the term engagement in reading refers to the motivated use of strategies and conceptual knowledge during reading. These processes operate dynamically, increasing over time. The engaged reader is in a continual process of activating and extending his or her conceptual understanding...Engaged readers use and regulate strategies to enhance their conceptual understanding. Using prior knowledge and posing questions as they explore their environment, engaged readers are involved in a process of searching. They read multiple texts, examine a variety of documents, and extract critical details. As engaged readers succeed in searching, they use strategies for integrating information from expository and narrative texts. Engaged learners also use strategies for communicating and representing their understanding that may entail drawing, charting, note taking, and composing either in narrative, expository, or persuasive rhetorical structures.

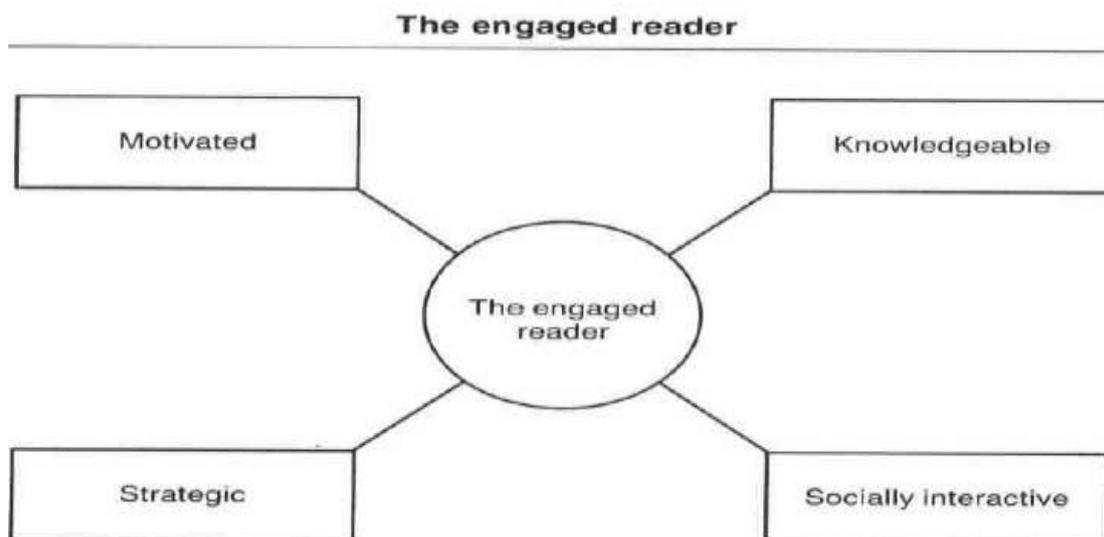


Fig. 4. The Engaged Reader Adopted from Gambrell, 1996, p.16

Swan (2003, pp. 1-2) agreed with Guthrie that reading engagement is the dynamic, recurrent process of combining motivation, strategies for reading and learning, social interaction and knowledge about a topic...engaged readers: are active learners, set goals for learning, ask questions, read for more information, find answers, gain information from others, share information with others, and use strategies for learning.

The word engagement represented reading in which motivational processes (such as interest) and cognitive strategies (such as self monitoring) are simultaneously occurring (Guthrie, McRae and Klauda, 2007, p.238). Guthrie, McRae and Klauda (2007, p.238) defined reading engagement as a construct that fuses motivational, cognitive, and behavioral attributes of students. The engaged reader is internally motivated to read. These internal motivations include intrinsic motivation, self- efficacy, and social dispositions for interacting with other students in literacy activities. The engaged reader is cognitively active because he uses strategies and seeks to link his old knowledge to new information in texts. Finally, the engaged reader is behaviorally active as displayed in task participation, effort, persistence in the face of difficulty, and reading frequently for pleasure and learning.

Grolnick, Farkas, Sohmer, Michaels and Valsiner, (2007, p. 333) believed that engagement includes participation, attention, ongoing task behavior, and positive affect and is the antithesis of alienation. Wherever, Guthrie et al. (2007, p. 283) mentioned that engaged reader is motivated, strategic, Knowledge driven, and socially interactive.

There are four dimensions of engagement (Fredricks, Blumenfeld and Paris, 2004, p. 60; Lutz, Guthrie, Davis, 2006, p. 5 and Guthrie, Wigfield, and You, 2012, p.602). The first dimension is emotional or affective engagement which is positive affective reactions toward teachers, classmates, and school and facilitating students' sense of connection with school and commitment to their school work. The second dimension is behavioral engagement which is active participation in academic activities as demonstrated through attention, persistence and asking and answering questions. The third dimension is cognitive engagement which is known as encompassing mental investment in learning, effortful strategy use and deep thinking. The fourth dimension is social engagement which is the exchange of interpretations of text and other ideas about reading and writing with peers in a "community of literacy".

Reading engagement, in its behavioral form, consists of actions and intentions to interact with text for the purposes of understanding and learning. Engagement is the act of reading to meet internal and external expectations. Such engagement may be positive, referring to reading with effort, purpose, and intention to learn; *dedication*, or it may be negative, referring to students' intents and actions that enable them to evade reading tasks or activities; *avoidance* (Guthrie, Klauda & Ho, 2013, p.10).

Because of the importance of reading motivation a lot of studies highlighted its significance Guthrie et al. (2007) investigated motivational multiplicity expanded on previous literature by including motivation constructs (interest, perceived control, collaboration,

involvement, and efficacy), text genres, specific versus general contexts, and the self-versus other evidence sources about motivation. Guthrie, Hoe, Wigfield, Tonks, Humenick, & Littles expected that this multiplicity would influence the identification of reading comprehension growth predictors. Pre- and post-interview data, teacher ratings, motivation self-reports, and reading comprehension scores were used. Interviews showed motivation constructs to be semi-independent were obtained. Students' reading motivation for narrative and information texts was not highly associated; and self-reports and other motivation reports were not highly associated, but situated and general reading motivations were correlated.

Grolnick, Farkas, Sohmer, Michaels and Valsiner (2007) examined the effects of motivationally facilitative after school program on the 7th grade students' autonomous motivation, learning goals, school engagement, and performance in science class. Ninety students completed questionnaires regarding their motivation and engagement before and after the program. Science, math, social studies, and English teachers rated students' levels of classroom engagement. Students participating in the Investigators' Club increased in learning goals, engagement in school and in science class, and science grades.

Anmarkrud and Bra° ten (2009) examined whether perceived reading efficacy and reading task value uniquely predicted the comprehension of a social studies text after variance associated with gender, achievement in the domain, topic knowledge, deeper strategies, and surface strategies had been removed through forced-order hierarchical multiple regression analysis. The sample was composed of 104 Norwegian ninth-grade students. Results showed that even after removing variance from these variables, the motivation constructs accounted for additional variance. However, only reading task value was a statistically significant positive predictor of reading comprehension, whereas the relationship between reading efficacy and reading

comprehension did not reach statistical significance. Thus, reading task value seemed particularly important because it can override the contributions of other important constructs. In terms of education, the findings suggested that an emphasis on cognitive constructs such as prior knowledge and strategic text-processing should not make us overlook the specific importance of promoting motivation for reading comprehension.

Taboada, Tokns, Wigfield, and Guthrie (2009) examined how motivational and cognitive variables predict reading comprehension, and whether each predictor variable adds unique explanatory power when statistically controlling for the others. Fourth-grade students (N = 205) completed measures of reading comprehension in September and December of the same year, and measures of background knowledge and cognitive strategy use in December. Teachers rated internal reading motivation of each student. Results from multiple regression analyses showed that motivation, background knowledge, and cognitive strategy-use made significant, independent contributions to children's reading comprehension when the other predictor variables were controlled.

Ali (2010) investigated the effectiveness of a self-efficacy based program in developing EFL oral communication skills among prospective teachers. The sample included (62) third year English prospective teachers student at the Faculty of Education, Benha University. They were assigned into two groups: the control group (N=31) and the experimental group (N=31) that received the self-efficacy based program. The instruments included an EFL oral communication skills list required for prospective teachers, an EFL oral communication skills test and a rubric to analyze the students' performance in speaking. Results showed that the self-efficacy based program was effective in developing EFL oral communication skills among prospective teachers.

Retelsdorf, Koller, and Moller (2011) aimed at identifying unique effects of reading motivation on reading performance when controlling

for cognitive skills, familial, and demographic background. The sample was a longitudinal sample of N = 1508 secondary school students from 5th to 8th grade. Two types of intrinsic reading motivation (reading enjoyment, reading for interest), one type of extrinsic reading motivation (competition), and reading self-concept were measured by self-report questionnaires. Cognitive skills (reasoning, decoding speed) and reading performance were assessed using standardized tests and background variables were collected using student and parent questionnaires. Moreover, a positive unique effect of reading for interest on reading performance growth was recorded. Reviewing literature and related studies dealing with reading motivation, the researcher finds the following:

- 1- Reading motivation is a driving force in reading comprehension. Reading motivation is crucial to reading comprehension (Grolnick et al., 2007).
- 2- Reading motivation was assessed using a questionnaire (Retelsdorf, Koller, and Moller, 2011).

There are at least nine components of reading motivation: (a) interest, (b) preference for challenge, (c) involvement, (d) self-efficacy, (e) competition, (f) recognition, (g) grades, (h) social interaction, and (I) work avoidance (Baker & Wigfield, 1999, Guthrie et al., 2007 and Taboada, Tonks, Wigfield, and Guthrie 2009). Guthrie, Wigfield & Klauda (2012, p. 6) added another motivational construct, dedication, arose as a prominent predictor of students' successes and failures in middle school reading. Following are some of these components

Guthrie, Wigfield, Humenick, Perencevich, Taboada and Barbosa (2006, p.233) mentioned six major instructional practices that increase motivation for reading and reading comprehension. *First*, using content goals for reading instruction expands pupils' interest and motivation. *Second*, affording pupils' choices in the classroom is a well-supported motivational practice. When pupils can choose (a) the texts

they read, (b) the tasks they perform with the text or (c) their partners during instruction, their intrinsic motivation for reading increases, as well as their time spent on reading activities. *Third*, properties of text increase interest. *Fourth*, social goals or cooperative learning structures in reading activities improve pupils' motivation and achievement. *Fifth*, Teacher involvement, which refers to pupils' perception that the teacher understands them and cares about their progress, is associated with intrinsic motivation for academic activities. *Sixth*, Emphasizing mastery goals in the classroom is a practice supported by most motivation theorists. When pupils read for mastery, they seek to (a) gain knowledge from text, (b) understand stories fully, and (c) grasp the essence of literary texts, such as legends or poetry. When teachers emphasize such goals, pupils internalize them and become more self-determining learners, which increases their achievement in the long term.

Effective instruction for comprehension includes support for motivational, cognitive, conceptual, and social processes within the classroom. Students' processes of engagement were explicitly supported through five practices: (a) using content goals in a conceptual theme for reading instruction, (b) affording choices and control to students, (c) providing hands-on activities, (d) using interesting texts for instruction, and (e) organizing collaboration for learning from text (Guthrie, McRae and Klauda, 2007, p. 241).

Intrinsic motivation referred to students' reading for its own sake can be described as reading for enjoyment, or as reading as a favorite activity. Baker and Wigfield (1999, p.453), Guthrie, Coddington, and Wigfield (2009, p. 322) and Guthrie, Wigfield & Klauda (2012, p. 56) agreed that intrinsic motivation is defined as performing a task because it is inherently interesting or enjoyable. Intrinsically motivated reading consists of text interaction for enjoyment, to satisfy curiosity and to gain the rewards of vicarious adventure, or gaining new knowledge that may be challenging. Intrinsic motivation has been correlated to reading

achievement on standardized tests by several investigators for elementary school students

Park (2011, p. 348) added that intrinsically motivated readers spend more time in reading in their everyday life and also read more broadly by choosing more challenging text than extrinsically motivated readers. In addition, readers with higher intrinsic motivation are more likely to be deeply engaged in their reading and make use of various effective strategies for better reading performance. Moreover, Guthrie, Wigfield & Klauda (2012, p. 56) stated that academic performance may be increased by fostering intrinsic motivation through autonomy and competence support.

Two aspects are fundamental for the intrinsic value (Eccles, 2005, p.111 and Retelsdorf, Koller, and Moller, 2011, p. 551): feelings of enjoyment a person gains from performing a certain task and the idea that learning is driven by interest. Reading enjoyment represents the activity-related component of intrinsic motivation: people read because they experience reading itself as inherently enjoyable. This understanding of reading enjoyment is strongly related to involvement in reading... Reading for interest is related to personal topic interest, which is defined as an individual's relatively stable orientation towards a certain topic. Interest leads to a more frequent use of (adequate) strategies and more deep-level learning.

Guthrie, Meter, Hancock, Alao, Anderson and McCann (1998, 263) believed that the classroom contexts should provide ample opportunity for actual, real- world interaction linked to the conceptual theme. "Hands- on" activities are exciting. "Hands- on" activities provide opportunity for student questioning. Guthrie (2003, p.120) stated that a main principle of teaching reading is to connect texts to students' real- world experiences. When experiences can be linked to reading, students' comprehension increases dramatically. One hour of observing

will be satisfactory to generate ten hours of intensive reading activity related to the observational experience.

Direct sensory observations serve two vital purposes in the development of engagement. First, they are exciting. Students are attentive and energized. This arousal is not only enjoyable and entertaining, but this contextualized, situational interest can be linked to book reading. These situational interests then evolve into long term, generative, personal interests under supportive classroom conditions. A second purpose of real world interaction linked to the conceptual theme is to provide the opportunity of student questioning. If instruction supports students in answering their conceptual questions, students become engaged, their intrinsic motivational goals of curiosity, involvement, challenge, social interaction and self-efficacy increase (Guthrie, Anderson, Alao, and Rinehart, 1999, p. 346).

Moreover, Wigfield et al. (2004, p.303) stated that teachers provided extensive classroom support for students' intrinsic motivation through the following. First, a center piece of reading instruction is the use of hands-on activities. Second, after the activity students generate questions. When students initiate their questions, they have a sense of autonomy over their learning that is motivating to them. Teachers also connect students' interests and questions to interesting books. Students can use the books to help answer their self – generated questions. Third, teachers enhance student' intrinsic motivation by supporting the development of their autonomy as learners.

Guthrie, Meter, Hancock, Alao, Anderson and McCann (1998, p. 264) stated that teachers supported students in working together toward understanding the conceptual theme, gaining cognitive strategies, and learning how to communicate effectively in groups. Students participated in varied social structure that included individual work, partnerships, small teams, and whole class activities. Two prominent formats were literature circles, in which groups formed an interpretation of literary

work, and idea circles, in which students pooled diverse information sources to gain conceptual understanding from multiple texts.

Enabling students to discuss the content of a text is vitally important. They can identify the central ideas, locate supporting information, attempt to ignore weaker supporting details, and develop a summary as a team. Groups of students or teams can perform the more complex strategy of building a concept map (Guthrie, 2003, p. 116). Liang and Dole (2006, p.751) stated that social collaboration has multiple group formats for instruction, from whole-class discussions about comprehension strategies to small-group work on particular topics of interest. While Lucas (2010, p. 10) stated that social collaboration refers to the quantity and quality of opportunities for students to work with one another in their learning.

Social interaction is defined as communicating with others, through writing and discussion, about what has been read (Gambrell, 2011, pp. 175). Social interaction includes talking about books with others, reading together with others, borrowing and sharing books with others, talking about books with peers in class, and sharing writing about books with others. Social interaction supports motivation to read in a variety of ways. First, peer comments can pique a student's curiosity. Second, student observations of their peers' progress may increase their confidence in their own ability to succeed. Third, working with others promotes student interest and engagement. A number of studies have documented that instruction that incorporates social interaction about text increases students' motivation to read and reading comprehension achievement.

3. Methodology:

a) Instrument of the Study:

The study makes use of a reading motivation questionnaire. The researcher prepared a reading motivation questionnaire to measure the

pupils' intrinsic motivation processes. The reading motivation questionnaire was administered both pre and post the experiment for second year experimental preparatory school pupils.

1- Description of the Questionnaire:

Reading Motivational processes		Definition	Items
1-	Intrinsic motivation	Pupils read because they experience reading itself as inherently enjoyable and a certain topic is enjoyable when it is challenging	1 : 7

Instructions were given to the sample on a separate page. They were asked to read the items of the questionnaire carefully and give their response by putting a (√) against the response which shows how often they behave in the way stated. An example was given to illustrate how they respond to the items of the questionnaire. The items of the reading motivation questionnaire were corrected using a rating scale from "5" to "1", where "5" represents the highest level "Strongly Agree" and "1" represents the lowest level "Strongly disagree".

b) Experimental Procedures:

1. Procedure for Selecting the Study Participants:

The Participants were randomly assigned from second year experimental preparatory school pupils at Ahmed Zweil Experimental Language School in Benha. At the beginning of the second term of the academic year 2014- 2015, thirty two pupils were randomly selected as the study sample.

2. The Experimental Design:

The study investigated the effectiveness of using the social interaction model on developing intrinsic motivation among second year experimental preparatory school pupils. The Teacher presented the

pictures to the pupils asking them to " Observe the following pictures and figure out answers to the following questions". The pupils observe the pictures. Through these images, the teacher tries to arouse his pupils' motivation and keep the pupils engaged. The Teacher introduces the video selection from YouTube. The pupils watch the video. Pupils become motivated and engaged in the concept through direct observation and personalization. Through social interaction and collaboration, students work with one another in their learning. Group work and discussion about text increase students' intrinsic motivation. To determine the pupils' level before the experiment and to what extent the development took place after the experiment, the researcher used one group pre-post test design.

3. Procedures of the Study:

The reading motivation questionnaire was pre administered to the participants to measure second year experimental preparatory school pupils' intrinsic motivation. The Participants were taught using Social Interaction Model. The post reading motivation questionnaire was administered after training the pupils using the Social Interaction Model.

4. Results of the Study:

The researcher conducted paired sample t-test on the pupils' scores to compare the means of the pupils' scores on the pre – posttests by means of the Statistical Program for Social Sciences (SPSS v.14.). The results support the following hypothesis:

"There is a statically significant difference between the mean scores of the study sample in the pre and post assessment of the intrinsic motivation in favor of the post one".

The following table presents the pupils' mean scores, standard deviation, t-value and level of significance of the participants of the study in post assessment of the Intrinsic Motivation.

Findings of the Paired Samples t-test in post
Assessment of Intrinsic Motivation

Groups	N	Mean	Std. Deviation	T-value	Df.	Sig. Level
Pre-	32	27.5313	3.6094	5.638	31	0.01
Post-	32	29.7813	3.87493			

As shown in the previous table, there is a statically significant difference between the mean scores of the study sample in the pre and post assessment of the intrinsic motivation in favor of the posttest where the t-value was 5.638 which is significant at the level 0.01. Thus the first sub-hypothesis was supported.

Discussion of the Results:

The primary purpose of the present study is to develop intrinsic motivation among second year experimental preparatory school pupils using the Social Interaction Model. The use of hands-on activities, self-generated questions and use of interesting books enhance students' intrinsic motivation. Classroom practices such as individual work, partnerships, small teams, and whole class activities enhance intrinsic motivation. The results of the present study are consistent with those of the studies of Coddington, 2009; Guthrie, Meter, Hancock, Alao, Anderson and McCann, 1998; Colon and Rivera, 2008; Lucas, 2010; Wallen, 2008; and Wigfield et al, 2008).

The results of the hypothesis indicated that "there is a statically significant difference between the mean scores of the study sample in the pre and post assessment of the intrinsic motivation in favor of the post one. As indicated, the study sample showed more improvements in their intrinsic motivation where the "t- value" is significant at the level (0,01). This can be related to the use of the Social Interaction Model. Thus the

hypothesis is statistically proved and supported. Figure (1) presents the mean scores of the study sample in the intrinsic motivation.

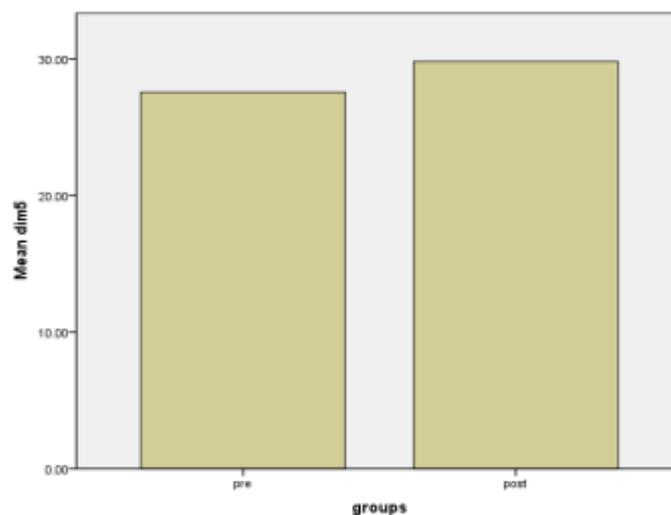


Fig. (1): The mean scores of the study sample in the intrinsic motivation

This result may be due to the activities and tasks used in Social Interaction Model such as individual work, partnerships, small teams, and whole class activities. This result may also be due to pupils practice a strategy with a sufficient number of texts. These activities helped the pupils experience reading itself as inherently enjoyable and a certain topic is enjoyable when it is challenging.

6. Conclusion:

Based on the results of the statistically analysis of the data, it can be concluded that:

- 1- Intrinsic motivation of the sample was developed as a result of using the Social Interaction Model. This reveals that the Social Interaction Model is effective in achieving the aim of the present study.
- 2- Social interactions in the classroom can either enhance or hinder intrinsic motivation, strategy use, and conceptual learning. Individuals who feel a sense of belonging or connectedness with others in the classroom feel more intrinsically motivated. This

finding is consistent with those of the studies of (Guthrie, Meter, Hancock, Alao, Anderson and McCann, 1998 and Lucas, 2010).

- 3- The engaged reader is internally motivated to read. These internal motivations include intrinsic motivation, self- efficacy, and social dispositions for interacting with other students in literacy activities.
- 4- Using content goals in a conceptual theme for reading instruction, affording choices and control to students, providing hands-on activities, using interesting texts for instruction, and organizing collaboration for learning from text support student motivation.

1- Recommendation of the study:

Based on the results of the present study, the following recommendations should be taken into consideration when developing the pupils' intrinsic motivation:

- 1- Teachers should make use of hands-on activities, self – generated questions, individual work, partnerships, small teams, and whole class activities and interesting books to enhance the pupils' motivation.
- 2- Teaching the Social Interaction Model as a part of the teacher preparation programs in teaching reading.
- 3- Curriculum designers should make use of the Social Interaction Model when designing English, math, or science courses.
- 4- Teachers should help pupils get more responsibility of their learning and help them increase their reading motivation.

8. Suggestions for further research:

Based on the findings of the present study, the following implications for further research were:

- 1- Investigating the effectiveness of the Social Interaction Model in developing preparatory or secondary school students' self- efficacy.

- 2- Investigating the effectiveness of the Social Interaction Model in developing preparatory or secondary school students' reading comprehension skills.
- 3- Investigating the effectiveness of the Social Interaction Model in developing writing skills among preparatory or secondary school students.
- 4- Investigating the effectiveness of the Concept Oriented Reading Instruction in developing preparatory or secondary school students' intrinsic motivation.

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