

Lau, K., & Chan, D. (2003). Reading strategy use and motivation among Chinese good and poor readers in Hong Kong. *Journal of Research in Reading, 26*, 177-190.

Key Words: Motivation, culturally responsive instruction

Summary:

This study explored Chinese reading comprehension among Hong Kong students. A total of 159 seventh grade students were given two reading tests and one questionnaire to gauge strategy use and motivation among high-achieving readers and those with learning difficulties.

Assumptions:

- Struggling readers tend to have problems in using many strategies such as identifying main ideas, using generalizations, higher-order text structure, and drawing inferences.
- Struggling students need more than strategy instruction to become successful readers.
- The use of reading strategies and reading-related motivational factors are closely related.
- Higher-level processing in reading is a universal cognitive activity and is independent of the language system involved.

Findings:

- Struggling readers used fewer strategies than did successful readers.
- Struggling readers were less capable (and had more difficulties) when using strategies than were successful readers and were only able to use lower-level strategies such as deleting unimportant sentences and understanding surface information.
- Struggling readers had poorer intrinsic motivation than did successful readers.
- Only intrinsic motivation demonstrated a strong relation with strategy use.

Conclusion:

The largest differences between struggling readers and successful readers were in their use of strategies and intrinsic motivation. Although the strongest tie was between strategy use and intrinsic motivation, all forms of motivation were viewed to have positive impacts on strategy use. Because of this, the author believes that classroom environments and reading curriculum should be reconstructed to foster students' interest and to build confidence in reading.

Suggestions for Teachers:

- Find ways to assess and, if necessary, strengthen struggling readers' intrinsic motivation.
- Help struggling readers learn comprehension strategies.

Suggestions for Literacy Leaders:

- Help teachers see the value of promoting intrinsic motivation.
- Provide professional development that focuses on strategy instruction.