

## Field for Dissertations

### **Promotion of reading motivation in the family.**

State of the art: Numerous studies show that reading interest predicts differences in students' reading competences even if cognitive abilities and knowledge of learning strategies are controlled (e.g. Artelt, Stanat, Schneider & Schiefele, 2001). Researchers agree that reading interest develops substantially during socialisation processes within the family. Accordingly, processes contribute at least indirect to differences in reading competences of German students (Baumert et al., 1997). Against that background this project shall investigate the prognostic meaning of parental support for the development of reading motivation and learning motivation in the domain of German. Recent studies concerning the differentiation of these two constructs (Möller & Bonerad, 2007; Dörfler, Artelt & Mauric (2007) show moderate correlations between interest and self concept in the domain of German on the one hand and diverse forms of reading motivation (e.g. joy in reading, interest in reading, self concept related to reading, achievement oriented reading motivation) on the other hand. Further, there are differing correlational patterns of these constructs with achievement. Interest in the domain of German seems to play a subordinate role in predicting reading competence, whereas joy in reading and reading behaviour have a high prognostic validity.

Objective: Based on results of research on reading socialisation and parental school involvement this project shall examine to what extent formal and informal literacy activities in the family contribute to the development of reading interest and interest in the domain of German and thereby, indirectly effect the development of reading competences. Concerning formal literacy activities, this project focuses on parental support in homework in the subject matter of German. Additionally, jointly reading of game instructions and communication about parents' and children's leisure literature are selected as two prototypic leisure activities from the broad spectrum of informal socialisation processes.

Method: Longitudinal study with measures taking place at the beginning and at the end of fourth and sixth grade. Data will be gathered by tests, questionnaires and audiotaped parent-child- conversations.

Sample: 60 students attending comprehensive schools and their parents coming from various milieus.