Introduction

Being motivated to engage in speaking, listening, reading and writing is fundamental to sustaining and improving achievement in literacy. Children who experience success in literacy learning tasks that are appropriate, interesting and challenging are more likely to be motivated in their learning (Pressley, 2002). The teacher's role in supporting this motivation includes facilitating learning that is within a child's reach, providing scaffolding to support learning and monitoring students who are having difficulties. It also involves fostering the development of oral language, comprehension, vocabulary knowledge and writing skills; providing a range of interesting books; and, as much as possible, allowing children choice in their reading and writing (Guthrie & Humenick, 2004; Pressley, 2002).

Motivation to be a literacy learner involves inherent motivation in the form of a positive self-concept as a literacy learner, where there is a desire to speak, read and write, and an expression of enjoyment or interest in talking, listening, reading and writing. It includes the emotional engagement that children can have with literature. When children are engaged in literature they use their imagination, which allows them to move into other worlds. This extends social and personal development along with reading skills (Sainsbury & Schagen, 2004).

The first chapter, by Teresa Cremin, outlines how children can be motivated to read through literature. Cremin focuses on how teachers' knowledge and use of children's literature—along with a reading-for-pleasure pedagogy that encompasses rich reading aloud, time to read independently and talk about literature, and engaging social and physical reading environments—all combine to motivate reading. She highlights the concept of a reading teacher—a teacher who reads and a reader who teaches—and explores examples of how such teachers share their reading lives, creating reciprocal communities of motivated readers in the classroom.

The chapters by Noella Mackenzie, and Judy Parr and Kathryn Glasswell, explore motivational issues related to writing. Mackenzie focuses on the early years of writing, while Parr and Glasswell look at it from a middle school perspective. Mackenzie's chapter discusses how a child's drawing and talking can provide a powerful connection between home and school and offer both motivation and scaffolding for early writing. Learning to write becomes a natural extension of previous meaning-making experiences by building on what children already "know and can do" when they start school. Interactive writing provides the structure and opportunities for teaching children how to write.

Parr and Glasswell's chapter discusses the myths of managing motivation. They discuss how motivational issues take on greater importance as academic stakes increase across the years of schooling. Indeed, they become central in writing because it is through writing that students demonstrate their knowledge and understanding. This chapter explores notions of engagement in relation to learning to write by exploring some commonly held myths about writers and their engagement in writings tasks, and looking at the evidence for what really matters in relation to engagement in writing.

The chapter by Elspeth McCartney and Sue Ellis discusses the impact of oral language on success and motivation with reading and writing, and outlines how to support students who struggle with language. Some children in each class are likely to have speech, language and communication difficulties. Their oral comprehension and their ability to express themselves using language is compromised, which can cause social difficulties, but also difficulties in their

school learning. Many struggle with literacy and school subjects, because similar skills underlie oral and written language. Keeping these children motivated and involved requires making adaptations to the classroom context to ensure that it is "communication friendly" and that children can signal when they have not understood, without penalty. In addition, direct teaching of relevant words, grammar and narrative structures can help them to cope.

The chapters by Gail Gillon and Brigid McNeill, and by John Everatt and Gavin Reid, discuss the issues surrounding motivation for students who struggle with decoding text. Gillon and McNeill discuss how all children need to be given the skills to become competent readers. Developing skills in phoneme awareness allows children to decode text, and the child is then not faltering at one of the "points of discouragement" (Byrne, 2007) that often occur on the pathway to reading mastery. Everatt and Reid help us to understand how students who exhibit the traits of dyslexia in their literacy learning can be supported and motivated to be successful readers. Following a brief introduction to dyslexia, they discuss an outline of the educational, behavioural and emotional problems associated with dyslexia. The chapter considers barriers of learnt helplessness and low self-esteem that can lead to poor motivation, and the difficulties involved in supporting children with dyslexia. Strategies for practice that might increase motivation, overcome barriers and improve learning are discussed.

Marleen Westerveld's chapter addresses the importance of oral language comprehension for successful reading acquisition and development, and the motivation to read. The chapter then investigates ways in which to engage struggling readers in literature-based activities that will foster the oral language skills required for reading comprehension.

The next three chapters examine how to support and motivate students from indigenous populations and other cultural groups. Angus Macfarlane's chapter focuses on how to motivate Māori students in literacy learning. He draws on a research project which offers ideas toward opening doorways for Māori learners. Huakina Mai is a shift away from the usual negative, self-defeating, deficit slants used by too many educators—toward promoting the actualisation of positive and well-meaning perspectives.

Jo Fletcher, Faye Parkhill, Amos Fa'afoi and Tufulasi Taleni outline what motivates Pasifika upper primary school children in the New Zealand classroom. These first-, second- or third-generation immigrant children encounter the challenges of learning to read and write in English, which is often a second language in their home and community. By understanding what these children perceive as supporting or providing barriers to literacy learning, teachers can actively promote culturally appropriate pedagogical approaches that support motivation and engagement in learning to read.

Faye Parkhill and Jo Fletcher's chapter focuses on Asian students situated in eurocentric classrooms. Asian students represent a diversity of cultural and linguistic identities—such as South Korean, Chinese, Malaysian and Taiwanese—and the authors discuss the risks in treating Asian students as a homogeneous group. The chapter identifies literacy practices that are conducive to learning for a diverse group of Asian students. These Asian students' beliefs about what motivates their literacy learning act as a frame of reference that can influence their thinking, feelings and actions towards learning.

In Janinka Greenwood's chapter on playing with text, she explores ways in which the creative and interactive processes of drama can be used to contextualise and animate text (of various kinds) and thereby motivate learners. In particular, she examines how a number of characteristics of drama processes—namely agency, the use of role and framing, deconstructive strategies and performance—can be actively manipulated to increase motivation in reading and to engage learners in negotiating the relationship between text and meaning. These concepts are illustrated by reference to several applied dramas designed to engage students in particular aspects of literacy.

Finally, Nicola Yelland's chapter discusses the notion of being multiliterate in the 21st century. She argues that we need to broaden our conceptualisation of being literate to incorporate fluency with digital technologies, which require a consideration of the various modalities of learning. The concept of multiliteracies enables us to think about contexts, modalities and ways of knowing in this new era. She interrogates what this entails for teachers and learners in today's schools and provides examples of learning scenarios from empirical research studies.

References

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