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Exploring the Effects of Teachers' Motivation to Read on Students' Motivation to Read

By

Clarice K. Shuman

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Exploring the Effects of Teachers' Motivation to Read on Students' Motivation to Read

By

Clarice K. Shuman

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ABSTRACT

Middle school students often lack the motivation to read, and middle school reading teachers often complain of this lack of motivation. Students' lack of motivation to read seriously affects students' ability to achieve in their academic classes at the secondary level. This study was based on surveys and interviews from 310 middle school students and their six ELA teachers to explore the relationship between teacher and student motivation to read at the middle school level as well as surveying how do teachers and students at the middle school level describe their motivation to read. Based on the relationship between teacher and student motivation to read and the descriptions of their motivation, how does teacher motivation to read affect student motivation to read? The results of the quantitative study were statistically significant and revealed a weak relationship between teacher motivation and student motivation. The results of the interviews revealed that teachers motivate their students to read by guiding them to literature that interests them and reading aloud or helping them comprehend texts. Qualitative data suggests that teacher leaders who continue professional learning are more effective at motivating students than those who do not. These findings can help those who strive to meet the evolving educational needs of teachers and students in the 21st century classroom.

ACKNOWLEDGEMENTS

I'd like to thank my husband, who prayed for me and supported me while I conducted this study. He sacrificed a lot of "we" time and provided a lot of practical help so that I could dedicate my time to research. My Bible Study group prayed me through some difficult times as did my sister. My colleagues from my school system have been very supportive of my research efforts and have helped me when they didn't have to. My current principal, Mr. David Tucker is a godsend. Mr. Tucker, I think you are doing what God made you to do.

Dr. Bennett, Dr. Gaines, and Dr. Dias of Kennesaw State University burned some midnight oil for me, and I hope to be able to repay their kindness. Dr. Joanna Lee, I loved your classes; you have the practical knowledge that helped me question and improve my classroom practices. Dr. Thomas, your classes challenged me to think outside of the box.

I thank my students and their parents! It is hard to get middle school students to bring back signed permission slips, but they cared enough to do it and share their honest feelings about reading. These young people have given me ways to help the students coming behind them, and I'm going to make it count.

DEDICATION

First, I would like to thank my Lord and Savior, Jesus Christ, for calling me to teach and be involved in the lives of thousands of children in the community where I live. He enables me to do my best work. He is my biggest supporter and encourager, who "rejoices over me with singing" and helps me be more than I can be. Without Him, I would have never had the courage to pursue this degree or the perseverance to hang in there.

Secondly, I dedicate this study to educators everywhere who give their time for the children in our society. Many teachers work 12-hour days to give students enriching experiences that make them successful and more well-rounded. Our public schools are a place where the "least of these" can be valued, respected, and encouraged to achieve the American dream.

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David: A Vignette

       David is in ninth grade, and he doesn't like to read. Why not? David says, "I'm a bad reader; the big words are hard. I don't read enough, and my words are kind of like, messed up." David doesn't read on grade level--he doesn't read near grade level. He has been placed in inclusion classes to give him more targeted reading instruction. One part of his exploratory time in 8th grade was in a reading enrichment class where his Lexile score progressed from a beginning reader level to a first-grade level, leaving him eight grade levels behind his on-grade level peers in ninth grade.

       When asked if there is a book he wants to read right now, David replies,"I don't really focus on that many books now. I ain't even got—I don't really even study up here (at the high school) anymore because I can't because I ain't got time for it because when we get home, it's almost 4:30, so I try and calm myself down… I try to do something outside and stay active, you know…come in, eat, shower, brush my teeth, watch TV, go to bed."

       "I don't really have that much time to read. I mean, I don't like reading, so I barely do it, for like 30 minutes—maybe 10, if that!" David says when his teacher made him read for independent reading time, it made him a better reader because he "got some information he didn't know about." He added that he would not have read at all were he at home, exclaiming, "Heck, no! I'd have been on my phone!"

       David reconsiders his former statement about his afterschool activities when he mentions a phone and confides that he spends "a lot" of time on his phone once he gets home "maybe about two to three hours." When asked what he reads at home, David says, "The only time I'm reading is if I'm looking up a name on Tic Tok, Snapchat, and something like that…".

David affirms that it is important to learn to read well "because you need it in the future for literally everything. Math, Science, ELA, everything. Every type of job requires reading. Like being a cop—you gotta read their words.

CHAPTER ONE: INTRODUCTION

Understanding motivation is a complex undertaking regardless of what is being measured, and measuring middle schoolers' motivation to read is no exception. It has been measured multiple times in various ways because, at the middle school level, Chall and Jacobs (2020) remind us that reading is the primary tool for learning and that if children are not fluent, their "academic success is usually severely challenged" (p. 2). Around fourth grade, low-income students in their study began to fall behind and progressed much slower than more economically advantaged children. They struggled the most with word meaning because around fourth grade, reading becomes more difficult as students encounter words and ideas that are not familiar to them. It is at this stage students are reading to gather new information. After fourth grade, word recognition and spelling declined. Because of these difficulties, by the time students reached seventh grade, they were roughly "two years behind the norm" (Chall & Jacobs, 2020, p. 4). The slump that begins in fourth grade and continues to persist through middle school is of utmost concern since these students were on par with the general population in grades 2-3.

This mixed-methods dissertation study gathers information from students and English Language Arts teachers at Canaan Middle School (a pseudonym) by administering a school-wide reading motivation survey to students and teachers. Gathering data from students and teachers via a quantitative survey regarding their motivation to read will provide a baseline for the students and teachers regarding their motivation to read. After conducting the survey, I conducted interviews with ELA teachers and the students enrolled in their ELA classes to allow participants to reflect on their motivation to read.

This chapter introduces the study and gives background information on the problem of motivation when it comes to middle school students and reading. It goes on to target the bigger issues that revolve around the lagging motivation to read, which can direct the trajectory of one's educational path. The purpose of this study was to explore the relationship between middle school teacher and student motivation to read and the descriptions of their motivation in hopes of implementing this knowledge into practices and curriculum to increase middle school students' motivation to read. to determine the connection or relationship between teacher and student motivation to read in hopes of implementing this knowledge into the practices and curriculum in middle school classrooms.

The study may benefit all who are associated with reading or teaching middle school students to read. The conceptual frameworks used to conduct this study along with a solid background in the theoretical foundations of the study are included as well.

Background

Encouraging middle school students to read can be a challenge, and a dominant concern that middle school teachers have revolves around motivating their students to read (Gambrell et al., 1995). Middle school years reflect a decline in reading. Middle school students often are apathetic about reading (Ivey & Broaddus, 2001), and students' aliteracy increases as they move from elementary, to middle, to high school (Merga, 2014). Reading declines from fourth to seventh grade, and students' issue of prior knowledge and experience may play a role in this (Silva, 2010).   Non-readers are examined, poked, and prodded, yet, as Beers (1996) explains, "…they have different reasons for avoiding books" (p. 30). According to the National Middle School

Association (NMSA), students begin having negative attitudes about reading in the fourth, fifth, or sixth grade (Brinda, 2011).

The different reasons revolving around the reluctance to read are frustrating, and pinpointing one primary factor that identifies why middle schoolers are reluctant to read leaves educators feeling helpless about how to help students become more motivated to read. Once middle schoolers leave the campus for the day, teachers have very little control over how much reading they do, educators desire to do everything they can do to help motivate students to read. Yet there is little research on how teachers' motivation to read may affect students' motivation to read, and this is the gap in knowledge that this study aims to address. This study is needed as reading is essential to a quality education. Middle school teachers must ensure that every middle school student gets beyond elementary level decoding into the more demanding and more rewarding literacy that middle school and high school offers (Brinda, 2011). The focus of this study is to examine the connections between teacher and student motivation to read in hopes of implementing this knowledge into the practices and curriculum in middle school classrooms.

<div align="center">**Problem Statement**</div>

Many middle school students lack the motivation to read. Jang and Henretty (2019) report that "developing engaged readers has been a major area of interest among literacy researchers and educators" (p. 26) largely because of the clear connections between reading motivation and reading achievement. While reading motivation has been found to decrease substantially starting in upper elementary school and continuing on through middle and high school (Brinda, 2011; Ivey & Broaddus, 2001), national reading

assessments reveal that students in the United States are not faring well in reading achievement. A 2017 study by the National Assessment of Educational Progress (NAEP) revealed that almost two-thirds of our nation's students fall below the level of proficient readers (p. 1). The report also recognizes alarming racial achievement gaps in reading, with White students doubling proficient levels above Black and Hispanic students.

While myriad factors affect students' reading ability and how they perform on standardized reading assessments, the reciprocal relationship between reading achievement and reading motivation suggests that a stronger understanding of students' reading motivation may help us address current concerns reading proficiency in the United States. Currently, however, what motivates students to read is a bit of mystery, and educators want to do whatever it takes to motivate students to read. Simpson (2016) reminds us that students who read for twenty minutes a day usually score around the 90th percentile in standardized testing, but those who only read for 5 minutes per day only score in the 50th percentile. Standardized testing aside, students who read so little are not going to be prepared to do the independent reading required of them at the high school or college level. Barshay and co-authors (2021) express concern at the many students who do not habitually read and remind us that the pandemic of 2020 has done us no favors. They warn that before the pandemic "nearly two-thirds of U.S. students were unable to read at grade level, …and the pandemic has made a bad situation worse" (p. 1).

To address the issue of motivation, I conducted several phases of inquiry for this study. For the first phase, I administered the *Adult Motivation to Read Scale* Schutte & Malouff, 2007) to the English Language Arts (ELA) teachers at my school. After this, I surveyed all of their ELA students using the *Motivation to Read Profile-Revised* (MRP-

R; Malloy et al., 2013) to assess how students perceive their motivation to read. Finally, using I conducted qualitative interviews to probe select teachers and students with high motivation to read and those with low motivation to read regarding matters that may to be connected to the desire to read or lack thereof.

Purpose of the Study

The purpose of this study was to explore the relationship between middle school teacher and student motivation to read and the descriptions of their motivation in hopes of implementing this knowledge into practices and curriculum to increase middle school students' motivation to read. The field of teacher leadership can benefit by knowing how teacher and student motivation to read may be related in order to encourage much needed change in how educators approach the discipline of reading at the middle school level. The teacher leader, according to Georgia Teacher Leadership Program standards, is ethically bound to help the school district "refine, redefine, or sharpen its vision," on current issues (GACE Georgia Teacher Leadership Program Standards, 2022). This is a significant area of study in the field of teacher leadership because the teacher leader should exhibit a culture of improvement; she assumes personal responsibility for the success of the school. Approaching the issue of literacy from the new lens of the relationship between teacher and student motivation to read will inform the professional practices of teacher leaders to equip them for the challenge of educating the students they teach. Approaching the topic of student motivation to read through the new lens of teacher motivation may reveal findings to better serve students.

Teacher leaders advocate for student achievement, and increasing the literacy rate of Georgia's middle schoolers is a critical need. The most recent Report Card for

Georgia's 8th graders indicate that 68% of Georgia's 8th graders are not reading at a proficient level with 67% of our nation's 8th graders reading below a proficient level (Statistics, 2022).

This study did not focus on the current classroom practices or curriculum choices at CMS. The goal of this study is to explore the "why" of reading among the faculty and students at CMS. The problem of practice is the lack reading motivation many middle school students exhibit. This is a significant area of study in the field of teacher leadership because the teacher leader should exhibit a culture of improvement; she assumes personal responsibility for the success of the school.   Approaching the issue of literacy from the new lens of the relationship between teacher and student motivation to read will inform the professional practices of teacher leaders to equip them for the challenge of educating the students they teach.

Research Questions

To accomplish the goals of this study, I pursued the answers to the following questions:

What is the relationship between teacher and student motivation to read at the middle school level?

How do teachers and students at the middle school level describe their motivation to read?

Based on the relationship between teacher and student motivation to read and the descriptions of their motivation, how does teacher motivation to read affect student motivation to read?

Theoretical and Conceptual Framework

This study consisted of a theoretical foundation and a conceptual framework. The theory undergirding this is expectancy-value theory (EVT). The research is also framed by focal concepts including the relationship between teachers and students, whether or not teachers' motivation to read has an effect on students' motivation to read, and what role teacher leadership may play in teachers' and students' motivation to read.

Theoretical Foundation

Several theories revolving around motivation were explored in developing and executing this study because much has been written regarding motivation. Self-determination theory, social cognitive theory and expectancy value theory, but expectancy-value theory was the best fit. What motivates human beings is complex, and many prominent, empirical, educational research studies are based on motivation theories (Solomon & Anderson 2016). Motivation theories have evolved over time, and have shifted from "behavioral views of motivation to more cognitive, and particularly social-cognitive, views" (Solomon & Anderson, 2016, p. 272).

Many are familiar with Skinner's (1953, 1954) theories which posited that motivation was behaviorally based, and that being rewarded or punished shaped behavior (Solomon & Anderson, 2016). Teacher leaders can certainly relate to the issue of shaping students' behavior in a way that benefits the students. Issues with managing classrooms and "student misbehavior have long been reported as persistent sources of teacher stress" (Romi, Lewis, & Roache, 2013, p. 215). The teacher leader is no stranger to the need for structure in a classroom, nor is she ignorant that typical classroom settings

fail to motivate some students. The teacher leader understands that motivating students is partly her responsibility as well.

Motivation means to "be moved to do something" (Ryan, 2000, p. 54). There are intrinsic and extrinsic types of motivation that provide the reason for one's actions (Ryan & Deci, 2000), and there can be multiple factors involved in why someone is motivated to do something and why they are not. Since this research focuses on how teachers' motivation to read may affect students' motivation to read, I focused on works completed by achievement motivation theorists. *Achievement motivation theorists* try to give an explanation for why people work hard and persist in taking on tasks of their choice (Wigfield & Eccles, 2000). Specifically, the motivational theory that framed this research was expectancy-value theory, a theory that views motivation through a social-cognitive lens. Solomon and Anderman (2016) define expectancy-value theory as "the product of one' expectancy of attaining a given outcome and the value one placed on that outcome" (p. 279).

Expectancy-value theory (EVT) involves the belief that a person's choice to persist and perform can be supported by their view point about how well they will perform on an endeavor and the extent to which they esteem the endeavor (Wigfield & Eccles, 2000). EVT theorizes motivation as regulated by a person's expectation that they will be "successful in completing a task (*expectancy)*" that they realize is of value (Malloy, Marianak, Gambrell, & Mazzoni, 2013, p. 273). People will keep at a task or activity depending on two things: (1) how likely the believe they are to accomplish it (*expectancy*) and (2) the degree to which they value the task (Cantrell, Chambers, Anderman, & Anderman, 2018). For example, a person is more likely to walk every day

if they believe they are capable of doing so (*expectancy*) and they recognize the health benefits of daily exercise (*value*), even if they might prefer to watch TV or relax (*cost*). Considering the ease of the task (*high expectancy for success*), and because the value of maintaining their health outweighs the cost of not being able to watch as much TV, they will be motivated to continue engaging in the task.

Cost is an important piece of EVT. When one is trying to measure the value of a task, they weigh the usefulness of that task along with the sacrifice it will take to complete that task (Wigfield & Eccles, 2000). For example, in a classroom context, a struggling student may decide she needs to do her reading homework to make a good grade in her reading class *(value)*, but realizes that completing the task *successfully* will require that she put forth considerable time and effort that will place limits on other things she could be doing in her spare time instead of her reading homework, like video chats with her friends *(cost)*.

There are four basic values identified in expectancy-value theory*: intrinsic value* (how much do I enjoy doing this?); *utility value* (how does this help me with personal goals that I have?); *attainment value* (is this supportive of who I am and what I want to do?); and, *cost*. Cost can include the energy it will take to complete a task, what one will miss out on if they complete the task instead of doing something else, how crushing it will be if one doesn't succeed at the task, or anything else that may be lost by virtue of attempting the task (Solomon & Anderson,2016).

Conceptual Framework

Conceptual Foundations for Teacher Leadership and the Motivation of Students

The conceptual framework of this study is the relationship between teachers and students. I am interested to know if a teacher's motivation to read has any influence on a student's motivation to read. I also wonder what students and teachers perceive may interfere with their motivation to read. Empirical findings that confirm that teachers have an effect on student motivation. In their field experiment involving 483 university students, Frenzel and colleagues (2018) employed an actor to present a brief, teaching video delivered once with zeal and again with low levels of interest or energy. The results of the experiment revealed that the students indicated higher levels of subjective learning with the enthusiastic teacher and less with the teacher who appear bored or unmotivated. A teacher who is motivated to read may appear more enthusiastic about reading which may communicate the message about the importance of reading and what it means to be a flourishing reader. "There is ample evidence that teacher enthusiasm has a positive impact on teaching quality and student learning" (Frenzel, Taxler, Schwab, & Kuhbandner,2019, p. 255).

Louick and Muenks (2021) connect EVT to the practical application teacher leaders apply in the classroom in regards to expectancy for their students. The teacher leader who understands expectancy and value can increase students "expectancy beliefs" by knowing when to offer support and encourage the importance of reading. When the teacher leader practices the tennants of EVT, the student who wonders whether or not they can do an actvity will begin to experience success, eventually gaining the confidence they need to tackle something that is very difficult for them. In this way the teacher leader, "enables success" in her students (p. 106).

McKool and Gepass (2009) surveyed sixty-five elementary teachers from three different states to explore the connections between their personal reading practices and their instructional procedures. They had teachers rate the value of reading in their lives using a Likert Scale with one being "extremely committed" to reading and five "not at all committed" to reading (McKool & Gespass, 2009, p. 268). The other part of this survey asked those same teachers to list the primary instructional strategies they regarded highly and used on a regular basis in their classrooms. The findings indicated that teachers who valued reading most had the tendency to use research-based best practices in their classroom. Findings also revealed that the more time that those teachers who invested over 30 minutes per day reading were more likely to offer silent sustained reading time and use active questioning regarding texts on a daily basis. McKool and Gepass (2009) say that it is "important to understand that our own personal reading attitudes and beliefs do influence our instructional practices in the classroom" (p. 273).

How teachers may influence student motivation in general is of great interest to teacher leaders. Lui and Chiang (2019) analyzed data from over 19,000 seventh through ninth grade students and confirm that in addition to parents, teachers are significant adults who influence students' education, and they point out that teachers have a positive or negative affect on student learning primarily based on the type of communication the two share most frequently in the classroom (Liu & Chiang, 2019). Educators play a large role in student motivation, but Lui and Chiang suggest that teachers' relationships with students are pivotal to students' success and place great emphasis and warn that while positive teacher-student interaction can motivate students, the opposite is true as well. Lui

and Chiang (2019) find that how teachers and their pupils interact could be a vehicle that delivers inequality in schools in China.

Positive student outcomes have been attributed to teachers who practice high-impact strategies (Hattie, 2008; Arnold, 2011). Sanders and colleagues (1997) examined the significance of the teacher's influence and found that teachers make a difference. Marzano and co-authors (2001) state that the "most important factor affecting student learning is the teacher" (p. 3). Examining the various theoretical facets of motivational theories and inventories is important because it gives a basis for study, but it is crucial to this study as teachers explore the roles they may have in motivating students. Another theoretical part for constructing a basis for the conceptual framework incorporates theory related to classroom practices

Methodology

I conducted an explanatory sequential mixed methods design so that I could collect quantitative data and qualitative data and link them together to unpack how a teacher's motivation to read may be related to a student's motivation to read. This is referred to as integration. Integration is how the researcher "relates the quantitative and qualitative datasets" (Leavy, 2017, p. 171). I conduct research, for I am a teacher leader. I help to analyze the school's culture, and I desire to center on persistently improving teaching and learning. In my professional capacity as the school's only Reading Specialist, I collected this data to obtain a better understanding of reading motivation at my school. First, I gathered quantitative data from ELA teachers and their students to acquire a mean level of motivation to read for those particular teachers and students. This

data determined any correlation between teachers' motivation to read and students' motivation to read.

After analyzing the information from the quantitative datasets, I sought out qualitative data for descriptive analysis. The key concept I am trying to understand is the role teachers' motivation to read plays in students' motivation to read. Data indicating how participants perceived their motivation was collected quantitatively (questionnaires) and qualitatively (interviews). The quantitative surveys were collected from the ELA teachers and their students at CMS in an online survey platform, with deductive questions designed to gather contextual information about CMS as a whole. The qualitative interviews were inductive, with open-ended questions that allow participants to delve deeper into the drive or motivation to read. The mixed methods approach was designed to answer a research question for the quantitative data, one from the qualitative data, and one that answers the mixed method question which asks how teacher motivation to read affects student motivation to read.

Review of Relevant Terms

Lexile: a scientific approach to measure reading aptitude and text difficulty of reading materials on the same progressing scale (MetaMetrics, 2022).

Motivation: the drive that gives commitment to performance and works in humans at an aware or unaware level (Association, 2022).

Intrinsic Motivation: a reason to engage in a specific activity that comes from desire in the pursuit itself (Association, 2022).

Extrinsic Motivation: an outward reason to be involved in a particular action, especially motivation occurring from the belief of retribution or prize (Association, 2022).

Beliefs: recognition of fact, validity, or truth of something (American Psychological Association, 2022).

Teaching Strategies: the methods, techniques, procedures and processes that a teacher uses during instruction (University, 2022).

Accelerated Reader (AR): A points-based reading program used by many schools to track how many books a student reads and the scores the make on comprehensive tests for each of those books.

Assumptions

Assumptions made by the researcher in this study revolve around integrity and understanding. The first assumption is that teacher participants answered quantitative questions and interview prompts truthfully. As ethical educators, their word must be taken at face value. There is a level of respect that the researcher must have for their respondents (Busier,Clark, Exch, Glesne, Pigeon, &Tarule, 1997).   As I have worked alongside these colleagues for years, I value their truth. It is also assumed that teacher participants understood the questions and/or interview prompts. The interview is the perfect time to clarify how teachers understood the interview prompts.

Another assumption is that student participants answered quantitative questions and interview prompts truthfully, and understood the interview questions and prompts. The final assumption made is that students and teachers understood the intent of the study

(i.e., to self-report one's motivation to read). The assumptions above are necessary in the context of this study in order to consider the data gathered as reliable.

Scope and Delimitations

This mixed methods research focused on gathering quantitative (deductive) data for context, then interviewing select teachers and students to gather qualitative data that could be analyzed inductively within the time frame of this study. The research focused on gathering data regarding the respondents' motivation to read. The purpose of this study was to explore how a teacher's motivation to read affects a students' motivation to read.

The data cannot reveal certain causality between a teacher's motivation to read and a student's motivation to read. One boundary of this study is that one cannot generalize the results of this study to an outside population because this study only provides information about CMS. However, this research was designed to address the waning desire to read that seems to apply to many middle school students. Teacher leaders promote growth and concentrate on unceasing improvement. As a teacher leader, I am striving to do that by conducting this research. Because increasing literacy is one of CMS's school-wide improvement goals, and reading motivation is related to reading achievement, examining students' and teachers' motivation to read would provide some valuable baseline information.

After gathering the quantitative data, I began conducting qualitative interviews were conducted with all six ELA teachers and two students per teacher. Limiting the number of participants ensures that the data collected could be examined and explained within the timeframe of this investigation. The research problem addressed in the study

revolves around adolescents' lack of motivation to read. The specific focus of how a teacher's motivation to read might affect or influence a students' motivation to read is addressed in this study.

Concerning transferability, the descriptive nature of the qualitative interviews, according to Lincoln and Guba (2013), provided adequate descriptions so that the reader can determine whether the findings apply to his or her context" (Lincoln, Y. S. & Guba, E. G., 2013, p. 105). Those who have concerns about students' lack of motivation to read may find the results of this study informative and useful in their own setting, or they may be encouraged to conduct their own, similar research.

Limitations

This study has strengths, but it also has limitations. The design of this study is limiting because it applies only to inquiry conducted at my specific school There is also a notable lack of diversity in the sample of teachers, as the ELA teachers at CMS are all White women who live in live in a rural setting

Lastly, as a teacher who has been in this school system for over 20 years, there may be things that I misinterpret or simply miss because of my familiarity or bias with the school and community.

Significance

Despite grave concerns about middle school students' motivation to read (Kittle & Gallagher, 2018) and a wealth of literature on students' reading motivation, research on teachers' motivation to read and how it may affect students' motivation to read is much less prevalent. This study can give insight into which teachers and students are motivated to read and may provide new information about teacher personality or

classroom practices that could have an influence or students' reading motivation. My study approaches the topic of student motivation to read through the new lens of teacher motivation. My understanding of the place I live and work, along with my mixed methods study provides significant knowledge that adds to the field of teacher leadership. Literacy is a worldwide concern and students are reading less than they ever have before (Gallagher K. , 2011). Advancing our understanding of how teachers' (and their reading motivation, specifically) can and do affect students' reading motivation may help teachers and teacher leaders' support students' reading motivation as a means to improve overall literacy.

Summary

In chapter one, I addressed the background, purpose, and rationale; theoretical and conceptual frameworks; delimitation and limitations; and potential significance of the current study. Chapter two offers a more in-depth review of literature informing the theoretical and conceptual framework for this study. Chapter three delves into my methodological approach, including details explanations of my research design; study context; sampling and participants; data collection and procedures; analysis; and trustworthiness. In chapter four, I present the quantitative, qualitative, and integrated findings for each research question. Finally, chapter five includes my discussion and interpretations of findings, limitations, recommendations, implications, and conclusions of the study overall.

CHAPTER TWO: LITERATURE REVIEW

Many middle school students are not motivated to read (Barille, 2015; Chall, Jacobs, & Baldwin 1991; & Gallagher 2009). Some reasons for their lack of motivation may stem from limited literacy (Brinda, 2011) or aliteracy (Beers, 1996; Manarin, 2019). Tegmark and colleagues (2022) tell us that how much students read is key to their success in academics and for "the general strength of democratic societies" (Tegmark, Alatalo, Vinterek, Winberg, 2022, p. 1). Clark and Rumbold (2006) remind us that reading frequently for pleasure increases community participation and "gives greater insight into human nature and decision-making," (p. 10). Teachers reading aloud to their students has been proven to be statistically significant in motivating middle school students to read (Ivey and Broaddus 2009). A number of authors have suggested that a teacher's individual reading habits may result in the ability to encourage a tendency to read in the students they teach (Applegate & Applegate, 2004; Draper, Barksdale-Ladd, & Cogomo Radencich, 2000; McKool & Gepass, 2009). This suggests that teachers' own attitudes about reading, which will influence their reading motivation, also may influence students' reading motivation.

This chapter describes my literature study strategy and moves into the literature that explains the theoretical foundations used in this study, revolving around expectancy-value theory. From there, the concepts that frame my study which include literature examining reading motivation and various phenomena that can influence reading motivation are presented, including instruction and student-teacher relationships. Literature pertaining to the current state of reading is included as well. How all of this literature is related to my study follows.

Literature Search Strategy

To conduct this literature review, I used hard-copy and electronic sources that I acquired through my coursework from my graduate work at Georgia Southern University and Kennesaw State University. Textbooks recommended by professors in my graduate programs and books recommended from other professionals in my discipline help launch the beginnings of my literature search. The sources acquired over the years helped me to ascertain the theoretical basis for my study and to develop the methods and concepts to execute it well.

Most of the literature for my dissertation were electronic sources acquired through Kennesaw State University's Library. The library access provides worldwide access to a wide variety of databases, and I used the Research tool of SuperSearch (EBSCO Discovery) most often. I used ERIC, ProQuest, and Google Scholar as well.

While searching for sources, I refined my searches by limiting my choices to full text, scholarly journals that were primarily peer reviewed. To search for seminal works, particularly for the area of theoretical foundations, I entered the author's name and the subject in the advanced search bar to locate those groundbreaking works. While looking at studies that involved empirical data, I limited the publication date within the last 10 years in most cases to ensure more current information. Some keywords that I used were "motivation," "theories of motivation," "reading motivation," and "teachers' motivation to read." I also used keywords like "literacy," "aliteracy," and many articles relating to teacher leadership. After I found sources that were useful, I looked at the works cited by

the authors to find more useful references which would aid me in my research. This addition of sources improved my study and fine-tuned my conceptual framework.

To better frame my literature study search, I organized the topics of the study into separate sections. First, theories behind motivation were explored, transitioning into the motivation to read. From there, the influences that media may have on reading were investigated. Woven throughout this narrative is literature related to the role that Teacher Leaders have in perfecting their practice, particularly those practices that revolve around teaching and promoting reading.

Theoretical Foundations

Examining whether or not teachers' motivation to read influences students' motivation to read involved examining several theories that revolve around motivation. Since the theoretical foundations for this study revolved around motivation, many theories such as Social Cognitive Theory and Self-Determination Theory were researched; however, the theory used for understanding motivation in this study was expectancy-value theory. To understand students' and teachers' reading motivation accurately, it is imperative to distinguish between self-efficacy and expectancy for success.

Expectancy -Value Theory

The expectancy value-theory (EVT) of motivation argues that young people are most likely to keep at an endeavor or pursuit if they expect that they can do it successfully *and* if they believe that the activity has some current or future value for them (i.e., what sticking with this activity might produce for them in the long run; Wigfield,

Allan; Eccles, Jacquelynne S., 2000). EVT centers on a person's expectations regarding

his success on a specific task and what exactly shapes that expectation; aptitude and

expectancy ideas are critical to the expectancy-value theory of motivation (Wigfield &

Eccles, 2000). The "expectancy" portion of EVT revolves around one's confidence about

whether or not they can complete an assignment or a job. Manarin (2019) reminds us that

"expectancy" is comprised of steps taken to develop students into "competent,

independent readers," and that there must be a fine line between offering too much

assistance to students because they will credit their reading success to the assistance

received instead of becoming confident about their own reading ability (pp. 13-14).

The "value" part of EVT has to do with the value or cost/usefulness of the task.

Four types of values for tasks are "attainment value, intrinsic value, utility value, and the

perceived cost of engaging in the task" (Cantrell, Rintamaa, Anderman, Anderman, 2018,

p. 419). Cantrell and colleagues (2018) describe attainment value as the importance a

person ascribes to being successful on an assignment or duty. Manarin (2019) explains

that people are more likely to read something they think is of some sort of use or that they

find interesting and points out topics people are inherently curious about will result in a

lasting interest in that topic. In other words, it will be valuable to them for that reason.

Intrinsic value is how much importance or pleasure one receives from doing well on

whatever she is undertaking, while utility value is all about what one receives or how one

benefits from completing a task well. Finally, perceived cost can be understood as the

opposite of utility value. In other words, if a task seems to be too difficult, or it takes

away from an actiivty one would rather do, the perceived cost may be too high (Cantrell,

Rintamaa, Anderman, & Anderman, 2018).

Munoz and Valenzuela (2020) analyzed 785 elementary preservice teachers from seven Chilean universities in six regions of Chile to gauge their motivation to read using a reading motivation scale designed using EVT. Preservice teachers in their first year of study, third year of study, and fifth year of study were given survey instruments to complete that rated their motivation to complete academic texts. The results of this study revealed that these preservice teachers valued academic reading *less* as they progressed through the preservice teacher program. Researchers are concerned with how this lack of motivation may affect the quality of future teachers (Munoz & Valenzuela, 2020).

Educational leaders promote for practices that encourage student success. A study involving students with learning disabilities and the position that expectancy-value theorists take regarding the influence that educator intervention has on student success speaks to the powerful influence of educational leaders. Louick and Muenks (2022) confirmed that students who "received the intervention had higher competence beliefs and were more likely to attribute success to their own abilities" (p. 106). EVT acknowledges the influence of educators on student success because educators support students and guide positive change in their schools. A more recent example of how EVT plays out in the classroom can be seen in the 2005 study of Taiwanese students who lacked the motivation to read lengthily and widely in their Extensive Reading program for their English as a Foreign Language (EFL) classes. Yeh (2010) relates that the students lack the motivation to read and have bad mental attitudes toward reading lengthy passages and recommend that language teachers "have a deeper understanding of employing motivation in [the] classroom" (p. 252). Yeh (2010) suggests that the most effective understanding of motivation stems from the expectancy-value theory. The

expectancy-value theory posits that when one attaches great importance to a task (values), she is more motivated to do it when she believes she has a chance at succeeding (expectancy). Teachers trained in this motivation theory learn that teachers must help students tap into their intrinsic motivation to read. A teacher must work diligently in selecting high interest novels that will enable students to start successfully and keep going due to natural curiosity.

Now that the theoretical of EVT has been established and explained, it is important that this task-specific motivation be compared to self-efficacy because while EVT and self-efficacy are closely related, self-efficacy focuses on one's success in a particular area or field instead of a particular task. EVT and self-efficacy are certainly related, but EVT focuses primarily on task specific expectancy for success, while efficacy revolves around a domain-specific brand of success. For this research regarding teachers' and students' motivation to read, EVT is the best fit.

Conceptual Framework

The conceptual framework helps steer and establish the researcher as she works through the usual tasks of research (Ravitch & Riggan, 2017). The relationship between teachers' motivation to read and how it may influence students' motivation to read is what drives this study. The concepts framing the study include reading motivation and various phenomena that can and do influence reading motivation, including instruction and student-teacher relationships. Literature pertaining to each of these concepts is reviewed in the following sections.

Many studies have been conducted regarding the value students may assign to reading, and some researchers have examined the value educators assign to reading in

their own lives. McKool and Gepass (2009) surveyed sixty-five elementary teachers from

three different states to explore the connections between their personal reading practices

and their instructional procedures. They had teachers rate the value of reading in their

lives using a Likert Scale with one being "extremely committed" to reading and five "not

at all committed" to reading (McKool & Gespass, 2009, p. 268). The other part of this

survey asked those same teachers to list the primary instructional strategies they regarded

highly and used on a regular basis in their classrooms. The findings indicated that

teachers who valued reading most had the tendency to use research-based best practices

in their classroom. Research based practices may aid students in completing specific

tasks in class because teacher guided practice may help them feel and be more successful.

These findings could be related to EVT. Findings also revealed that the more time that

those teachers who invested over 30 minutes per day reading were more likely to offer

silent sustained reading time and use active questioning regarding texts on a daily basis.

McKool and Gepass (2009) say that it is "important to understand that our own personal

reading attitudes and beliefs do influence our instructional practices in the classroom" (p.

273).

Existing empirical findings revolving around teachers motivating students to read

stresses the role of educational leadership. In their systematic review of 12 studies,

Didion and colleagues (2021) explored reading outcomes for elementary school students

with learning disabilities. They suggest that motivation can be explicitly taught and

confirm that elementary aged students can be guided. They suggest that Causal Agency

theory stresses the role that instruction can play to develop intrinsic motivation to

empower elementary aged students to become agents for their success (Didion, Toste,

Benz, & Shogren, 2021). Their study suggests that educators can and should play an active role in teaching students to become active agents who "self-regulate their learning" (p. 299).

Motivation to Read

Motivation is a key element of reading instruction (Gambrell , Palmer, Codling, & Mazzoni, 1995). Former President of the *International Reading Association*, Linda Gambrell, has researched and written extensively on reading motivation. She connects the constructs of reading motivation and engagement to self-efficacy. She claims that research provides support for ties between reading motivation and reading achievement.

Assessments of Reading Motivation. In light of the interest in and importance of reading motivation, researchers have developed numerous approaches to measuring the construct. Two of the most popular measures are the Motivation to Read Profile (Gambrell et al., 2013) and the Motivation for Reading Questionnaire)Wogfield & Gutheries, 1995; 1997).

The Motivation to Read Profile. Gambrell and co-researchers (2013) created a Motivation to Read Profile (MRP) to measure a student's "perceived value of reading," (p. 273). This profile is also used to measure students' motivation to read. The Motivation to Read Survey, measures two different types of motivation: a reader's (1) self-concept as a reader, which revolves around a reader's perception of how able they are to "successfully negotiate the various aspects and processes of reading" (Gambrell, Palmer, Codling, & Mazzoni, 1995, p. 279); and (2) the value he or she assigns to reading. Gambrell and co-authors (1995) explain that value is assigned to a task that one finds interesting, important, or provides a means to an end for future success. By

measuring self-concept and value, the MRP is aligned with the expectancy-value theory of motivation.

Kelley and Decker (2009) utilized the Motivation to Read Profile (MRP) to measure middle school students' motivation to read. The decline among fourth graders, more commonly known as the "fourth-grade slump" popularized by Chall and co-authors (1990) attributes much of the decline in fourth grade due to students reading to learn versus learning to read. Kelley and Decker (2009) explore the less popular decline in reading among eighth graders revealed by the MRP survey. The survey of 1080 sixth through eighth grade students revealed students valued reading less as they moved up through middle school and that their motivation to read declined as well. Findings indicated that students' concept of themselves as readers did not decrease from sixth to eighth grade but how much value they placed on reading did.

Kelley and Decker (2009) expressed concern regarding the MRP instrument itself—citing that the MRP instrument does not have "norms" or standardized scores that could help researchers to determine what a particular average means. For example, if one knows that certain score is below or above average, she could use it to guide instructional interventions. Observations like those made by Kelly and Decker (2009) are foundational for educational leadership. Educational leaders, who are ready to collaborate with stakeholders to improve instruction at their school, want instruments that help them understand their students' needs.

Akyol and Surral (2021) used the Motivation to Read Profile (MRP) to establish the drive to read of a second grader diagnosed with specific learning disabilities in Chile. Using the results of the MRP as their pretest, researchers developed an action plan to

incorporate more engaging texts; they also incorporated celebrating successes of students and prizes for accomplishments for the next 30 lessons. Akyol and Sural (2021) altered the MRP scale by using the Turkish adaptation and stated that the highest score on that scale was a 72. Ayse, the student they worked with, scored a 16 on the reader self-perception score, a 30 on value placed on reading, and a 46 for her general motivation score; they interpreted these as "low" (Akyol & Sural, 2021, p. 78).

After classroom interventions, Ayse's posttest scores were as follows: 31 on reader self-perception, 34 on value placed on reading, and 65 for reading motivation. This set of actions that these teacher leaders took in their classroom have now been published so that they may be used beyond the classroom. Levin and Schrum (2017) concur that teacher leadership is defined by many interconnected components and define teacher leadership as a process or set of actions that teachers take in and beyond their classrooms (p. 2). This leads to the explore a way to change our schools that will be most rewarding for students, teachers, and the community as a whole.

Motivation for Reading Questionnaire. Another inventory used to study reading motivation is the Motivation for Reading Questionnaire (MRQ: Wigfield & Gutheries, 1995, 1997). A study conducted by Neugebauer and Fujimoto (2020) used both of these measures to assess reading motivation among 222 students across three city middle schools in hopes of determining if combining all three instruments might result in new insights to reading motivation. Neugebauer and Fujimoto (2020) explained that all three instruments gathered information that supported the three psychological needs referred to by Ryan and Deci (2000): the need for autonomy, the need for competence, and the need for relatedness.

Gulsen and Mede (2017) used the MRQ in their study of 24 Turkish fifth graders. Their action research used the MRQ both as a pre-test and a post-test to measure the motivation to read at a private school in Istanbul. The data revealed a positive connection between students' motivation to read and "multi-level extensive reading lessons" (p. 290).

In his mixed methods research, Kambara (2020) uses MRQ to explore the variance among the three components of motivation. After issuing the questionnaire to 102 fourth graders, he divided students into three motivational groups ranging from highly motivated to not motivated. He interviewed 12 students to clarify important factors that influenced their motivation to read. Students' motivation to read is clearly impacted by "culture and educator's and parent's reading beliefs" (p. 180).

Gulsen and Mede (2017) and Kambara (2020) have used the MRQ with fidelity and found the questionnaire to be a valuable aid in their research. Neugebauer (2014) is critical of many questionnaires that measure the motivation to read because instruments like the Motivational Reading Questionnaire, (MRQ), the Elementary Reading Attitude Scale (ERAS), and the MRP do not distinguish "motivation by in-school and outside-school contexts" (p. 160). Focusing on MRQ, she explains that it focuses more on general motivations and doesn't reflect context-specific motivations to read and may give researchers and incomplete snapshot of one's reading motivation. Neugebauer believes in-school inventories are more valuable and give a clear picture of authentic motivation.

Reading Motivation Measurement and Teacher Leadership. Research revolving around the motivation to read is sharpened by those who use, develop, and revise motivational questionnaires. The assessments of reading motivation and theories are not

perfect; however, their use helps educational leaders hone in on strategies that may help their students become more motivated to read. Education is a practice. The Georgia Assessment for Certification of Educators (GACE) make clear that teacher leaders should improve educational practice. Teacher development revolves around the teacher initiating and facilitating researched based methodology after analyzing data in order to improve a curriculum-based issues (GACE.ets.org, 2021). This can occur in all fields and classrooms.

For example, a teacher who leads may examine work samples and ask several of her colleagues to do the same so that they can collaborate on what needs to change in order for students to do a better job on the assignment. This is a prime example of teachers analyzing data in order to improve instruction. Following the frameworks requires that teachers work with and for each other by participating together in professional learning communities so that the person who spends the most time with the students will have the professional tools to change their practice into a more effective practice in order to impact student learning positively.

*Teachers' Influence on Reading Motivation***.** I've educated students at the elementary level, middle school level, and college level for over 23 years, and my understanding of teaching and learning has been shaped and reshaped over the years. When I think about my journey and the many students I've encountered, I have found that I have a quite practical view of student learning. If a concept, framework, or theory provides evidence of improving student learning, it's worth examining. Marzano and coauthors (2001) tell of Researcher William Sanders. He and his team analyzed achievement scores of over 100,000 students and concluded that "the most important

factor affecting student learning is the teacher" (p. 3). Cantrell and colleagues (2018) explain the people will keep at a task or activity depending on two things (1) whether or not they expect they can do it, and (2) how much they value the task. When a student has reached the middle school level and is not a fluent reader, it is very likely they do not *expect* that they can ever learn to read fluently. After all, they've already been in school six or seven years by the time they reach sixth grade.

Wigfield and Eccles (2000) point out that children's "ability beliefs and values become more negative in many ways as they get older, at least through early adolescence" (p.77). The need for the teacher leader to influence adolescents to be more motivated to read is imperative. Teachers who enjoy and practice reading use "recommended literacy instructional practices" more than those who do not (Morrison, Jacobs, & Swinyard, 1999, p. 86). Their study of 1874 elementary teachers nationwide confimed a significant direct connection among those teachers who read for themselves on their own and their use of endorsed literacy exercises in their classrooms (Morrison, Jacobs, & Swinyard, 1999). This applies to reaidng motivation as well. According to Tegmark and co-authors (2022), although intrinsic reading motivation is the ideal, focusing on students' intrinsic appreciation of reading is the wrong focal point and that more time needs to be spent researching students' reading *practice* at school. This involves delving into what would motivate students to read more at school, and how teachers' instructional practices can promote or inhibit these behaviors.

Levin and Schrum (2017) speak with the voices of experience when they point out that, without teachers leading in schools, there would be "very little improvement in schools," (p. 7). The teacher leader is integral for new teacher development, and, by

leading, she continually becomes an even better cultivator of teachers. Donaldson (2001) explains that teacher leaders informally influence schools and communities. Mertler (2014) reveals that while research is typically carried out by researchers who are far distanced from the environment they are studying, teachers are developing into researchers themselves and conducting action research to gather data about their teaching, their students, and their schools.

Another empirical study revealing the significance of teachers motivating students is Zhao's (2015) survey study of 106 ethnic minority students. This study explored non-intellectual reasons that students were motivated to learn. The majority of the students desired a lively, funny teacher that they had a close or friendly relationship with. Zhao indicates that there are teaching strategies that "cultivate and stimulate students' learning motivation and thus improve the teaching effort" (p. 2181). Zhao's research is important as it applies to this study because the goals of this study are to examine how teachers' motivation to read affects students' motivation to read. Since teacher leaders take on the task of steering towards positive change in the schools, they may take note of this empirical evidence to foster warm relationships with students. Solomon and Alderman (2016) remind us that teachers relay achievement values to pupils as they introduce academic tasks and say that educators can "easily affect student motivation by helping students to value certain tasks" (p. 284)

Katzenmeyer and Moller (2009) declare that "expectations for all teachers and students today are staggering" (p. 24) and reveal that new theories about student learning lean more towards a constructivist approach with the teacher as the facilitator, which requires that teachers have a deep knowledge of their content area instead of simply

ensuring that she can teach from the book and check the answer key. Many teachers, particularly in rural areas, are not content area experts, because small towns do not generally attract highly qualified teachers. Salary is usually lower in rural districts; "usually 11-17% lower than the rest of the teacher population" (Mollenkopf, 2009, p. 34). This is why educational leaders must step up in rural areas and collaborate for change. The teacher leader "facilitates group processes and builds alliances necessary for school improvement" (GACE Georgia Teacher Leadership Program Standards, 2022). Katezenmeyer and Moller (2009) remind us that teacher leaders must be recruited to support new teachers and those who may not be successful in their teaching (p. 31) because the administrators are no longer available to do such training.

A distinctive bit of data that has been given less consideration of late revealed that community plays a role in the motivation to read and emphasizes that teachers, peers, and even parents play an important role in the motivation to read. Thus, in regard to relatedness, the researchers confirm that "the social environment facilitates or thwarts motivation" (Neugebauer & Fujimoto, 2020, p. 54). This relates to my interest in looking at how teachers' reading motivation might influence students' reading motivation and behaviors as well.

McKool and Gespass (2009) conducted research investigating the relationship between teachers' personal reading habits and their instructional practices that echo studies by Mour (1997); Dreher (2002); and Dilingofski (1993); as they insist that teachers must be regularly practicing reading on their own to influence their students to do the same. Ryan and Deci (2020) research revealed a "dynamic link between teacher and student motivation." Unrau and Quirk (2014) explain that reading motivation and

reading engagement have been used very often to "describe forces behind readers' behaviors," while acknowledging that lines drawn between precise constructs that create these forces may be blurred (Unrau & Quirk, 2014, p. 35). My explanatory sequential mixed methods research aims to create clarity in the blurry forces that motivate students to read. Examining the current state of reading underscores the need to spark the desire to read among middle school students.

Promoting Motivational Instruction through Teacher Leadership.

Johnson (2011) reminds readers that children are not "born with a natural aversion to reading" (Johnson, 2011, p. 58). She reminds us that it is rare to find a toddler who does not enjoy being read to and may have favorite stories they want to hear over and over. Researchers suggest (Johnson, 2011; Barile, 2015; Rebora, 2011; Gallagher, 2009) schools have instilled the distaste students have for reading by forcing them to read things they are not interested in and reading passages for the sole purpose of testing. Gallagher refers to this as "academic reading and functional reading" and says that schools no longer teach students to read for amusement, removing the love of reading that so many students are missing today (Rebora, 2011, p. 23).

In reference to the lack of motivation young people have toward reading, Gallagher (2010) says, "young people are not just substandard readers, they are increasingly reluctant readers" (p. 36). Many children lack the motivation to read and "rarely read outside school because they lack reading motivation" (Li & Chu, 2021, p. 161). Beers (1996) delivers the sobering message that those who cannot read are vastly outnumbered by children who can read but choose not to and refers to these students as "aliterate" (p. 30). In their survey of 476 middle school teachers, Ariail and Albright

(2006) probed into teachers' practices of reading aloud. They asked teachers who read aloud why they practiced reading aloud in their classrooms, and the most popular answer was to "promote a love of literature and/or reading" (p. 78). Teachers are looking for ways to promote or motivate students to read, and they think that one of the best ways to do this is to regularly practicing reading aloud.

When teacher leaders have the opportunity to analyze problems of practice in their own classrooms in order to find working solutions, they can make transformational changes in their school. Teachers who have practiced reading aloud have observed that it helps ignite their students to read. They also feel that it helps students comprehend the text more easily (Ariail & Albright, 2006). The survey results from Ariail and Albright (2006) imply that reading aloud is not a requirement; it appears that this practice is optional. One can assume that the administrators who lead the school do not require this of their teachers, but teacher leaders can build up others with their hands on experience and share what works for them. When a school has many teacher leaders, the knowledge base for teaching adult learners is exponentially strengthened. Levin and Schrum (2017) explain the superiority of distributed leadership, because it involves many interested parties, and involves people at all ranks of the school instead of just those at the top. This is valuable because some of those at the top have lost touch with the dailiness and demands of the classroom.

With so much research done in the areas of reading motivation and reading engagement, one might wonder what I could add to the existing body of knowledge regarding these constructs. My research is unique because this mixed methods research will examine how teachers' motivation to read may influence middle school students'

motivation to read. Dreher (2002) reminds us that researchers have found a positive connection "between teachers' personal reading and their use of classroom literacy practices that have been shown to be effective" (p. 338). Burgess and co-authors (2011) assert that many researchers believe that a teacher's ability to motivate students to read might be connected to their own view of literacy along with their own reading practices (p. 89).

Current State of Reading

Encouraging middle school students to read is a challenge. Gallagher (2011) notices that students are reading a lot less. They struggle with difficult texts due to an ignorance of other texts or the lack of prior knowledge (Gallagher K. , 2011, p. 22). Naeghel and co-authors (2012) indicate that reading motivation declines as children get older and that children today have more leisure time than ever before but are not choosing to read during those leisure hours (De Naeghel, Van Keer, Vansteenkiste, & Rosseel, 2012, p. 1006). Most students read less today than they did a decade ago (Tegmark, Alatalo, Vinterek, & Winberg, 2022), and many high school graduates are not able to perform beyond the lowest possible standards of literacy. Jensen and colleagues (2016) tell us, "Experts agree that the United States is experiencing a literary crisis" (p. 213). Kittle and Gallagher (2018) warn that if teachers do not change the way reading is taught—somehow encouraging an intrinsic love of reading—we will advance a peer group of non-readers into the world (Kittle & Gallagher, 2018, p. 44). Aliteracy is an increasing concern in research on teens internationally (Merga, M. K. & Moon, B., 2016).

Students' commitment and drive to learn progressively decreases from kindergarten until they complete high school, but there are significant losses in the

driving force to learn when a student enters and leaves middle school (Skinner, Furrer, Marchand, & Kindermann,2008). The time the majority of students spend reading appears to decrease as they are promoted through school until they backpedal academically since time spent reading is tied to academic success (McKool, 2007).

Many students have a positive attitude towards reading when they enter the doors of their local elementary school, but Worthy (1996) asserts that "many show a steady decline in voluntary reading as they progress through school" (p. 206). Edwards (2009) confirms that the desire to read wanes as students move from elementary to middle school (p. 56). Spichtig and colleagues (2016) report that reading rates decline from sixth to eighth grades and cautions that "present day students may not achieve the same level of word reading automaticity as did their 1960 counterparts" (p. 239).

Jang and Henretty (2019) report that adolescents from multiple countries indicate that they don't like "reading books for fun," (p. 26). Tegmark and co-authors (2022) reveal a disturbing drift over a ten-year period beginning in 2007 which indicated students in elementary and middle school read less than one page of text during a typical school day. I hear the same types of comments in the classroom of hallways of the middle school where I teach in rural South Georgia. I believe middle school teachers all over the globe hear the same types of comments. Well-intentioned teachers want students to be well equipped for high school and college courses that demand reading stamina and sustained attention. Unfortunately, adolescents seem to be determined to avoid reading, and they are not alone.

Researchers have been concerned about the declining state of reading for decades (Manarin, 2019; Zhang et. al., 2020; Malloy et. al., 2013; Cantrell et. al., 2018). After

almost ten years of targeted energy devoted to literacy programs for adolescents in the United States, a significant percentage of high school students show low reading performance as well as flagging reading behaviors (Cantrell, Rintamaa, Anderman, & Anderman, 2018). Perhaps, the phenomenon of advanced technology may shed more light on the motivation to read.

Influence of Media on Reading. In information gathered in a longitudinal study, Seraphim and colleagues (2019) indicate that mobile phone use may have a damaging effect on the development of a child's academic skills and may result in "cognitive overload, increased distractions, altering memory and learning problems" (p. 2).

Pew Research Center reported that only 23% of teens 12-17 had a smartphone in 2012 (Lenhart, 2012, p. 3), while Pinon (2019) reveals that the most recent data puts phones in the hands of more than 69% of average middle schoolers in the United States (p. 1). Oyewusi and Ayanlola (2014) reveal that mobile phones have shifted students' attention away from reading and studying as they are opting to spend more time on their phone with other activities. Smartphone ownership has dramatically transformed the lives students living in the 21st century. In their 2019 report for the Economic and Social Research Institute, Dempsey and coauthors (2019) published results from a longitudinal study of 8,500 9-year-old children growing up in Ireland. They determined that children who owned a phone by the time they were 9 "fared less well in terms of their academic development" than kids who do not (p. 2).

Li and Chu (2021) acknowledge that the omnipresence of digital entertainment seems to dominate children's attention and energy and that they no longer read from print

resources as they used to. Naeghel and co-authors (2016) report a decrease in reading motivation that begins in primary school.

Researchers like Jensen and co-authors (2016) argue that the type of viewing one does on the television matters most, but confirm if students are watching over four hours of television per day, reading scores on the National Assessment of Educational Progress (NAEP) dropped dramatically. Rideout and Robb (2019) report in *Common Sense Media Census' Media Use by Tweens and Teens* that young people's television viewing has decreased over the past four years, but at that the average 8- to 12-year-old, or "tween" sees screen media just under five hours per day.

The average teen uses a screen just under eight hours per day. Neither of these findings include time used screens for homework or school (p. 2). The trend of devices in the hands of almost 70% of middle schoolers in America has a phenomenal affect on what students do in their free time. Rideout and Robb (2019) report that "young people's enjoyment of reading and their likelihood of doing it for their own pleausre drop substantially as they age," (p. 9).

Hansen (1969) reported that the out-of-school reading practices that students set up by the fifth and sixth grades will most likely be the independent reading patterns that stay with them for life (Hansen, 1969, p. 19). Disturbing reports of decreased reading among young children and adolescents from a variety of screen media appear in countries other than the United States (Tegmark, Alatalo, Vinterek, & Winberg,2022). The motivation to read is not simply declining among students, it is declining in adults as well. Adults appear to be reading less. Hess (2019) reveals that roughly one fourth of

Americans have not read a book or even a part of a book on the past year (Hess, 2019) while Ingraham (2018) reveals that reading is declining among all age groups.

While these statistics might offer some explanation influencing the motivation to read, one cannot point fingers at technology as the root of the problem. Television viewing has been theorized as affecting students' reading time since it became common in most homes. Thirty-five years ago, researchers were concerned that "television [had] a negative influence on reading comprehension, especially for disadvantaged children" (p. 56). If television was a great distraction in 1986, what influence must cell phones, social media, and broadband wireless internet have on the desire to read? In her study examining factors that influence fifth grader's decision to read out of school, McKool (2007) confirms that watching too much television limits reading, and, unfortunately, readers with a low income viewed television significantly more per day than avid readers. From this research we see that screens can be a distraction, but those who are motivated to read still find the time to do so.

While McKool (2007) is concerned about the effect that watching too much television has on low income readers, Brinda (2011) reminds us that "aliteracy is prevalent among students from all backgrounds in all regions (p. 10). He selected a diverse sampling of students from two middle schools to interview: an academcially excelling middle school with reading scores above average in western Pennsylvania and a middle school in an urban district whose scores on standardized tests were below average. The population of these schools differed as well: the first school of 767 students only had 2% of students that were considered economically disadvantaged, while the second school of 2,00 students had moer than 39% of its students categorized as

economically disadvantaged. Brinda (2011) interviewed eight sixth graders from each school who their teachers identified as reluctant readers. He concluded that "neither the students' cultures nor their ethnicities appeard to be factors in [their] degrees of aliteracy" (p. 16); however, involving parents in their practices is known to be an effective teaching strategy.

In order for a teacher leader to share knowledge with the school, system, and community, a teacher leader must be able to do more than conduct action research. Levin and Schrum (2017) remind us that teacher leaders must be aware of current educational policy so that they can advocate for themselves, their students, and their community since these systems affect them. On top of all this, teacher leaders must implement culturally responsive parental involvement practices (p. 67). Cultural responsiveness is vital. In their quasi-experimental vignette study of one hundred forty-six preservice teachers, Glock and Schuchart (2020) confirmed that sharing the same ethnic background with a student made a teacher more likely to positively assess their language in their own dialect and viewed the student as more proficient than teachers who did not share their same ethnic background. These researchers suggest that students may benefit from having a teacher with the same ethnic background as their own. Levin and Schrum (2017) report that there are barriers that exist "between today's teachers who are mainly white, female, middle class, and monolingual compared to the number of ethcially and linguistically diverse students and families in today's school," (p. 79). Educators need to be reminded that family involvement is akin to "social justice because social justice is about working to dismantle systems of power structures that marginalize some groups and privelges others," (Levin & Schrum, 2017, p. 80).

In their study of early childhood classrooms across diverse classrooms in Florida and Virginia, 148 teachers, with an average of 12 years teaching experience, were either black(50.7%) or white (49.3%). They completed a survey that included a self-efficacy scale related to problem behaviors in 354 children (64.1 % male). Knuemund and colleagues (2020) confirmed that, when there was more of a race difference between the educator and the students at risk for emotional and behavior disorders (EBD), the teachers had "lower levels of classroom management self-efficacy" (p. 1758). In other words, the teachers of the "other" race from the students reported that they felt less confident in their ability to handle conduct or trouble when children don't follow rules than the teachers of the "same" race.

Utt and Tochluk (2020) state that 80% of teachers in the United States are white though half the students in America are students of color. They recommend that White teachers understand themselves and adopt several culturally responsive practices that will enable them to put culturally responsive teaching practices to work. The practices they recommend involve knowing oneself and questioning advantage, studying cultures, understanding the history of prejudice and discrimination in the United States, finding common ground, and "demonstrating accountability across race" (pp. 130-131).

A teacher leader can lead in a culturally responsive way by taking the time to relate with the parents of the students they teach. Scholars remind us that "the missing link in educational equity …is parental involvement" (Levin & Schrum, 2017, p. 78). Levin and Schrum (2017) suggest practical ways to involve families like working around parents' schedules when planning volunteering events, making homevisits, ensuring bilingual two-way communication between school and home, and empowering parents

and help them understand the lingo of the educational system so that they can "advocate

for their children" (Levin & Schrum, 2017, p. 82).

The Relationship of the Literature to this Study

Conducting research to better understand the motivation to read among the

students and faculty at my school is a sign of teacher leadership. Gathering information

about what motivates students to read will provide data that can be shared with teachers

and parents alike. By using an explanatory sequential mixed methods research design, I

can get a school-wide snapshot of students' and teachers' perception of how much time

they spend reading with the quantitative survey questionnaire. By integrating a qualitative

facet into this quantative research, I intend to discover more accurate, targeted data that

may provide insight for addressing the issue of middle schoolers perceived low

motivation to read. Analyzing the data and making connections from the information

gathered uses the constructivist approach. Costa and Garmston (2002) assert that

constructivist approaches "begin with raw data and direct experiences from which

abstractions can be made," (p. 391).

The teacher leader takes the focus of reading motivation from an individual

construct to a construct that can be affected by classroom settings and educator

preparations (Malloy, Marianak, Gambrell, & Mazzoni,2013). In other words, motivation

does not lie solely on the student—the characteristics of the classroom matters, too.

The teacher leader might consider reading aloud as a way to promote reading.

Ivey and Broaddus (2001) discovered that some middle school students really appreciate

the teacher reading aloud. In survey information gathered from over 1,700 middle school

students in 23 schools from two different areas of the United States and interviews

conducted afterwards to gain a deeper understanding of what students believe they need from Reading instruction, Ivey and Broaddus (2001) revealed that 62% of students "valued reading out loud" (p. 360).

Tegmark and colleagues (2022) suggest that giving students leisure reading time as a school practice may not be as beneficial to students at the middle and secondary level as some type of reading practice that incorporates controlled motivation. They explain that adolescents and teens are much more likely to be motivated by a reading aloud practice or the incorporation of teacher supported high interest texts since leisure reading persists in waning among children in the western world.

In an experiment conducted involving two middle schools, Marchessault and Larwin (2013) tested the effectiveness of a strucutred read aloud program at middle schools in the same Virginia district. One middle school received tradtitional reading instruction while the other received a structured read-aloud intervention. Before the experiment was conducted, both groups were given the DORA (Diagnostic Online Reading Assessment) to assess reading comprehension scores. Multivariate analysis revealed that there was a significant difference between those who received the structured read-aloud program as compared to those who received traditional reading instruction (Marchessault & Larwin, 2013).

In a quasi-experiemental study that spanned 27 elementary schools and included 38 fifth grade teachers and 664 students, they measured what effect professional development for teachers might have in motivating their 664 fifth grade students to read more on their own (i.e. practice autonomous reading). Teachers began by sharing how they motivate their students to read and share why they are motivated to read. Then,

teachers were given seven strategies to increase autonmous student reading: listening to students, allowing students time to talk, asking students what they want, looking at reading from students' perspectives, giving students time to work their own way, giving students choices, and givng justification for reading assignments (De Naeghel, Van Keer, Vansteenkiste, & Aelterman 2016). The professioanl development had an impact, and researchers concluded that "promoting students' autonomous motivation in the classroom can be realized via a motivating teaching style" (p. 243).

Motivating students to read is a multi-facted problem that has no simple solution; however, literature suggests that teachers can spur motivation by research based classroom practices that may include reading aloud or controlled motivation. Teachers involving parents and allowing students choices and free time to read have been shown to increase reading motivation. Teachers who "seem themselves as readers are likely to use recommended literacy intstructional practices in their classrooms" (Morrison, Jacobs & Swinyard 1999, p. 85).

Summary and Conclusions

This chapter consisted of a review of literature that focused on various theories associated with motivation. Literature related to the motivation to read, the current state of reading, and the influences of media on reading was reviewed. While many studies have been done that examined students' motivation to read, research that examines how teachers' motivation may affect students' motivation to read is sparse. The role educators play in the teaching of and promoting of reading was discussed, which guided us, logically, to the role of teacher leaders. In order to find out more about how teachers may promote reading, I chose to conduct a mixed methods research study of my own to

explore how teachers' motivation to read affects students' motivation to read at my rural middle school. Specifically, I sought to answer the following research questions:

1. What is the relationship between teacher and student motivation to read at the middle school level?

2. How do teachers and students at the middle school level describe their motivation to read?

3. Based on the relationship between teacher and student motivation to read and the descriptions of their motivation, how does teacher motivation to read affect student motivation to read?

CHAPTER THREE: METHODOLOGY

The purpose of this study was to explore the relationship between middle school teacher and student motivation to read and the descriptions of their motivation. Questions in this study center on how student reading motivation and the teacher/student relationship relate to each other.

Mixed methods research (MMR) design entails gathering and mixing quantitative and qualitative data in a solitary endeavor to lead to a more complete comprehension of the issue under examination (Leavy, 2017). Before delving into a discussion on MMR, it is imperative to distinguish between quantitative data and qualitative data.

Quantitative data is considered tangible, empirical and factual. Muijs (2011) stresses that quantitative research is particularly useful when a numerical value is required. For example, quantitative data would tell one how many students are enrolled in their school, or the number of girls vs. boys in a classroom. Educators use quantitative data regularly as they analyze students' averages on pretests and posttests to determine growth or the lack of growth.

Quantitative data enables researchers to compare results of one element as it relates to another variable. For example, a teacher might compare a students' reading grade level equivalency with their grades in academic classes. Finally, Muijs (2011) explains that one area that quantitative research is "especially suited is the testing of hypotheses" (p. 7). Theoretical perspectives lie behind the methodology a researcher chooses (Crotty, 1998), The collection of quantitative data is usually connected to the "positivist paradigm" that views life as a set of samples that can be sorted and categorized, and it is more objective in its epistemological roots. The positivist stance is

certain that "objective truth and meaning" can be attained through scientific research (Crotty, 1998, p. 6). The quantitative data gathered in this study, however, was examined through the post-positivistic paradigm because I am asking questions regarding reading motivation. I am testing a theory and finding what, if any, correlation there may be between teachers' and students' motivation to read.

Qualitative data, on the other hand, adds an array of reality that aims to understand participants' actions established on their societal perception of reality (Gilad, 2021). Precise sciences that provide us with statistical analysis and measurements can tell us just how things work, but we are wise to consider that science has a qualitative side. Qualitative science relies heavily on a person's discernment, experience, and grasp of the situation (Stake, 2010). Qualitative data is associated with the "constructivist paradigm," an orientation that stresses the layers and complicated reality of the people involved (Gilad, 2021, pp. 1075-1076).

The epistemological basis of constructivism rejects the positivists' idea of objective knowledge. Constructivism and interpretivism are similar in their view of reality; both are guided by the belief or accept that one must interpret this world in order to comprehend it (Schwandt, 1994). Crotty (1998) explains that constructivists build meaning, but they do not discover it. Schwandt (1994) explains that the role of the constructivist or interpretivist is to "watch, listen, ask, record, and examine" (p. 222). The qualitative aspect of this research is constructivist as I build meaning from what I gather in interviews regarding teachers' and students' motivation to read.

Building meaning from qualitative data has value. Stake (2010) explains that his educational career as a teacher and developer of scholastic assessments proved that

quantitative methods were not able to provide the insight that software designers and expert trainers wanted, so he began to combine qualitative methods with his quantitative methods to get the answers needed. He expounds on his evolution of research methods explaining that 90% of his research and teaching now relies on qualitative methods.

Mertler (2014) points out that a real advantage of a mixed-methods research design is a clearer comprehension of the problem that either kind of data (quantitative or qualitative) could have provided alone. MMR projects gather deductive and inductive data to produce quantitative and qualitative data. These sets of data are united to explain, assess, or illustrate particularly complicated issues. MMR is best described as a "problem-centered approach to research design" (Leavy, 2017, p. 168). It consists of three major types of approaches: sequential, convergent, and nested.

Sequential designs are based on time order where one type of data collection will occur before the other and inform the other data collection. There are two types of sequential designs: the explanatory sequential design and the exploratory sequential design (Leavy, 2017). When a qualitative dataset is used to explain quantitative findings, the researcher is seeking to explain the data; this is called *explanatory sequential design*. The explanatory sequential design would start with quantitative methods and follow that with qualitative methods. The *exploratory sequential design* uses qualitative methods first, then utilized what was discovered to create a quantitative instrument to use in another phase of the study. In this design, the qualitative phase is first, followed by the quantitative phase. The rationale behind using the explanatory sequential research design for this study is because I needed to know how teachers and students perceived their motivation as readers in order to identify those who were more or less motivation before I

began the interview process. The quantitative data provided an efficient method of sorting teachers and students into categories that defined their motivation to read and guided who I would interview and guided how I would probe them during the interview process.

Another methodology used by researchers is the convergent design. This design could be considered simultaneous design because, though both quantitative and qualitative methods are used. Unlike sequential design, they are not used to inform one another. For example, one could interview some students and survey others at the same time about the same problem. The goal of this research is to take the data gathered from both methods and compare them (Leavy, 2017).

The final approach used by researchers discussed in this study is the nested approach. In this design, one method is the major method used to gather data, while the other method provides data that is incorporated to enrich the other component. A researcher can nest qualitative data into quantitative data or vice versa. Leavy (2017) explains that in a nested study, data can be collected at the same time, or in any order. A researcher may desire to add "qualitative data to enhance the quantitative component" (p. 177).

Along with types of approaches, MMR uses four kinds of *integrations*. This refers to "how the researcher relates the quantitative and qualitative data sets" (Leavy, 2017, p. 171). The type of approach the researcher uses will dictate the way the data is collected and integrated. If one desires to bring together data and compare it in no particular order, that is referred to as "merging the data;" if qualitative findings are used to explain the results of quantitative data, it "explains the data;" when qualitative data is

used to construct the quantitative phase of research, it is called "building the data;" and, finally, when one set of findings reinforce or supplement another, it is referred to as "embedding the data" (Leavy, 2017, p. 172).

I conducted an explanatory sequential research design for this mixed methods study. I conducted quantitative research first through a survey for teachers and students asking them to rate their motivation to read. Then, I conducted interviews (qualitative research) to explain that data. Integrating what I learned from the interviews into the data collected from the surveys allowed for a clearer explanation of motivation. What can be learned from the combination of quantitative data and qualitative data is much more than can be learned if either method were done without the other because the qualitative data adds context to the quantitative data (Leavy, 2017).   Using qualitative and quantitative analysis brings the technicality of statistics together with the people who provide that data.

Leavy (2017) reminds us that MMR requires no less than one quantitative research question, one qualitative research question, and one mixed methods question, at a minimum. This MMR examines how teachers' and students' motivation to read at the middle school level and aims to answer three questions:

Quantitative: What is the relationship between teacher and student motivation to read at the middle school level?

Qualitative: How do teachers and students at the middle school level describe their motivation to read?

Mixed Methods: Based on the relationship between teacher and student motivation to read and the descriptions of their motivation, how does teacher motivation to read affect student motivation to read?

The affordances of a mixed methods research design are that it provides quantitative and qualitative data to more thoroughly explore what makes some passionate about reading and why some are apathetic. Through qualitative inquiry, I seek to, like Glesne (2016), "interpret and share others' perspectives as well as [my] own" (p. 26). I will conduct qualitative research that, as Alase (2017) eloquently describes, are "participant oriented" to try to encapsulate the experiences of my research participants (p. 9).

This mixed methods research design, as Henderson (2011) explains, "uncovers meanings from people about their multiple interpretations of reality," (p. 343). Henderson (2011) goes on to explain that the post-positivist approach authenticates the possibility for using mixed methods because one practically gathers quantitative data and in mixed methods, combines it with qualitative data which improves the accuracy and gives a more complete picture (p. 343). Using the lens of post-positivism, this study will explore data that sheds light on the dwindling reading motivation among middle school students and find out if their middle school ELA teachers may have any influence on their motivation to read.

The beauty of the explanatory sequential mixed methods design is its systematic progression of gathering information. Quantitative survey data to measure the motivation to read was gathered first from sampled group of teachers and then their students. Existing, valid survey instruments verified to measure motivation were administered first

to the English Language Arts (ELA) teachers at the school. Then, valid survey

instruments used to measure students' motivation to read were administered to their

students. The data gathered resulted in a score given to each individual completing the

survey to determine the relationship between teacher and student motivation to read.

After the results of the survey were analyzed, participants who were highly motivated to

read and those who were not highly motivation to read according to their scores were

selected to complete the interview portion of the survey in order to provide context and

explanation.

Information gathered in the quantitative survey revealed *whether* teachers and

students have a high or low motivation to read. Since the motivation to read is complex,

this study aimed to go deeper. Qualitative methods can provide more depth to inform this

study more accurately about those factors that influence the motivation to read. The

qualitative interviews provided data about *how* teachers may influence students'

motivation to read. Thus, a small sampling of teachers and students were interviewed to

cull depth and greater insight from the research process.

Role of the Researcher

Whether the research is quantitative or qualitative, Stake (2010) explains that the

role of the researcher is to interpret data. He describes differences in methodologies

between quantitative and qualitative by explaining that the quantitative methodologist

aspires to explain while maintaining an "impersonal role"; yet, on the other hand, the

researcher using qualitative methods desires to understand, taking on a personal role

(Stake, 2010, p. 19).

Conducting research at my school placed me in the role of researcher; however, this role has not come easily. As a teacher leader, I've enrolled in continuing education and have been attending classes while working for the past three years so that I could become trained to carry out this research. Learning how to facilitate school change and coaching has required many hours in the classroom of my peers, and many hours of data collection. Just because one teaches and coaches children does not mean that one understands how to "coach" other teachers. Learning how to mentor others, and working on advanced qualitative and quantitative methods has led me to conduct, gather, and collect even more information regarding the motivation to read.

Over the past three and one-half years, I have conducted a faculty-wide assessment to determine what our school needs the most and that directed me towards asking students and faculty about their motivation to read. As a reading teacher, I know that reading is a skill that touches almost every subject, and I know that the motivation to read is low in the majority of our students. This role as researcher aligns with my professional expertise as a veteran reading teacher of over twenty years. The role of the researcher aligns with my role as a student in over the past three and one-half years as I have pursued furthering my knowledge in order to be a teacher leader in the hope of inspiring others to be leaders and share the load of accomplishing all the work that needs to be done my school.

I have personal and professional relationships with many of the participants in this study. I've been teaching in the same school system for over 20 years, so I know many of the teachers at CMS on a personal level beyond the relationship we share at work. The quantitative information gathered helped me to avoid bias as I looked at the data to

determine what teachers and students to interview instead of just picking those I preferred to interview. For example, if I see that more students in Teacher A's reading class seem to enjoy reading than those in Teacher B's room, I may dig deeper to discover how that teacher may be influencing that student, or I may discover that a teacher's motivation to read has absolutely no influence on their students' motivation to read. Perhaps another factor was involved. If this is the case, my study has given me information that I did not have before, and I am getting closer to an answer

Mertler (2014) reminds readers that research is most reliable when the researcher knows the culture of the participants and practices "persistent observation" in that setting. Since I have resided in Canaan County almost thirty years and been teaching in Canaan County for over 20 years, I am now teaching the children of some of my former students and I am a teacher leader, the only Reading Specialist in my school, and I assume personal responsibility for the success of the struggling readers I teach. The teacher leader, according to Levin and Schrum (2017) is rooted in her school at the community and district level as she works together with colleagues in collaboration for the good of her students. I have observed the behavior of students in Canaan County for over two decades, and the behavior of adolescent children is very familiar to me as is their general lack of motivation to read. Because I care about them, I act as a professional teacher leader in professional learning and professional practices; this research is one way I do that. Approaching the issue of literacy from the new lens of the relationship between teacher and student motivation to read will inform the professional practices of teacher leaders to equip them for the challenge of educating the students they teach. My study approaches the topic of student motivation to read through the new lens of teacher

motivation. Because of my love for my students and my pursuit of the truth of what may motivate my struggling readers to read, I research. It is my prayer and hope that this mixed methods study provides significant knowledge to the field of teacher leadership.in order to help the children in my community. As I have mentioned the ties to the community where I am conducting my research, a discussion of the tenets of post-positivism and constructivism must follow. Since the term positivism came from the nineteenth century philosopher, August Comte, social scientists have modified their research to be more scientific and objective; however, the human factor involved in this research is the very reason that it cannot be precise (Glesne, 2016). Lack of precision does not make the research null or void. Post-positivists hold the ontological belief that reality which is outside of the human subjects studied can be calculated and understood with a degree of accuracy (Glesne, 2016).

In keeping with the tenets of post-positivism, I've used quantitative methods (a survey) to gather information (motivation to read measures) from my subjects (the ELA teachers and students at CMS) without my direct involvement. I have attempted to gather data with as little from me as possible to keep me from "influencing their behavior and responses" (Glesne, 2016, p. 8). The quantifiable data that I collected from them was analyzed statistically without any involvement between me (the researcher) and them (the subjects). This data collected enabled me to make an overview of influences that motivated them to read and provide reasons for those causes. As a researcher I hope to provide an explanation and, as Glesne (2016) says, make generalizations concerning how teachers' motivation to read impacts students' motivation to read.

Constructivism and interpretivism has guided my qualitative research process as I seek to understand and interpret how the subjects of my research define their motivation to read and what they attribute that motivation to. My job, as Glesne (2016) explains, is to consider others' interpretation of their motivation to read and rendering *my* interpretation of their "actions and intentions" (p. 9). My study design involves in-depth interviews with the ELA teachers and students exhibiting the highest and lowest motivation per teacher. In these interviews I will probe, ask questions, and work with the subjects of my study; I will then describe what I have observed and recorded because this is qualitative research.

Fox (2008) points out that conducting research involving people is completely different from studying objects in the natural, scientific world and that both the researcher and those who are studied are constantly interacting with one another, thus the researcher needs to understand that much of her work may be interpretative. I must acknowledge that I cannot be completely objective and work hard to "aspire to detachment but at the same time to accept its ultimate impossibility" (Fox, 2008, p. 8). While this may seem impossibly problematic, the authentic dependability can occur in qualitative studies.

Methodology

This study was administered in two stages. To complete this study, I used two quantitative surveys to be distributed to the ELA faculty members and their ELA students at CMS. Once the surveys were disseminated and collected, the quantitative information was analyzed using Microsoft Excel. The results presented are descriptive statistics, like mean, median, and mode, along with frequency distribution of students' and teachers' perceptions of how motivated they are to read. Correlations were used to explore

relationships between teacher and student motivation to read. After the quantitative data was analyzed, I conducted a qualitative interview study on voluntary participants. The transcripts of the qualitative interviews were analyzed, coded, and triangulated for commonalities. A coding key (see Table 4) was provided for the qualitiatve interviews as well. The bulk of the data gathered was displayed in narrative form, along with tables and graphs. After reviewing the results of the survey, I interviewed the ELA faculty members and one high-motivation and low-motivation student per teacher. I interviewed all interview participants with interview questions from Malloy and colleagues (2013), the *Motivation to Read Profile-Revised Conversational Interview* (Appendix C). These interviews were recorded, transcribed, and analyzed or coded.

Research Setting

This study took place at Canaan Middle School (CMS; a pseudonym) located in Southeast Georgia about an hour from the Atlantic coast. CMS had approximately 370 students and 36 faculty members during the time of this study. The faculty members include: two administrators, one counselor, 31 teachers, and support staff. The support staff consists of one academic coach and one media specialist

CMS is located in a rural city with a population of roughly 5,000 people. Once land populated by the Native American Creek tribe, it was soon parceled off for veterans of the Revolutionary War around the year 1775. In the year 1801, it became an official county named after a brigadier general for the Georgia Militia. The first school in Canaan was erected in 1857 where, on Sunday, it also functioned as the community church. It was in this very school house where great expectations for the education and the building of community began. Today, a modern Canaan Middle School is not too far from the

original one room schoolhouse. In this new building the traditions of great expectations for education and community continue to thrive.

Canaan Middle School is classified as a Title 1 school that serves approximately 377 students, all of whom are considered economically disadvantaged. Note that the students can fit into more than one category. For example, a student who is an English Language Learner counts as ELL, and they may also be Asian/Pacific Islander. They could also have a disability, so they could count more than once. The percentages in the following table can amount to over 100% because of this. Table 1 reveals the approximate demographics of CMS.

Table 1

Demographic Information for CMS

Race, Ethnicity, and Classification	Percentage of Population
Asian/Pacific Islander	0.8%
American Indian/Alaskan Native	0.0%
Black	25.5%
Hispanic	14.3%
Multi-racial	4.0%
White	55.4%
English Language Learners	4.8%
Students with Disabilities	12.7%

Though my middle school has a racially diverse population of students, the faculty is not diverse. Examine the most recent data from the Governor's Office of Student Achievemement (Achievement, 2020). Note the diversity of the student body (above) as compared to the faculty at CMS in Table 2 (below). There is very little ethnic diversity among the faculty at this small, rural middle school.

Table 2

Racial Subgroups of Faculty

Race or Ethnicity	Percentage of Population
Asian/Pacific Islander	0.0%
American Indian/Alaskan Native	0.0%
Black	5.0%
Hispanic	0.0%
Multi-racial	3.0%
White	92.0%

I have worked at CMS for the past 7 years, and the students and the teachers at CMS were the focus of my study because it was convenient to conduct a study at the school where I worked. Over the course of my doctoral work, I moved from the position of a 7th Grade English Language Arts teacher to that of the only Reading Specialist at my school. This position was added due to a large grant the county received in an effort to increase the literacy rates of the students in the county. My class targeted two groups of students per grade level. CMS also used the Accelerated Reader (AR) program to incentivize students to read. The program measures students' Lexile levels and sets goals for students based on them reading 25 minutes per day. The students read and took a test to "prove" they have read the book; they needed to maintain an 80% average.

My position as Reading Specialist allowed me to survey all ELA students regarding their motivation to read as well as the ELA teachers. The Principal at my school, along with the Superintendent of the School System offered their support of this study as well. Their letters were included in the IRB application.

Participant Selection

Spring 2022, the six ELA teachers and all their students were invited to complete a survey regarding their motivation to read. I gathered this information in my role as the school's Reading Specialist. The survey questionnaire for teachers, adapted into a Google Form, was *The Adult Motivation for Reading Scale* (Appendix A) developed by Nicola Schutte and John Malouff. All six ELA teachers participated. Table 2 below provides a brief description of the colleagues who graciously agreed to invest in my research.

Table 3

Teacher Description

Teacher Alias	Age	Years Taught	Grade Level	Section
Darla	50	22	6	A
Megan	30	8	6	B
Bree	26	4	7	A
Hannah	32	3	7	B
Tessa	50	28	8	A
Christy	30	1	8	B

The six ELA teachers at CMS comprise three teams, and there are two ELA teachers per grade level. Each team of ELA teachers at CMS teaches roughly half of that grade level's students. For example, if there are 100 students in the grade, Teacher A will teach 50 students, and Teacher B will teach 50. It is imperative to understand how the students are grouped. There are two ELA teachers per grade at CMS, and they teach six groups of students. Teacher A in each grade teaches three groups of higher performing students: an advanced/gifted group, an average group, and a low-average group. Teacher B in each grade teaches three sections of lower performing students: a remedial/special education group, an average group, and a low-average group.

Approximately 307 middle school students were surveyed regarding their motivation to read using surveys over the course of a week. Sixth grade consisted of 106 students, seventh grade consisted of 93 students, and 8th grade, 108 students. The survey questionnaire for students was Malloy and colleagues (2013) *Motivation to Read Profile-Revised* (Appendix B).   This questionnaire was adapted into a Google Form versus being delivered on paper for all ELA students at my school. It consisted of statements and a four-point Likert Scale range of answers for students to choose from that best suited them.

Fall 2022, I conducted 18 interviews. First, I interviewed all six ELA teachers as soon as IRB approval was obtained; I conducted my first interview Monday, August 29, 2022. Two teachers left CMS after completing the survey but continued to work in our country, consenting to a follow-up interview. One 8th grade ELA teacher moved to an 8th grade Social Studies position but kindly agreed to a follow-up interview after completing the survey. Once interviews were recorded, they were quickly transcribed and analyzed for trends and themes that helped contribute to understanding the motivation to read.

After interviewing the six ELA teachers, I ranked results of the students per each teacher. Results were ranked from those with the highest motivation scores to the lowest, and I sent out consent forms to parents to obtain their permission to allow their child to assent to interview. Invitations for interviews were distributed to students at CMS in August 2022. Invitations for interviews were distributed to the top five and lowest five motivated students at the high school in my county on Monday, August 29, 2022. I began receiving forms back as soon as August 30, 2022.

Some students who completed the survey moved away to other school systems, so interviewing them was not an option. Eighth graders that were interviewed moved up to the county high school, but the principal of the high school gave me her blessing to interview any students whose parents consented to an interview. Letters to obtain student assent to be interviewed and parental consent to interview began going home in August 2022. The top three motivated students and the three least motivated students were sought out for interviews. If a student had moved or declined an interview, I went to the next ranking student on the list.

All interview participants were interviewed with interview questions from Malloy and colleagues (2013), the *Motivation to Read Profile-Revised Conversational Interview* (Appendix C). The qualitative interviews investigated the interviewee's self-concept as a reader and how he or she valued reading. Each interview was conducted at either the middle school or the high school in my county. The interviews lasted an average of 15 minutes and were audio recorded to be transcribed by the researcher. The interviews began upon the receipt of IRB approval in Fall 2022 and took an average of three weeks to complete.

The quantitative data I gathered informed my decisions about who to interview because interviews were based on their reading motivation scores. I interviewed teachers and students whose scores fell towards the "top" scores of reading motivation, and I interviewed teachers and students who scores fell at the "bottom" scores of reading motivation. Palys (2008) explains that qualitative researchers use this method of purposive sampling because, as qualitative researchers, we are very interested in analyzing why certain people feel the way they do about issues. This purposive sampling

requires the researcher to ask "what they want to accomplish and what they want to know" (Palys, 2008, p. 697). Gathering this quantitative data established a baseline for the study and allowed me, the researcher, to use purposive sampling, or make deliberate decisions based on motivation scores concerning who I wanted to interview.

Instrumentation

Quantitative Instruments

Quantitative data was gathered via a focused survey study. The survey questionnaire for teachers was *The Adult Motivation for Reading Scale* (Appendix A) developed by Nicola Schutte and John Malouff. Schutte and Malouff (2011) explained that they developed this scale because many studies examine why children read, but very few examine adults' motivation to read (p. 471). The validity of this reading scale is confirmed by the careful analysis conducted in its development. The researchers examined the correlation of several factors that could be the primary elements of reading motivation. Through a series of statistical tests, they united on four factors which were understandable and used questions that could be categorized into one of these four factors: reading as part of self, reading efficacy, reading for recognition, and reading to do well in other realms. The reliability of the subscales is at or above .70. Schutte and Malouff (2011) developed a Likert-type questionnaire and distributed it to 220 people. Their study revealed that adults may read for intrinsic motivations such as reading is "part of the self," or the desire to be able to read successfully. Extrinsic motivations that adults gained from reading were reading in order to gain recognition, or to do well in "other realms," (p. 483-484). I used this survey at my school to measure the ELA teachers' motivation to read. This 21-question survey measured teacher's reading

motivation and categorized teachers' motivation to read in four, different areas: reading

as a "part of self", reading efficacy, reading for recognition, and reading to do well in

other realms" (Schutte & Malouff, 2007, p. 469). For use at my middle school, this

survey was adapted into a Google Form versus being delivered on paper.

The survey questionnaire for students was Malloy and colleagues (2013)

Adolescent Motivation to Read Profile- Revised (Appendix B) and was formatted as

statements based on a Likert Scale. This 80-point survey allowed students four choices

for each of the 20 statements, selecting the choice that was most similar to their

motivation to read. The validity and reliability of this survey, along with the

conversational interview, is seen in the development of the instrument which was revised

from its original 1996 model. The revision, according to the authors, was necessary

because "cultural and linguistic changes had occurred," (Malloy, Marianak, Gambrell &

Mazzoni, 2013, p. 26). Malloy and colleagues (2013) explain the process of the revision

by explaining that four researchers who participated in the creation of the first survey or

who had used the first MRP extensively, met together to evaluate the first MRP. They

selected a four-point scale verses a five-point scale to make it simpler for students taking

the survey and to force participants to avoid middle-of-the-road responses. The team

evaluated suggested items to be put in the revised survey for construct validity, kept some

items, replaced some items, and revised others. After reliability testing, Malloy and

colleagues (2013) ensure the survey is trustworthy "and validity estimates are judged to

be well within acceptable ranges for both classroom use and research pruposes," (Malloy,

Marianak, Gambrell, & Mazzoni, 2013, p. 27). The question might make a statement and

ask if a student "strongly agrees," "agrees," "disagrees," or strongly disagrees." The

Motivation to Read Profile-Revised assessed each student's motivation to read and categorized that motivation into two primary categories: one's self concept as a reader and the value one places on reading. This questionnaire was adapted into a Google Form versus being delivered on paper for all ELA students at my school.

Qualitative Instruments

ELA teachers and ELA students were all interviewed from the same instrument created by Malloy and colleagues (2013), the *Motivation to Read Profile-Revised Conversational Interview* (Appendix C). This interview protocol was used to interview both teachers and students in order to standardize the interview. Using this same *Conversational Interview* for students and teachers also may shed light on what influence, if any, students' ELA teachers may have had on their motivation to read. The interview is divided into two sections. Section one asks about respondents' self-concept as a reader while section two explores the value they assign to reading. Some questions that were not applicable to adults were not used in the interview but were altered. For example, question #5 of the *Self-Concept as a Reader* section asks "How could teachers help you become a better reader?" was not used in the teacher interviews, but an edited version asks "How do you help your students become better readers?" In the Value of Reading Section, question 2 asks, "Do you read different things at home than at school?" and was changed for adults to, "Do you read at home besides for work?" Question #13 asks, "What kind of reading will you do when you're an adult?" was not used in the teacher interview, but the question "What kind of reading did you do as a child?" was asked instead. Students who were interviewed had signed copies permission or assent before they were interviewed. A copy of the *Interview Consent Letter and Research*

Study Assent Form along with the *Parental Permission Form* appear, respectively, in Appendix D and Appendix E.

Procedures

In my position as Reading Specialist, I collected data in the Spring 2022, regarding teachers' and students' motivation to read. Two quantitative surveys were launched at CMS Spring 2022 to measure the motivation to read among the faculty and students at this small, rural middle school. The modified *Adult Motivation for Reading Scale* (Appendix A) and The *Adolescent Motivation to Read Profile Reading Survey* (Appendix B) were disseminated via Google Forms in sequential order once the survey began. Before data collection began, a brief description of the purpose of this research was shared over morning announcements along with a blurb for ELA teachers to read to their students, giving them the option to opt-out of the survey if they chose not to participate. The data was collected by me, the researcher. If the participation rate had been too low in the first two weeks, the data collection period would have been extended for a longer period of time, up to an additional two weeks; however, data collection was completed within about a week. The surveys asked multiple choice questions that had a value assigned to each answer so that answers could be coded numerically in Microsoft Excel. Any incomplete surveys were not used in the final data analysis. After the data was gathered and the surveys were closed, the entire faculty and student body was notified during morning announcements. At this point, the majority of participants exited the study.

After the quantitative data was gathered, I sought participants to interview to deepen my understanding of what motivates or does not motivate teachers and students at CMS

to read. The *Interview Consent Cover Letter*, requesting student assent and *Parental Permission Forms* were distributed to several students with the highest and lowest motivation per ELA teacher in hopes of a swift return.

I held and audio recorded interviews with all six ELA teachers. Using Malloy and colleagues' (2013) *Motivation to Read Profile-Revised Conversational Interview* (Appendix C). After receiving signed copies confirming parental permission from twelve students, I began interviewing the student one at a time in a conference room or another quiet room where they could be interviewed confidentially. These interviews were audio recorded. During the interview, I listened and observed the teachers and students as I asked questions. All interviews were conducted at CMS and students did not miss out on any required coursework to participate. All participants consented to interviews and were informed that results of this study would be shared with them upon request.

For teacher and student interviews, I utilized the conversational interview created by Malloy and co-authors (2013) for students and teachers. I modified the questions for the teacher interview by asking them about their classroom practices with students. For example, instead of asking "How could teachers help you become a better reader?" I asked "How do you help your students become better readers?". I also modified question 5 and question 6 with students to probe specifically about their ELA teacher from the 2021-2022 school year. For example, instead of asking "How could teachers help you become a better reader?" I asked, "How did your ELA teacher from 2021-2022 help you become a better reader?" Processing the interview data from six adults and twelve students requires careful analysis.

Data Analysis

Quantitative Analysis

In my position as Reading Specialist at CMS, I administered surveys to all the ELA teachers and students to obtain a better understanding of reading motivation at my school. The final version of the *Adult Motivation for Reading Scale* devised by Schutte & Malouff, (2007) was administered to the teachers. This survey consists of 21 statements about reading where am adult ranks how true the statements are for them using a five-point Likert Scale.

The Revised Motivation to Read Profile (Malloy, Marianak, Gambrell, and Mazzoni, 2013) was used to measure student motivation. The 20 questions have reverse coded answers to improve the trustworthiness of student responses. The questions measure the students' self-concept as readers and the value they place on reading. The quantitative data gathered in the Spring 2022 provided existing school records regarding teacher and student motivation to read, and I conducted additional analyses (descriptive statistics and correlations) on the data to better understand the relationship between teacher and student motivation.

When I conducted analyses on the quantitative data, each teacher and student received a mean score measuring their motivation to read. From here, I selected the most highly motivated student and the least highly motivated student that corresponded with each of the six ELA teachers. I asked each ELA teacher to consent to an interview, and I sent home parental permission forms with the students to ask permission to interview them.

Qualitative Analysis

Researchers who collect massive amounts of qualitative data must shrink that data into meaningful themes that enable the researcher to produce critical results of their research (Mertler, 2014). This inductive analysis involves a three-step process Mertler (2014) reveals are "organization, description, and interpretation" (p. 163). The first stage, the organizational stage is where all the information gathered via interviews, are sorted and placed with similar types of information that might indicate a pattern or theme. After the interviews were completed, I transcribed the interviews using Microsoft Word. Even as I transcribed the interviews, I began looking for themes and patterns in the interviews. This is the beginning of what Mertler (2020) describes as Stage 1. For example, I began noticing specific ways students said teachers motivated them and ways teachers said they motivated students. For example, I noticed how often and in what context the word "read" appeared. After I typed up each of the interviews, I imported them into ATLAS.ti 9. From there, I began to formally organize information that I'd already been sorting in my head. For example, I coded for negative, neutral, and positive comments about reading using ATLAS.ti, a Computer Assisted Qualitative Data Analysis (CAQDAS) program. I poured over these transcribed interviews and analyzed them for recurring themes and trends in comments.

I created several groups in ATLAS.ti. First, I created a teacher group and a student group. Then from those larger groups I created smaller groups, breaking down the more highly motivated readers into one group and those less motivated in another. A coding program enables a researcher to fully grasp the focus of her research and answer her investigative inquiries. I began to read and reread my data so that I could code the passages based on patterns that affirm what the quantitative data told me or conflicts

with what the quantitative data told me. Are there words or phrases that seem to be repeated by several of those interviewed? I took note of those repeated words and phrases and begin searching all the documents for that.

After coding my teacher and student interviews, I continue to analyze them by rereading and merging codes or creating new codes when the need arose. These careful, procedural steps go far in ensuring the credibility of the description of the data, which, as Mertler reminds is, is the "second step of inductive analysis" (p. 164).

The next part of the process is the description process, and this is where the researcher takes the information that she has sorted or coded and begins to describe and categorize the data in such a way that it shows how it is related to the research question(s) (Mertler, 2014). In other words, the researcher asks herself how this material connects to her research questions. The question I have to ask myself during the description process is how the data in each coded category may enable me to realize my research focus and resolve my research queries (Mertler, 2014). In answering the question regarding how motivated teachers and students are to read, for example, a teacher may tell me she is an avid reader, but her motivation to read is significantly lower than other teachers who claim to be avid readers. This would be the stage where I look at how she values reading (VALUES) or how often she mentions being distracted from doing the reading that she loves (RD DSTR).

I then compare what teachers believe motivate students to what students say motivate them. I gathered conflicting information from teachers and students. For example, a student tells me that he loves to read, but he has one of the lowest motivation scores in the grade, or a teacher tells me she doesn't spend that much time on her phone

then later in the interview she says that she cannot get off of her phone. Mertler (2014) affirms that contradictory information makes analysis more difficult, but declares that the process of sorting through them will make the results more reliable (Mertler, 2014). The coding part of the analysis was certainly the most time consuming because I found myself thinking of new categories to add while I was in the midst of coding. For example, I realized that I could probably combine words like "books" and "read" under one category and refer to it as "reading motivation" (RD MTV). I created a "value" category after coding two or three interviews because I realized that many teachers possessed fairly strong convictions about reading and why it is important. I ended up with five codes to sort teacher interviews. See Table 4 below.

Table 4

Qualitative Code Book: Teacher Interviews

Category	Example
Code **(with definition)**	
Reading Practice	
Enthusiasm: Having or showing a keen interest in or enthusiasm for reading.	"Oh, well, I'm definitely an avid reader." (Hannah)
Professional Qualifications and Practice	
Teaching Strategies: the methods, techniques, procedures and processes that a teacher uses during reading instruction (University, 2022).	"I show them context clues, how to breakdown words. I use root words…" (Darla)
Motivating Factors	
Reading Motivation: The internal or external desire to read.	"[For] my educational schooling purpose, I'm reading professional development texts. At…school, I'm reading young adult. So, at home, adult suspense." (Bree)
Distractions: a thing that prevents someone from giving full attention to reading.	"I sometimes get distracted… I will start a book and then lay it down… I start reading it and then, I'm like, am I really in the mood to be reading this?" (Tessa)
Value: The worth one places on reading.	"I enjoy reading because I enjoy learning new things. I enjoy seeing new vocabulary words, and I enjoy filling my head; it just broadens my knowledge." (Megan)

For student interviews, I settled with eight codes to categorize the interviews. The students seemed less adept at "saying the right things," and their attitudes about reading were not always as positive as those of the teachers. See Table 5 below.

Table 5

Qualitative Code Book: Student Interviews

Category	Example
Code (with definition)	
Reading Practice*	
Reading practice encompasses the general reading habits of the interviewee.	*"I think if you just told them that they would not, but if they actually took the time to sit down and just read—maybe just start off with 5 minutes a day. Then they would say, "Yeah, I could up it to 10 minutes," And then, maybe, 15 and so on and so forth. Then next thing they know—they spend their entire afternoon reading." (Stephenie)
Motivation	
High Motivation: A strong willingness or desire to read for various reasons.	"The more I read it, the more I was like, "I can't put it down." My teachers would see me reading that in their class instead of what we were supposed to be reading and tell me to put it down." (Stephenie)
Low Motivation: A weak willingness or desire to read.	*"I don't like it." (Jessica)*
Reading Beliefs	
Positive Beliefs: Optimistic, good, or constructive beliefs.	*"Yes, it just opens your mind up to new things." (Colleen)*
Negative Beliefs: Unpleasant, bad or unwelcome beliefs.	*" I don't read enough, and my words are kind of like, messed up." (David)*
Teacher Influence*	
The influence or affect a teacher had on a student's reading motivation.	"She would stop and just summarize if she thought we might not have understood." (Kayden)
	"Um, probably—like, Ms. [Teacher] always helped me find an author that I liked…—" (Colleen)
Reading Distractions*	
A thing that prevents someone from giving full attention to reading.	"Uh… when you read on your cell phone, you'll get notifications and stuff like that, so then you'll just look up at those and then you'll lose your spot…" (Kayden)

Note. *Where categories do not contain multiple, distinct codes, a definition of the category is provided.

The final step of the inductive analysis process is the interpretation stage. Mertler (2014) explains that this is where the researcher "examines events, behaviors, or others' observations…for relationships, similarities, contradictions, and so on" (p. 165). Here, I comb through the interviews with a fresh eye that is tempered by over twenty years of experience in the ELA classroom. Here, I, as a teacher leader, examine the data I've gathered and develop a written report that communicates how the transcripts I've compiled answer or do not answer my research questions. Here, I reflect on data I've gathered that contradicts what I've always believe, or data that confirms a teacher belief that I hold dear. I match concrete examples from the data with my research questions to give the most realistic and responsible view of the study I've conducted.

Issues of Trustworthiness

Shenton (2003) explains that credibility is when a researcher presents a reliable picture of what she is researching to the reading audience. Lincoln and Guba (1981) explain that the credibility or internal validity of a study relies on trustworthiness using solid, reputable methods with findings based staunchly on reliable previous research studies. Stahl and King (2020) state that credibility asks "How congruent are the findings with the reality?" (p. 26). I've had prolonged contact with my community and colleagues at CMS, so my understanding might be colored. Because of this, triangulation was used to confirm my findings by using multiple methods so as not to rely on one measure to make any new assertions. Throughout my dissertation process, multiple colleagues have reviewed my research, offering guidance and approval.

Glesne (2006) points out that until observing patterns of behavior has become routine, authentic conclusions may not be drawn. The time in the school setting

contributes to the credibility of the study. Lincoln and Guba (2013) report that practices which safeguard credibility include "prolonged engagement [as well as] persistent observation," (p. 104). Unfortunately, the flip side of this observation is true as well. It is possible that I've been a part of the school system for so long that I am unable to view it objectively or with fresh eyes. Stake (2010) advises the researcher to be aware of biases and to critically analyze notes using "triangulation, and skepticism" (Stake, p. 166).

Another measure put in place to ensure credible data is the decision to use instruments that have been shown to be valid and reliable. Once the surveys have been disseminated and collected, the quantitative information were analyzed using Microsoft Excel. The results presented were descriptive statistics like mean, median, and mode along with frequency distribution of students' and teachers' perceptions of how much time they spend reading. Data confirmed those who are highly motivated to read and those who are not.

Lincoln and Guba (2013) affirm that the crux of confirmability is objectivity (p. 105). As a teacher who has been in this school system for over 20 years, there may be things that I misinterpret, or simply miss because of my familiarity with the school and community. Ensuring that I triangulate my data, have rigorous audting mesaures in place, and that I keep a reflexive journal will, according to Lincoln and Guba (2013), result in an ethical, fair, and authentic interpretation of the data (p. 105). For the researcher who is deeply intertwined in her community and workplace, the ability to be objective is an issue that must be addressed from the beginning. Remaining neutral while researching a topic one is so passionate about is not an easy task. Stake (2010) stresses the importance of using many methods as part of mixed methods research. For example, combining

interviews with observations improves the credibility of the findings. Stake (2010) also suggests member checking and review panels to increase confidence in data. Member checking involves allowing the interviewee to comment or edit on the "draft copy of an observation or interview" that you provide for them (p. 126). This gives the people involved an opportunity to confirm the facts. While I did not give students or teachers a draft copy of their quantitative analysis, I did generally share with interviewees the results of their quantitative survey results. For example, I would say, "You appear to be highly motivated to read, according to the survey you completed in May 2022" or "You indicate that you are not motivated much to read." Confirming what students and teachers told me in their surveys and then comparing it to their interviews was a way to triangulate and confirm my data. Review panels are another step used in research to triangulate data. A review panel allows other professionals to review the data gathered to provide alternative interpretations and reduces error. A review panel, according to Stake (2010), is "sometimes the dissertation committee" (p. 128), and my dissertation committee served as my review panel.   Recognizing bias up front is critical to establishing a methodologically sound study, and the notes I kept in my reflexive journal (See Appendix F) enabled me to see where I was trying to "force" my own teaching strategies into what motivated students to read.

Transferability or external validity of my research is confirmed by the mixed methods used for my study. Transferability desires to ensure that the findings discovered in this study will be pertinent to other teachers and students at other schools, or other adults and children in settings other than schools. The descriptive nature of qualitative interviews will, according to Lincoln and Guba (2013), provide adequate descriptions so

that the reader can "determine whether the findings apply to his or her context," (p. 105). By beginning this inquiry with quantitative data to establish a baseline, I can establish a quality foundation for the qualitative research. Multiple other studies have been conducted that share similar data regarding the waning motivation to read among middle school students. By conducting qualitative interviews, I sought to focus on single individuals, but could certainly see these same conversations occurring at any middle school in the United States. The detailed accounts of individuals in different stations of life provides transferability because of the diversity of the student participants within the sample population. Detailed information provided in these one on one, qualitative interviews provide what is described by Lincoln and Guba (1985) as thick description. They state that detailed accounts that allow others to "see" a situation will enable them to understand how it is transferable to their setting.

Dependability ensures that the technique and interpretation of data collected is reliable. Lincoln and Guba (2013) state that dependability is achieved when a designated other audits the data, interpretations, and recommendations given by me, the researcher. I've conducted a qualitative research project regarding the motivation to read of four teachers at my school which has been reviewed by faculty at Kennesaw State University. That project and the review of this current mixed methods study undergoes scrupulous review by my dissertation committee at Kennesaw State University. Dependability was ensured in this research by transparent researching. All instruments used, transcripts and of interviews were laid bare for all to see. The process of how the research was conducted was clearly laid out so much so that another researcher could, themselves, carry out a study at their school as I did at mine.

Ethical Procedures

Ethical issues that could occur with this study were anticipated and addressed. Quantitative data collected from students and teachers was kept in strictest confidence and no reference to a specific student or teacher was made without informed consent. All survey information was gathered under guidelines by the Kennesaw State University Review Board (IRB), and my study was compliant with the policy set forth by the university. All permissions and approvals needed were obtained for this study as verified by the IRB study #IRB-FY23-37. Permission and consent forms appear in Appendices D and E of this document. Added confidence in the safety of this study can be taken by the fact that the administration at CMS was supportive of this study and documentation of their support was given to Kennesaw State University IRB.

All interview participants were given a pseudonym to protect their privacy, while notes and observations I made after the interview were recorded on paper and stored away in a locked drawer for safety. Interviews were transcribed on a password protected computer that was for private use only. Participants who opted to withdraw from the study were not penalized in any manner. No incentives were given to students or teachers to volunteer for participation in this study.

Other possible ethical issues I foresaw revolved around the fact that this data was self-reported based on a person's perception of what reading is and how much time they estimated they spent conducting this activity. Students estimated how much time they spent reading and how much their teachers' motivation to read influenced their desire to read. Teachers estimated how much time they spent reading as well as how they perceived their attitudes towards reading to influence their students' attitudes towards

reading. Parents and guardians were made aware of the survey and given information to complete so that they could be made aware of the results of the survey if they so desired. No parents or guardians requested any survey results.

Stake (2010) reminds us that each profession has a "separate body of knowledge of its own" and teaching is no exception (p. 13). I have an intensely rooted role in this study. I have personal relationships with many of the ELA teachers and some of the students. I teach and supervise some of the student participants in this study. I have taught some of the parents of the students that I teach. My "self" is entrenched in this place where I have carried out my teaching career and reared my children. I consider myself to be objective, but I am certain that all the roles I have filled affect and influence what I see. To combat my researcher biases, I recorded interviews in order to transcribe them with fidelity and carefully logged my thoughts as I interviewed participants.

For the students I taught, I avoided incentives and assured them that their participation in the study was in no way connected to their grades or performance in my class. Other issues revolved around interviewing the teacher participants since their demanding schedules generally do not allow for time during the work day, but all the teachers volunteered their time, eager to help out a colleague doing research. Since I do not supervise any teachers or staff at CMS, I possess no power over teacher participants and none felt compelled or coerced to participate because of any backlash that might occur from a professional performance standpoint.

Summary

This chapter provided an overview of the design of this research along with the features of the methodology being used to gather and analyze data. The responsibilities of

the researcher, her character, and her intentions to conduct this study in an ethical manner were also addressed.

CHAPTER 4: FINDINGS

The purpose of this study is to investigate how teacher motivation to read affects student motivation to read. Another purpose is to establish the relationship between teacher and student motivation to read at the middle school level, as well as how teachers and students at the middle school level describe their motivation to read. The research questions I am seeking to answer through quantitative and qualitative means are below:

Quantitative: What is the relationship between teacher and student motivation to read at the middle school level?

Qualitative: How do teachers and students at the middle school level describe their motivation to read?

Mixed Methods: Based on the relationship between teacher and student motivation to read and the descriptions of their motivation, how does teacher motivation to read affect student motivation to read?

The results of the research below are organized by the research questions guiding the study. This sequential, mixed methods study began with gathering quantitative data to begin exploring the relationship between teacher and student motivation to read, then collecting qualitative data through interview, coding that data, and analyzing it for emerging themes

Quantitative Results

The quantitative research question asks, *what is the relationship between teacher and student motivation to read at the middle school level?* Descriptive statistics provided in the May 2022 survey informed and guided the qualitative part of this sequential mixed methods study.

Teachers' Motivation to Read

The Adult Motivation to Read profile was based on a 5-point scale, with a 5 representing the highest motivation to read and a 1 representing the lowest motivation to read. The raw scores of the survey (n=6) resulted in scores ranging from 61-91, with an average score of 79 ($\bar{x}$ = 78.66), a mode of 85, a median of 81.5 and a standard deviation of 10.85. The four factors that were measured on the teacher's reading motivation survey were: reading as a part of self, reading avoidance vs. reading efficacy, reading for recognition, and reading to do well in other realms (Schutte & Malouff, 2007, pp. 477-178). Reading as a part of self revolves around the intrinsic motivation of reading and the enjoyment of reading. Reading efficacy is related to one reading to improve or elevate their reading ability; both reading as a part of self and reading efficacy are steered by the intrinsic determination to read. Reading for recognition probably leans the most towards extrinsic motivation because one is reading, according to Schutte & Malouff (2007), "to obtain good outcome under the control of others" (p. 483). Reading to do well in other realms involves using reading as a tool instead of reading for the naturally gratifying reasons one readss; it falls in the middle of the continuum between intrinsic and extrinsic motivation. Table 6 shows the descriptive statistics from the adult motivation to read survey.

Table 6

Descriptive Statistics: Adult Motivation to Read Survey

	N	Mean	Median	Mode	SD
Teacher's Motivation to Read	6	78.66	81.5	85	10.85

These descriptive statistics were noted and used to guide qualitative interviews with each ELA teacher at CMS.   Table 6 contains the individual scores for each teacher participant. I assgined an alias to each teacher in order to protect her privacy. I also included her raw motivation score.

Table 7

Teachers' Overall Motivation to Read Raw Score and Average Score

Alias	Teaching Assignment	Raw Score	Average Score
Darla	6A	85	3.9
Megan	6B	91	4.2
Bree	7A	85	4.0
Hannah	7B	78	3.6
Tessa	8A	61	2.9
Christy	8B	72	3.4

Note. All participants taught three classes including one average and one low-average group. At each grade level, the A teacher also taught an advanced/gifted class while the B teacher also taught a remedial/special education class.

Megan was the most highly motivated to read and reads to do well in other realms. The 6th grade ELA teachers, as a collective group, had the highest motivation to read among all the teachers at CMS with an arithmetic mean of 4.07. They were followed by 7th grade teachers ($\bar{x} = 3.79$) and 8th grade teachers ($\bar{x} = 3.12$). In other words, the motivation to read declined slightly as the grade level increased.

Table 8

ELA Teacher Motivation to Read Scores by Grade Level

Teacher Grade Level	Motivation Mean
6th Grade ELA Teachers	4.07
7th Grade ELA Teachers	3.79
8th Grade ELA Teachers	3.12

For a further break down of adult reading motivation scores, an individual motivation score per teacher was calculated (see Table 6). The 6th grade team had the highest combined motivation score, but Darla's (Teacher A) motivation score ($\overline{x} = 3.9$) was lower than Megan's (Teacher B) motivation score ($\overline{x} = 4.2$). The 7th grade team had the second highest combined motivation score with Bree's (Teacher A) motivation score ($\overline{x} = 4.0$) higher than Hannah's (Teacher B) ($\overline{x} = 3.6$). The 8th grade team's combined motivation score was almost one point lower than the 6th grade team's score. Eighth Grade's Tessa (Teacher A) had an overall motivation score of ($\overline{x} = 2.9$), while Christy (Teacher B) had a motivation score of ($\overline{x} = 3.4$).

Two factors tied for being the primary reasons the teachers at CMS read: Reading as a Part of Self and Reading to do Well in Other Realms. Reading Efficacy was the third motivating factor with Reading for Recognition being the least reason for reading. Megan led the group with the highest overall score and the highest score in every category except Reading for Recognition, for which Darla had the highest score ($\overline{x} = 3.6$). Megan is 2.5 standard deviations above the least motivated reader, Tessa, in reading as a part of self; almost 3 standard deviations above Tessa in reading efficacy, and 3 standard deviations above Tessa in reading to do well in other realms. Megan is consistently above the mean in every category. It is important to note that Tessa is almost two standard deviations below the mean in almost every one of the four factors composing adult motivation to read.

Table 9

Four Factors Composing Adult Motivation to Read

Teacher	Reading as Part of Self	Reading Efficacy	Reading for Recognition	Reading to do Well in other Realms
Darla	4.1	3.8	3.6	4.5
Megan	4.6	4.5	2.3	5.0
Bree	4.8	3.8	2.3	4.0
Hannah	4.1	3.5	2.3	4.3
Tessa	3.1	2.5	2.3	3.5
Christy	4.3	3.3	1.0	3.8
Mean (SD)	4.2 (0.6)	3.6 (0.7)	2.3 (0.8)	4.2 (0.5)

Students' Motivation to Read

Students (n=307) took the reading motivation survey after the teachers took theirs. The 20-item *Adolescent Motivation to Read Profile* was based on a 1-4 scale, so a score of 1 indicates a low motivation to read, while a score of 4 indicates a high motivation to read unless the items were reverse coded and two of them were. Thus, the highest score possible was 80 and the lowest score possible was 20. According to the descriptive statistics (see Table 9) the average overall score for this group of students was 54 ($\bar{x}$ = 53.92) with a range of 50, mode and median of 54, and a standard deviation of 8.71. The maximum score was 73, and the minimum score was 23.

Table 10

Descriptive Statistics: Adolescent Motivation to Read Profile

	N	Mean	Median	Mode	SD
Student's Motivation to Read	307	53.92	54	54	8.71

Data compiled from all 307 students in the sample indicate that 16% of students think they are "very good readers," while 43% believe they are "good readers." Thirty-eight percent describe themselves as "OK readers," and 3% describe themselves as "poor readers." See Figure 1.

Figure 1

Students' Perception of themselves as Readers
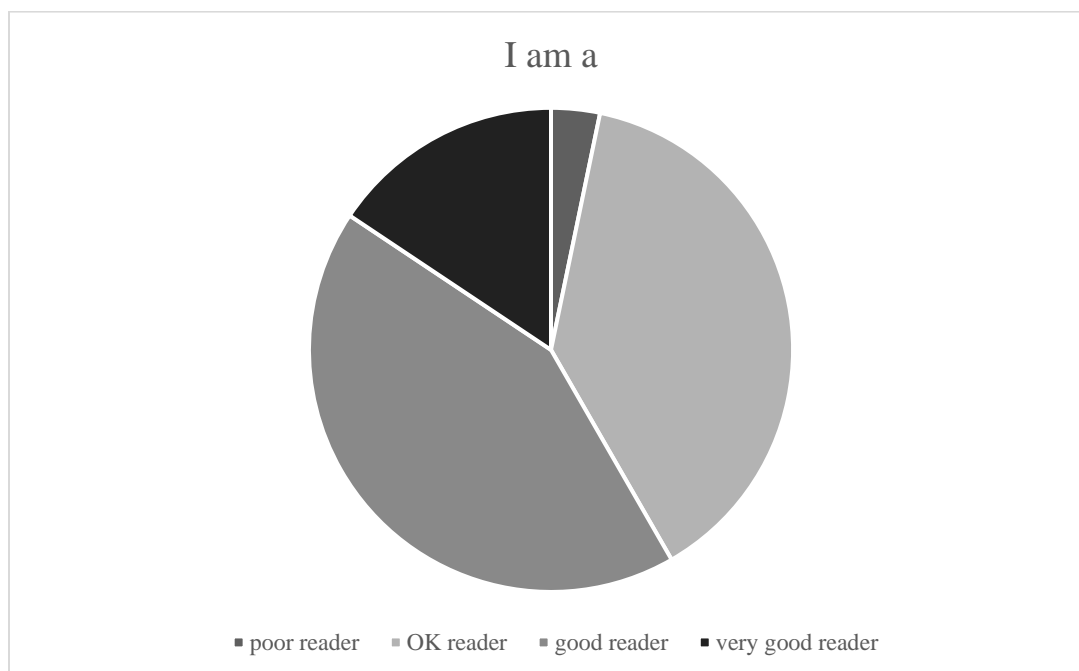
Frequency data examined how motivate students are to read as well. When asked how much of their free time they spent reading, 27% reported "none of their time," and 35% reported "very little" of their time. Thirty-four percent indicated that they spend some of their free time reading, while 4 % indicated they spend a lot of their free time reading.

Figure 2

Student Percentage of Free Time Spent Reading

When I have free time, I spend

■ none of my time reading ■ very little time reading ■ some of my time reading ■ a lot of my time reading
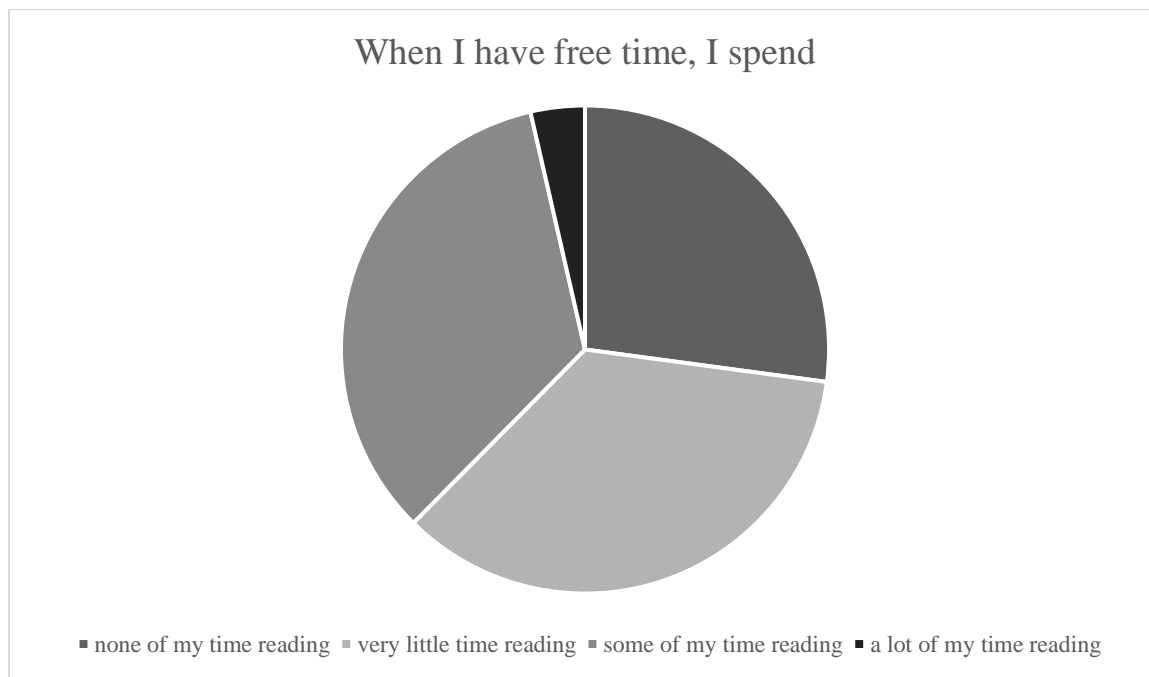
Data also revealed what students think about their teacher reading aloud. Seventy-eight percent of respondents felt it was "great" (51%) or "really great" (27%) when their teacher reads books out loud, compared to only 22% of students who felt it was boring or really boring when a teacher reads aloud. See Figure 3 below.

Figure 3

Students' Feelings about Teachers Reading Aloud

When my teacher reads books out loud, I think it is

■ really boring ■ boring ■ great ■ really great
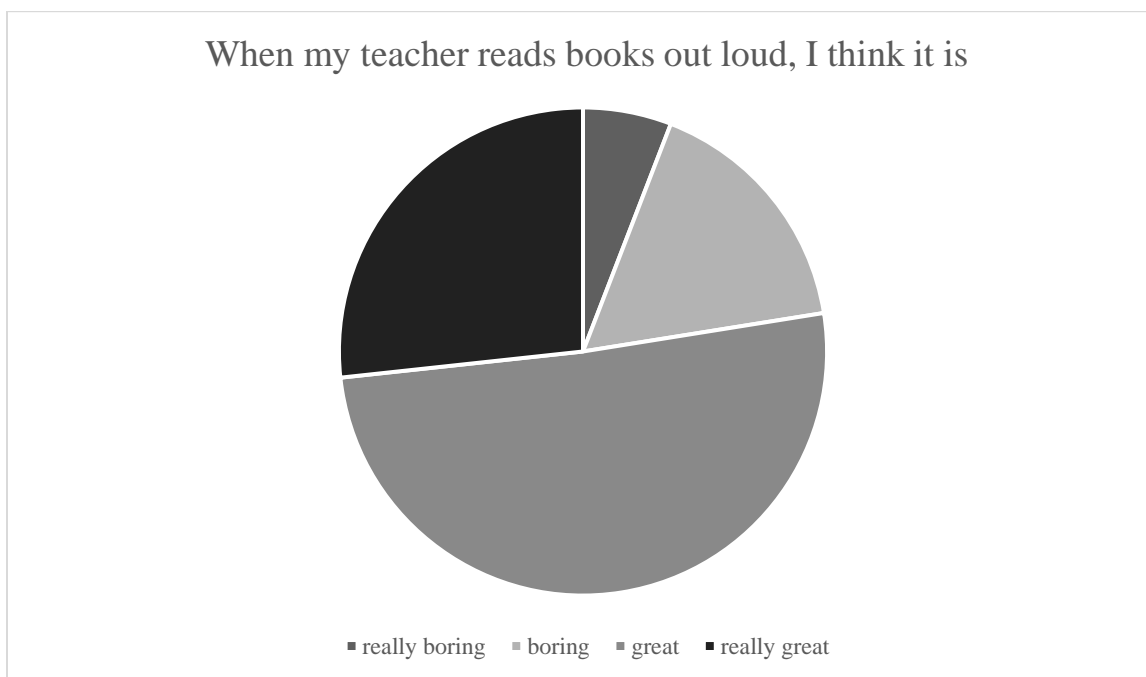
Data revealed sixth grade students were more motivated to read than seventh grade or eight grade. Table 10 reveals the average motivation to read score per grade level. The sixth-grade class had the highest motivation scores ($\bar{x} = 2.88$) and a standard deviation of .41. There was no difference between 6th grade boys' and girls' motivation to read. They were followed by the eighth graders with an average motivation score of 2.64 and a standard deviation of .45. Again, gender differences among 8th graders were negligible (girls' mean = 2.65; boys' mean = 2.62). The seventh-grade group had the lowest motivation to read with an average of 2.55 and a standard deviation of .42 with a negligible difference between boys and girls. See Table 11.

Table 11

ELA Student Motivation to Read Average Score and Standard Deviation by Grade

Grade Level	Mean	SD
Sixth Grade	2.88	0.41
Seventh Grade	2.55	0.42
Eighth Grade	2.64	0.45
Overall Sample	2.70	0.45

Relationship Between Teachers' and Students' Motivation to Read

To explore a relationship between a teacher's motivation to read and her students' motivation to read, I analyzed the data further by looking at student motivation scores per teacher. I remind you that the teacher score is out of 5 while the student score is out of 4. Among 6th grade teachers, Darla's motivation score of 3.9 was slightly lower than Megan's score of 4.2, and their students had almost identical motivation scores ($\bar{x}$ = 2.88). This is unlike 7th or 8th grade teachers and their students. For 7th grade, Bree had higher motivation scores ($\bar{x}$ =3.95) as did her students ($\bar{x}$ = 2.61) when compared to Hannah ($\bar{x}$ = 3.62), whose students had the lowest scores across all grades and classes ($\bar{x}$ = 2.47). Eighth grade teacher Tessa had the lowest motivation to read of all the teachers ($\bar{x}$ = 2.86), but her students were the 3rd most motivated class in the study ($\bar{x}$ = 2.70). Christy, the other 8th grade teacher, was the second least motivated teacher ($\bar{x}$ = 3.38), and her students were second least motivated as well ($\bar{x}$ = 2.57). See Table 11.

Table 12

ELA Teachers' and Students' Motivation to Read Scores by Individual Teachers

		Average Motivation Score	
Grade	Teacher	Teacher	Students
6	Darla	3.90	2.88
	Megan	4.24	2.88
7	Bree	3.95	2.61
	Hannah	3.62	2.47
8	Tessa	2.86	2.70
	Christy	3.38	2.57

Another type of statistic used to analyze data gathered in the quantitative phase of this study was correlation, which measures the relationships between variables. I specifically wanted to measure the degree of relationship between teachers' and students' motivation to read. Mertler (2014) reminds us the general rule of thumb with correlation is that ±1 represent a strong relationship while ±.30 represents a weak relationship. The average scores of the teachers, along with the average score of her students were analyzed for correlation.

A Pearson Correlation was run to determine the relationship between teachers' motivation to read and students' motivation to read. There was a weak positive correlation between the two, which was statistically significant ($r = .144$, $n = 307$, $p = .011$) Table 13 reveals the relationship between teachers' motivation to read and their students' motivation to read, so the conclusion one must draw is that in this sample, teachers' motivation to read is weakly related to students' motivation to read.

Table 13

Correlation: Teachers' and Students' Motivation Averages

	Teacher Motivation	Student Motivation
Teacher Motivation	1	.144*
Student Motivation	.144*	1

*Correlation is significant at the 0.05 level (2-tailed)

On a quest to explore further, I sought out to collect qualitative data via interviews with all the ELA teachers and their students using the quantitative data to guide my questions.

<div align="center">

Qualitative Findings

</div>

After analyzing the quantitative data, I began interviewing participants who could elaborate on the quantitative data I had already gathered. The qualitative research question I asked was *How do teachers and students at the middle school level describe their motivation to read?*

Teachers' Motivation to Read

When asked "What kind of reader are you?" teachers defined the kind of reader they are in different ways. The adults interviewed characterized themselves as readers based on how much they read or their motives for reading. First, read the responses of the three teachers with the *highest* motivation to read. The three responses are listed in rank order so that the teacher most motivated to read appears first. When I interviewed the ELA teachers, I discovered that the two teachers most motivated to read were in continuing education at a local university; each pursuing her Specialist's degree.

> MEGAN *(most highly motivated to read)*: I like doing research—I know that's crazy, but I like research about differentiation, and um, anything that I can use in the classroom, but I also like reading just for pleasure. Um—like Nora Robert's

mystery books and anything romance. Mysteries are my main genre, there, but I really enjoy reading. It's one of the things that I do for my downtime.
INTERVIEWER: Okay, would you say you read daily?
MEGAN: Yeah, I'm working on my Specialist's degree, also, so pretty much daily as soon as I put my son to sleep down at bedtime, I go and I'm working on something.

BREE: I would describe myself as an avid reader, but purely for fun. I do not like informational texts. I read them when I have to, but preferably I like to read in my spare time—things that I enjoy reading.

DARLA: I read every day, um… I read what I have to. I read what I want to read occasionally.

Megan and Bree spoke of their continuing education in our interviews and profess to be reading a lot for their coursework. Each of them report reading for pleasure in addition to the "required" reading that they must do. Both exude a love of reading and report that reading is something they enjoy doing in their downtime. In explaining that she has required reading to complete in her course work, Bree explains that she does not consider her coursework to be "reading" because it doesn't "feel like reading."

BREE: Finding time when, especially as a college student who has a lot of required reading, finding time to enjoy it because I obviously read a lot with the college with required reading, but it doesn't feel like reading because it's a requirement. So-
INTERVIEWER: So what does reading feel like when you want to do it? Is it like an escape?
BREE: Yes, it definitely feels like an escape and it's almost like how people can sit there and waste time on their phones; I can sit there and waste time reading.

The responses of the teachers that report being least motivated to read of the six teachers interviewed are not that different from those of the most highly motivated to read. For example, Tessa, the least motivated reader declares herself a reader and recalls the day her teacher "unlocked her love of reading." The teacher

with the next lowest motivation, Christy, refers to herself as a "daily reader."

Megan, Bree, and Hannah referred to themselves as "avid readers." Because it

seemed I was hearing the same story for all the teachers, I dug a bit deeper with the

help of ATLAS.ti, By coding each interview, rereading it and re-coding, I noticed

some patterns emerge. In the final analysis, I conducted a word search on each

interview, coding the enthusiasm for reading with the code (AVID). ." I then added

codes for themes I saw emerging: reading motivation (RD MTV)), value (VALUE),

reading distractions (RDG DSTR), and teaching strategies (TCHNG STR). A sample

of the code book along with definitions and quotations was included in Chapter 3

under "Qualitative Analysis," but to refresh your memory, refer to the figure below

for codes used.

Figure 4

Code Manager for Teacher Interviews

Coded Entities	Code Used
Enthusiasm	AVID
Reading Motivation	RD MTV
Value	VALUE
Reading Distractions	RDG DSTR
Teaching Strategies	TCHNG STR

The program allowed me to analyze each interview on an individual basis as

well as analyzing the entire group of interviews. Beliefs about reading and teaching

were coded for each interview. The average number of times "value" was coded was

3.83 times per teacher; however, Megan was coded for value 8 times. The average

number of times "teaching strategies" were coded was 6 times, but Megan was coded

for strategies 8 times. See Figure 5.

Figure 5

Graphic Representation of Significant Coding Frequencies: Teacher Interviews
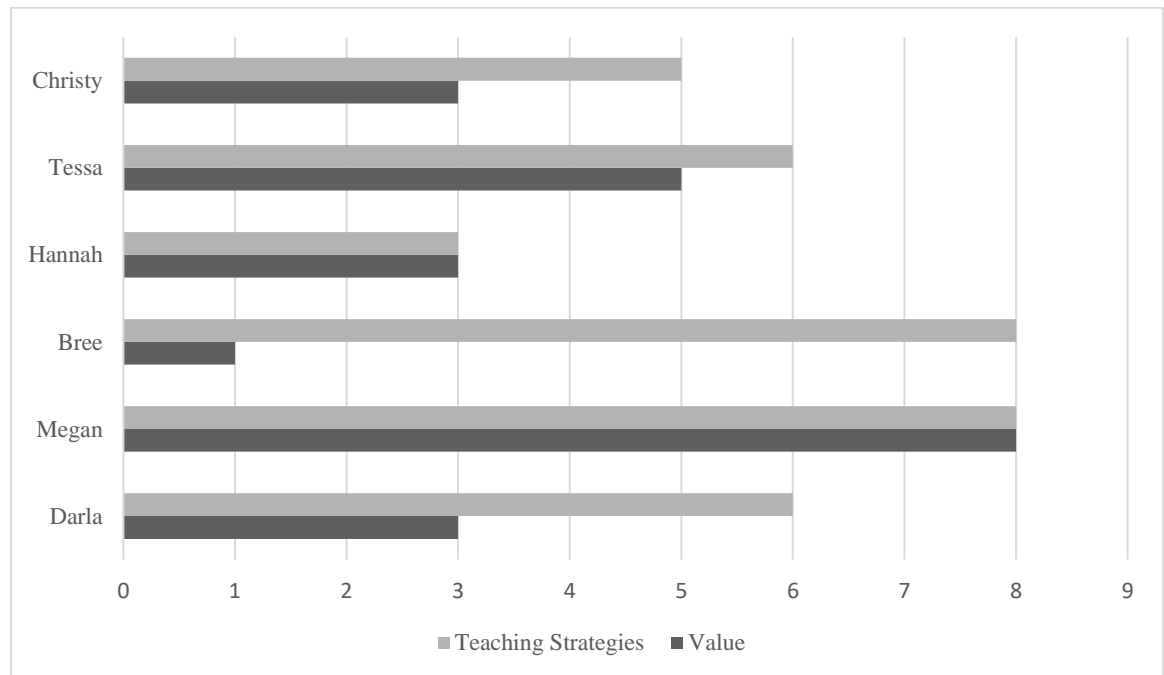
The easiest thing about reading for most teachers revolves around their ability to read well: prior knowledge, a broad vocabulary, decoding, and ease in comprehending. When asked "What is hard about reading?" half of the teachers lamented that they have difficulty being motivated to read certain things, particularly non-fiction. Hannah, who refers to herself as an avid reader, said if she is lost or doesn't understand something, she is not motivated to read it. Megan said it is hardest to "engage" when she is reading non-fiction. Tessa said that a text must be "highly engaging" for her to stick with it and says she doesn't "like to read books about teaching."

Other teachers indicated that finding time to read was a challenge. Darla claimed that social media was one reason she did not read very often. She says, "See that's the reason why I don't have time to do things I need to do-- because I'm doing things I don't

need to do…I look at Facebook and Facebook Reels…or I'll look at my phone to see where they've sent a message, and I'll look to see what they've sent." When asked about reading, Tessa began talking about how she frequently listens to podcasts because she can listen while doing other things, though she admits she has trouble "getting into" audio books. Tessa also complained that she read too slowly and was easily distracted, while Christy said she read too quickly and often had to re-read in order to comprehend.

When asked what you have to do to become a better reader, half of the teachers said you need to read more or practice, while the other half suggested techniques such as re-reading, picking different books, or looking words up that one doesn't know (all of which involve reading). Teachers had different responses when asked how they help their students become better readers, and their answers revolved around things such as reading aloud, helping students find books they are interested in, and allowing students time to read in class. Christy said that the best thing she has incorporated into her classroom is giving students grades based on their independent reading and says that because they are being "forced" to read, their reading levels are increasing. Seventh grade teacher, Hannah, shares one of her strategies below.

> HANNAH: I always read it aloud to them.
> INTERVIEWER: Did you just read aloud, or did you stop and question them on the way?
> HANNAH: For that class that she was in, we paused a lot, and I explained a lot because there were some things in there that they weren't quite getting, but once I stopped and explained it, they got it—and they remembered it the next day. I would always recap the next day. I would recap what we read the day before. And it would get them to ask more questions and things like that when we would read the next chapter.

Megan, the teacher with the highest reading motivation scores, believes in reading aloud to students like Hannah does. She says that she reads aloud to her students because she believes it helps them become better readers.

> MEGAN: Read aloud, I really enjoy reading aloud to my students and then stopping for comprehension. So, instead of just reading throughout the whole chapter, after about every 2 or 3 paragraphs, just stop and check out comprehension. Just actually engaging them in the reading. Because something I've found, and something that I do as well, after a few paragraphs, I just stop, or I make notes to the side, or I teach my kids to do that as well. Just stop and think about what you've read instead of just trudging through it.

Many teachers believed the key to motivating students to read was helping students find books they wanted to read. Hannah said that she tried to find out the kinds of things students were interested in so that she could find books for them to read that related to that. Tessa, a veteran teacher with over 20 years' teaching experience, says that finding a book that a student likes is the motivation they need to become readers.

> TESSA: It was having that expectation that they would read. But I also think part of it is because I knew what types of books to put children with some times, too. Like I knew what would help with reluctant readers. Like I knew to give them the *Amulet Series*—that's a graphic novel series—that they could read it one night, or two nights, or three—so like D****, he's one of the ones—he's been reading *Amulet*. He started last year after he saw one of his friends reading it on the bus.
> INTERVIEWER: Wow… if you can get him to read…
> TESSA: That's what I'm saying. It's just getting those books in their hands.
> After interviewing the teachers regarding their motivation to read, I began to

interview two of their former students using the same interview questions. I interviewed one of their most motivated readers and one of their least motivated readers. The students shared what they felt motivated them to read.

Students' Motivation to Read

Students asked to describe themselves as readers had varied responses, much like the teachers. When asked "What kind of reader are you?" students usually began by telling me the genre of book they prefer to read, so I often explained that I wanted to know their appetite for reading if they had to describe it. Highly motivated students like Colleen said she was a daily reader, reading an hour or two a day. Stephenie, picking up on the appetite comparison smiled and said," I think I would be about like a hearty reader—maybe just a smidge off." Sandra told me that she enjoys reading when she has "peace and quiet." Students who were less motivated did not share the enthusiasm that the highly motivated readers did. For example, David said, "A bad one." Read Jessica's response below.

> JESSICA: I'm not a very strong reader, um,
> I don't really know. It really just doesn't interest me. I just feel like I'm
> reading words on a page. Like, I don't get into it.

The students' comments regarding reading were not as similar as the teachers' comments. The students who were not motivated to read were candid in their responses and helped me see that their struggle is read. When I imported student interviews into ATLAS.ti and analyzed them for 7 patterns and themes: high motivation (HGH MTV), low motivation (LW MTV), negative beliefs (NEG BLFS), positive beliefs (POS BLFS), reading distractions (RD DSTRC), TeacherInfluence (TCHR INFLU), and the last was reading practice (RDG PRCT).

Figure 6

Code Manager for Student Interviews

Coded Entities	Code Used
High Motivation	HGH MTV
Low Motivation	LW MTV
Negative Beliefs	NEG BLFS
Positive Beliefs	POS BLFS
Reading Distractions	RD DSTRC
Teacher Influence	TCHR INFLU
Reading Practice	RDG PRCT

I coded only 2 negative beliefs about reading for all of my highly motivated readers combined; yet, 20 negative beliefs about reading were found in the interviews of the less motivated. The fact that these students had ten times the amount of negative feelings about reading than the highly motivated readers saddened me. Seeing this truth quantified brought home the truth of how hard reading is for them. I am troubled by the fact that I often forget how difficult reading is for them. A teacher leader needs to bring this empathy to the forefront for their teachers. Having teachers reflect is one aspect of the lifelong learning that teacher leaders aspire to embed in their professional journey. Highly motivated readers reported less reading distractions and noticed more teacher strategies than less motivated readers. Other themes are included in Figure 7.

Figure 7

Graphic Representation of Significant Coding Frequencies: High vs. Low Motivation
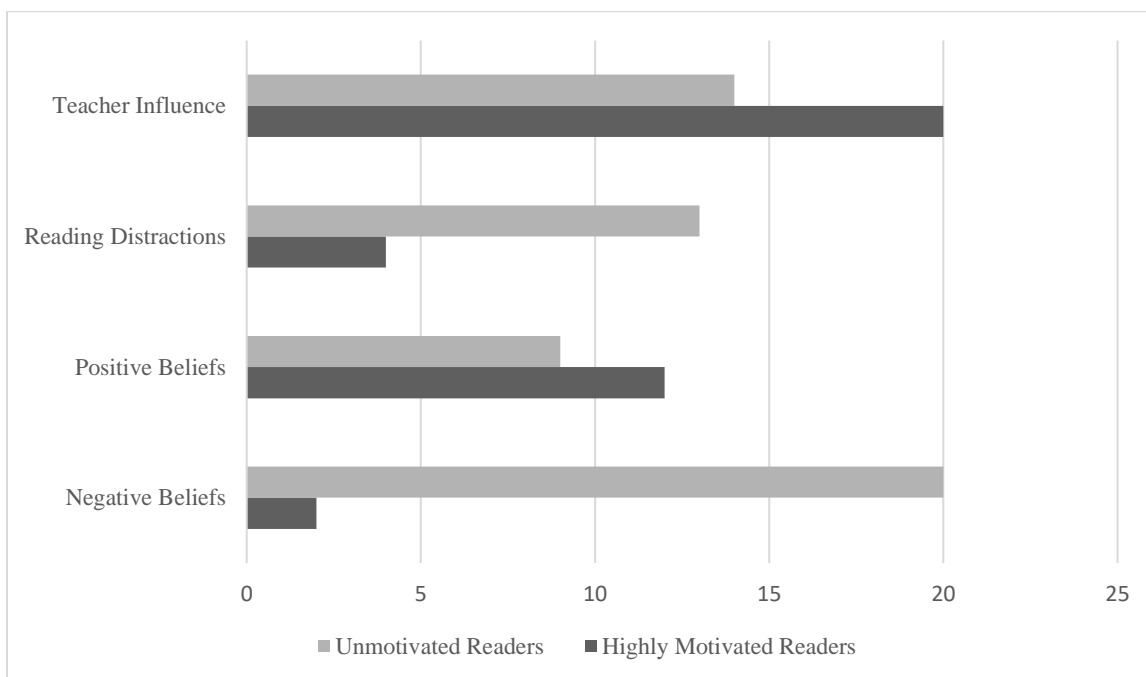
Fifty-eight percent of adolescents interviewed felt that students would be more motivated to read if they could find books that interested them and indicated that this is how teachers could help the most. Of that 58% of students, 41% were highy motivated readers. Students testified to experiences where teachers helped them find a book that got them hooked on reading. Sandra, a highly motivated student in Hannah's 7th grade classroom says Hannah, "helped me find the books I actually liked and stayed on." Colleen says Tessa encouraged her to read by "helping me find, like an author that I liked and she would always recommend good books and good authors." Kayden also explained that his current teacher helps him find books based on his interests and feels this is something a teacher could do to help students become better readers. Stephenie expressed this eloquently below.

STEPEHENIE: I think just trying to learn what type of books—I mean this could go for any student—not just me. Kind of learn what kind of books kids like to read, and then they can make recommendations if they've read those kinds of books. And then, like, if somebody is reading *Harry Potter*, and they really like *Harry Potter*, then they can recommend the *Percy Jackson* series or vice versa. Or, if somebody really like the Sarah Dessin books, they could move onto something like *Twilight* because I see a lot of reflection in those.

While teachers stressed the importance of giving students time to read what they want to read in class, only two students interviewed mentioned this as being motivating. This independent reading time was described as a time when students could read material they wanted to read in class. Teachers also mentioned this as a strategy for motiviating students to read. Tessa claims that she had "the expectation that her students would read" and enforced reading time in her class. . Christy stated that "requiring reading has really helping them [the students]." Valeria said that she enjoyed it when a teacher said it was time to read. Even David, one of the least motivated readers of the study, felt silent reading time in class was of value.

INTERVIEWER: What could teachers do to help you become a better reader?
DAVID: I ain't never one to answer that (unintelligible)
INTERVIEWER: Think back to Ms. *****, from 8th grade. Was there something that she did that helped you become a better reader?
DAVID: Independent reading time.
INTERVIEWER: That helped you? How did that help you?
DAVID: I got some information that I didn't know about.

Valeria mentioned that reading more was of value, but didn't specifically point to independent reading as the elixir to becoming a better reader.

VALERIA: I think—reading more--- they need to expand our vocabulary more –different things.
INTERVIEWER: So, I want to make sure I understand so teachers making you read more, or a teacher reading with you—what would you say?

VALERIA: Reading more with us, or giving us reading tasks.
INTERVIEWER: So, when a teacher would say, "Hey, it's time to read your AR book" is that a good time for you? Did you enjoy that?
VALERIA: Yup.

Teachers' classroom practices were a significant factor students indicated that motivated them to read. Fifty percent of adolescents interviewed believed that helping students comprehend the text was most motivating for them. Eighty-four percent of students who suggested that reading aloud or assisting with comprehension motivated them to read were students with a low motivation to read. Let's go back to Valeria and continue the interview.

INTERVIEWER: What about the kid who doesn't like to read when a teacher tells them that? Did you notice what they were doing during that time?
VALERIA: Just staring at the book (laughs).
INTERVIEWER: So, how could a teacher help THAT kid become a better reader?
VALERIA: Maybe more hands-on things than just reading. Just hands-on.
INTERVIEWER: So, maybe reading with them?
VALERIA: Yeah.

Other students also thought a teacher's guidance, assistance, or help was crucial to their motivation to read:

WYATT: (unintelligible)…already do this but help me understand something I don't understand, like explaining it.

MARTHA: Probably like, express the characters' feelings. Like when she would express the character's feelings.
INTERVIEWER: So, did she read aloud to you?
MARTHA: Mm Hm (yes) she read aloud to all of us—

JESSICA: They helped me break it down; I think they helped me comprehend it more.

Mixed Methods Findings

The information gathered from the quantitative study guided me to the student participants I interviewed, but it also provided a basis for mining for more information about the ELA teachers at CMS. The intention of this sequential mixed methods study was to probe more deeply into what was actually happening in the classrooms at CMS that produced the numbers from the quantitative study. The mixed methods question I sought to answer was: *Based on the relationship between teacher and student motivation to read and the descriptions of their motivation, how does teacher motivation to read affect student motivation to read?*

Quantitative data analysis indicated that there was a small level of association between teachers' and students' motivation to read. The qualitative data explains how a teacher, through her reading instruction and ways she engages students about reading, can indeed have an effect on student motivation to read. This sequential method led me to probe more deeply into one of the ELA teachers at CMS—Megan.

The quantitative data from the Adult Motivation to Read survey revealed that Megan was the teacher with the highest motivation to read, and the only teacher whose motivation to read score was more than one standard deviation above the group mean. This made me probe more deeply into her classroom practices and her students' reading motivation. Her students were just as motivated to read as Darla's (the other 6th grade teacher), and this is surprising. To understand why this is surprising, it is imperative to recall how CMS builds ELA teams. There are two ELA teachers per grade at CMS, and they teach six groups of students. Teacher A in each grade teaches three groups of students (an advanced/gifted group, an average group, and a low-average group) and

Teacher B in each grade teaches three groups of students (a remedial/special education group, an average group, and a low-average group). Darla is teacher A for the 6th grade and Megan is teacher B. Generally, the "A" teacher of the group has more students on the list of those who meet their Accelerated Reader (AR) goals, though this is not always the case. This is a trend that I've informally observed throughout my 20-plus years in teaching ELA in my school system. The AR goal is a goal that takes your Lexile level and tabulates how many "points" you need to meet your goal if you read 25 minutes per day. A student "proves" they've read the book by taking tests and earning "points." In order to meet their goal, students have to have an 80 average and the required number of points each nine weeks.

Students are motivated to meet their AR goals for various reasons, and it may not be a love of reading. Sometimes students get treats from their teachers for meeting AR goals, and the media specialist usually gives students some time out of class to socialize with friends if they meet their AR goal. For example, of the top readers in the 7th grade according to a Grade Point Summary tabulated with the Renaissance Learning software, 77% of the top readers were from Bree's, class, with 23% from Hannah's *class* (Renaissance, 2022). In 8th grade 90% of the top readers were from Tessa's class, and 10% were from Christy's class (Renaissance, 2022). There was an outlier in the data from the sixth-grade group. The majority of top readers in the 6th grade were from Megan's students (64%) with only 36% from Darla's students (Renaissance, 2022). See Table 14.

Table 14

Top Accelerated Readers per Grade Level Sorted by Teacher

Teacher	Teaching Assignment	Percentage of Top Readers per Class
Darla	6A	36%
Megan	6B	64%
Bree	7A	77%
Hannah	7B	23%
Tessa	8A	90%
Christ	8B	10%

This data does not follow the normal pattern seen at CMS in ELA classes. Despite the fact that Megan, as the B teacher in the grade, teaches an extra remediated/special education class whereas Darla teaches an additional gifted/accelerated class, Megan's students are not only as motivated as Darla's students, but they also outnumber Darla's students as the grade level's top readers. This is not the case in either other grade levels. Megan's reading motivation scores and the fact that she had almost double the students in the Top Readers for 6th grade led me to probe motivation as I interviewed her and her students during interviews to look for explanations for this variance.

This data, along with the data from the quantitative portion of the survey made me want to get a picture of what it is that Megan does in her classroom or outside her classroom that may influence her students' motivation to read. I found some of those things in my interview with her. When I asked Megan what kind of reader she is, she responded with the type of reading she enjoys doing on a regular basis; she enjoys reading about ways to improve her classroom practices.

> MEGAN: I like doing research—I know that's crazy, but I like research about differentiation, and um, anything that I can use in the classroom….

The type of literature Megan enjoys reading, along with her regular leisure

reading habits provide compelling evidence that Megan's motivation to read, and

specifically her motivation to read research that informs her reading instruction, is

affecting her students' motivation to read. This could be seen when Megan and

her students mentioned research-based practices that she incorporates in her

classroom to motivate them to read. She says she is an avid reader, and she has

strong beliefs around reading which seem to inform how she motivates her

students.

> MEGAN: I enjoy reading because I enjoy learning new things. I enjoy seeing new vocabulary words, and I enjoy filling my head; it just broadens my knowledge.

Martha, one of Megan's students with a low motivation to read, mentioned

some research-based strategy's Megan used that helped her enjoy reading. She

explained that one of the most helpful things Megan did for her last year to make

her keep wanting to read a book was to "express the character's feelings" when

they were reading. She mentioned that Megan read aloud, and indicated that she

liked that "sometimes." When asked what the hardest thing about reading was,

Martha said, "Probably trying to figure out a word, without, like, being able to use

anything," and said it helped when a teacher told you what a word meant. This

qualitative data may indicate how Megan's motivation to read affects Marth's

motivation to read. I asked Martha how she felt about independent reading time.

This is usually a 20-minute period when students read on their Lexile level.

Martha expressed embarrassment about the Lexile level of the books she reads,

for it appears other students make unkind comments about them.

> INTERVIEWER: With your friends in the room, it's hard to read—
> MARTHA: It's not that it's hard to read, it's just like, depending on what book you get, people—they'll judge you for what book you get—

Wyatt, a highly motivated reader of Megan's, said that his teacher helps

him by helping him understand something he doesn't understand by explaining it.

He also seemed to be enthralled with the books that Megan read in class—so

much so that he wants to read *Hatchet* again. When asked how he finds out about

books he might like to read he says "mostly from school," and he usually finds

about a book he might like because they start reading it in ELA. This is an

example of how Megan motivates her students to read, and this is the number one

strategy students mentioned when asked how a teacher can motivate her students

to read. Megan mentioned this strategy in her interview.

> MEGAN: That's something that I try to instill in my students as well. I always ask them in the beginning of the year I give them an interest survey—do you like reading? Do you not like reading? And those kids, I try to pull them aside and figure out what they enjoy.

Summary

The three research questions explored in this sequential explanatory mixed

methods study revolved around teachers' and students' motivation to read. The first

question (What is the relationship between teacher and student motivation to read at the

middle school level?) was answered using quantitative methods. Teachers took Schutte

and Malouff's (2007) *Adult Motivation to Read Survey* while students took the *MRP-R

Survey* (Malloy, Marianak, Gambrell & Mazzoni, 2013). To determine the relationship

between teacher and student motivation to read, Pearson correlation analysis was run using the 6 ELA teachers' raw scores and the 307 raw scores from the students. This statistically significant ($p =.011$) test revealed a weak, positive correlation of $r=144$.

The qualitative sequence of this research sought out the answer to this question using qualitative methods: How do teachers and students at the middle school level describe their motivation to read? To answer this question, I used Malloy and co-authors (2013) *MRP-R Conversational Interview* for teachers and students in order to standardize and maintain the continuity of the interview. After receiving IRB approval, I interviewed the six teachers first. From there, I identified the five most motivated readers per teacher and the five least motivated readers per teacher, interviewing 12 students. Teachers and students described their motivation to read as differently as the quantitative results varied. Both teachers and students shared things that hindered them from reading, what they found difficult about reading, and why they enjoyed reading.

Bringing together quantitative and qualitative data led to the last research question: Based on the relationship between teacher and student motivation to read and the descriptions of their motivation, how does teacher motivation to read affect student motivation to read? Teachers and students confirmed that teacher recommendations for the "right" books really motivate students to read. Teachers and students also believe that teacher guidance by reading aloud, explaining, or other comprehension practices motivate students to read. The data gathered carries implications and prescriptions discussed in the final chapter of this study.

CHAPTER 5: DISCUSSION AND IMPLICATIONS

The purpose of this sequential mixed methods study was to explore how teacher motivation to read affects student motivation to read. A secondary purpose is to determine the relationship between teacher and student motivation to read at the middle school level, as well as how teachers and students at the middle school level describe their motivation to read. Although quantitative findings revealed a weak relationship between teachers' motivation to read and students' motivation to read, qualitative findings revealed that teachers do influence students' motivation to read in two primary ways: (1) helping them find interesting books to read and (2) helping them to comprehend or understand texts better by reading aloud, explaining, and helping. When examining quantitative and qualitative data, one teacher stood out as having the highest reading motivation scores and the students with the highest reading motivation scores, so I looked for patterns across these students and Megan's interviews to analyze them for evidence of how Megan's feelings about reading direct her literacy practice in the classroom and discussed those in Chapter 4. Megan's beliefs about reading translate into her reading instruction and appear to motivate her students.

Contained in this chapter are the following: a) interpretation of the findings, b) effective sources of motivation for high- and low-motivation readers, c) teacher motivation and student-teacher relationships, d) limitations of the study, e) recommendations for practice and future research, and f) conclusions.

Interpretation of the Findings

Quantitative findings revealed that there was a weak, positive, statistically significant relationship between the teachers' motivation to read and their students'

motivation to read. Quantitative data also revealed seventh grade students had the lowest motivation to read while teacher motivation to read declined, decreasing from sixth to eighth grade. Quantitative findings revealed what teachers and students like to read the most and the specific constructs that give them that motivation. Teachers' motivation was divided into four subscales: reading as a part of self, reading efficacy, reading for recognition, and reading to do well in other realms. Students' motivation was divided into 2 subscales: self-concept as a reader and the value placed on reading.

Two areas that most influence teachers' motivation to read are reading as a part of self and reading do well in other realms. Schutte and Malouff (2007) explain that reading as a part of self can be understood as a person feeling as if reading is a part of who they are in relation to the world around them. Bree and Megan, the two teachers who are currently working on their Specialist's degree, were the top teachers in this category. Bree's comment about how reading for her degree "doesn't feel like reading," is a perfect picture of reading as a part of self because, Schutte and Malouff (2007) explain, "it is so strongly related to enjoyment of reading …and [is] not significantly related to hours spent on required reading," (p. 480).

Reading efficacy revolves around the idea that one has reading stamina and is willing to tackle reading challenges; it is also related to the ability to read rapidly. Bree and Megan were, again, at the top of the pack in this category. Megan displays reading efficacy when she explains how she handles difficult reading, "I'll give myself a 10-minute break, snack on something, and then come back to it." She *expects* she can do the reading and *values* it enough to press on, and I believe her students pick up on this. Tessa and Christy consistently shared the bottom scores in all these constructs. Reading for

recognition is related to one's desire to be acknowledged for being a reader. Reading to do well in other realms refers to the discipline or compliance of reading in order to gain something and is related to the value to reading (Schutte & Malouff, 2007). Megan had a perfect score in this area and consistently appeared in the top two teachers across every construct in this survey

Effective Sources of Motivation for High- and Low-Motivation Readers

Qualitative data offered a much deeper understanding of the multi-faceted concept of motivation. Students and teachers alike have various reasons for being motivated to read, and motivation appears to be very individualistic; however, qualitative data revealed some patterns in terms of possible relationships between students' pre-existing motivation to read and the types of reading instruction that they found especially motivating. For instance, half of the adolescents interviewed believed that teachers helping them comprehend the text was most motivating for them. Eighty-four percent of students who indicated this helped motivate them to read were among those students who were *least* motivated to read. The majority of these students do not read on grade level and may struggle with grade level texts. Hulme and Snowling (2013) suggest that "learning to read is a key objective of early education and difficulties in learning to read have serious adverse consequences" (Zhang, Li, Yee, Park, Bohrnstedt, & Broer, 2020, p. 5). Students who have difficulty reading often lack the skills they need to be successful in academic classes that involve reading, so having a teacher read aloud or explain and summarize text certainly might be motivating. The reason this strategy might be so particularly motivation to struggling readers can be understood through the lens of expectancy-value theory. By explaining text to them the reduces their "*cost,*" and it is

usually a cost they are not willing or even able to pay since reading is legitimately difficult for them. Once they understand the text, they begin to *value* to it more. It is likely that the only novels struggling readers ever read are ones that a teacher reads to them, and their comments indicate that they are motivated to read because of these teaching strategies. Connor, a less motivated reader, mentioned the novel, *The Outsiders*, that his teacher read to his class last year, and he says, "I'm going to read it again." Connor would likely not pick up a grade level novel if he did not now have the *expectation* that he would understand it. Not only the students felt this was motivating. Some teachers felt that this motivated their students as well. Hannah and Megan, specifically, mentioned reading aloud and stopping to "check" for understanding; they are not alone in their professional opinions. Kimmel and Segal (1991), along with the U.S. Department of Education (1986) were confirming this over two decades ago. Kimmel and Segal (1991) boldly claim that "READING ALOUD SHOULD CONTINUE ALL THROUGH THE SCHOOL YEARS, for many reasons" (Kimmel & Segel, 1991, p. 19). Ivey and Broaddus (2001) were "struck by students' preferences for independent reading and teacher read-alouds" among a multitude of other activities in their qualitiative study of teacher practices that promote reading (p. 367). Students interviewed also expressed that they were better able to comprehend when teachers would read aloud and stop to clarify understand. For example, "Jessica," an 8th grade student with a low motivation to read, explains that her teacher would stop reading and "talk about the page or what's going on". Jessica believed this motivated her; expectancy value theory explains how this motivated Jessica, and it revolves around her belief about how well she will do on an activity. EVT posists that an individual's "choice, persisteance, and performance can be

explained by their beliefs about how well they will do on an activity and the extent to

which they value the activity," (Wigfield & Eccles, 2000, p. 68). Jessica explained that

she was consistently unsuccessful in the AR program at school and said taking tests over

books she read was the worst because she would fail the tests. She explained, " I just

didn't comprehend it and it just, like, put me down, and seeing the scores…" The

alternative occurred, however, when a teacher read with Jessica in class. When Jessica

described reading with a teacher she said that is when she enjoyed books. Jessica was

motivated to read when a teacher was helping, and this related to the *cost* of reading for

Jessica. When a teacher helped, Jessica *expected* to be more successful, and she enjoyed

the stories, which made them *valuable*.

Conversely, over half (58%) of the students interviewed believed that they would

be more motivated to read if they could just find the "right" books. Many students

recalled a certain teacher finding a certain book that they particularly liked which resulted

in them getting hooked on reading (i.e., increasing motivation). Seventy-one percent of

the students who felt finding the right books would be motivating were highly motivated

readers. Getting books into the hands of children is the premise behind Kimmel and

Segel's (1991) *For Reading Out Loud!*, a guide book to match age levels with books that

uses 218 of its 266 page for book descriptions and recommendations. Getting the right

books into the hands of adolescents is a theme that occurred in interview with teachers

and students. As you may recall, teachers and students were asked the same interview

questions because the goal of this study revolves around the desire to see middle school

readers want to read and become less apathetic about reading in general. Kittle and

Gallagher (2018) believe that they need to provide their students with a "balanced diet of

reading" and suggest titles and organize book clubs so that students will be motivated to read (p. 44).

Those students who claimed to be most motivated by teachers' guiding them to the right books spoke to the value side of the expectancy-value equation. These students, who tended to be more motivated readers overall, saw their motivation increase when they were genuinely interested in and excited about the books they were given (i.e., intrinsic value). Considering established connections between reading motivation and reading achievement (Burgess and colleagues, 2011; Ivey and Broaddus, 2001; Malloy and colleagues, 2013) , it is likely that these students already have relatively robust efficacy beliefs when it comes to reading, such that teachers who address the *value* of reading by helping them identify high-interest books further increase their motivation. Conversely, the low-motivation readers (who presumably were lower achieving readers overall) were more motivated by instructional practices that supported their comprehension. These instructional moves allowed low-motivation, low-achieving readers to have mastery experiences with reading, which tend to increase students' expectancy for success, and therefore. motivation.

The findings discovered in this study confirm that the teacher is vital for the success of student learners as Marzano and coauthors (2001) affirm when they declare that "the most important factor in student learning is the teacher" (p. 3). The qualitative data suggests that the teacher is imperative to motivate students whether she is increasing less-motivated readers' expectancy for success by reading aloud

and helping them comprehend new texts or increasing high-motivation readers'
intrinsic value of reading by recommending texts..

Teacher Motivation and Student-Teacher Relationships

Findings pertaining to Megan, the only teacher whose reading motivation was
more than one standard deviation above the group mean, and whose students had the
highest reading motivation in the sample, offer useful insights in one of the ways a
teacher's reading motivation may indirectly influence students' reading motivation.
Specifically, Megan talked in her interview not only about her enjoyment of pleasure
reading (i.e., intrinsic value), but also about the value of reading research on best
classroom practices (i.e., utility value; Soloman & Anderman, 2016; Wigfield & Eccles,
2000). This seems to mirror McKool and Gespass (2009) finding that teachers who value
reading highly tend to use more research-based best practices in their classrooms. The
high value Megan places on reading, and her consistent engagement with research on
effective reading instruction, may account for the unusually high reading motivation
among her remedial and special education students, as well as those in the average and
low-average classes.

The relationship between teachers' motivation to read and how it may
influence students' motivation to read is what steers, directs, and founds this study;
and what drives the research questions, data collection, and fieldwork. A direct,
albeit weak, quantitative correlation between teachers' motivation to read and
students' motivation to read was established in this study. Quantitative data drove
the interviews for the qualitative side of the mixed methods research, it provided
valuable information about classroom practices by teachers who have a direct impact

on student learning. Teachers can and do motivate students--according to the

students. Burgess and colleagues (2011) remind us that several authors have

proposed that a teacher's knack for motivating student to read may be linked to their

personal beliefs of literacy and their own leisure reading practice (Burgess, Sargent,

Smith, Hill, & Morrison, 2011). The teacher who is motivated to read takes the

emphasis of reading motivation from a personal or individual construct to a construct

that can be affected by classroom settings and educator preparations (Malloy,

Marianak, Gambrell, & Mazzoni,2013).

Limitations of the Study

As with all research, this study has several limitations. First, the measures taken

about motivation were self-reported, and as Schutte and Malouff (2007) remind us, "self-

reporting has the disadvantage of possible social desirability effects" (p. 485). Second,

since I have been teaching in this school system for over 20 years, and a resident of the

county for 30 years, I understand the place where I work and the people in that place. My

familiarity to this school system may be limiting because I am so imbedded in the culture,

I may miss something that one less comfortable may see. Nevertheless, qualitative

research is often associated with a depth one cannot find in quantitative research, though

peppered with the limitations of subjectivity (Gilad, 2021).

Third, this study was executed as described with issues that could have possibly

been avoided had the interviews occurred the same school year as the survey. Students

were being interviewed in September about a teacher who taught them the previous

school year, and I am not sure how well most students remember day-to-day classroom

practices when they have advanced to the next grade. The students were reminded who

their previous ELA teacher was, however, and this did not compromise the trustworthiness of the execution of this study.

Allow me to illustrate how gathering data may have been easier had it all been conducted during the same school year. I had intended to interview the *most highly* motivated reader and the *least highly* motivated reader of each ELA teacher at CMS while they were attending school at CMS. The 8th grade students who completed the survey May 2022 were at the high school in September 2022 which is about 15 miles away. I sent out almost 20 letters to before I received at least 4 students whose parents completed the permission forms. Since some if the parental permission forms were never returned, I had to move to the next student's name on the survey results in hopes of obtaining parental permission to interview. Last year's eighth graders who went to the high school were most challenging to contact.

In an effort to triangulate data gathered, I kept a reflexive journal since I did not take notes during interviews. I made notes in my notebook after an interview with my impressions. Even though I audio recorded all interview to transcribe them, I wanted to jot down particular things that interested me and compare what I heard on the interview with the notes I made as well as checking back at the survey the students took. I am such a strong advocate for reading aloud, I was sure this would be the primary way teachers motivated their students to read. Imagine my surprise when I coded the interviews, looked at my notes, and scanned the survey to confirm that teachers recommending books was the number one way the students at CMS felt teachers motivated them to read.

Recommendations

Further research utilizing the MRP-R is recommended on a larger scale in order to use the data from that questionnaire to conduct more qualitative interviews. There was a quantitative correlation between a teacher's motivation to read and her student's motivation to read, and qualitative interviews suggest that a teacher's perception of herself, her reading efficacy, and how she values reading contributes to students' reading motivation. For example, when a teacher considers reading an essential part of who she is, she is likely to be enthusiastic about books she enjoys. A teacher who is meets reading challenges is likely to teach her students the benefit of persistence and cost. A teacher who values reading is likely to find ways to communicate that to her students and use strategies to communicate the value of reading.

Another recommendation that I suggest an expectancy-value-based investigation of teachers' reading motivation in continuing education. Though Megan was not the only teacher involved in continuing education, she was the only teacher who appeared to value educational literature and research about how to teach her students. Clearly, she recognized the utility value of research. She was the teacher with the highest reading motivation and the highest student motivation. As a teacher leader, she enjoys reading articles on how to improve her classroom practices, and that reading seems to have a positive effect on her students' performance because she is likely to implement research-based practices. For example, she was the only teacher who mentioned giving her students surveys about their motivation to read.

Implications

This study prompts research questions for future consideration:

1. What are the various ways school districts could provide professional learning opportunities to teachers regarding how teachers can build students' value and expectancies in reading in order to increase reading motivation?

2. How could districts utilize teacher and student motivational surveys to improve instruction?

Data describing how to increase student motivation to read is vital to all involved in public education. Teachers, parents, community leaders, universities, and future employers have a stake in public education and should be concerned about students' waning motivation to read because it affects society as a whole. Professional educators should continually check the pulse of their students' motivation to read and constantly educate themselves on classroom practices that have been proven to increase motivation. This can be done in the classroom or on a school or district level, but most likely, one teacher in one classroom is likely to find out what motivates her students better than a large-scale study done at a distant university.

Furthermore, teachers' may find expectancy-value theory a useful framework for examining their own students' motivational needs when it comes to reading. As evidenced in my findings, low-motivation, low-achievement readers were most motivated by practices that helped them comprehend texts, thereby increasing their expectancy for success on a given reading task. High-motivation, high achieving readers likely had robust expectancies for success to begin with, but responded positively when teachers helped them find reading material with intrinsic value, meaning books in which they had genuine interest and curiosity. Breaking motivation into these two components may

demystify motivation for teachers who are looking for a place to start when it comes to engaging their students in reading.

School stakeholders other than teachers should take notice of this study as well and consider regular surveys that measure students' motivation to read. Those in authority in the school may want to look at the teachers whose data speaks for itself. Teacher leaders who continue their education and research on their own time in order to help their students; the results speak for themselves. Teacher leaders' practices should be shared with all teachers so that students get the best education they can in our rural school.

Imagine the potential for change on first, the individual scale. The student with low reading motivation is exposed to text through a dedicated teacher and their Lexile score moves up steadily until they are on grade level. What an impact that will have on that one student's life.

Conclusion

This present study suggests that teachers play a vital role in their students' motivation to read. The teacher leader does not have to be in an "official" leadership position at the school to be a leader; she is a leader in the classroom as she sets the direction and expectations for her students and communicates that the value of instruction on a consistent basis (Levin & Schrum2017). Qualitative data from this study confirms that teachers at CMS who recommend good books that students will want to read help students (and particularly those who are already motivated readers) to want to read even more. Teachers who assist students in the reading process by reading aloud, explaining,

and helping students comprehend text motivate their students to read, and particularly those students who are less motivated readers to begin with.

If we can increase students' motivation to read as they move through grades 4-8, the typical years that the desire to read consistently wanes, students arriving at our high schools will be ready for the rigorous reading demands placed on them. This study has confirmed that students who are not motivated to read need help to be motivated, and teacher have tremendous power to increase their reading motivation. Teacher leadership and expectancy-value theory clearly go hand in hand in motivating students to read. Those who are motivated to read need help to find books that are interesting. This study also confirms that teacher leaders who teach and guide students in reading increase their motivation. These classroom practices make real differences in our students' reading ability.

Teachers dream of a world where students leaving our high schools will be ready for the rigorous demands of college. This study has confirmed that students who are not motivated to read need help to be motivated, and their teachers are in the classroom for such a time as this. Those who are motivated to read need help to find books that are interesting. Stephenie, a highly motivated reader, said she needed to take more time out of her day to read because she thinks it is "kind of like drinking water—the more you drink it, the more you crave it. So, the more you read, the more you need to read."

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Appendices

Appendix A

Adult Motivation for Reading Scale

Appendix A

Final Version of the Adult Motivation for Reading Scale

MOTIVATION FOR READING SCALE

Following are statements about reading. For each statement, please decide what is most true for you and write a number next to the statement using the following scale:

1	2	3	4	5
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Your Rating	Item
	1. If a book or article is interesting, I don't care how hard it is to read.
	2. Without reading, my life would not be the same.
	3. My friends sometimes are surprised at how much I read.
	4. My friends and I like to exchange books or articles we particularly enjoy.
	5. It is very important to me to spend time reading.
	6. In comparison to other activities, reading is important to me.
	7. If I am going to need information from material I read, I finish the reading well in advance of when I must know the material.
	8. Work performance or university grades are an indicator of the effectiveness of my reading.
	9. I set a good model for others through reading.
	10. I read rapidly.
	11. Reading helps make my life meaningful.
	12. It is important to me to get compliments for the knowledge I gather from reading.

Your Rating	Item	
	13.	I like others to question me on what I read so that I can show my knowledge.
	14.	I don't like reading technical material.
	15.	It is important to me to have others remark on how much I read.
	16.	I like hard, challenging books or articles.
	17.	I don't like reading material with difficult vocabulary.
	18.	I do all the expected reading for work or university courses.
	19.	I am confident I can understand difficult books or articles.
	20.	I am a good reader.
	21.	I read to improve my work or university performance.

Note. Scale scores are calculated by summing items as follows: Overall reading motivation score, all items, with items 14 and 17 reverse recoded (divided by 21); Reading as Part of Self, items 2, 3, 4, 5, 6, 9, 10, and 11 (divided by 8); Reading Efficacy, items 1, 14, 16, 17, 19, and 20, with items 14 and 17 reverse recoded (divided by 6); Reading for Recognition, items 12, 13, and 15 (divided by 3); Reading to Do Well in Other Realms, items 7, 8, 18, and 21 (divided by 4).

Appendix B

Adolescent Motivation to Read Profile

MOTIVATION TO READ PROFILE-R

I am in _____
    A. 6th Grade
    B. 7th Grade
    C. 8th Grade

I am a _____
    A. Boy
    B. Girl

1. My friends think I am
    A. A very good reader
    B. A good reader
    C. An OK reader
    D. A poor reader

2. Reading books is something I like to do
    A. Never
    B. Almost never
    C. Sometimes
    D. Often

3. When I come to a word I don't know, I can
    A. Almost always figure it out
    B. Sometimes figure it out
    C. Almost never figure it out
    D. Never figure it out

4. My friends think reading is
    A. Really fun
    B. Fun
    C. OK to do
    D. No fun at all

5. I read
    A. Not as well as my friends
    B. About the same as my friends
    C. A little better than my friends
    D. A lot better than my friends

6. I tell my friends about good books I read.
    A. I never do this
    B. I almost never do this
    C. I do this some of the time
    D. I do this a lot

7. When I am reading by myself, I understand
   A. Everything I read
   B. Almost everything I read
   C. Almost none of what I read
   D. None of what I read

8. People who read a lot are
   A. Very interesting
   B. Sort of interesting
   C. Sort of boring
   D. Very boring

9. I am
   A. A poor reader
   B. An OK reader
   C. A good reader
   D. A very good reader

10. I think libraries are
    A. A really great place to spend time
    B. A great place to spend time
    C. A boring place to spend time
    D. A really boring place to spend time

11. I worry about what other kids think about my reading
    A. A lot
    B. Sometimes
    C. Almost never
    D. Never

12. I think becoming a good reader is
    A. Not very important
    B. Sort of important
    C. Important
    D. Very important

13. When my teacher asks me a question about what I have read
    A. I can never think of an answer
    B. I almost never think of an answer
    C. I sometimes think of an answer
    D. I can always think of an answer

14. I think spending time reading is
    A. Really boring
    B. Boring
    C. Great
    D. Really great

15. Reading is
    A. Very easy for me
    B. Kind of easy for me
    C. Kind of hard for me
    D. Very hard for me

16. When my teacher reads books out loud, I think it is
    A. Really great
    B. Great
    C. Boring
    D. Really boring

17. When I am in a group talking about books I have read
    A. I hate to talk about my ideas
    B. I don't like to talk about my ideas
    C. I like to talk about my ideas
    D. I love to talk about my ideas

18. When I have free time, I spend
    A. None of my time reading
    B. Very little of my time reading
    C. Some of my time reading
    D. A lot of my time reading

19. When I read out loud, I am a
    A. Poor reader
    B. OK reader
    C. Good reader
    D. Very good reader

20. When someone gives me a book for a present
    A. I am very happy
    B. I am happy
    C. I am unhappy
    D. I am very unhappy

In order to increase the reliability of student response, the items are variably scaled. Some items have the responses listed in order from least motivated to most motivated (scored 1-4) and others have the responses that are listed in order from most motivated to least motivated (scored 4-1). To support you in scoring items correctly for input into the spreadsheet and for calculating the *Self-Concept* subscale and the *Value* subscale, please use the following table to guide you. Compare the student's response (first through fourth response selected) with the items numbers below to determine the score for that item.

Item Number	1st Response	2nd Response	3rd Response	4th Response
1 SC	4	3	2	1
2 V	1	2	3	4
3 SC	4	3	2	1
4 V	4	3	2	1
5 SC	1	2	3	4
6 V	1	2	3	4
7 SC	4	3	2	1
8 V	4	3	2	1
9 SC	1	2	3	4
10 V	4	3	2	1
11 SC	1	2	3	4
12 V	1	2	3	4
13 SC	1	2	3	4
14 V	1	2	3	4
15 SC	4	3	2	1
16 V	4	3	2	1
17 SC	1	2	3	4
18 V	1	2	3	4
19 SC	1	2	3	4
20 V	4	3	2	1

Appendix C

Reading Motivation Conversational Interview

Figure 5   Conversational Interview

Motivation to Read Profile-Revised:
Conversational Interview

Student Name: **Date:**

Reading Survey Scores: SC = _____/40   V = _____/40   Total = _____/80

Self-Concept as a Reader	1. What kind of reader are you?	
	2. What's the easiest thing about reading?	
	3. What's hard about reading?	
	4. What do you have to do to become a better reader?	
	5. How could teachers help you become a better reader?	

Comments:

Plan:

Value of Reading	1. What kinds of books do you like to read? • Tell me about them (topics/genres/information and/or narrative?)	
	2. Do you read different things at home than at school?	

	3. What kinds of things *other than books* do you read at home? (pause for students to respond)
	  • eBooks (Kindle, Nook, iPad, etc)
	  • Computer/laptop/iPad, etc
	  • Internet (what do you do online?)
	  • Communication? (e.g. email, IM, Blog, Twitter, Facebook, post, chat)	

	4. How do you find out about books you might like to read?	
	5. What books do you want to read now?	
	6. What could teachers do to make reading more enjoyable?	
	7. Is it important to learn to read well?	
	8. What kind of reading will you do when you're an adult?	

Comments:

Plan:

Appendix D

Interview Consent Cover Letter

Interview Consent Cover Letter

Title of Research Study: Exploring the Effects of Teachers' Motivation to Read on Students' Motivation to Read.

Researcher's Contact Information: Clarice Shuman, 912-654-1467, and cshuman@

You are being asked to take part in a research study. The information in this form will help you decide if you want to be in the study. Please ask the researcher(s) if there is anything that is not clear or if you need more information.

Description of Project: I am inviting you to tell me what makes you want to read. I am studying what makes students motivated to read and what makes students not want to read. I wonder what influence a teacher may have on this motivation.

Explanation of Procedures

If you agree to participate in this study:

You will be asked to respond to a few questions about your motivation to read. It should take about ½ an hour to conduct this interview, and I will conduct the interviews in my classroom or the media center.   I will be making an audio recording of the interview so that I can type up transcripts of the interview later. What you share with me is confidential; however, if you tell me something that indicates you have been hurt or that you might be hurt, I'll need to tell the authorities because I am a mandated reporter.

Participation is voluntary. You can refuse to take part or stop at any time without penalty.

Risks or Discomforts

There are no known risks anticipated in this study.

Benefits

There are no directs benefits to you if you participate in this study; however, this research could help teachers understand what makes students want to read more. The more I learn about what motivates middle school students to read, the more I can help those students want to read more.

Compensation

There is no compensation provided to those who participate in this study.

Confidentiality

What you say in the interview will be confidential, and once the interviews have been transcribed and the study is complete, your recordings will be deleted as will the transcribed interviews that are password protected a personal desktop computer. We will

take steps to protect your privacy, but there is a small risk that your information could be accidentally disclosed to people not connected to the research. To reduce this risk, we will ensure that information is protected by a password on the computer where this information is stored. Any hard copies of these documents will be placed in a locked file cabinet. We will only keep information that could identify your motivation to read as was described by you.

It is possible that this information will be shared with other researchers and/or used for future studies after identifiers have been removed. If this information is used for other studies and/or research, additional assent will not be pursued.

Research at Kennesaw State University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to the Institutional Review Board, Kennesaw State University, irb@kennesaw.edu.

THIS PAGE MAY BE REMOVED AND KEPT BY EACH PARTICIPANT

Research Study Assent Form (11-14 Year Age Range)

Name of Minor: _____

Parental Permission on File: ☐ Yes   ☐ No**

**(If "No," do not proceed with assent or research procedures.)

Study Title: Exploring the Effects of Teachers' Motivation to Read on Students' Motivation to Read

Researchers: Clarice Shuman

My name is Clarice Shuman. I am from Kennesaw State University.

- I am inviting you to be in a research study about what makes you want to read.

- Your parent knows we are going to ask you to be in this research study, but you get to make the final choice. It is up to you. If you decide to be in the study, we will ask you to talk about reading and what makes you want to read more. We'll also talk about what makes you not want to read. We will be talking for about 30 minutes.

- I'll be recording what you say so that I can type what you said later and not miss anything important. I won't record if you don't give me permission to do so.

- If you take part in the research study, you can help teachers at our school figure out what helps kids want to read.

- We will talk about what you like about reading and what you don't like about reading in this interview, but there are no risks to you except you might become a bit bored.
  We will let you take a break about every 15 minutes or more often if you need to.

- If anything in the study worries you or makes you uncomfortable, let us know and you can stop. There are no right or wrong answers to any of our questions. You don't have to answer any question you don't want to answer or do anything you don't want to do.

- Everything you say and do will be private. We won't tell your parents or anyone else what you say or do while you are taking part in the study. When we tell other people about what we learned in the study, we won't tell them

your name or the name of anyone else who took part in the research study. If you have been hurt or might hurt yourself, I will need to tell someone in a position of authority, because my position requires me to report that information.

- You don't have to be in this study. It is up to you. You can say no now or you can change your mind later. No one will be upset if you change your mind.

- You can ask us questions at any time and you can talk to your parent any time you want. We will give you a copy of this form that you can keep. Here is the name and phone number of someone you can talk to if you have questions about the study:

     Name: Clarice Shuman   Phone number: 912-654-1467

- Do you have any questions now that I can answer for you?

IF YOU WANT TO BE IN THE STUDY, SIGN OR PRINT YOUR NAME ON THE LINE BELOW:

Put an X on this line if it is okay for us to record you _____

_____   _____
Signature of Minor   Date

_____   _____
Signature of Researcher obtaining assent   Date

Appendix E

Parental Permission Form

Parental Permission Form

Name of Minor: _____

Study Title: Exploring the Effects of Teachers' Motivation to Read on Students' Motivation to
Read

Researchers: Clarice Shuman

My name is Clarice Shuman. I am from Kennesaw State University.

- I am inviting your child to be in a research study about what makes your child want to read.

- Your child will be asked to make the final decision regarding participation, but your consent must be obtained first. We will talk to your child about reading and what makes your child want to read more. We'll also talk about what makes your child not want to read. We will be talking for about 30 minutes.

- I'll be recording what your child says so that I can type what your child said later and not miss anything important. I won't record if you don't give me permission to do so.

- If your child takes part in the research study, this may help teachers at our school figure out what helps kids want to read.

- We will talk about what your child likes about reading and what your child doesn't like about reading in this interview, but there are no risks to you or your child except your child might become a bit bored. We will let your child take a break about every 15 minutes or more often if needed.

- If anything in the study worries you or makes you or your child uncomfortable, let us know and the interview can stop. There are no right or wrong answers to any of our questions. Your child doesn't have to answer any question they don't want to answer or do anything they don't want to do.

- Everything your child says and does will be private. We won't tell you or anyone else what your child says or does while they are taking part in the study. When we tell other people about what we learned in the study, we won't tell them your child's name or the name of anyone else who took part in the research study. If your child has been hurt or might hurt themselves, I will need to tell someone in a position of authority, because my position requires me to report that information.

- Your child doesn't have to be in this study. It is up to you and your child. You or your child can say no now or either of you can change your mind later. No one will be upset if you or your child change your mind.

- You and your child can ask us questions at any time and you can talk to your child any time you want. We will give you a copy of this form that you can keep. Here is the name and phone number of someone you can talk to if you have questions about the study:

    Name: Clarice Shuman   Phone number: 912-654-1467

If you have any questions or concerns regarding your child's rights as a research participant in this study, you may contact the Institutional Review Board (IRB) Office at irb@kennesaw.edu.

Research Subject's Consent to Participate in Research: Interview with C. Shuman regarding the Motivation to Read.

To voluntarily allow your child to take part in this study, you must sign on the line below. Your signature below indicates that you have read or had read to you this entire Parental Permission Form, and have had all of your questions answered.

Your Child's Name: _____

Your Signature: _____ Date _____

Your Printed Name: _____

Signature of Researcher: _____ Date _____

Printed Name of Researcher: _____

Please sign both copies, keep one and return one to the researcher

Appendix F

Reflective Journal Page

9/27/22

(uncomfortable)

"David" - doesn't read
? disability (messed up)
Low Mtv.   ? (not taking
SC 24 Failing classes ! Any classes
    (16) value   now.)

"Colleen" — Complex vocabulary
    high achieving — Beta
Highest Averages,
    (SC) | V
    (35) | 32

"Valeria" - very smiley
    likes to read — 8th
    Diary & Wimp Kid books?
Reads Chapter Books @ school
    Hmmm.   on her
SC / 36   Value 28   own?

Appendix G

Teacher Interview Code Report

Project: Dissertation Teacher Interviews

Report created by Clarice Shuman on 11/17/2022

Code Report

All (5) codes

● **avid**

Comment: by Clarice Shuman
10/24/2022 7:28:42 PM, merged with enjoy reading

17 Quotations:

2:4 ¶ 31 in ELA Teacher 6B Interview

14TEACHER6B: Yeah, I do read on Social Media "Moms of *****" it's a—keeps me up to date on what's going on here, but a lot of things it has to do with parenting. I read up on that. The social part of parenting, you know, how to develop well-rounded students—I mean kids… I read up on that because I want to be the best Mom I can be. I'm a little obsessed with that, but as far as correcting behavior. How to do it, how not to do it, um to benefit the child, but I enjoy reading online platforms as well. Just like—online articles and various things of interest.

2:10 ¶ 27 in ELA Teacher 6B Interview

10TEACHER6B: Read aloud, I really enjoy reading aloud to my students and then stopping for comprehension. So, instead of just reading throughout the whole chapter, after about every 2 or 3 paragraphs, just stop and check out comprehension. Just actually engaging them in the reading. Because something I've found, and something that I do as well, after a few paragraphs, I just stop, or I make notes to the side, or I teach my kids to do that as well. Just stop and think about what you've read instead of just trudging through it.

2:14 ¶ 7 in ELA Teacher 6B Interview

6TEACHER6B: I like doing research—I know that's crazy, but I like research about differentiation, and um, anything that I can use in the classroom, but I also like reading just for pleasure. Um—like Nora Robert's mystery books and anything romance. Mysteries are my main genre, there, but I really enjoy reading. It's one of the things that I do for my downtime.

2:15 ¶ 33 in ELA Teacher 6B Interview

2TEACHER6B: Friends. My sister is an avid reader as well, so I talk to her to see what kind of books she's reading---

2:16 ¶ 45 in ELA Teacher 6B Interview

14TEACHER6A: As a child, I do remember loving AR. Um, and I tell my students—I'm honest with my students. I absolutely hated reading until in 8th grade. Ms. Durrence got me hooked on Harry Potter—of all things, those big old chapter books. But she got me hooked on reading Harry Potter and kind of talked to me to find out what kinds of things I was interested in… and kind of sparked my interest, and um, she guided me towards novels that I enjoyed reading. And in 8th grade when she did that, I got hooked on reading. That's something that I try to instill in my students as well. I always ask them in the beginning of the year I give them an interest survey—do you like reading? Do you not like reading? And those kids, I try to pull them aside and figure out what they enjoy. If they like sports or if they like reading non-fiction. Some of them do like non-fiction, but some of them don't, and I'll encourage them to go find a sports novel or a book that has something to do with sports, but its fiction. So it centers around their interests, but it's not non-fiction. I just try to do what my teacher did and work with them, and it impacted me.

2:27 ¶ 15 in ELA Teacher 6B Interview

14TEACHER6B: I enjoy reading because I enjoy learning new things. I enjoy seeing new vocabulary words, and I enjoy filling my head; it just broadens my knowledge.

2:29 ¶ 17 in ELA Teacher 6B Interview

16TEACHER6B: Not so much because it's easy, it's just I enjoy gaining something from reading.

2:38 ¶ 34 in ELA Teacher 6B Interview

3CLARICE: It sounds to be like you're an avid reader also?

3:21 ¶ 43 in ELA Teacher7B Interview

10TEACHER7B: I'm just looking at, like with my kids. ***** is a very avid reader, and I've really pushed her to read. She's gotten to a place where she really enjoys to read what she likes. Her spelling and vocabulary is pretty good—I mean she had the highest Lexile in her class—so I'm very proud of that. Then I have *****. He does not like—he's someone I have to push much harder because he just kind of gives up a lot quicker, so I can just kind of see the difference between them two. I mean she has read pretty much since she was younger, and I can see how it's helped her in her academics. ****, I can see where he is struggling---

3:29 ¶ 5 in ELA Teacher7B Interview

4TEACHER7B: Oh, well, I'm definitely an avid reader.

3:34 ¶ 11 in ELA Teacher7B Interview

10TEACHER7B: Okay, hmm… If I'm reading things I enjoy, nothing's hard about it. But—if it's things I do not enjoy, then it's hard for me to get through.

5:31 ¶ 3 in ELA Teacher8B Interview

2TEACHER 8B: I am a daily reader.

6:3 ¶ 3 in ELA Teacher7A Interview

TEACHER7A: I would describe myself as an avid reader, but purely for fun. I do not like informational texts. I read them when I have to, but preferably I like to read in my spare time—things that I enjoy reading.

6:7 ¶ 7 in ELA Teacher7A Interview

TEACHER7A: Finding time when, especially as a college student who has a lot of required reading, finding time to enjoy it because I obviously read a lot with the college with required reading, but it doesn't feel like reading because it's a requirement. So-

6:9 ¶ 9 in ELA Teacher7A Interview

TEACHER7A: Yes, it definitely feels like an escape and it's almost like how people can sit there and waste time on their phones; I can sit there and waste time reading.

6:25 ¶ 25 in ELA Teacher7A Interview

TEACHER: (Laughs) I was a really avid reader in middle school, so I really try to encourage books that I've already read. Like, I know some of my class last year, we were very deep into the Harry Potter series. I had some who had already started, and I was like, "Oh, when I read this book, this is what I thought." And I had one student who'd never even considered reading them, and he read them all within like 2 weeks, and I was like, "Yeah, read this." I think the biggest thing is like, talking about my experiences with the book they're reading. Even if I've never read the book, a lot of times, I'll read the back, and I'll say, "Oh, I'll really be interested to know what happens with x,y, and z. Just kind of creating an open dialogue about what they're reading. I don't feel like that's what they said.

6:35 ¶ 35 in ELA Teacher7A Interview

TEACHER7A: Yes. Or even more, I would want a spending amount that I could do at Books a Million or Barnes and Noble because I would do the sale books, and I could get more. Like, because, I went through them.

● RD MTV

Comment: by Clarice Shuman

151 Quotations:

1:1 ¶ 72 in ELA Teacher 6A Interview

6TEACHER6A: To me, Reading and Math are the two most important [subjects]. Math—I can't do a lot of it—but I do feel that it is important as well. But—Reading is almost the same thing. Well, I'll go ahead and tell you about Math. You can hire somebody—an accountant, but if you don't understand that Math yourself that accountant can take everything you have and that happened to my step-dad. And it is the same with reading. You can sign off-the kids sign off on the Accelerated Reader Honor Code, and they are asking me to have the book out, and I say, "Well, you signed an Honor Code." And they say, "I did?" And I say, "Yes, you did—at the beginning of the year." And I read it to them, but they have no idea what they've signed because they've never read it. Uh, or they read it and they didn't comprehend even though we read it to them. They still weren't really paying attention. So, it's important to know what you've read, and it's important—if you don't know a word, it's important to look it up…

1:3 ¶ 1 in ELA Teacher 6A Interview

6th Grade Teacher A is a 50-year-old white female who has over 15 years' teaching experience. She and 7th Grade Teacher A both tied for second place with a Reading Motivation score of 4. 6th Grade Teacher A is motivated to read because motivation to read is a part of who she is (Reading as Part of Self score = 4.1, and her second highest motivation to read comes from the desire to do well in other realms (Reading to do Well in Other Realms = 5.0).

1:4 ¶ 10 in ELA Teacher 6A Interview

8TEACHER6A: No, not really. I like to read, but I don't pick up a book as often as I should. Um, it'd be easier for me to say what's not easy, and that'd be my motivation. My children are motivated, but when it comes to my personal reading, I want to, but I just don't take enough time to do it.

1:5 ¶ 79 in ELA Teacher 6A Interview

2CLARICE: So you've always loved mysteries? So at school, were you that kid who was very motivated to read all throughout school?

1:6 ¶ 4 in ELA Teacher 6A Interview

2TEACHER6A: I read every day, um… I read what I have to. I read what I want to read occasionally.

1:8 ¶ 26 in ELA Teacher 6A Interview

6TEACHER6A: Really? Uh, sometimes I'm reading what my son's doing in college. You know, he'll say, "This question is hard." I'll say, "Well, let me look

at it." Let me look at what you had to read you know, and he'll move the page up and down, and I'll say, "Just let me look at what you're reading. (Laughs) So, I'll read his stuff, and I'll read other people's materials. Uh, (laughs) I read what other people are doing more than I'll read things on my own. I know that's kind of weird, but I want to see what other people are reading—not necessarily for them, but I want to see what they're reading-

1:9 ¶ 59 in ELA Teacher 6A Interview

8CLARICE: I'm impressed. Um, is there a book right now that you are waiting to read? What books to you want to read now?

1:11 ¶ 71 in ELA Teacher 6A Interview

5CLARICE: Well, you're a reading teacher, so I want to probe a little bit there. So, why would you tell your students/kids that it is important to be able to read well? If they said, "Why?"

1:12 ¶ 97 in ELA Teacher 6A Interview

2CLARICE: Yeah, her books are about that thick [holds fingers about 2 inches apart]…she just—she's a middle aged woman and the kind of woman I could feel like I connect to, and she's a private detective. Her books are great and they are pretty clean. Next summer, if you want a series to read…

1:13 ¶ 9 in ELA Teacher 6A Interview

7CLARICE: Yeah, I mean is like getting into a book and wanting to read easy to you?

1:14 ¶ 12 in ELA Teacher 6A Interview

10TEACHER6A: That's the hard thing, I don't know what the easiest thing is. Um, I'm a pretty good reader…I can break down words pretty easily, I use context clues just like I teach my kids. Um, I'm a good speller, so that makes it easier to read.,,

1:15 ¶ 14 in ELA Teacher 6A Interview

12TEACHER6A: Um, I read fluently—I don't comprehend as well as I read fluently.

1:16 ¶ 21 in ELA Teacher 6A Interview

1CLARICE: So what kind of books do you like to read as far as genres?

1:17 ¶ 25 in ELA Teacher 6A Interview

5CLARICE: Jim had a job interview the other day and they asked him what's the last thing you read, but you cannot count the Bible since a lot of people read that every day…

1:18 ¶ 29 in ELA Teacher 6A Interview

9CLARICE: So, when you are at home, you read others things that for what you have to for work?

1:19 ¶ 31 in ELA Teacher 6A Interview

11CLARICE: Sometimes you read other peoples' work. You might be the "go to" person in your household…

1:20 ¶ 33 in ELA Teacher 6A Interview

13CLARICE: So what kinds of things other than books do you read at home and I'm just going to throw out like Facebook, things on the Internet….

1:21 ¶ 35 in ELA Teacher 6A Interview

15CLARICE: If you read a book, do you do your Kindle or a Nook, or do you read on your phone?

1:22 ¶ 36 in ELA Teacher 6A Interview

1TEACHER6A: No, I read the actual book because I'm a notetaker, um, I don't read anything that's fiction or non-fiction without highlighting and underlining because I don't retain information very well, so…

1:23 ¶ 40 in ELA Teacher 6A Interview

5TEACHER6A: Mostly at school. I don't read too much fiction at home, but yeah, I'm underlining, I'm taking notes, I take notes in the margins. You know, this is onomatopoeia, this is personification—everything I see, I am highlighting or underlining. I'm taking notes.

1:24 ¶ 47 in ELA Teacher 6A Interview

12CLARICE: How do you find out about books you might like to read?

1:25 ¶ 55 in ELA Teacher 6A Interview

4CLARICE: So you like to read---

1:26 ¶ 57 in ELA Teacher 6A Interview

6CLARICE: So you read blogs, too?

1:27 ¶ 63 in ELA Teacher 6A Interview

12CLARICE: It sounds like everything you read helps you be a better teacher in the classroom. It sounds like that what you're most interested in.

1:28 ¶ 68 in ELA Teacher 6A Interview

2TEACHER6A: If I can have quiet and not be interrupted and just do that—and not have anything else to do, then I could have a cup of coffee, and you know, some vanilla coke and just sit and read, I could probably finish my book then…

1:29 ¶ 69 in ELA Teacher 6A Interview

3CLARICE: Yeah, some quiet time, a snack..no interruuptions… Do you think it is important to learn to read well?

1:30 ¶ 73 in ELA Teacher 6A Interview

7CLARICE: Yeah…Because you're libel for what you read.

1:31 ¶ 82 in ELA Teacher 6A Interview

5TEACHER6A: (Nods Affirmatively) Mama had books, my Grandma had books. I'd go to her house, and I'd read her books.

1:32 ¶ 93 in ELA Teacher 6A Interview

16CLARICE: I read hers.

1:33 ¶ 94 in ELA Teacher 6A Interview

17TEACHER6A: I read hers… I didn't like her quite as much…

1:34 ¶ 95 in ELA Teacher 6A Interview

18CLARICE: So you did like mysteries and you still do today? Have you read the um...Mysteries by Sue Grafton? The alphabet mysteries…like A is for Alibi? She did mysteries and died before she completed the series—I think she got to X or Y. Anyway, she died before she finished the series, and her family said that they would not hire a ghostwriter to finish out her mysteries. You would love her stories…

1:35 ¶ 99 in ELA Teacher 6A Interview

4CLARICE: So you read to learn?

1:37 ¶ 84 in ELA Teacher 6A Interview

7TEACHER6A: I liked that. She had the books that you would open in one side and there'd be a story, and then you flipped it over, and there'd be another story. These books were extremely thick…

1:38 ¶ 43 in ELA Teacher 6A Interview

8CLARICE: Do you wish they could write in their books?

1:39 ¶ 48 in ELA Teacher 6A Interview

13TEACHER6A: Um, teacher recommendations and teacher groups on Facebook…um, I couldn't even tell you all the names of the groups-but I'm in

several different groups on Facebook that's teachers, and they recommend books. Um…

1:40 ¶ 50 in ELA Teacher 6A Interview

15TEACHER6A: Um, and then like the it's a front I like when people have found out what works in their own lives and they've written their own books. One is about a woman, her son has autism…I haven't bought that book yet, but I am all into watching her page and watching her interacting with her son… Um, and then there's another one that a woman talks about her relationship, and I do have that book at home, I can't recall the name of the book, but I do have that book at home, but I've started reading it. I've promised myself I'll finish it…

1:41 ¶ 52 in ELA Teacher 6A Interview

1TEACHER6A: I don't always finish it, but I'm going to finish it. I have tons of books I've started, But anyway, hers is about interactions with other women and how throughout her life she felt like she was odd and different and didn't fit in, and now she realizes, you know, her mistakes and her misperceptions you know.

1:42 ¶ 62 in ELA Teacher 6A Interview

11TEACHER6A: Yeah, the ADA therapy that they do…yeah. When she started realizing what he had and started having trouble figuring it all out—before she actually became a true advocate and doing her own stuff, I shared this woman's studies with her. So, this lady has written two books now, but she is constantly videoing her interactions with him and other children, and you know how he is trying horse-riding therapy and how it didn't work out at first but now it does.

1:43 ¶ 80 in ELA Teacher 6A Interview

3TEACHER6A: Well, I don't remember us ever having any Accelerated Reader or tests that we took over reading our books…um, I had books that I had from home. I just always had books, and for Christmas I would get books, and I would get other things: dolls and Barbies and other things, but I always got books—

1:44 ¶ 81 in ELA Teacher 6A Interview

4CLARICE: So your Mom and Dad bought you books for Christmas?

1:45 ¶ 87 in ELA Teacher 6A Interview

10CLARICE: Because you have memories of these books…

1:46 ¶ 98 in ELA Teacher 6A Interview

3TEACHER6A: My Grandma had books about…she had her own…she had the Diary for us younger kids--not diary-- a bookshelf or reading area for us young kids, and then she had one separate for herself, like that library was CLOSED. But, she'd let me plunder in it. She had books about the Bible and it would break

down things that you'd like to know more about the Bible, so I liked reading those, too.

2:1 ¶ 1 in ELA Teacher 6B Interview

Teacher 6B had the highest reading motivation of all 6 teachers interviewed, with an average of 4.33. Her 6th grade students tied with the other 6th graders as being the most highly motivated readers in the school. She is 28 years old and has been teaching for almost 5 years. She is the single mother of a toddler at home. You will see her referring to me as "ma'am" because I was a teacher when she was in elementary school, and in the South, many children are taught that it is considered polite to refer to a woman in authority as "ma'am."

2:2 ¶ 2 in ELA Teacher 6B Interview

1CLARICE: You took a motivation to read survey questionnaire, and you were the teacher most highly motivated to read. You read mainly because it is a part of you who are and to do well in other realms.

2:3 ¶ 46 in ELA Teacher 6B Interview

1CLARICE: So, something is working. Your students are highly motivated to read.

2:4 ¶ 31 in ELA Teacher 6B Interview

14TEACHER6B: Yeah, I do read on Social Media "Moms of *****" it's a—keeps me up to date on what's going on here, but a lot of things it has to do with parenting. I read up on that. The social part of parenting, you know, how to develop well-rounded students—I mean kids… I read up on that because I want to be the best Mom I can be. I'm a little obsessed with that, but as far as correcting behavior. How to do it, how not to do it, um to benefit the child, but I enjoy reading online platforms as well. Just like—online articles and various things of interest.

2:5 ¶ 32 in ELA Teacher 6B Interview

1CLARICE: How do you find out about books you want to read?

2:6 ¶ 5 in ELA Teacher 6B Interview

4TEACHER6B: Like how often I read, or?

2:7 ¶ 8 in ELA Teacher 6B Interview

7CLARICE: Okay, would you say you read daily?

2:8 ¶ 19 in ELA Teacher 6B Interview

2TEACHER6B: Non-fiction things, I don't—really like reading non-fiction things, the uh..research –I guess I'm interested in that because it has something to

do with my classroom, and I can apply it. But the hardest thing for me to do when I read is just to engage with non-fiction.

2:9 ¶ 21 in ELA Teacher 6B Interview

4TEACHER6B: Um—whew…let me think on that…Hmm…(long pause) I just, guess just keep an open mind, um, a lot of times I will kind of look at a title or something..”judge a book by it's cover” um, I will judge it and kind of not give it a chance. That's something I kind of need to work on um…and something else is, again, the vocabulary. Sometimes, if it's got a lot of vocabulary I don't understand, and if I feel like it's pretty well above where I can read, I will go and not give up on it, but kind of back off on it. And sometimes it just depends on my mood, you know, how tired I am.

2:10 ¶ 27 in ELA Teacher 6B Interview

10TEACHER6B: Read aloud, I really enjoy reading aloud to my students and then stopping for comprehension. So, instead of just reading throughout the whole chapter, after about every 2 or 3 paragraphs, just stop and check out comprehension. Just actually engaging them in the reading. Because something I've found, and something that I do as well, after a few paragraphs, I just stop, or I make notes to the side, or I teach my kids to do that as well. Just stop and think about what you've read instead of just trudging through it.

2:11 ¶ 28 in ELA Teacher 6B Interview

11CLARICE: That's what my Specialist's dissertation was on, the power of read-alouds. Do you read at home besides for work? Obviously, you read for school (your six-year).

2:12 ¶ 30 in ELA Teacher 6B Interview

13CLARICE: You've also told me that you read for pleasure. What kinds of things other than books do you read. Like, I'm thinking Kindles, blogs, things on the media, Facebook, chats…

2:13 ¶ 42 in ELA Teacher 6B Interview

11CLARICE: Is it important to learn to read well?

2:14 ¶ 7 in ELA Teacher 6B Interview

6TEACHER6B: I like doing research—I know that's crazy, but I like research about differentiation, and um, anything that I can use in the classroom, but I also like reading just for pleasure. Um—like Nora Robert's mystery books and anything romance. Mysteries are my main genre, there, but I really enjoy reading. It's one of the things that I do for my downtime.

2:15 ¶ 33 in ELA Teacher 6B Interview

2TEACHER6B: Friends. My sister is an avid reader as well, so I talk to her to see what kind of books she's reading---

2:16 ¶ 45 in ELA Teacher 6B Interview

14TEACHER6A: As a child, I do remember loving AR. Um, and I tell my students—I'm honest with my students. I absolutely hated reading until in 8th grade. Ms. Durrence got me hooked on Harry Potter—of all things, those big old chapter books. But she got me hooked on reading Harry Potter and kind of talked to me to find out what kinds of things I was interested in… and kind of sparked my interest, and um, she guided me towards novels that I enjoyed reading. And in 8th grade when she did that, I got hooked on reading. That's something that I try to instill in my students as well. I always ask them in the beginning of the year I give them an interest survey—do you like reading? Do you not like reading? And those kids, I try to pull them aside and figure out what they enjoy. If they like sports or if they like reading non-fiction. Some of them do like non-fiction, but some of them don't, and I'll encourage them to go find a sports novel or a book that has something to do with sports, but its fiction. So it centers around their interests, but it's not non-fiction. I just try to do what my teacher did and work with them, and it impacted me.

2:21 ¶ 9 in ELA Teacher 6B Interview

8TEACHER6B: Yeah, I'm working on my Specialist's degree, also, so pretty much daily as soon as I put my son to sleep down at bedtime, I go and I'm working on something.

3:2 ¶ 13 in ELA Teacher7B Interview

12TEACHER7B: Yeah, I just, if, I'm lost, if I don't understand it—I'm just not motivated to read it.

3:3 ¶ 20 in ELA Teacher7B Interview

1CLARICE: So, I've interviewed some students and some of them tell me that um.. they really liked The Giver—that was the book---a particular child---she said she loved that book and it really motivated her to read. She said it was so good. So, remind me of how you taught that. I know that some teachers just assign reading and just tell kids to read it. Some teachers play a tape to read it to them. How did you do that?

3:4 ¶ 42 in ELA Teacher7B Interview

9CLARICE: I realize I'm asking a reading teacher that question, and everybody tells me yes. There's not anybody who tells me no—even if they're not motivated to read—they all tell me yes, it's very important. So, I ask "Why?"

3:7 ¶ 34 in ELA Teacher7B Interview

1CLARICE: So, how do you find out about books you want to read. Like, you don't usually read historical fiction, but you read this?

3:8 ¶ 36 in ELA Teacher7B Interview

3CLARICE: What book do you want to read now?

3:9 ¶ 37 in ELA Teacher7B Interview

4TEACHER7B: Honestly, I just want a good little love story because the last book I read was very intense, so I need something light hearted that will pick me up and make me laugh.

3:10 ¶ 1 in ELA Teacher7B Interview

Teacher7B is in her early 30s. She has two school-aged elementary school children at home and has been teaching for 4 years. Of the six teachers interviewed, she fell in the middle with the third lowest score. Her average motivation to read score was 3.62 while the overall average score was 3.66. Teacher 7B primarily reads because she considers it a part of who she is; she also reads to do well in other realms.

3:11 ¶ 15 in ELA Teacher7B Interview

14TEACHER7B: I think you just have to put the effort and try to read more. The more you read, the more you enjoy it. I feel like.

3:12 ¶ 21 in ELA Teacher7B Interview

2TEACHER7B: I always read it aloud to them.

3:13 ¶ 22 in ELA Teacher7B Interview

3CLARICE: Did you just read aloud, or did you stop and question them on the way?

3:14 ¶ 23 in ELA Teacher7B Interview

4TEACHER7B: For that class that she was in, we paused a lot, and I explained a lot because there were some things in there that they weren't quite getting, but once I stopped and explained it, they got it—and they remembered it the next day. I would always recap the next day. I would recap what we read the day before. And it would get them to ask more questions and things like that when we would read the next chapter.

3:15 ¶ 24 in ELA Teacher7B Interview

5CLARICE: And I bet that's why she enjoyed it. Um…what kinds of books to you like to read. I know you like World War 2—apparently (laughs).

3:16 ¶ 25 in ELA Teacher7B Interview

6TEACHER7B: Um.. I really… Uh, okay, so, my … I really love, like, romantic comedy with a good plot in it, but now I—I did like this historical fiction that I read, so I'm going to try to read more of those.

3:17 ¶ 26 in ELA Teacher7B Interview

7CLARICE: I like historical fiction. So, when you're at home, do you read different things than you read at school?

3:18 ¶ 30 in ELA Teacher7B Interview

11CLARICE: Do you always read on a book or do you read social media, texts, emails, blogs.

3:19 ¶ 35 in ELA Teacher7B Interview

2TEACHER7B: I'm in a Facebook group that is a book club and they recommend books all the time. I go on there, and I find out that I've read the majority of the books they've recommended, but they're starting to suggest new ones. Also, I have Tik Tok… and honestly, it's a good resource for books. (laughs). Like that's what I use it for.

3:20 ¶ 40 in ELA Teacher7B Interview

7CLARICE: Is it important to learn to read well?

3:21 ¶ 43 in ELA Teacher7B Interview

10TEACHER7B: I'm just looking at, like with my kids. ***** is a very avid reader, and I've really pushed her to read. She's gotten to a place where she really enjoys to read what she likes. Her spelling and vocabulary is pretty good—I mean she had the highest Lexile in her class—so I'm very proud of that. Then I have *****. He does not like—he's someone I have to push much harder because he just kind of gives up a lot quicker, so I can just kind of see the difference between them two. I mean she has read pretty much since she was younger, and I can see how it's helped her in her academics. ****, I can see where he is struggling---

3:22 ¶ 47 in ELA Teacher7B Interview

14TEACHER7B: I honestly didn't read a lot until I was in high school, but what I did read like I read things like Harry Potter. I mean, those kinds of things. I didn't read much until I was in high school. Harry Potter—no, well, I think I just read stuff required for school until later. You know, my parents were deaf, so….

3:23 ¶ 19 in ELA Teacher7B Interview

18TEACHER7B:Umm… I just tried to talk to them about what interested them and things that they enjoyed, and I tried to find books related to that. I told them that it didn't have to be a novel—it could be a comic book or an article on line—whatever—if it is something you are interested in. Um … so that's, and I got more of them reading like that.

3:24 ¶ 31 in ELA Teacher7B Interview

12TEACHER7B: So, if I'm at home…if I'm not…. So, I'm really not on my phone or reading my books until about 8 p.m. at night. If I'm not watching a show or something, I spend about 2 hours reading per night.

3:25 ¶ 39 in ELA Teacher7B Interview

6TEACHER7B: Uh…I think just trying to branch out and find new books. I don't know.

3:31 ¶ 7 in ELA Teacher7B Interview

6TEACHER7B: I … just.for me…I just think it's fun! It's something I can do when I have some downtime, and it's something that relaxes me, and I mean…

3:40 ¶ 29 in ELA Teacher7B Interview

10TEACHER7B: have to (laughs).

4:1 ¶ 13 in ELA Teacher8A Interview

12TEACHER8A: I know they did, but I just didn't know who they were—I just knew I was not going to be one of them. I wasn't going to be a child who didn't do the reading or wasn't going—but now, I wasn't a straight A student either—I mean I probably did have an "A" in that class, but I didn't want to let her down, but in Ms. Banks' classroom, I probably didn't even read one book and have to do a book report on it. In Ms. Banks' class, it was not a requirement to read. That's why in my own class, I knew that if I was that way as a student, I had to set the bar high because if I didn't set that level of expectation, they wouldn't work to achieve it.

4:2 ¶ 23 in ELA Teacher8A Interview

10TEACHER8A: And I sometimes get distracted. It has to be highly engaging for me to stick with it. I will start a book and then lay it down. Like A Tree Grew in Brooklyn. I started reading it, and I still can't get into it very much. I start reading it and then, I'm like, umm..am I really in the mood to be reading this? Because see, to me, reading is all about what mood you are in at the time—what you're interested in at the time because there is so much to read. You see, I'm not a non-fiction reader, so I don't like to read books about teaching. I'll listen to a pod-cast, and I don't mind reading a short article about teaching, but I don't want to get into, I'm not one of these people who's going to take this article and we're going to go through it, and I'm going to read this whole study and it's going to be very interesting—because it's not. I prefer to read fiction, but I will read non-fiction if it's on a subject that I'm interested in. Like when I taught The Diary of Anne Frank, I was very interested in meeting Meese, that when I found her autobiography at Goodwill, I was like "Oh my, gosh," and I just like plowed through it so it was different.

4:3 ¶ 30 in ELA Teacher8A Interview

7CLARICE: So that's the kind of books you like to read. You like fiction but you like historical fiction because you want some knowledge in the ---

4:4 ¶ 31 in ELA Teacher8A Interview

8TEACHER8A: That's right, and I read other things. I'll read some light things—some beach reading. Like I read some Elam Hilderbrandt this summer, and I get frustrated though, with the adult themes that are in adult books sometimes. For example, at the very beginning you know the woman's got melanoma and she's going to die at the end and she has an affair with a man for 28 summers, and—okay—so you're like, "That didn't make me feel warm and fuzzy all over…" And it's not like everything is going to make you feel warm and fuzzy all over, but sometimes you're in the mood to—you want to root for the underdog, and

4:5 ¶ 41 in ELA Teacher8A Interview

9TEACHE4R8A: Yeah, I only read that at home unless I have hall duty, and then I sometimes want to have bathroom duty at lunch because then I can read my book because I have them on my phone because I download them on my phone, so I always have them with me.

4:6 ¶ 1 in ELA Teacher8A Interview

8th grade Teacher A is a 50-year-old white female with over 20 years of teaching experience; she has two adult children. Of all the teachers surveyed, she had the lowest motivation to read score (2.9). Her two highest motivators to read stem from (1) wanting to do well in other realms, and (2) reading as a part of who she is.

4:7 ¶ 3 in ELA Teacher8A Interview

2TEACHER8A: I'm a reader-- That is one thing I can say because I have ADD (Attention Deficit Disorder), and I forget sometimes. It's like this…I read two chapters of this this morning before I came to work, but I'll have to refresh myself a little bit—not a lot, but…

4:8 ¶ 5 in ELA Teacher8A Interview

4TEACHER8A: But now when I was in school, I struggled with reading comprehension in 4th grade because I got a "C" in that class. But that sometimes doesn't mean you're a struggling reader, but I did not read until I had Charlotte King in 8th grade, because she made me read. So in 6th grade I had Mary Catherine Banks, and we only had to read for book reports. And we had to do those stupid SRA kits-

4:9 ¶ 7 in ELA Teacher8A Interview

6TEACHER8A: Reading out of a Basal, then in 7th grade I must have had high enough test scores because I got into what was considered the advanced literature class, and I had Ms. Honts, and we read War of the Worlds, which I absolutely

detested, but and, um, those stupid SRA kits, so I just kind of despised reading. Do you see what I'm saying? I wouldn't finish books, and I only read them if I had to do a book report. But then, in 8th grade, I had Ms. Charlotte King. She made us read books, and it was one per 6 weeks, and they were challenging, and she told us that we would not pass the test by just reading the cliff notes, so, by golly, I did just what she said. And she unlocked my love of reading. So, at that point, I began going to the library and checking out books and found things that I enjoyed—like Jane Eyre—

4:10 ¶ 9 in ELA Teacher8A Interview

8TEACHER8A: No, because she MADE me. The other teachers didn't make me read—

4:11 ¶ 12 in ELA Teacher8A Interview

11CLARICE: Did you see that kids who didn't read would fail?

4:12 ¶ 17 in ELA Teacher8A Interview

4TEACHER8A: It was having that expectation that they would read. But I also think part of it is because I knew what types of books to put children with some times, too. Like I knew what would help with reluctant readers. Like I knew to give them the Amulet Series—that's a graphic novel series—that they could read it one night, or two nights, or three—so like D'Mari, he's one of the ones—he's been reading Amulet. He started last year after he saw one of his friends reading it on the bus.

4:13 ¶ 18 in ELA Teacher8A Interview

5CLARICE: Wow… if you can get him to read…

4:14 ¶ 33 in ELA Teacher8A Interview

1TEACHER8A: Yeah, the books that are more engaging to me are sometimes what the students are reading because it also gives me an opportunity to explore some different things. Let me think, let's see, let me think about when I've read some of their books.

4:15 ¶ 35 in ELA Teacher8A Interview

3TEACHER8A: Definitely. Some of them, though, I'm just looking at what I've read in the last year (picks up phone and scans a reading application) Like the Tatooist of Auswitzch of course Prisoner B387 of course, I'm still having to go towards that. Then, I picked Rules for Being a Girl. Just a plain old girly book.

4:16 ¶ 38 in ELA Teacher8A Interview

6CLARICE: So when you're at home, do you read things at home that aren't related to work?

4:17 ¶ 42 in ELA Teacher8A Interview

10CLARICE: What kinds of things OTHER THAN BOOKS to you read at home? I have some examples, Kindle, Computer, Internet, Social Media Communication, etc.

4:18 ¶ 43 in ELA Teacher8A Interview

11TEACHER8A: All of that. I read all of that, but I find myself frustrated when I'm reading Social Media. That is why I've started going back to get books because if I get on Social Media, and lay in the bed and start going to sleep , and I start scrolling through it, and I see something that provokes me in some way, shape, or form that brings some negative emotion so um, astonishment, and I'm just like, "Why and I wasting my time? I need to be doing something that is worthwhile."

4:19 ¶ 47 in ELA Teacher8A Interview

15TEACHER8A: I read a lot of recipes

4:20 ¶ 48 in ELA Teacher8A Interview

16CLARICE: I also read recipes.

4:21 ¶ 49 in ELA Teacher8A Interview

1TEACHER8A: I'm not one—I don't read on a Kindle—I don't have a Kindle. On the computer, I skim read a good bit.

4:22 ¶ 50 in ELA Teacher8A Interview

2CLARICE: Do you read any blogs?

4:23 ¶ 51 in ELA Teacher8A Interview

3TEACHER8A: No. I'm more likely to listen to a podcast that is a blog. For example, The Call to Pedagogy is an example of a blog that is also a podcast. It's a blog, but I'd rather listen to her podcast than read her blog, but I do know that I can go back later and read it—it's the same thing—she's just doing it online.

4:24 ¶ 53 in ELA Teacher8A Interview

5TEACHER8A: Yeah, that's right. I can drive to work and listen to the podcast. I can put my makeup on, you see, I can do other things. But I'm not an audio book reader, but my sister is. She drives to work about an hour everyday and she listens to books, but I just—I can listen to books, but I prefer to read.

4:25 ¶ 59 in ELA Teacher8A Interview

11TEACHER8A: See? You use that, but I try to tell my students, and I tell them to bring me their library card, and they have to get a library card. They bring it to me, then we put in their number, I put it in a Google Spreadsheet, and then I link their Soara account, here at school, that way they can read the books that they

were reading at home on their phone that they can read on their chromebooks here at school.

4:26 ¶ 67 in ELA Teacher8A Interview

6TEACHER8A: I research. Teresa Thompson told me about a Facebook Group called Friends in Fiction, and somebody posted the other day the top three books to read for the year 2022. In doing Friends in Fiction when I saw the post, this book that I am reading right now—this book—it's on there.

4:27 ¶ 71 in ELA Teacher8A Interview

10TEACHER8A: Oh, I've no idea, but it's huge—thousands upon thousands…But um, not everybody is going to like the same things. But anyway, I do research, and I also found as a teenager I'd read things that had been censored. For example, I remember reading my Mama's Family Circle in the bathroom and it said a book had been banned in the library called Killing Mr. Griffin, I think it's by Lois Duncan, so I thought, I'm going to see if we have it in our library, and we did. But it had been banned because see, it's about this group of high school students that had decided that they were going to kidnap the English teacher. It's just sort of a joke, like a Homecoming prank, but he has a heart attack and dies. And it's all about their whole response because technically, they had murdered him, but not really, intentional. That's why it was in her magazine. When I saw it I wanted to go get it. Used to be in 6th grade we'd always go to the kids in 6th grade about reading. Gary Paulsen told the students that they need to read like the wolf eats—read what they tell you to read, and read what they tell you not to read. He passed away a couple of years ago.

4:28 ¶ 73 in ELA Teacher8A Interview

12TEACHER8A: And we did a whole little biography of him that he was not a good student, and what happened to him was that a librarian got him to read and saved his life. Because he was failing all his classes, and a librarian started giving him books. He was a very gifted student—you could tell he was gifted because he joined the miliary and was in engineering. So, you could tell he was gifted— he just wasn't reaching his potential. Honestly, he was the kind of student that would probably be on medication today. A lot of our authors are—

4:29 ¶ 78 in ELA Teacher8A Interview

5CLARICE: I read that. Didn't they make a movie?

4:30 ¶ 81 in ELA Teacher8A Interview

8TEACHER8A: It was very well written, but like To Kill a Mockingbird—when you go back and read Harper Lee and you see how she constructs her sentences, you're like "Oh, my gosh! This is a challenge." And I'll try to challenge myself to read, like a classic every so often. I read Jane Eyre and then I read Pride and Prejudice. I tried Moby Dick, but I wasn't in the mood. It's all about mood with me and then sometimes it's hard to stay focused on it.

4:31 ¶ 82 in ELA Teacher8A Interview

9CLARICE: So, is it important to learn to read well?

4:32 ¶ 83 in ELA Teacher8A Interview

10TEACHER8A: I don't think its as important—it's important, but it's not as important as practicing. No one is born knowing how to read well, it comes with practicing. Learning to read is something that is going to take time, and it's also looking up words as it goes. I have students in my classroom, and I know all they do is go home and curl up with their books, They'll keep their phones beside them so they know what words mean. They try to use their context clues. You don't have to read well, but it helps.

4:34 ¶ 19 in ELA Teacher8A Interview

6TEACHER8A: That's what I'm saying. It's just getting those books in their hands.

4:35 ¶ 25 in ELA Teacher8A Interview

2TEACHER8A: I think it's just picking different books because sometimes you'll get um soft stuff—what we call "beach reads", and sometimes you've got to make yourself stretch. Like this summer, The People We Meet on Vacation— it didn't really do anything for me as a reader, it was just okay. I kept turning the chapters and going through it and finished it because I don't like to not finish one, and it was entertaining, and it was okay, but it didn't really do anything for me. But then, when I'm reading the book that I'm reading right now—it's doing a lot for me in terms of opening up and seeing. Like one thing I hadn't really thought about was all the children hidden in France during WW2 that needed papers filled out for them to get them to escape to Switzerland to get them to be adopted by other families. That's what I'm reading about right now, and while it's fiction, it's still based on—

4:36 ¶ 34 in ELA Teacher8A Interview

2CLARICE: Do you think that books written for adolescents are more hopeful?

4:37 ¶ 36 in ELA Teacher8A Interview

4CLARICE: But you pick a lot of history books.

4:38 ¶ 56 in ELA Teacher8A Interview

8CLARICE: I think audio books may be more easily assessable that going to check out a book, or going to Amazon and buying a book.

4:39 ¶ 61 in ELA Teacher8A Interview

13TEACHER8A: Yeah, Teresa (librarian) knows, and she's going to try to get him to come bring a booth to the festival. And not only that—but the new guy at our public library—the library was so alive. I'd not been there in 2 years, but my

card expired. They were having Lego club, and there were parents and kids everywhere. And I was like, I didn't know all this was going on. And he said, "Yeah, we have fun up here." And he had all his new books on display, and I was like Yeah, look at all these parents and kids that are here. They were here for Lego Night, and that was what brought them in, but if you get them in—

4:40 ¶ 62 in ELA Teacher8A Interview

1CLARICE: They'll see those books---

5:1 ¶ 31 in ELA Teacher8B Interview

13TEACHER8B: I've not, but everyone is talking about it. And sometimes, the girls (some of her students) are reading Twilight, and I want to go re-read it.

5:2 ¶ 38 in ELA Teacher8B Interview

4CLARICE: Oh, so you really don't do much of that at home. So, how do you find out about books that you might want to read?

5:3 ¶ 42 in ELA Teacher8B Interview

8CLARICE: You've mentioned that you've read Twilight, and you miss that series because you really enjoyed it. Is there a book you want to read right now?

5:4 ¶ 43 in ELA Teacher8B Interview

9TEACHER8B: That I'm not reading? I really want to read…what's it called? It just came out in theaters? Where the Crawdads Sing? I've been hearing so much about that one, and I've thought, "Maybe that's a book I should read."

5:5 ¶ 9 in ELA Teacher8B Interview

8TEACHER8B: To me it's actually stopping reading. I read too fast, I think, for myself, so I have a hard time slowing down and enjoying the text because I'm almost reading too fast to take it all in.

5:6 ¶ 11 in ELA Teacher8B Interview

10TEACHER8B: Oh, yes. That's the problem! I'll get to the end of the book and I'm like—I didn't see this coming, and I have to re-read.

5:7 ¶ 12 in ELA Teacher8B Interview

11CLARICE: Because you read so fast—I've done that before. Interesting. Okay. What do you have to do to become a better reader?

5:8 ¶ 14 in ELA Teacher8B Interview

13CLARICE: You just said you re-read?

5:9 ¶ 15 in ELA Teacher8B Interview

14TEACHER8B: Yes, that's it. I do re-read. Um, I tell myself to slow down. If it's something I'm reading—like with my classes—I do re-read the guided reading questions prior to reading to see how other people—what other people may be looking for in a text. It depends if it's for here—or for hobby.

5:10 ¶ 19 in ELA Teacher8B Interview

1TEACHER8B: Well, I think requiring the reading has really helped them. Because since they're being graded on the reading at this point and being active—they're being forced to read, and I notice from just a few students—they've moved up from—I can't tell by STAR levels at this point, but they're going from really small little books that are 1-point books up to 4-point books.

5:11 ¶ 26 in ELA Teacher8B Interview

8CLARICE: So back to you. What kind of books to you like to read?

5:12 ¶ 30 in ELA Teacher8B Interview

12CLARICE: (Laughs!) It's her fault… Have you read the Outlander series?

5:13 ¶ 34 in ELA Teacher8B Interview

16CLARICE: What kinds of things other than books do you read?

5:14 ¶ 35 in ELA Teacher8B Interview

1TEACHER8B: Do I read? Oh, well, I read Facebook—social media, but I probably don't read that much to be honest. I probably read some news online, other than books, though—emails? It's not that I pick up a magazine.

5:15 ¶ 39 in ELA Teacher8B Interview

5TEACHER8B: Well, I have co-workers that tell me about good books, and I like the "Suggested" when you go to a book store. And sometimes it's about—I go to used books, and I just look for them. That's the most cost-efficient route, so when I read the back, or like.. my Kindle ap..it tells me based on what I've read—it offers suggestions…

5:16 ¶ 40 in ELA Teacher8B Interview

6CLARICE: So, you read off a Kindle?

5:17 ¶ 44 in ELA Teacher8B Interview

10CLARICE: I've read it. Good book. Very well written. What do you do to make reading more enjoyable for students?

5:18 ¶ 45 in ELA Teacher8B Interview

11TEACHER8B: We do a lot of popcorn reading, which I don't know if that makes it more enjoyable or not. For some of them they love targeting each other—others, it's not so much fun, but there's a lot of laughter that goes on—I

try to overact some of it, too. When I see something, I read part of it, and I like to overact—reenact parts of the scene so they can feel like they are there.

5:19 ¶ 46 in ELA Teacher8B Interview

12CLARICE: I can see them really liking that—that's good. Um, is it important to learn to read well?

5:20 ¶ 49 in ELA Teacher8B Interview

1TEACHER8B: I try telling some of the students—because even if you aren't going to college—even if you work at McDonald's, any job—you're going to have to read—and….it's just an essential skills. Everything we do—whether it is reading signs outside or going to the grocery store or McDonald's—you can't get through life without reading, but, am I answering the question?

5:21 ¶ 50 in ELA Teacher8B Interview

2CLARICE: Yeah, you did. It's important, but a lot of the times I think teachers tell students "It's important to read well," but I think it's important to tell them why. So, you're telling them the reasons reading is valuable—because it empowers them—it gives them some control. Yes, it does. Um, what kind of reading did you do as a child?

5:22 ¶ 55 in ELA Teacher8B Interview

7TEACHER8B: I remember going to the 4th book's "Release Party," I remember doing that, and I was really into The Lord of the Rings series for a long time, but I think I had parents that were really involved with my reading. I can remember going home, and in second or third grade, I didn't know my dad could read because when I'd bring home papers, he'd say, "Just give it to your Mom," so I thought he couldn't read because reading was such an amazing, valuable skill that not everyone could do it. When he found out I thought he couldn't read, we'd sit down every night where'd we take turns reading to each other—we'd read The Hobbit.

5:23 ¶ 33 in ELA Teacher8B Interview

15TEACHER8B: Well, I don't actually pick up books a lot, I do e-books. Say that again?

5:24 ¶ 41 in ELA Teacher8B Interview

7TEACHER8B: Mmm Hmm (Yes) or Apple Books, it just depends

6:1 ¶ 1 in ELA Teacher7A Interview

Teacher 7A is tied for the second highest motivation to read of all the teachers. Teacher 7A is 25 years old with 2 small children at home. Upon interviewing her, I discovered that she is taking courses towards her Educational Specialist's degree at a nearby university. She considers reading to be a part of who she is,

and she reads to do well in other realms. Her raw score in Schutte and Malouff's (2222) survey was 85, while the average was 78.6.

6:7 ¶ 7 in ELA Teacher7A Interview

TEACHER7A: Finding time when, especially as a college student who has a lot of required reading, finding time to enjoy it because I obviously read a lot with the college with required reading, but it doesn't feel like reading because it's a requirement. So-

6:9 ¶ 9 in ELA Teacher7A Interview

TEACHER7A: Yes, it definitely feels like an escape and it's almost like how people can sit there and waste time on their phones; I can sit there and waste time reading.

6:17 ¶ 17 in ELA Teacher7A Interview

TEACHER7A: Yes, because as far as the… my educational schooling purpose, I'm reading professional development texts, at the middle school, I'm reading young adult, so at home, adult suspense.

6:35 ¶ 35 in ELA Teacher7A Interview

TEACHER7A: Yes. Or even more, I would want a spending amount that I could do at Books a Million or Barnes and Noble because I would do the sale books, and I could get more. Like, because, I went through them.

● RDG DSTR

10 Quotations:

1:2 ¶ 34 in ELA Teacher 6A Interview

14TEACHER6A: See that's the reason why I don't have time to do things I need to do because I'm doing things I don't need to do… (Laughs) I don't look at TikTok very much but I look at Facebook and Facebook Reels—occasionally someone's Instagram or Snapchat or I'll look at my phone to see where they've sent a message, and I'll look to see what they've sent. Um, I don't really watch TV—I hardly ever watch TV—

3:24 ¶ 31 in ELA Teacher7B Interview

12TEACHER7B: So, if I'm at home…if I'm not…. So, I'm really not on my phone or reading my books until about 8 p.m. at night. If I'm not watching a show or something, I spend about 2 hours reading per night.

3:42 ¶ 33 in ELA Teacher7B Interview

14TEACHER7B: If I can, but then sometimes I'm watching TV, too. So…

4:2 ¶ 23 in ELA Teacher8A Interview

10TEACHER8A: And I sometimes get distracted. It has to be highly engaging for me to stick with it. I will start a book and then lay it down. Like A Tree Grew in Brooklyn. I started reading it, and I still can't get into it very much. I start reading it and then, I'm like, umm..am I really in the mood to be reading this? Because see, to me, reading is all about what mood you are in at the time—what you're interested in at the time because there is so much to read. You see, I'm not a non-fiction reader, so I don't like to read books about teaching. I'll listen to a pod-cast, and I don't mind reading a short article about teaching, but I don't want to get into, I'm not one of these people who's going to take this article and we're going to go through it, and I'm going to read this whole study and it's going to be very interesting—because it's not. I prefer to read fiction, but I will read non-fiction if it's on a subject that I'm interested in. Like when I taught The Diary of Anne Frank, I was very interested in meeting Meese, that when I found her autobiography at Goodwill, I was like "Oh my, gosh," and I just like plowed through it so it was different.

4:7 ¶ 3 in ELA Teacher8A Interview

2TEACHER8A: I'm a reader-- That is one thing I can say because I have ADD (Attention Deficit Disorder), and I forget sometimes. It's like this…I read two chapters of this this morning before I came to work, but I'll have to refresh myself a little bit—not a lot, but…

4:18 ¶ 43 in ELA Teacher8A Interview

11TEACHER8A: All of that. I read all of that, but I find myself frustrated when I'm reading Social Media. That is why I've started going back to get books because if I get on Social Media, and lay in the bed and start going to sleep , and I start scrolling through it, and I see something that provokes me in some way, shape, or form that brings some negative emotion so um, astonishment, and I'm just like, "Why and I wasting my time? I need to be doing something that is worthwhile."

4:23 ¶ 51 in ELA Teacher8A Interview

3TEACHER8A: No. I'm more likely to listen to a podcast that is a blog. For example, The Call to Pedagogy is an example of a blog that is also a podcast. It's a blog, but I'd rather listen to her podcast than read her blog, but I do know that I can go back later and read it—it's the same thing—she's just doing it online.

4:24 ¶ 53 in ELA Teacher8A Interview

5TEACHER8A: Yeah, that's right. I can drive to work and listen to the podcast. I can put my makeup on, you see, I can do other things. But I'm not an audio book reader, but my sister is. She drives to work about an hour everyday and she listens to books, but I just—I can listen to books, but I prefer to read.

4:30 ¶ 81 in ELA Teacher8A Interview

8TEACHER8A: It was very well written, but like To Kill a Mockingbird—when you go back and read Harper Lee and you see how she constructs her sentences, you're like "Oh, my gosh! This is a challenge." And I'll try to challenge myself to read, like a classic every so often. I read Jane Eyre and then I read Pride and Prejudice. I tried Moby Dick, but I wasn't in the mood. It's all about mood with me and then sometimes it's hard to stay focused on it.

5:51 ¶ 37 in ELA Teacher8B Interview

3TEACHER8B: Oh, they're going to tell you, I'm the worst with social media, texting—all that. If I'm not here, then I'm probably not doing it. Maybe 15 minutes?

● TCHNG STR

Comment: by Clarice Shuman
11/17/2022 6:51:19 PM, merged with T QUAL

36 Quotations:

1:3 ¶ 1 in ELA Teacher 6A Interview

6th Grade Teacher A is a 50-year-old white female who has over 15 years' teaching experience. She and 7th Grade Teacher A both tied for second place with a Reading Motivation score of 4. 6th Grade Teacher A is motivated to read because motivation to read is a part of who she is (Reading as Part of Self score = 4.1, and her second highest motivation to read comes from the desire to do well in other realms (Reading to do Well in Other Realms = 5.0).

1:14 ¶ 12 in ELA Teacher 6A Interview

10TEACHER6A: That's the hard thing, I don't know what the easiest thing is. Um, I'm a pretty good reader…I can break down words pretty easily, I use context clues just like I teach my kids. Um, I'm a good speller, so that makes it easier to read.,,

1:23 ¶ 40 in ELA Teacher 6A Interview

5TEACHER6A: Mostly at school. I don't read too much fiction at home, but yeah, I'm underlining, I'm taking notes, I take notes in the margins. You know, this is onomatopoeia, this is personification—everything I see, I am highlighting or underlining. I'm taking notes.

1:61 ¶ 18 in ELA Teacher 6A Interview

16TEACHER6A: I show them context clues, how to breakdown words. I use root words. Just like today…we didn't have root words this week, we had the word "foreshadowing," so we broke down the word "fore" and the word

"shadow" so they could understand what the word means…comprehend it a little better. Um…

1:71 ¶ 42 in ELA Teacher 6A Interview

7TEACHER6A: I do. I either stop them while we're reading, or I'll wait until the end of the chapter, and I'll…

1:81 ¶ 64 in ELA Teacher 6A Interview

13TEACHER6A: Yes, becoming more understanding. You know, I'm interested in relationships, you know I've always wanted to be a counselor…

2:1 ¶ 1 in ELA Teacher 6B Interview

Teacher 6B had the highest reading motivation of all 6 teachers interviewed, with an average of 4.33. Her 6th grade students tied with the other 6th graders as being the most highly motivated readers in the school. She is 28 years old and has been teaching for almost 5 years. She is the single mother of a toddler at home. You will see her referring to me as "ma'am" because I was a teacher when she was in elementary school, and in the South, many children are taught that it is considered polite to refer to a woman in authority as "ma'am."

2:8 ¶ 19 in ELA Teacher 6B Interview

2TEACHER6B: Non-fiction things, I don't—really like reading non-fiction things, the uh..research –I guess I'm interested in that because it has something to do with my classroom, and I can apply it. But the hardest thing for me to do when I read is just to engage with non-fiction.

2:10 ¶ 27 in ELA Teacher 6B Interview

10TEACHER6B: Read aloud, I really enjoy reading aloud to my students and then stopping for comprehension. So, instead of just reading throughout the whole chapter, after about every 2 or 3 paragraphs, just stop and check out comprehension. Just actually engaging them in the reading. Because something I've found, and something that I do as well, after a few paragraphs, I just stop, or I make notes to the side, or I teach my kids to do that as well. Just stop and think about what you've read instead of just trudging through it.

2:14 ¶ 7 in ELA Teacher 6B Interview

6TEACHER6B: I like doing research—I know that's crazy, but I like research about differentiation, and um, anything that I can use in the classroom, but I also like reading just for pleasure. Um—like Nora Robert's mystery books and anything romance. Mysteries are my main genre, there, but I really enjoy reading. It's one of the things that I do for my downtime.

2:16 ¶ 45 in ELA Teacher 6B Interview

14TEACHER6A: As a child, I do remember loving AR. Um, and I tell my students—I'm honest with my students. I absolutely hated reading until in 8th grade. Ms. Durrence got me hooked on Harry Potter—of all things, those big old chapter books. But she got me hooked on reading Harry Potter and kind of talked to me to find out what kinds of things I was interested in… and kind of sparked my interest, and um, she guided me towards novels that I enjoyed reading. And in 8th grade when she did that, I got hooked on reading. That's something that I try to instill in my students as well. I always ask them in the beginning of the year I give them an interest survey—do you like reading? Do you not like reading? And those kids, I try to pull them aside and figure out what they enjoy. If they like sports or if they like reading non-fiction. Some of them do like non-fiction, but some of them don't, and I'll encourage them to go find a sports novel or a book that has something to do with sports, but its fiction. So it centers around their interests, but it's not non-fiction. I just try to do what my teacher did and work with them, and it impacted me.

2:17 ¶ 39 in ELA Teacher 6B Interview

8TEACHER6B: That's a hard one. When I think of that, I automatically go to my Specialist's Degree. Um, with it being difficult to understand—especially with the college—if I feel like I'm getting frustrated—I'll stop. I'll put it down. I've found that with my assignments. They're not hard. They're just time consuming. When I feel like I'm getting frustrated, I'll stop. I'll give myself a 10-minute break, snack on something, and then come back to it.

2:21 ¶ 9 in ELA Teacher 6B Interview

8TEACHER6B: Yeah, I'm working on my Specialist's degree, also, so pretty much daily as soon as I put my son to sleep down at bedtime, I go and I'm working on something.

2:33 ¶ 23 in ELA Teacher 6B Interview

6TEACHER6B: I just go Google the word if I don't know it and come back to it, um..

3:12 ¶ 21 in ELA Teacher7B Interview

2TEACHER7B: I always read it aloud to them.

3:14 ¶ 23 in ELA Teacher7B Interview

4TEACHER7B: For that class that she was in, we paused a lot, and I explained a lot because there were some things in there that they weren't quite getting, but once I stopped and explained it, they got it—and they remembered it the next day. I would always recap the next day. I would recap what we read the day before. And it would get them to ask more questions and things like that when we would read the next chapter.

3:23 ¶ 19 in ELA Teacher7B Interview

18TEACHER7B:Umm… I just tried to talk to them about what interested them and things that they enjoyed, and I tried to find books related to that. I told them that it didn't have to be a novel—it could be a comic book or an article on line—whatever—if it is something you are interested in. Um … so that's, and I got more of them reading like that.

4:1 ¶ 13 in ELA Teacher8A Interview

12TEACHER8A: I know they did, but I just didn't know who they were—I just knew I was not going to be one of them. I wasn't going to be a child who didn't do the reading or wasn't going—but now, I wasn't a straight A student either—I mean I probably did have an "A" in that class, but I didn't want to let her down, but in Ms. Banks' classroom, I probably didn't even read one book and have to do a book report on it. In Ms. Banks' class, it was not a requirement to read. That's why in my own class, I knew that if I was that way as a student, I had to set the bar high because if I didn't set that level of expectation, they wouldn't work to achieve it.

4:6 ¶ 1 in ELA Teacher8A Interview

8th grade Teacher A is a 50-year-old white female with over 20 years of teaching experience; she has two adult children. Of all the teachers surveyed, she had the lowest motivation to read score (2.9). Her two highest motivators to read stem from (1) wanting to do well in other realms, and (2) reading as a part of who she is.

4:12 ¶ 17 in ELA Teacher8A Interview

4TEACHER8A: It was having that expectation that they would read. But I also think part of it is because I knew what types of books to put children with some times, too. Like I knew what would help with reluctant readers. Like I knew to give them the Amulet Series—that's a graphic novel series—that they could read it one night, or two nights, or three—so like D'Mari, he's one of the ones—he's been reading Amulet. He started last year after he saw one of his friends reading it on the bus.

4:25 ¶ 59 in ELA Teacher8A Interview

11TEACHER8A: See? You use that, but I try to tell my students, and I tell them to bring me their library card, and they have to get a library card. They bring it to me, then we put in their number, I put it in a Google Spreadsheet, and then I link their Soara account, here at school, that way they can read the books that they were reading at home on their phone that they can read on their chromebooks here at school.

4:28 ¶ 73 in ELA Teacher8A Interview

12TEACHER8A: And we did a whole little biography of him that he was not a good student, and what happened to him was that a librarian got him to read and saved his life. Because he was failing all his classes, and a librarian started giving

him books. He was a very gifted student—you could tell he was gifted because he joined the miliary and was in engineering. So, you could tell he was gifted— he just wasn't reaching his potential. Honestly, he was the kind of student that would probably be on medication today. A lot of our authors are—

4:32 ¶ 83 in ELA Teacher8A Interview

10TEACHER8A: I don't think its as important—it's important, but it's not as important as practicing. No one is born knowing how to read well, it comes with practicing. Learning to read is something that is going to take time, and it's also looking up words as it goes. I have students in my classroom, and I know all they do is go home and curl up with their books, They'll keep their phones beside them so they know what words mean. They try to use their context clues. You don't have to read well, but it helps.

5:9 ¶ 15 in ELA Teacher8B Interview

14TEACHER8B: Yes, that's it. I do re-read. Um, I tell myself to slow down. If it's something I'm reading—like with my classes—I do re-read the guided reading questions prior to reading to see how other people—what other people may be looking for in a text. It depends if it's for here—or for hobby.

5:10 ¶ 19 in ELA Teacher8B Interview

1TEACHER8B: Well, I think requiring the reading has really helped them. Because since they're being graded on the reading at this point and being active—they're being forced to read, and I notice from just a few students— they've moved up from—I can't tell by STAR levels at this point, but they're going from really small little books that are 1-point books up to 4-point books.

5:18 ¶ 45 in ELA Teacher8B Interview

11TEACHER8B: We do a lot of popcorn reading, which I don't know if that makes it more enjoyable or not. For some of them they love targeting each other—others, it's not so much fun, but there's a lot of laughter that goes on—I try to overact some of it, too. When I see something, I read part of it, and I like to overact—reenact parts of the scene so they can feel like they are there.

5:25 ¶ 1 in ELA Teacher8B Interview

8th Grade Teacher B is 30 years old. She is married with a special needs child at home. Last year was her first year of teaching. Her Reading Motivation score was the second lowest of all the teachers. Her 8th grade students had the second lowest motivation score of all middle school students.

5:43 ¶ 21 in ELA Teacher8B Interview

3TEACHER8B: You like it? We do 50 minutes per week that are required and we set their goals in AR, and that's their goal—not the grade—but their goal of points that they are required to meet for each 9 weeks. That's for a perfect 100.

6:1 ¶ 1 in ELA Teacher7A Interview

Teacher 7A is tied for the second highest motivation to read of all the teachers. Teacher 7A is 25 years old with 2 small children at home. Upon interviewing her, I discovered that she is taking courses towards her Educational Specialist's degree at a nearby university. She considers reading to be a part of who she is, and she reads to do well in other realms. Her raw score in Schutte and Malouff's (2222) survey was 85, while the average was 78.6.

6:5 ¶ 5 in ELA Teacher7A Interview

TEACHER7A: I rarely read a literary text that I struggle to comprehend now that I am out of core classes in college. I typically read things that are on my reading level or slightly above. I do do a lot of—I read on my phone, so I look up words a lot, so I'm still reading complex text, but I'm never like struggling to understand what's going on. I appreciate being good at it.

6:7 ¶ 7 in ELA Teacher7A Interview

TEACHER7A: Finding time when, especially as a college student who has a lot of required reading, finding time to enjoy it because I obviously read a lot with the college with required reading, but it doesn't feel like reading because it's a requirement. So-

6:13 ¶ 13 in ELA Teacher7A Interview

TEACHER7A: I really try to remind them that to practice reading, you don't have to be reading a book. Like, if you turn the subtitles on the TV, you're reading subtitles. If you have the subtitles on when you're watching Tik Tok, at least you're being exposed to the words. And, I encourage them to read books, but I also try to remind them that you can get practice reading almost in anything you do because there is text everywhere.

6:17 ¶ 17 in ELA Teacher7A Interview

TEACHER7A: Yes, because as far as the… my educational schooling purpose, I'm reading professional development texts, at the middle school, I'm reading young adult, so at home, adult suspense.

6:25 ¶ 25 in ELA Teacher7A Interview

TEACHER: (Laughs) I was a really avid reader in middle school, so I really try to encourage books that I've already read. Like, I know some of my class last year, we were very deep into the Harry Potter series. I had some who had already started, and I was like, "Oh, when I read this book, this is what I thought." And I had one student who'd never even considered reading them, and he read them all within like 2 weeks, and I was like, "Yeah, read this." I think the biggest thing is like, talking about my experiences with the book they're reading. Even if I've never read the book, a lot of times, I'll read the back, and I'll say, "Oh, I'll really be interested to know what happens with x,y, and z. Just kind of creating an open dialogue about what they're reading. I don't feel like that's what they said.

6:27 ¶ 27 in ELA Teacher7A Interview

TEACHER7A: I am a summarizer.

6:31 ¶ 31 in ELA Teacher7A Interview

TEACHER7A: A lot of times, too, I do try to like, "So picture Bob here…" I will try to take the character and turn them into one of the students, so they can kind of visualize it better. Especially with my low to average classes.

● VALUE

Comment: by Clarice Shuman
10/24/2022 7:23:32 PM, merged with TBel

23 Quotations:

1:1 ¶ 72 in ELA Teacher 6A Interview

6TEACHER6A: To me, Reading and Math are the two most important [subjects]. Math—I can't do a lot of it—but I do feel that it is important as well. But—Reading is almost the same thing. Well, I'll go ahead and tell you about Math. You can hire somebody—an accountant, but if you don't understand that Math yourself that accountant can take everything you have and that happened to my step-dad. And it is the same with reading. You can sign off-the kids sign off on the Accelerated Reader Honor Code, and they are asking me to have the book out, and I say, "Well, you signed an Honor Code." And they say, "I did?" And I say, "Yes, you did—at the beginning of the year." And I read it to them, but they have no idea what they've signed because they've never read it. Uh, or they read it and they didn't comprehend even though we read it to them. They still weren't really paying attention. So, it's important to know what you've read, and it's important—if you don't know a word, it's important to look it up…

1:14 ¶ 12 in ELA Teacher 6A Interview

10TEACHER6A: That's the hard thing, I don't know what the easiest thing is. Um, I'm a pretty good reader…I can break down words pretty easily, I use context clues just like I teach my kids. Um, I'm a good speller, so that makes it easier to read.,,

1:84 ¶ 70 in ELA Teacher 6A Interview

4TEACHER6A: Most definitely-

2:4 ¶ 31 in ELA Teacher 6B Interview

14TEACHER6B: Yeah, I do read on Social Media "Moms of *****" it's a—keeps me up to date on what's going on here, but a lot of things it has to do with parenting. I read up on that. The social part of parenting, you know, how to

develop well-rounded students—I mean kids… I read up on that because I want to be the best Mom I can be. I'm a little obsessed with that, but as far as correcting behavior. How to do it, how not to do it, um to benefit the child, but I enjoy reading online platforms as well. Just like—online articles and various things of interest.

2:8 ¶ 19 in ELA Teacher 6B Interview

2TEACHER6B: Non-fiction things, I don't—really like reading non-fiction things, the uh..research –I guess I'm interested in that because it has something to do with my classroom, and I can apply it. But the hardest thing for me to do when I read is just to engage with non-fiction.

2:10 ¶ 27 in ELA Teacher 6B Interview

10TEACHER6B: Read aloud, I really enjoy reading aloud to my students and then stopping for comprehension. So, instead of just reading throughout the whole chapter, after about every 2 or 3 paragraphs, just stop and check out comprehension. Just actually engaging them in the reading. Because something I've found, and something that I do as well, after a few paragraphs, I just stop, or I make notes to the side, or I teach my kids to do that as well. Just stop and think about what you've read instead of just trudging through it.

2:13 ¶ 42 in ELA Teacher 6B Interview

11CLARICE: Is it important to learn to read well?

2:16 ¶ 45 in ELA Teacher 6B Interview

14TEACHER6A: As a child, I do remember loving AR. Um, and I tell my students—I'm honest with my students. I absolutely hated reading until in 8th grade. Ms. Durrence got me hooked on Harry Potter—of all things, those big old chapter books. But she got me hooked on reading Harry Potter and kind of talked to me to find out what kinds of things I was interested in… and kind of sparked my interest, and um, she guided me towards novels that I enjoyed reading. And in 8th grade when she did that, I got hooked on reading. That's something that I try to instill in my students as well. I always ask them in the beginning of the year I give them an interest survey—do you like reading? Do you not like reading? And those kids, I try to pull them aside and figure out what they enjoy. If they like sports or if they like reading non-fiction. Some of them do like non-fiction, but some of them don't, and I'll encourage them to go find a sports novel or a book that has something to do with sports, but its fiction. So it centers around their interests, but it's not non-fiction. I just try to do what my teacher did and work with them, and it impacted me.

2:27 ¶ 15 in ELA Teacher 6B Interview

14TEACHER6B: I enjoy reading because I enjoy learning new things. I enjoy seeing new vocabulary words, and I enjoy filling my head; it just broadens my knowledge.

2:29 ¶ 17 in ELA Teacher 6B Interview

16TEACHER6B: Not so much because it's easy, it's just I enjoy gaining something from reading.

2:45 ¶ 43 in ELA Teacher 6B Interview

12TEACHER6B: Yes! Yes ma'am. Reading is applied in everything you do inside and outside of school, so it's—you've got to be able to function in the community.

3:11 ¶ 15 in ELA Teacher7B Interview

14TEACHER7B: I think you just have to put the effort and try to read more. The more you read, the more you enjoy it. I feel like.

3:20 ¶ 40 in ELA Teacher7B Interview

7CLARICE: Is it important to learn to read well?

3:21 ¶ 43 in ELA Teacher7B Interview

10TEACHER7B: I'm just looking at, like with my kids. ***** is a very avid reader, and I've really pushed her to read. She's gotten to a place where she really enjoys to read what she likes. Her spelling and vocabulary is pretty good— I mean she had the highest Lexile in her class—so I'm very proud of that. Then I have *****. He does not like—he's someone I have to push much harder because he just kind of gives up a lot quicker, so I can just kind of see the difference between them two. I mean she has read pretty much since she was younger, and I can see how it's helped her in her academics. ****, I can see where he is struggling---

4:8 ¶ 5 in ELA Teacher8A Interview

4TEACHER8A: But now when I was in school, I struggled with reading comprehension in 4th grade because I got a "C" in that class. But that sometimes doesn't mean you're a struggling reader, but I did not read until I had Charlotte King in 8th grade, because she made me read. So in 6th grade I had Mary Catherine Banks, and we only had to read for book reports. And we had to do those stupid SRA kits-

4:12 ¶ 17 in ELA Teacher8A Interview

4TEACHER8A: It was having that expectation that they would read. But I also think part of it is because I knew what types of books to put children with some times, too. Like I knew what would help with reluctant readers. Like I knew to give them the Amulet Series—that's a graphic novel series—that they could read it one night, or two nights, or three—so like D'Mari, he's one of the ones—he's been reading Amulet. He started last year after he saw one of his friends reading it on the bus.

4:32 ¶ 83 in ELA Teacher8A Interview

10TEACHER8A: I don't think its as important—it's important, but it's not as important as practicing. No one is born knowing how to read well, it comes with practicing. Learning to read is something that is going to take time, and it's also looking up words as it goes. I have students in my classroom, and I know all they do is go home and curl up with their books, They'll keep their phones beside them so they know what words mean. They try to use their context clues. You don't have to read well, but it helps.

4:34 ¶ 19 in ELA Teacher8A Interview

6TEACHER8A: That's what I'm saying. It's just getting those books in their hands.

4:35 ¶ 25 in ELA Teacher8A Interview

2TEACHER8A: I think it's just picking different books because sometimes you'll get um soft stuff—what we call "beach reads", and sometimes you've got to make yourself stretch. Like this summer, The People We Meet on Vacation—it didn't really do anything for me as a reader, it was just okay. I kept turning the chapters and going through it and finished it because I don't like to not finish one, and it was entertaining, and it was okay, but it didn't really do anything for me. But then, when I'm reading the book that I'm reading right now—it's doing a lot for me in terms of opening up and seeing. Like one thing I hadn't really thought about was all the children hidden in France during WW2 that needed papers filled out for them to get them to escape to Switzerland to get them to be adopted by other families. That's what I'm reading about right now, and while it's fiction, it's still based on—

5:10 ¶ 19 in ELA Teacher8B Interview

1TEACHER8B: Well, I think requiring the reading has really helped them. Because since they're being graded on the reading at this point and being active—they're being forced to read, and I notice from just a few students—they've moved up from—I can't tell by STAR levels at this point, but they're going from really small little books that are 1-point books up to 4-point books.

5:20 ¶ 49 in ELA Teacher8B Interview

1TEACHER8B: I try telling some of the students—because even if you aren't going to college—even if you work at McDonald's, any job—you're going to have to read—and….it's just an essential skills. Everything we do—whether it is reading signs outside or going to the grocery store or McDonald's—you can't get through life without reading, but, am I answering the question?

5:52 ¶ 47 in ELA Teacher8B Interview

13TEACHER8B: Yes, I think so.

6:11 ¶ 11 in ELA Teacher7A Interview

TEACHER7A: Practice.

Appendix H

Student Interview Code Report

Project: Dissertation Student Interviews

Report created by Clarice Shuman on 11/17/2022

Code Report

All (7) codes

● HGH MTV

Created by Clarice Shuman on 10/25/2022, modified by Clarice Shuman on 10/26/2022

0 Groups

● HGH MTV: Motivation

Comment: by Clarice Shuman
| *10/25/2022 2:30:26 PM, merged with RD MOTV*

11 Quotations:

2:21 ¶ 7 in Student 6th Grade High Motivation Teacher B

STUDENT6B: Hmmm…I would say about the easiest thing is like, enjoying the books.

5:13 ¶ 42 in Student 7th Grade High Motivation Teacher A

STEPHENIE: I have this book; it's a great summer read. You have to read it! I was like, "Are you ordering me?" She's like, "Yes."

5:17 ¶ 54 in Student 7th Grade High Motivation Teacher A

STEPHENIE: Yes ma'am, I firmly believe that because when I was in about up until about 6th grade, I was one of those that didn't like to read much. But then, my neighbors, you remember, ***** *****? She was like—you've got to read Harry Potter. Take the book. Take the book and read the first chapter before you go to bed. And I did. The more I read it, the more I was like, "I can't put it down." My teachers would see me reading that in their class instead of what we were supposed to be reading and tell me to put it down.

5:26 ¶ 26 in Student 7th Grade High Motivation Teacher A

STEPHENIE: Sometimes. Sometimes, my mother will be reading a book, and she says, "I think you'll really like this book," but it might have some content in it that doesn't meet the criteria to be in the school library---

5:47 ¶ 10 in Student 7th Grade High Motivation Teacher A

STEPHENIE: I think I would be about like a hearty reader—maybe just a smidge off. (Smiles)

7:37 ¶ 3 in Student 6th Grade High Motivation Teacher A

ALEX: Umm…I mean am I motivated…is that what you mean?

7:51 ¶ 11 in Student 6th Grade High Motivation Teacher A

ALEX: I feel more motivated most weeks than not…

7:68 ¶ 48 in Student 6th Grade High Motivation Teacher A

CLARICE: Really?

8:3 ¶ 9 in Student 7th Grade High Motivation Teacher B

SANDRA: When I got time, I mostly read. I really enjoy reading when I've got peace and quiet.

8:39 ¶ 27 in Student 7th Grade High Motivation Teacher B

SANDRA: (Nods yes) I think it is Dork Diaries, and I got one from Ms. ***** it's something about a Secret Library.

12:16 ¶ 3 in Student 8th Grade High Motivation Teacher A

COLLEEN: I'm a daily reader. I do. I read about an hour or two a day.

● LW MTV

13 Quotations:

1:3 ¶ 5 in Student 7th Grade Low Motivation Teacher B

MATTIE: I'm kind of like…a more in between reader—like in between what you just said. I like to read books, but at the same time I… I have to really try…. Like I like reading about the Holocaust and WW2.

3:99 ¶ 50 in Student 6th Grade Low Motivation Teacher A

CONNOR: Sometimes.

4:11 ¶ 34 in Student 6th Grade Low Motivation Teacher B

MARTHA: I don't really got anything to read on. I mean, I got books that I read sometime.

4:27 ¶ 54 in Student 6th Grade Low Motivation Teacher B

MARTHA: Not really because that's the only time I get to talk with my friends.

9:67 ¶ 31 in Student 7th Grade Low Motivation Teacher A

KAYDEN: (Shakes his head no).

10:1 ¶ 3 in Student 8th Grade Low Motivation Teacher A

DAVID: A bad one.

10:11 ¶ 57 in Student 8th Grade Low Motivation Teacher A

DAVID: Stuff I want to read. Um… I don't really have that much time to read. I mean, I don't like reading, so I barely do it, for like 30 minutes—maybe 10, if that.

10:14 ¶ 63 in Student 8th Grade Low Motivation Teacher A

DAVID: I don't really focus on that many books now. I ain't even got—I don't really even study up here (at the high school) anymore because I can't because I ain't got time for it because when we get home, it's almost 4:30, so I try and calm myself down (unintelligible) I try to do something outside and stay active, you know…come in, eat, shower, brush my teeth, watch TV, go to bed.

10:31 ¶ 5 in Student 8th Grade Low Motivation Teacher A

DAVID: I don't read enough, and my words are kind of like, messed up.

11:2 ¶ 5 in Student 8th Grade Low Motivation Teacher B

JESSICA: I'm not a very strong reader, um..I don't really know. It really just doesn't interest me. I just feel like I'm reading words on a page. Like, I don't get into it.

11:14 ¶ 37 in Student 8th Grade Low Motivation Teacher B

JESSICA: No ma'am. I don't read at home. (Laughs)

11:30 ¶ 2 in Student 8th Grade Low Motivation Teacher B

CLARICE: You took a survey at the end of the year about your motivation to read, and according to your survey, you don't enjoy reading that much.

11:133 ¶ 63 in Student 8th Grade Low Motivation Teacher B

JESSICA: I don't like it.

● NEG BLFS

22 Quotations:

1:3 ¶ 5 in Student 7th Grade Low Motivation Teacher B

MATTIE: I'm kind of like…a more in between reader—like in between what you just said. I like to read books, but at the same time I… I have to really try…. Like I like reading about the Holocaust and WW2.

1:66 ¶ 9 in Student 7th Grade Low Motivation Teacher B

MATTIE: Comprehending.

3:57 ¶ 8 in Student 6th Grade Low Motivation Teacher A

CONNOR: Not giving up when there are a lot of words.

3:63 ¶ 16 in Student 6th Grade Low Motivation Teacher A

CONNOR: Harry Potter and, I like, like Diary of a Wimpy Kid because it shows like pictures of what it's doing.

4:18 ¶ 56 in Student 6th Grade Low Motivation Teacher B

MARTHA: It's not that it's hard to read, it's just like, depending on what book you get, people—they'll judge you for what book you get—

4:34 ¶ 14 in Student 6th Grade Low Motivation Teacher B

MARTHA: Yeah, what it means or what it is because sometimes it's hard for me to, like pronounce words—

4:56 ¶ 12 in Student 6th Grade Low Motivation Teacher B

MARTHA: Probably trying to figure out a word without, like, being able to use anything.

8:28 ¶ 13 in Student 7th Grade High Motivation Teacher B

SANDRA: Like if there's like big words, and I can't really understand it…

9:32 ¶ 9 in Student 7th Grade Low Motivation Teacher A

KAYDEN: Sometimes it is difficult.

9:33 ¶ 11 in Student 7th Grade Low Motivation Teacher A

KAYDEN: Probably actually having the time to do it and understanding big words, which would sometimes make a book hard to understand.

10:1 ¶ 3 in Student 8th Grade Low Motivation Teacher A

DAVID: A bad one.

10:7 ¶ 27 in Student 8th Grade Low Motivation Teacher A

DAVID: I ain't never one to answer that (unintelligible)

10:9 ¶ 39 in Student 8th Grade Low Motivation Teacher A

DAVID: Heck no, I'd have been on my phone.

10:31 ¶ 5 in Student 8th Grade Low Motivation Teacher A

DAVID: I don't read enough, and my words are kind of like, messed up.

10:38 ¶ 11 in Student 8th Grade Low Motivation Teacher A

DAVID: The big words.

11:2 ¶ 5 in Student 8th Grade Low Motivation Teacher B

JESSICA: I'm not a very strong reader, um..I don't really know. It really just doesn't interest me. I just feel like I'm reading words on a page. Like, I don't get into it.

11:19 ¶ 51 in Student 8th Grade Low Motivation Teacher B

JESSICA: Probably, but I know one thing that I didn't like to read was AR. It was like in elementary school, and I HATED how we were forced to read. Like, and taking the AR tests made it like—even worse. I just didn't comprehend it and it just, like, put me down and seeing what the scores were…

11:30 ¶ 2 in Student 8th Grade Low Motivation Teacher B

CLARICE: You took a survey at the end of the year about your motivation to read, and according to your survey, you don't enjoy reading that much.

11:46 ¶ 11 in Student 8th Grade Low Motivation Teacher B

JESSICA: Um, comprehending it—getting into it and liking it.

11:133 ¶ 63 in Student 8th Grade Low Motivation Teacher B

JESSICA: I don't like it.

11:136 ¶ 13 in Student 8th Grade Low Motivation Teacher B

JESSICA: I think it would take, um, like finding the right book before I would enjoy it. And I like to, you know, read more, before I do.

13:45 ¶ 29 in 8th Grade Student High Motivation Teacher B

VALERIA: Just staring at the book (Laughs)

● POS BLFS

21 Quotations:

1:21 ¶ 69 in Student 7th Grade Low Motivation Teacher B

MATTIE: Yeah, because like, say you're a doctor, and you have to like, they tell you stuff—they tell you to type it, and then you have to go back and read it, so you have to know what you typed.

2:38 ¶ 51 in Student 6th Grade High Motivation Teacher B

STUDENT6B: Mm Hmm because it can help you become more successful in life.

3:23 ¶ 76 in Student 6th Grade Low Motivation Teacher A

CONNOR: It is important because you kinda read daily most of the time.

4:136 ¶ 60 in Student 6th Grade Low Motivation Teacher B

MARTHA: Because like you just grow up not reading, how are you going to get through life? Because I think all jobs involve reading.

5:3 ¶ 18 in Student 7th Grade High Motivation Teacher A

STEPHENIE: I think just take more time out of my day to spend more time reading because I think it's kind of like drinking water—the more you drink it, the more you crave it. So, the more you read, the more you need to read.

5:4 ¶ 20 in Student 7th Grade High Motivation Teacher A

STEPHENIE: I think if you just told them that they would not, but if they actually took the time to sit down and just read—maybe just start off with 5 minutes a day. Then they would say, "Yeah, I could up it to 10 minutes," And then, maybe, 15 and so on and so forth. Then next thing they know—they spend their entire afternoon reading.

5:17 ¶ 54 in Student 7th Grade High Motivation Teacher A

STEPHENIE: Yes ma'am, I firmly believe that because when I was in about up until about 6th grade, I was one of those that didn't like to read much. But then, my neighbors, you remember, ***** *****? She was like—you've got to read Harry Potter. Take the book. Take the book and read the first chapter before you go to bed. And I did. The more I read it, the more I was like, "I can't put it

down." My teachers would see me reading that in their class instead of what we were supposed to be reading and tell me to put it down.

5:29 ¶ 56 in Student 7th Grade High Motivation Teacher A

STEPHENIE: I think so, and I think reading is something that I cherish a lot. I think it's really important because it helps your grammar a lot-- and your spelling. Scientists have seen in studies that it makes the neurons (or something like that) in your brain move faster and makes you sharper. I guess, you could use smarter, but I don't know.

7:59 ¶ 23 in Student 6th Grade High Motivation Teacher A

ALEX: Um…, give an effort and not just expect it to come. Just actually, you know, maybe put in effort, you know, and then you can expect results.

7:75 ¶ 71 in Student 6th Grade High Motivation Teacher A

ALEX: Yes! (Responds immediately). Of course.

8:58 ¶ 53 in Student 7th Grade High Motivation Teacher B

SANDRA: Most jobs—you gotta read stuff, and you just gotta be able to know what's going on. And if you have to sign a paper saying this—you need to know what it says. You need to know how to read.

9:42 ¶ 15 in Student 7th Grade Low Motivation Teacher A

KAYDEN: Read more.

9:97 ¶ 45 in Student 7th Grade Low Motivation Teacher A

KAYDEN: Cause it'll help you later on in life.

9:104 ¶ 47 in Student 7th Grade Low Motivation Teacher A

KAYDEN: Communication skills.

10:21 ¶ 85 in Student 8th Grade Low Motivation Teacher A

DAVID: Literally everything. Math, Science, ELA, everything. Every type of job requires reading. Like being a cop—you gotta read their words.

10:56 ¶ 25 in Student 8th Grade Low Motivation Teacher A

DAVID: Yeah, you get more knowledge.

11:143 ¶ 57 in Student 8th Grade Low Motivation Teacher B

JESSICA: Cause I feel like reading is always gonna be there. Like not matter what job you have, you're always gonna have to read something.

12:20 ¶ 9 in Student 8th Grade High Motivation Teacher A

COLLEEN: I feel like you have to find an author or book, like a certain genre of books that you like to finally, like, get "in" to reading.

12:52 ¶ 51 in Student 8th Grade High Motivation Teacher A

COLLEEN: I think it might help you better understand—well, like vocabulary. Okay, so I struggled with vocabulary, and then, after the last test, I was at an 11th grade vocabulary level—just from me reading. So, it helps with your vocabulary (long pause)

12:55 ¶ 55 in Student 8th Grade High Motivation Teacher A

COLLEEN: Yes, it just opens your mind up to new things.

13:22 ¶ 67 in 8th Grade Student High Motivation Teacher B

VALERIA: I mean, yeah. It expands your vocabulary more.

● RD DSTRC

17 Quotations:

1:25 ¶ 47 in Student 7th Grade Low Motivation Teacher B

MATTIE: Um, I watch Tik Tok sometimes at night but

1:108 ¶ 45 in Student 7th Grade Low Motivation Teacher B

MATTIE: I do use Facebook.

2:9 ¶ 30 in Student 6th Grade High Motivation Teacher B

CLARICE: Do you read on YouTube or are you mainly watching on YouTube?

2:47 ¶ 11 in Student 6th Grade High Motivation Teacher B

STUDENT6B: Be more focused because I lose focus on stuff really fast…

3:28 ¶ 52 in Student 6th Grade Low Motivation Teacher A

CONNOR: Yeah, I'm on like Tik Tok and YouTube.

3:105 ¶ 56 in Student 6th Grade Low Motivation Teacher A

CONNOR: A LOT!

4:24 ¶ 32 in Student 6th Grade Low Motivation Teacher B

MARTHA: Most of the time. I am able to concentrate better at home.

4:61 ¶ 18 in Student 6th Grade Low Motivation Teacher B

Because somebody can move, and I'll like easily get distracted because I've got ADHD.

4:91 ¶ 39 in Student 6th Grade Low Motivation Teacher B

CLARICE: Okay, do you watch YouTube Videos at home?

5:22 ¶ 38 in Student 7th Grade High Motivation Teacher A

STEPHENIE: Definitely. You would definitely see that in my day-to- day life just because I communicate a lot with my friends at home. Usually it will be over Face Time, but I mean, sometimes I'll be scrolling through social media and reading what's going on and looking at pictures and stuff. But, if we're talking about like, texting or something, then yeah.

7:66 ¶ 45 in Student 6th Grade High Motivation Teacher A

ALEX: Hour or two, I think.

9:9 ¶ 27 in Student 7th Grade Low Motivation Teacher A

KAYDEN: Uh… when you read on your cell phone, you'll get notifications and stuff like that, so then you'll just look up at those and then you'll lose your spot versus when you're reading in a book you can silence your phone, put it to the side, and you don't have to worry about getting notifications that just pop up.

9:33 ¶ 11 in Student 7th Grade Low Motivation Teacher A

KAYDEN: Probably actually having the time to do it and understanding big words, which would sometimes make a book hard to understand.

10:9 ¶ 39 in Student 8th Grade Low Motivation Teacher A

DAVID: Heck no, I'd have been on my phone.

10:78 ¶ 43 in Student 8th Grade Low Motivation Teacher A

From about the time after school when I get home---maybe about 2-3 hours because we lay down about 8 to make our brain calm down, so, probably maybe 2 or 3 hours because I play outside a lot.

10:80 ¶ 45 in Student 8th Grade Low Motivation Teacher A

DAVID: Tik Tok, Snapchat, Instagram

11:140 ¶ 39 in Student 8th Grade Low Motivation Teacher B

JESSICA: Um Hm (Yes). I read, like, Snapchat, Instagram, Tik Toks.

○ RDG PRCT

6 Quotations:

1:11 ¶ 41 in Student 7th Grade Low Motivation Teacher B

MATTIE: I read the Bible most of the time…

2:36 ¶ 35 in Student 6th Grade High Motivation Teacher B

STUDENT6B: So, like, at school when we're reading a new book in ELA and that's usually how I find out, or like in the library when I try to get me a book, I like look around and I might see something that I might like.

5:4 ¶ 20 in Student 7th Grade High Motivation Teacher A

STEPHENIE: I think if you just told them that they would not, but if they actually took the time to sit down and just read—maybe just start off with 5 minutes a day. Then they would say, "Yeah, I could up it to 10 minutes," And then, maybe, 15 and so on and so forth. Then next thing they know—they spend their entire afternoon reading.

8:48 ¶ 41 in Student 7th Grade High Motivation Teacher B

SANDRA: So when she'd read….one time when we read a book—it had Spanish words---

9:9 ¶ 27 in Student 7th Grade Low Motivation Teacher A

KAYDEN: Uh… when you read on your cell phone, you'll get notifications and stuff like that, so then you'll just look up at those and then you'll lose your spot versus when you're reading in a book you can silence your phone, put it to the side, and you don't have to worry about getting notifications that just pop up.

11:77 ¶ 35 in Student 8th Grade Low Motivation Teacher B

JESSICA: I like to read fiction books.

● TCHR INFLU

Comment: by Clarice Shuman
Time to read in classroom 10/25/2022 2:37:12 PM, merged with TCHR

34 Quotations:

1:127 ¶ 61 in Student 7th Grade Low Motivation Teacher B

MATTIE: Some people say makes games, but I don't see how you could make games out of reading.

2:16 ¶ 46 in Student 6th Grade High Motivation Teacher B

CLARICE: Did your teacher read that to you?

2:37 ¶ 15 in Student 6th Grade High Motivation Teacher B

STUDENT6B: (unintelligible)…already do this but help me understand something I don't understand, like explaining it.

3:15 ¶ 66 in Student 6th Grade Low Motivation Teacher A

CONNOR: They could probably let us get on YouTube so that way we could get a read-out-loud- and…

4:7 ¶ 26 in Student 6th Grade Low Motivation Teacher B

MARTHA: Mm Hm (yes) she read aloud to all of us—

4:28 ¶ 15 in Student 6th Grade Low Motivation Teacher B

CLARICE: Pronunciation is hard. If a teacher tries to tell you what it means—does that help?

4:72 ¶ 24 in Student 6th Grade Low Motivation Teacher B

MARTHA: Probably like, express the characters' feelings.

5:5 ¶ 22 in Student 7th Grade High Motivation Teacher A

STEPEHENIE: I think just trying to learn what type of books—I mean this could go for any student—not just me. Kind of learn what kind of books kids like to read, and then they can make recommendations if they've read those kinds of books. And then, like, if somebody is reading Harry Potter, and they really like Harry Potter, then they can recommend the Percy Jackson series or vice versa. Or, if somebody really like the Sarah Dessin books, they could move onto something like Twilight because I see a lot of reflection in those.

5:15 ¶ 50 in Student 7th Grade High Motivation Teacher A

STEPHENIE: Well, it depends on each student because in my friend group, I know I like to read and my best friend likes to read, but my other friend in the group—she despises reading. I mean, it's just, one thing that I was always told about reading—and I strongly believe is—you don't like reading unless you're reading the right stuff. I guess what they're doing with the AR stuff, I guess that's kind of encouraging kids, but I think if we keep doing those rewards, the kids will start reading more, and maybe they'll find a certain genre they like, or a certain author. Then, maybe that will get them into reading.

7:18 ¶ 67 in Student 6th Grade High Motivation Teacher A

ALEX: Yeah, she did the goal system. Like, if you read something, you'd get a little prize.

7:22 ¶ 27 in Student 6th Grade High Motivation Teacher A

ALEX: She, like, motivated, us a lot to like—she would, like, tell stories about books, and like, how good they were, and um…she would like, sometimes be descriptive and like, makes little stories out of the book, so she was like into it.

7:27 ¶ 65 in Student 6th Grade High Motivation Teacher A

ALEX: Yeah, um… I guess.. maybe –like how it is right now, with the incentive, like getting 85 points, that's okay, but like, my Math teacher, if we get like 7 lesson passed, she gives us a little piece of candy, but even that can do something to a kid…

7:43 ¶ 31 in Student 6th Grade High Motivation Teacher A

ALEX: She would, like, describe, everything better than the author could.

8:5 ¶ 19 in Student 7th Grade High Motivation Teacher B

SANDRA: She helped me find the books that I actually liked and I stayed on…

8:35 ¶ 23 in Student 7th Grade High Motivation Teacher B

SANDRA: I don't really know. She put like, five books down, and I just read the back of it, and it gave me a little "memo" of it, so I picked out that book, and I started reading it.

8:48 ¶ 41 in Student 7th Grade High Motivation Teacher B

SANDRA: So when she'd read….one time when we read a book—it had Spanish words---

8:50 ¶ 43 in Student 7th Grade High Motivation Teacher B

SANDRA: She would call on me to say those words. She would make it fun, and sometimes she'd just stop in the middle of the book and explain what was going on?

9:49 ¶ 18 in Student 7th Grade Low Motivation Teacher A

CLARICE: So helping you find a book you might want to read based on your interests….what kind of books do you like to read?

9:85 ¶ 37 in Student 7th Grade Low Motivation Teacher A

KAYDEN: She read them to us.

9:91 ¶ 43 in Student 7th Grade Low Motivation Teacher A

KAYDEN: She would stop and just summarize if she thought we might not have understood.

10:17 ¶ 67 in Student 8th Grade Low Motivation Teacher A

DAVID: I don't know. Have like a voice thing? The person who is saying it on the board or something like that?

10:60 ¶ 29 in Student 8th Grade Low Motivation Teacher A

DAVID: Independent reading time.

11:13 ¶ 29 in Student 8th Grade Low Motivation Teacher B

JESSICA: Um. Like when we got done reading a page or something, they would talk about the page or what's going on. Or, after we read the chapter, they'd like break down the parts of it.

11:61 ¶ 21 in Student 8th Grade Low Motivation Teacher B

JESSICA: My teachers, they pushed me more, even when I'm struggling, they want me to do better.

11:67 ¶ 27 in Student 8th Grade Low Motivation Teacher B

JESSICA: They helped me break it down; I think they helped me comprehend it more.

11:136 ¶ 13 in Student 8th Grade Low Motivation Teacher B

JESSICA: I think it would take, um, like finding the right book before I would enjoy it. And I like to, you know, read more, before I do.

12:12 ¶ 43 in Student 8th Grade High Motivation Teacher A

COLLEEN: Well, I did read during that time…I didn't read at home…I just didn't

12:25 ¶ 15 in Student 8th Grade High Motivation Teacher A

COLLEEN: Um, probably—like, Ms. ***** always helped me find, like, an author that I liked, and—

12:27 ¶ 17 in Student 8th Grade High Motivation Teacher A

COLLEEN: She did. Her and Ms. ***** would always recommend good books and good authors. Like Sarah Dessen. I read all the Sarah Dessen books in the library. Um… so I guess if you just find something. Like when they encourage you or show you, like a genre that they think you might like—like when I would go to the library, Ms. ***** would have like, 10 books picked out for me—ready.

12:41 ¶ 37 in Student 8th Grade High Motivation Teacher A

COLLEEN: Um…maybe like… um, normally they go get a book—students get a book and they don't have time to read it because when you're at home, you're doing other things, or you might have extra curriculars, or something. But when they give you time in the classroom to read, it's a lot easier to get through.

13:18 ¶ 61 in 8th Grade Student High Motivation Teacher B

VALERIA: Maybe acting it out?

13:40 ¶ 23 in 8th Grade Student High Motivation Teacher B

VALERIA: I think—reading more--- they need to expand our vocabulary more – different things

13:43 ¶ 26 in 8th Grade Student High Motivation Teacher B

CLARICE: So, when a teacher would say, "Hey, it's time to read your AR book" is that a good time for you? Did you enjoy that?

13:46 ¶ 32 in 8th Grade Student High Motivation Teacher B

CLARICE: So, maybe reading with them?