Creating Classroom Environments that Foster Students’ Reading Motivation

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A research paper submitted in conformity with the requirements
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Abstract

The purpose of this study is to examine how teachers can create a classroom environment that helps to foster students’ reading motivation in the primary grades. Although there is a great deal of research that looks at reading development, there is not a lot of research about reading motivation for students. The information from this study will be derived from interviews conducted with two primary teachers who have made reading motivation a top goal in their classroom. Twelve interview questions were posed to determine how teachers view reading in their classroom, what teaching strategies are implemented, and what resources are introduced in the classroom to help motivate students to read. Analysis of both the related literature and interview responses indicated that there are many elements in successfully creating an environment to foster students’ reading motivation to read independently. These elements include the physical classroom environment, the teaching strategies implemented inside and outside the classroom, what resources are brought into the classroom, the influences of teachers and peers, and the involvement of parents/families and the school community. The findings also suggested the importance of exposing students to a wide variety of books and the central role a teachers’ perspective of the value of reading plays into motivating students to read.

Keywords: Literacy, reading, motivation, and classroom environments
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1: INTRODUCTION</td>
<td>7</td>
</tr>
<tr>
<td>Introduction to the Research Study</td>
<td>7</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>8</td>
</tr>
<tr>
<td>Research Topic/Questions</td>
<td>9</td>
</tr>
<tr>
<td>Background of the Researcher</td>
<td>9</td>
</tr>
<tr>
<td>Overview</td>
<td>10</td>
</tr>
<tr>
<td>Chapter 2: LITERATURE REVIEW</td>
<td>11</td>
</tr>
<tr>
<td>Reading and Motivation</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Environment</td>
<td>12</td>
</tr>
<tr>
<td>Research in Reading Motivation</td>
<td>13</td>
</tr>
<tr>
<td>Factors that Affect Reading Motivation</td>
<td>14</td>
</tr>
<tr>
<td>Opportunities for Choice</td>
<td>14</td>
</tr>
<tr>
<td>Student Interests</td>
<td>15</td>
</tr>
<tr>
<td>Read-Alouds</td>
<td>16</td>
</tr>
<tr>
<td>Reading Time</td>
<td>17</td>
</tr>
<tr>
<td>Book-Rich Environments</td>
<td>17</td>
</tr>
<tr>
<td>Interactions with Others about Books</td>
<td>18</td>
</tr>
<tr>
<td>Critical Role of the Teacher</td>
<td>19</td>
</tr>
<tr>
<td>A Teacher’s Approach to Reading</td>
<td>19</td>
</tr>
<tr>
<td>Chapter 3: METHODOLOGY</td>
<td>21</td>
</tr>
<tr>
<td>Procedure</td>
<td>21</td>
</tr>
</tbody>
</table>
Instruments of Data Collection……………………………………………………………..21
Participants………………………………………………………………………………22
Data Collection and Analysis……………………………………………………………..23
Ethical Review Procedures……………………………………………………………..25
Limitations…………………………………………………………………………………25

Chapter 4: FINDINGS…………………………………………………………………27

Theme 1: The set up of the physical classroom environment is an important factor in motivating students to read……………………………………27

  Personalization and Interests.................................................................28
  Visuals on the Classroom Walls.........................................................29
  A Place to Read.................................................................………………31

Theme 2: Teachers use a variety of teaching strategies inside and outside the classroom environment to motivate students to read………………32

  Daily Routine.................................................................32
  Classroom Strategies Used Inside the Classroom.................................34
  Classroom Strategies Used Outside the Classroom..............................41

Theme 3: Teachers bring a wide variety of resources into the classroom with the goal of motivating all students to read………………43

  Variety of Books.................................................................43
  Making Use of the Library..........................................................45
  Incorporating Technology...........................................................46
  Programs, Workshops, and Conferences.........................................46
  Collaborating with Professionals and Colleagues..............................47
 Theme 4: Influences from teachers and peers can affect student motivation to read. .................................................................48

   Critical Role of the Teacher.................................................................48

   Influence of Peers...........................................................................49

 Theme 5: Involvement of parents/families and the school community can directly affect student motivation to read. ..................50

   Involvement of Parents/Families.......................................................50

   Involvement of the School Community..........................................51

 Chapter 5: DISCUSSION...........................................................................53

   Introduction.......................................................................................53

   Implications.....................................................................................53

   Limitations of this Study and Possible Next Steps.........................55

   Conclusion......................................................................................56

 REFERENCES..........................................................................................58

 APPENDICES....................................................................................60

   Appendix A: Interview Protocol.......................................................60

   Appendix B: Participant Letter of Information and Consent............62
Chapter 1: INTRODUCTION

Introduction to the Research Study

Student motivation has always been a reoccurring problem for teachers in education. The lack of motivation from students is one of the crucial challenges that teachers face in teaching (Edmunds & Bauserman; Gambrell, 1996). From my own background experiences, I have come to understand that motivation means to give somebody incentive; to give somebody a reason to do something. Whether we encourage someone to eat a particular food, participate in a sport, take up a hobby, or complete a core, motivation means to make somebody willing; to make somebody feel enthusiastic, interested, and committed to something. I believe that student motivation and the skill of reading are both essential factors that help to promote student success and life-long learning. This is for the reason that reading is a part of our daily lives. It is something that can be seen in practically everything that individuals take part in. For instance, reading signs in the environment and reading instructions on a manual. Reading can also be found in every subject in schools. However, nowadays many children do not read often enough for pleasure, and if you talk to children, they usually tell you that they do not see reading as meaningful in their life (Miller, 2009). In fact, the percentage of students in grade 3 who report that they “like to read” dropped from 75 percent in 1998-1999 to 50 percent in 2010-2011 (Maliszewski, 2014). Thus, reading motivation is an important issue that should be addressed in all primary classrooms.

In a balanced literacy program, there are read-alouds, shared reading, guided reading, and independent reading. For the purpose of this paper, “reading” will be referred to independent/leisure reading. The primary goal of classroom leisure reading is to enhance students’ motivation to read and their self-confidence as readers. Therefore, in this paper, I
address how teachers can create a classroom environment that will help foster students’ motivation to read. The definition of a “classroom environment” in this paper will go beyond the physical aspects of the classroom. It will consist of the selection of materials and resources that will facilitate reading opportunities and the intentional instruction and facilitation by the teacher in the classroom. I will look into my personal experiences and make references to previous studies in this topic and the data collected from the interviews conducted for the purpose of this study. The main focus of this study is to examine the factors that affect students’ motivation to read independently and for pleasure and to use that knowledge to present strategies that teachers can use in a classroom to help foster students’ reading motivation.

**Purpose of the Study**

The purpose of this study is to investigate how teachers promote reading in their classroom and to look into the steps that teachers should take to ensure children will make the transition from learning to read to reading to learn. It will consider how teachers can create an enriched environment that can encourage reading. Through the interviews conducted, knowledge and input will be acquired from different teachers’ expertise and experiences. This knowledge and input can be used to help those who aspire to create a classroom environment where each and every student will be able to develop a sense of intrinsic motivation when it comes to reading.

From this study, I hope to gain an understanding and awareness of how reading motivation is approached in a primary classroom. As someone new to the profession of teaching, I want to be able to distinguish successful strategies that can be implemented into a classroom to help motivate students to read. I would also like to identify why these strategies have been so
FOSTERING STUDENTS’ READING MOTIVATION

successful in a classroom setting. Lastly, I would like to know what challenges teachers face when creating an environment that help foster students’ reading motivation.

Research Questions

The main research question for this study is:

How can teachers create a classroom environment that will foster students’ reading motivation at the primary level?

This study is also guided by the following sub-questions:

1) What are some factors that affect students’ motivation to read?
2) How is the classroom environment used to motivate students to read?
3) What specific teaching strategies do teachers use to motivate students to read?
4) What resources are used in the classroom setting to motivate students to read?

Background of the Researcher

Growing up, I was very fortunate enough to have teachers and parents who were very literacy-oriented. As a child, I did not have trouble when it came to reading, and I believe that the environment that my teachers and parents created for me was a huge factor of that success. As a teacher, I want to be able to give my students that same advantage that I had. I want my students to be able to enjoy reading and not think of it as something that they only do in school. Therefore, my topic for my research paper is motivators for students when it comes to reading.

In life, one needs reading for everything. Without the ability to read, life functioning becomes difficult. For instance, even something as simple as reading questions on a math test. It is basically something that every student needs to succeed. However, I believe that reading is kind of lost in the classroom. For example, in classrooms I often see teachers not providing a time where students are engaged with reading books. Teachers who do not see the value of
providing reading time often consider other components of the program as more significant. This may be because reading is a subject that can easily be integrated into every other subject area. I have also observed a few teachers in my first practicum cancel library time because they think it is “unnecessary.” Unnecessary meaning that teachers believed that there is not an important reason to be going to the school library. Instead, the time spent in the library can be better used for a subject that is more important such as Mathematics. This is the kind of attitude that shows students that reading is not important. Therefore, when the time comes to read, students see it as more of a chore and something that has to be done to receive good marks in school. What happens is that those students who have this kind of attitude only read during school time when they have to and reading is never extended into life outside of school. Students cannot just be strong and capable readers, but they must love books and reading in order for them to become lifelong readers. If teachers show students how to embrace reading as a lifelong pursuit and not just a collection of skills for school performance, then what will happen is that teachers will be able to create readers.

Overview

Chapter 1 includes the introduction of my involvement in this study, the purpose of the study, and the research questions. Chapter 2 contains a review of the literature on this topic. Chapter 3 describes the methodology and procedure used in this study, including information about the participants, data collection instruments, and limitations of the study. Chapter 4 describes the data as it addresses the research question. Chapter 5 includes implications and recommendations for practice, limitations of the study, and possible next steps. References and a list of appendixes follow at the end.
Chapter 2: LITERATURE REVIEW

Reading and Motivation

The central goal of teaching is to help students develop into life-long learners and to become successful in the academic area (Corcoran & Mamalakis, 2009). Reading is a fundamental factor in becoming successful in school. This is because reading is incorporated and found in every subject area. When teachers give students a strong foundation in reading, they are able to provide their students with a positive step in reaching their goals (Corcoran & Mamalakis, 2009). Research suggests that motivated readers read more than those who are less motivated, accomplish higher levels of achievement in reading, perform better on standardized tests of reading, and receive higher grades in school (Applegate & Applegate, 2010). However, providing students with a strong foundation in reading is not that simple. In order for students to become life-long readers, they must first be motivated to do so.

Student motivation is a key concern of a large number of elementary school teachers (Edmunds & Bauserman, 2006) since it is one of the biggest challenges that they encounter when it comes to teaching. This is because no matter how much knowledge and experience a teacher has, or how many teaching strategies teachers use, if a student is not motivated to complete a task, then there is simply nothing a teacher can do (Applegate & Applegate, 2010). Motivation does play a crucial role in learning. It usually makes the difference between learning that is temporary and superficial and learning that is permanent and internalized (Gambrell, 1996). This is why it is important for teachers to understand what motivates students to read.

According to the Merriam-Webster dictionary, motivation is defined as factors within a human being that arouse and direct goal-oriented behaviour. There are two types of motivation: extrinsic and intrinsic. Extrinsic motivation usually involves some sort of reward given when a
task is completed. It is when the motivation comes from something outside the individual. For the most part, extrinsic motivation does not equal lasting change (Kohn, 2010). Intrinsic motivation, on the other hand, is motivation that is initiated by interest or enjoyment in the task. Here, the motivation exists within the individual. Therefore, teachers must make a substantial effort to create that intrinsic motivation in each and every one of their students to read. The benefits of increased motivation include more time spent on a task, which further leads to success (Gambrell, 1996). This means that when students are motivated to read, then they will read more and more, which in turn, will lead to more academic success. Teachers must help students to feel successful in their classroom in order for them to continue to have an intrinsic motivation to read.

However, Kohn (2010) argues that it is impossible to motivate students. In fact, Kohn (2010) stated that it is basically impossible to motivate anyone, but yourself. Teachers do have the power to make students complete tasks, but this does not mean that they will do those tasks well or that they will want to do them. What teachers can do is to work with students to create a classroom environment that will help instill and sustain that intrinsic motivation in each student (Kohn, 2010). Intrinsic motivation is something that should be supported instead of being forced upon a student.

Classroom Environment

A classroom environment plays a significant role, especially when it comes to motivating students to read. According to Taberski (2000), the classroom environment acts as the “second teacher.” Therefore, it is important to recognize the “importance of the classroom physical set up and take great care in its preparation,” (Taberski, 2000, p. 19). However, the classroom environment does not only include the physical set-up of the classroom. Other elements of the
classroom environment include the materials that are provided in the classroom and how the day is organized. All in all, the term “classroom environment” means the arrangement of furniture, seating plan, display of books, anchor charts, display of students’ work, classroom library, the materials, the daily schedule, etc. When classroom environments are purposefully organized to reflect the teacher’s goal for the students, then those goals can surely be achieved (Taberski, 2000). For instance, in terms of reading, if the teacher wants the students to read a variety of genres, then that teacher must purposefully bring in books with a variety of genres into the classroom and make sure they are accessible for the students. The importance of a positive classroom environment is essential not only for the organization of the materials within the room, but can also to motivate and encourage student achievement.

In order for that intrinsic motivation to develop in students, a classroom must be a motivational environment. Instead of focusing on planning novel units to help students read certain books, the focus should be on designing a classroom environment that is engaging (Miller, 2009). Together with the students, a teacher must “build a community that embraces every student and provides acceptance and encouragement no matter what level of reading the students are at” (Miller, 2009, p. 37). This is where my research topic emerges. Most teachers are asking, “How can I motivate this student to read?” (Gambrell, 1996). However, instead of asking such a question, teachers should really be asking, “How do we create an environment in which this student will be motivated to read?” (Gambrell, 1996).

**Research in Reading Motivation**

Although there has been a lot of research conducted in the topic of reading development, there is not a lot of research concerning the topic of motivation in reading (Edmunds & Bauserman, 2006). According to the results of a national survey conducted by the National
Reading Research Center, teachers have continuously identified “creating interest in reading” as a topic that they would like to be researched more into depth (Gambrell, 1996). Research has shown that children’s motivation is very high when they first enter school (Gambrell, 1996). However, this motivation to learn seems to decline as the elementary school years pass by in all academic subjects, including reading (Gambrell, 1996). To add to that, students’ motivation to read declines more and more as they become older.

Factors that Affect Reading Motivation

The reason why students are less motivated to read is because reading becomes a chore to them. Reading looks the same to all students: they read, then answer questions, and then do it all over again. Teachers tie so many strings to reading that students never develop a pleasurable relationship to reading inside or outside the classroom (Miller, 2009). This is why it is important to look at the factors that affect students’ reading motivation. Research suggests that there are a wide variety of factors that affect students’ reading motivation. These factors can be categorized into themes: Opportunities for Choice, Student Interests, Reading Time, Book-Rich Environments, Interactions with Others about Books, and A Teacher’s Approach to Reading.

Opportunities for Choice

Studies show that choice and the development of intrinsic motivation has a very strong correlation. Therefore, one of the biggest motivators for reading is the opportunity for students to choose what they would like to read (Allington, 2012; Cole 2002/2003; Corcoran & Mamalakis, 2009; Edmunds & Bauserman, 2006; Gambrell, 1996; Kohn, 2010; Miller, 2009). Students who are given the opportunity to self-select their own books put more effort in learning and understanding the material, compared to when teachers choose the books they have to read (Gambrell, 1996). Giving students the power of choice helps to promote their independence as
readers. In turn, when students are given the opportunity to make choices about what they will be reading, tasks engagement and reading motivation increases (Allington, 2012; Cole 2002/2003; Corcoran & Mamalakis, 2009; Edmunds & Bauserman, 2006; Gambrell, 1996; Kohn, 2010; Miller, 2009). This is because when students are given the choice to choose their own books, they feel that their opinions are respected and valued in the classroom environment (Cole 2002/2003). Choice “empowers and encourages students, strengthens self-confidence, rewards their interests, and promotes a positive attitude toward reading by valuing the reader and giving a level of control” (Miller, 2009, p. 23). Even those who are usually non-readers become motivated to read simply through having the opportunity to choose their own books (Miller, 2009). To put it simply, no choice equals no motivation.

**Student Interests**

Interest is also a key factor in motivating students to read (Allington, 2012; Applegate & Applegate, 2010; Cole 2002/2003; Edmunds & Bauserman, 2006; Gambrell, 1996; Miller, 2009). Students like to read what is familiar to them or what sparks their interest (Gambrell, 1996). Students also like to read books that they can gain knowledge from (Edmunds & Bauserman, 2006). Interest is a driving force in motivation for the reason that students are more compelled to read if the book they are reading has thoughtful and meaningful links to their own lives (Applegate & Applegate, 2010). If students are reading a book that they are not interested in, then the meaningful aspect of it will be lost. Students will just rush through the book and there will be nothing gained from it. To find out what students are interested in, teachers must listen to what students need (Miller, 2009). Teachers can do this by using strategies such as student inventories to find out students’ interests. The most important part of these inventories is for a teacher to actually use the information gathered to recommend books for students to read.
that match their interests. Teachers lose credibility with students if they ignore what interests them (Miller, 2009). If we want students to become motivated readers, then we must let them read what interests them.

**Read-Alouds**

Using read-alouds is a teaching strategy that is widely accepted and utilized by a majority of teachers in many classrooms. They are planned oral readings of children’s books that are used to “develop children’s background knowledge, stimulate their interest in high-quality literature, increase their comprehension skills, and foster critical thinking,” (Meller, Richardson & Hatch, 2009, p. 76). Read-alouds also help students develop their listening and communication skills; as well as develop a passion for reading and learning.

The “Becoming a Nation of Readers” report stated that “the read-aloud was the single most important thing we could do for building the knowledge required for future success in reading” (Wadsworth, 2008, p. 2). Thus, it is important that teachers make read-alouds a priority in the class, even though classroom time is limited. Students come into the classroom with a wide range of background knowledge. Teachers are able to use read-alouds to develop a deeper understanding of topics before moving on to complex ones (Wadsworth, 2008). During a read-aloud, teachers are able to elicit conversations that help to develop background knowledge; as well as to help students connect with concepts from the book (Wadsworth, 2008). To add to that, teachers are able to model what fluent reading looks and sounds like and strategies that the students can use during the times they read independently. In essence, read-alouds can be used in a classroom to motivate, excite, and encourage students to read.
Reading Time

Studies suggest that reading motivation increases when students are given time to read in the classroom setting (Allington, 2012; Booth; 2006; Cole 2002/2003; Miller, 2009). Independent reading needs to become an integral and focused component of a daily reading program, not simply an activity for early finishers or for settling down after lunch (Stead, 2009). When teachers give students time to read in class, they are modeling to students that reading is important and that is why there is a designated time for reading. In addition to a designated reading time, teachers can also let students read during classroom interruptions, as a way to calm down after recess, and when they are done work (Miller, 2009). This gives the impression that reading can be done at any time of the day and not just during a designated period. However, it is important that reading time is actually spent reading (Allington, 2012). This means that a teacher should not interrupt reading time to teach a lesson or do anything that does not involve reading. Overall, actual reading is the most valuable classroom activity.

Book-Rich Environments

To increase reading motivation, students should be exposed to and have access to a lot of books of different genres (Booth, 2006; Cole 2002/2003; Corcoran & Mamalakis, 2009; Edmunds & Bauserman, 2006; Gambrell, 1996; Miller, 2009). When students have a lot of books available to them, they are more likely to have positive literacy experiences in the classroom (Gambrell, 1996). This is because students are able to have many books that are of interest available to them. Students also come to school with many different experiences and previous support in reading (Corcoran & Mamalakis, 2009), which is why not all students have access to a wide variety of books. Thus, the positive literacy experiences gained from a book-rich environment can be extended into the home environment when teachers allow students to bring
home books to read (Gambrell, 1996). With a wide variety of books to read, students are also given the opportunity to explore genres they may not ordinarily choose (Miller, 2009). However, if it is not feasible to create a book-rich environment in the classroom, a teacher can easily take students to the school library and encourage parents to take their children to any local library (Edmunds & Bauserman, 2006).

**Interactions with Others about Books**

Reading motivation increases when students are given opportunities to socially interact with one another about books (Applegate & Applegate, 2010; Cole 2002/2003; Corcoran & Mamalakis, 2009; Edmunds & Bauserman, 2006; Gambrell, 1996; Miller, 2009). Studies suggest that talking about one’s reading to peers is related to enjoyment in reading (Applegate & Applegate, 2010). When students are able to talk about the book they are reading to peers, it gives them a chance to share what they would like to read or share books they have read (Miller, 2009). Other than teachers, students usually read books that are recommended to them by a peer. This is because most students have similar interests to one another. Talking about what their reading to others also exposes students to books that they may not have chosen on their own. More importantly, through the sharing of books, students are also able to “gain a sense of ownership and personal connection with their learning, which positively impacts their motivation to read” (Corcoran & Mamalakis, 2009, p. 139). Talking about what they are reading gives students a sense of voice and an opportunity for them to express their thoughts and opinions. To add to that, students are also motivated to read when they are able to read with a partner or in groups. Again, it is a way for them to interact with others about what they are reading and is also a part of choice.
Critical Role of the Teacher

It is apparent that a teacher has a critical role in creating a classroom environment that fosters student motivation in reading (Allington, 2012; Cole 2002/2003; Corcoran & Mamalakis, 2009; Edmunds & Bauserman, 2006; Gambrell, 1996; Kohn, 2010; Miller, 2009). The role of a teacher is something that is mentioned in all the factors of reading motivation. This can be seen in providing students with choice, catering to students’ individual interests, allowing students to have classroom reading time, exposing students to a book-rich environment, and giving students the opportunity to socially interact with one another about the books they are reading. However, the most important role of a teacher is as an explicit reading model.

A Teacher’s Approach to Reading

Studies support that a teacher's view and approach on reading influences students’ perceptions of reading and their long-term interest (Miller, 2009). One very important way that teachers can help foster a students’ reading motivation is by being an explicit reading model (Corcoran & Mamalakis, 2009; Edmunds & Bauserman, 2006; Gambrell, 1996). This can be done by modeling reading during reading time in the classroom (Gambrell, 1996), as well as reading aloud to the students (Corcoran & Mamalakis, 2009; Edmunds & Bauserman, 2006). Reading aloud to the students also opens up an opportunity to expose students to books they generally would not choose (Miller, 2009). It is a time to “share reading experiences and recommendations by connecting new books to same authors or other books with a similar plot” (Miller, 2009, p. 87).

Furthermore, students need a teacher who values reading and is enthusiastic about sharing a genuine love of reading (Cole, 2002/2003; Corcoran & Mamalakis, 2009; Gambrell, 1996; Miller, 2009). When teachers share their own reading experiences with students, they
show how reading enhances and enriches their lives (Gambrell, 1996). Teachers should “share with students what they enjoy, what makes it hard for them, and what strategies they use to get through challenging reading material” (Miller, 2009, p. 118). More than often, students’ self-esteem decreases when they struggle, especially when it comes to reading. When a teacher shares his or her challenges, students are able to relate, which can help to bring their self-esteem back up. It is important to remember that many students do not have parents who read or love to read. Students do not always get the support that they need in the home environment when it comes to reading, but they should always get it from their teachers (Millers, 2009). What is of most importance is the fact that when teachers share their love of reading with students, they begin to see teachers as real readers.
Chapter 3: METHODOLOGY

Procedure

This study conducted is a narrative, qualitative research. This research method was chosen to give the researcher a more personal understanding of the experiences of the participants. This study was approached with an examination of literature (journal articles, online articles, and books) that is pertinent to the research topic. The literature was carefully chosen to make sure that it was relevant on the topic of reading motivation in the elementary school years. Semi-structured, face-to-face interviews with two teachers were conducted. The teachers were asked twelve questions relating to their practice and classroom experiences. All interviews were based on the same questions (see Appendix A). These interviews lasted about 30-45 minutes. They were voice recorded and then transcribed. Once transcribed, the interviews were reviewed among common themes, which emerged from the literature review (Chapter 2) or any new themes that came up.

Instruments of Data Collection

Semi-structured, face-to-face interviews were the primary mode of data collection for this study. This allowed the participants to express their experiences in detail, while incorporating any follow-up questions to clear up any misunderstandings. Clandinin & Connelly (2000) discuss the importance of the research interview, “The way an interviewer acts, questions, and responds in an interview shapes the relationship and therefore the ways participants respond and give accounts of their experience” (p. 110). The structure of the interview was informal. The purpose is to make the participants feel comfortable and at ease so that they are able to express their thoughts in full detail. I intended that this interview process was more like a conversation, than a formal interview.
Some interview questions that were addressed during the process are:

- If a visitor were to walk inside your classroom, what would he/she see that is geared toward helping motivate students to read?
- What do you do during your daily routine that helps motivate students to read?
- How can a teacher’s approach to literacy affect how motivated students are to read?
- What advice do you have for me as a developing teacher to foster students’ motivation in reading?

For a complete list of interview questions, please see Appendix A.

Participants

The main criteria for participants were teachers who currently utilize and promote strategies and tools to create a classroom setting that foster students’ reading motivation. The following are detailed criterion that were used to select two participants:

1) They are willing to be involved in the research process.
2) They are willing to be open about their experiences.
3) They are a primary teacher.
4) They use teaching strategies and resources to foster students’ reading motivation in their classroom.
5) They believe that a teacher plays a critical role in motivating students to read.

It is important for the participants to be willing to be involved in the research process and be open about their experiences because that is the core of this research study. If the participants are not willing to share their experiences, then there will be no data and information collected. Furthermore, the main goal of this research study is to learn about a wide variety of strategies
and resources that are being used to create a classroom setting that will foster reading motivation. The final two criterions helped to distinguish which teachers practice just that.

Participant 1, Tessa (pseudonym) is an elementary school teacher currently teaching in a grade 1/2 classroom. She has been teaching for a total of 21 years. For the most part, she has taught early primary including junior and senior kindergarten and grade one and two. Her role as an educator also extended beyond the classroom doors as she took on roles in the 5th Block Program, which is a reading intervention program for grades 1 and 2. She has also done a special assignments role with the literacy department, which was basically to support teachers in primary (mostly primary) and junior classes in implementing a balanced literacy framework and supporting them for EQAO. Lastly, she worked as a professional learning network teacher. Her role was focused on literacy and assessment.

Participant 2, Leah (pseudonym) is an elementary school teacher currently teaching in a grade 1 classroom. She has also taught full-day kindergarten with juniors and seniors, computers, home-school, and as a Methods and Resource Teacher (MART). She has been teaching for about five years.

Both participants offered valuable insights as to how to create classroom environments to motivate students to read. Not only were they overly willing and excited to share their beliefs on reading and motivation, they also provided strategies on how to overcome difficult challenges that may arise.

Data Collection and Analysis

The data collection began with two semi-structured, face-to-face interviews. The interviews were voice recorded, and then transcribed for the purpose of analysis. I began the process of coding/organization of my data by reading through both my transcripts. I read through
both of them about five times each. When I read through them the first time, I was actually not quite sure what I was looking for. All I knew was that I had to “organize my evidence into themes or categories that will help me make sense of it so that I will eventually come up with a set of findings” (Falk & Blumenreich, 2005, p. 116). One strategy I decided to use was to look back on my original research questions, which were used to guide and plan the research (Wellington, 2000). According to Wellington (2000), the first step I did is called “Immersion” (p. 135). I read my transcripts over and over again while looking for any similar ideas so that I could come up with some themes/categories. After reading through both transcripts for a great deal, I wrote down a number of themes/categories on a post-it that came up while I was reading. While I was looking for similar ideas, I found myself intuitively looking for themes that I had found in my literature review. Falk & Blumenreich (2005) calls this “Analysis using priori themes” (p. 117), which means that the analysis uses predetermined themes or categories to sort the data that is collected. Throughout this step, I was looking at the language in my data. I looked for buzzwords and other commonly used words and phrases (Wellington, 2000).

After taking notes of my transcripts and coming up with some themes/categories, I began coding my data. I did this by taking different coloured highlighters. I assigned each colour a theme/category and I began highlighting the entire transcript in terms of my colour assignments. This step, according to Wellington (2000) is called “Taking apart/Analyzing data” (p. 135). Doing this part was not as easy as I thought it would be. I had to read my data several times again in order to complete coding. I also found myself changing my themes/categories around throughout the entire process. This is when “early categories are adapted, merged, sub-divided or simply omitted and new categories are developed” (p. 136). While coding my data, I found that one of my themes/categories was starting to develop into a large one. At this time, I looked
through the theme/category and decided to separate it into smaller groups. Then, I began my next step, which is called “Relating and locating your data” (p. 137). This is when I asked the question, “How do your categories compare or contrast with others in the literature?” (p. 138). After that, I created a data analysis chart to help organize my data. I organized my data analysis chart into five themes/categories, which will be further discussed in Chapter 4. “Organizing your data in this way will make it easier when you begin writing up your findings because your evidence will already be transcribed and arranged by theme, ready to be referenced to support your assertions” (Falk & Blumenreich, 2005, p. 125).

**Ethical Review Procedures**

This study followed the ethical review approval procedures for the Master of Teaching program. Prior to commencing the interviews, both participants were provided with a consent letter, which they were required to read and sign (see Appendix B). They were made aware that their involvement is completely voluntary, and that at any point, they may withdraw their participation. During the interview process, they were assured of anonymity. They were told that they would be referred to as pseudonyms in this study. The participants were notified that they could decline to answer a question at any time or pose any questions that they may have during the interview. Once the interviews were transcribed, they were shared with the participants. At this point, the participants were asked for any clarification or feedback. Lastly, the participants will receive a copy of the final draft of this research paper, if requested.

**Limitations**

Although this research paper presents an opportunity to gain knowledge on a specific topic area, it still has its limitations. First off, the sample size for this study is very small (two participants). While the participants chosen were exemplary teachers in their practice, the
information collected from this study cannot be generalized. The review of the literature is also small. To add to that, due to the fact that this study was conducted with a short time frame, there were constraints and requirements because of the Master of Teaching program. Additional time would allow for extended discussion with the participants, a deeper analysis of the findings, as well as a more comprehensive literature review.
Chapter 4: FINDINGS

This chapter includes understandings of the data collected during two in person, audio-recorded, semi-structured interviews with participants Tessa and Leah, who are both currently teaching in a primary grade classroom. These interviews explored the ways in which teachers can create classroom environments that foster students’ reading motivation. The interviews also included questions regarding what teaching strategies and resources are used and brought into the classroom to enhance student motivation to read. Some specific reference to the literature will also be made. The data is presented in five central themes:

*Theme 1:* The set up of the physical classroom environment is an important factor in motivating students to read.

*Theme 2:* Teachers use a variety of teaching strategies inside and outside the classroom environment to motivate students to read.

*Theme 3:* Teachers bring a wide variety of resources into the classroom with the goal of motivating all students to read.

*Theme 4:* Influences from teachers and peers can affect student motivation to read.

*Theme 5:* Involvement of parents/families and the school community can directly affect student motivation to read.

**Theme 1: The set up of the physical classroom environment is an important factor in motivating students to read.**

Creating a classroom environment that fosters students’ reading motivation begins with the physical set-up of the classroom. This includes what materials will be brought into the classroom, what is chosen to be put up on the walls, and what furniture is used and how it will be set-up.

According to Tessa, “because a lot of them [students] are just beginner readers, some of the things to motivate them would be having things around the classroom that they are able to read at this time.” Thus, it is important to make sure that everything that is brought into the
classroom is something that all students are able to recognize and read. If the students are not able to recognize or read the things that are around the classroom, then there is no purpose for those specific items to actually be in the classroom. Of course, everything that is brought in the classroom should be introduced to the students or if possible, be co-created.

Sub-themes for this discussion on the physical set-up of the classroom environment include:

1) Personalization and Interests

2) Visuals on Classroom Walls

3) A Place to Read

**Personalization and Interests**

Tessa stated that having visuals up on the wall that includes the students’ names on it motivates students to want to look at it and read it. This is for the reason that it is personalized; therefore, students’ are more interested in it. In Tessa’s classroom, she makes sure to include many things in her classroom that have the students name on it. One example is the helper of the day list. She explained, “We have helper of the day and the helper of the day list is on the board so they can always see whose going to be next. They can read their names. They’re excited to read that and count how many more days until they’re the helper of the day.” Another example is the birthday wall and going home chart:

One thing we have is our birthday wall. And that has again, the students’ names so any time it’s personalized; it increases their interest in looking at it [and reading it]. Another example is the going home chart where their names are listed by whether they take the bus or their walking or somebody picks them up.

Just like Tessa, Leah believes in the importance of personalizing and putting up students’ names all over the classroom as a source of motivation. Leah stated:

At the beginning of the year, a lot of students don't know how to read anything. Some of them might be able to recognize their names so I try to post their names everywhere in
the classroom: on the word wall, I put it on our door as a welcome message, I also have it on their cubbies, on their coat hooks.

Another way to motivate students to read is to put up their work on the classroom walls. Leah stated, “Then whenever the kids do some sort of art work, and it has writing in it, then I try to encourage to put that up on the wall. I encourage the students to go over and read what their friends wrote.” In that way, students feel valued in the classroom, which can help to increase that motivation.

To add to that, Leah also spoke about a poetry corner, “We also have a poetry corner so every so often, I’ll go through a song or a poem with the kids and then I’ll write it on sentence strips, and put them up for the kids to read with a pointer.” Students are motivated to read what is posted in the poetry corner for the reason that they are familiar with it. It is something that they know how to read and are interested in since it was done collectively as a class.

**Visuals on Classroom Walls**

Having many items with print posted up on the walls can also aid in creating a motivating environment for students. Tessa has a class schedule up on the classroom walls. She explained, “When they come in, they always say, ‘Do we have gym today? Do we have library?’ So to motivate them to read, we have a schedule posted with the subjects of the day and whether they’re happening in the morning or afternoon. She also has a calendar up that is used daily. The use of schedules and calendars let students see how words can be used everyday. It is part of the daily routine, and therefore, students become really familiar with it and are able to read the words on their own. Furthermore, Tessa talked about a new addition to their classroom walls, a logo chart:

One new thing that we have this year is our logo chart, which is used for environmental print to tie in with a word wall type strategy to help students mostly with their journals on Monday because they come in and say, “I went to Mandarin or I went to Chuck-E-Cheese
and how do you spell that?” when they come down to writing it so now they can bring in some logos from home that relate to their experiences and that's become a real motivator for them.

Students are motivated to read what is on the logo chart because it is something that is meaningful to them. It is something that they co-create with their teacher and other peers in the classroom. Students also understand the purpose of the logo chart, which is to help them spell out specific words when they write.

Tessa talked about the importance of having many visuals all over the classroom:

As much as possible having visuals, so when they come in there’s a new poster, new poem, or there’s a big book that catches their eye and they’re curious about it, so I try to keep the environment sort of changing with texts so that they want to see what’s that all about.

Tessa included an important point there. It is important to always keep the environment changing. If not, students will easily become bored and uninterested, and it will ultimately become a classroom environment that is not motivating in any way.

Similar to Tessa, Leah also includes many visuals on her classroom walls such as a word wall. She said, “We also have a word wall so every day we add up new words that includes words that the kids read or will want to know how to write.” This word wall is co-created. The teacher and students decide together what words they want or need to know on the word wall. There is also a daily message in the classroom where the helper of the day uses a pointer to point at the words, while the rest of the class reads the daily message, similar to shared reading.

To add to that, Leah labels as many materials in the classroom as possible, “We try to label a lot of our materials in the classroom so things like pencils, table, computer.” The labeling of materials allows for students to constantly connect written language with the things they represent.
A Place to Read

Lastly, Tessa discussed about the importance of providing “opportunities that will give students a place and comfort to do reading activities.” When asked what a visitor would see if they walked into her classroom, Tessa replied, “Definitely our bookshelves and our reading resources and we have guided reading book bins so a visitor would see that there are different ways to organize books and different opportunities for students to read in different settings.”

Similar to Tessa, Leah also spoke about the importance of having a reading corner in the classroom:

I provide a reading corner in the classroom. So there is a reading corner that has books that are and aren't levelled, picture books, there's magazines, there's recipe cards, there's maps that the kids can read and I do introduce them before I put them in the reading corner. I try to make it as comfortable as possible for them, so we have nice, soft cushions. It's in a quiet corner of the room.

Providing students with a place to read, and more importantly, making it a comfortable place for students shows how much reading is valued in the classroom.

In the reading corner, Leah also posts up reading strategy posters. These posters include many child-friendly instructions on strategies that can be used when reading:

We also have posters of reading strategies and these are reading strategies that we use in our classroom such as like using your eagle eyes, so looking at the picture. Fish the lips, sounding out the first words so get your lips ready. And these posters are posted in the reading corner. And we also send them home with their book bags. So their reading folders for home so that strategies are similar for at home and at school.

These reading strategies help to motivate students because when they are having trouble reading any words on a book, they can easily look at the reading strategies posters to find a way to independently solve the problem.

A lot of what Tessa and Leah had stated during the interviews connects directly to the literature. According to Taberski (2000), “the organization and look of classrooms send a
powerful message to the students and parents about our attitudes toward teaching and our expectations for the students,” (p. 33). In order to create a classroom environment that will foster students’ reading motivation, a teacher must purposefully organize the classroom in such a way as to reflect their reading goals for the students.

**Theme 2: Teachers use a variety of teaching strategies inside and outside the classroom environment to motivate students to read.**

Throughout the interviews, both Tessa and Leah spoke about a variety of teaching strategies that they use in their classroom, as well as outside of the classroom to help motivate students to read. The following discussion focuses on these teaching strategies and relates the findings back to current literature discussed in chapter 2. Sub-themes for this discussion on teaching strategies used to motivate students to read include:

1) **Daily Routine**

2) **Teaching Strategies Used Inside the Classroom**

3) **Teaching Strategies Used Outside the Classroom**

**Daily Routine**

Tessa begins her daily routine with the students finding out who the helper of the day is. Every day, the helper of the day changes and each student has a chance to be the helper of the day. That person has a special role in the classroom that helps to motivate them to read. Tessa explained:

The helper of the day gets to read the attendance, so they’re practising leadership roles and reading the names of other students. And they get to pass out the workbooks of other students, so they’re always reading their names. And in that way they like the job, but they’re also motivated, because they have to read in order to be successful at their job as helper of the day.

Leah also uses the helper of the day role in her classroom as a way to help motivate students to read. She stated, “Every day we have a daily message so there’s a special helper and
that special helper with the students will read with the class what the message said.” As a special helper, it is his or her job to be able to lead the rest of the classroom to read what the daily message says. In the same way as in Tessa’s classroom, students are excited to be the special helper, but in order to be successful in that role; they must help read the daily message.

Moreover, both teachers spoke about the role of read-alouds in their classroom. Tessa stated, “Our daily routine also on a daily/regular basis, we have a teacher read aloud. That is definitely a motivational tool and strategy that I use too get them interested in reading.” Tessa stated that it is important to make read-alouds a priority. She said:

Provide them resources, which would be all and any type of print material that they can be reading. And prioritize it cause our days are so jam-packed, but I've told my kids that my personal goal is to make sure I read you a story or book every single day, don't let the 3 o clock bell ring, and I haven't read to you. And it's pretty easy cause right after lunch, we do our reading, but there are days when there is something else that changes our schedule. They know, they'll say, “You didn't read a book yet” so really placing priority on it.

Similarly, Leah shares some advice, “Read every day. Read something every day. I try to include as many read-alouds as we can. I try to read different things…fiction, non-fiction, you know mystery stories.” As previously mentioned in chapter 2, it is believed that using a read-aloud is one of the most important teaching strategies that a teacher can use in the classroom (Wadsworth, 2008). Booth (2006) said that reading aloud also provides teachers with an opportunity to share stories with them from a different perspective or time, which helps in creating a meaningful connection for some students. Both Tessa and Leah agree in the importance of read-alouds and the motivational impact that it can have on students.

Another teaching strategy that is used daily in Tessa and Leah’s classroom is providing students with a time to read. In most classrooms, this is called “DEAR: Drop Everything and Read.” Tessa’s belief that it is important to provide students with “opportunities that will give
students time in the reading activities” aligns with the literature. According to Allington (2012), Booth (2006), Cole (2002/2003) & Miller (2009), providing students with reading time helps to increase their motivation to read. This is for the reason that providing reading time during the classroom schedule demonstrates to students that the teacher values reading so much that it should be part of the daily routine.

Leah agrees with both Tessa and the literature. She too includes reading time in the daily routine. She uses a teaching strategy she calls “daily reading folders.” Leah explained, “At school, we have daily reading folders. So students have 4 levelled books that they read in their folders and every day we spend about 15 minutes of reading time and students get a turn to do a reading conference with the teacher.”

Another way Leah helps to motivate students to read is during “sharing time.” She explained, “If the students do some sort of work and they write something about it, then we share that during sharing time.” This is a way for students to showcase their work and be an author themselves. It motivates students to read because they must be able to read what they wrote in order to share the work they did with their peers. It also acts as a motivator for the rest of the class because once the work is shared; it is put up on the classroom walls for the rest of the students to look at and read on their own.

**Teaching Strategies Used Inside the Classroom**

Tessa stated that it is really important to, “provide the tools and tools meaning the strategies to help them [the students] become readers, especially in grade 1.” As beginning readers, students in the primary grades need a lot of support and encouragement to elevate that motivation to read. One teaching strategy that Tessa uses in her classroom is to give students “lots of exposure to different types of books.” Tessa stated:
It would be a variety [and I think I've mentioned a few, but again] having books of all sources, so at level books, books that reflect the students' interests, different genres, books on CDs, computer programs that they can be using independently or using a smart board together, games, and resources that reflect the student’s ability levels as well. Also make sure you have something that matches everybody's ability levels so reading is accessible to everyone in your classroom.

Similarly, Leah also believes it is important to “provide different types of books.” As stated in a previous theme, Leah provides students with a reading corner in her classroom, which has a variety of different books that students can read, including books of different genres such as mystery and comedy and types such as magazines and newspapers. Leah also adds that in the classroom, she reads “different kinds of print” to the students. This is another way to expose students to a variety of different genres and types of books. She stated:

Sometimes I find books online for them. And also help them to read. We do read-alouds, we do guided reading, we do poems, we do chants. And you know, it works really well with songs, if the kids know the song, then you post it up on like the poetry wall. They know the tune, they might not be able to read every word, but they feel like they're reading, and they use the pointer. So I think that helps a lot too.

The literature agrees with Tessa and Leah’s teaching strategy of providing students with a classroom environment where they have access to many different genres and types of books to increase reading motivation (Cole 2002/2003; Corcoran & Mamalakis, 2009; Edmunds & Bauserman, 2006; Gambrell, 1996; Miller, 2009). According to Booth (2006), it is also important to choose suitable texts so that our students do not become illiterate in the 21st century context. These texts include those that reflect all literary possibilities in today’s world such as comics, magazines, emails, graphic novels, etc. The exposure to different types of books helps students to figure out what they are interested in reading. It is also a way to help students explore different genres or types of books that they would not normally gravitate towards (Miller, 2009).

This brings about another teaching strategy, which is finding out what the students are interested in. Tessa said that it is beneficial for teachers to “know what their [students’] interests
are.” This helps teachers figure out what books to introduce and read to the students and which ones to make available in the reading corner. Tessa stated, “Find out what the kids' interests are. I know I had the I Spy series for a couple years and everybody gravitated towards it. This year, they haven't really taken them off the shelf. Maybe one or two so find out what their interests are.” It is also important to note here that not all students’ interests will be the same from year to year. As Tessa stated, “Make sure to find out what their interests are because one series of books might work one year, but not another.”

Leah fully agrees with this teaching strategy. She stated:

I try to put different types of materials up there for different types of students. So for example, I know a lot of the boys right now love Star Wars in our class, so I brought out Star Wars Lego magazines for them to read. I know that some of the girls like to read about, I think Princess Sophia or Dora so I try to put books in there for them. But I also try to find other books that they might not choose on their own. So for example, I found a book about bugs. And I say, “Oh this is so cool! Look at this book, I found a ladybug in here.”

She continues and said:

There are sometimes I've noticed like with boys, if they had choice between Lego and reading corner, they will generally go over to Lego. So I try to strategize when I bring out certain activities so we'll base it around like this is literacy time so there's more literacy-based activities. Rather than having toys that I know are going to take them away from what I'd like to see them doing. Like I said, you know the boys right now are really interested in Star Wars so I try to find books on Star Wars or Lego or whatever else they're interested in right now Ninjago or something like that. You know, I will order these from the book order personally and put them in our book centre. They totally become interested in them.

This connects directly to the literature. Finding out what the students’ interests are is a way to increase that motivation factor (Allington, 2012; Applegate & Applegate, 2010; Cole 2002/2003; Edmunds & Bauserman, 2006; Gambrell, 1996; Miller, 2009).

Tessa stated, “Another strategy to motivate them is to allow choice.” Giving students a choice of what they would like to read lets them feel and know that their opinions are valued in
the classroom environment (Cole 2002/2003). Furthermore, when students are given the
opportunity of choice, their intrinsic motivation increases and they become more engaged in the
task at hand (Allington, 2012; Cole 2002/2003; Corcoran & Mamalakis, 2009; Edmunds &
Bauserman, 2006; Gambrell, 1996; Kohn, 2010; Miller, 2009).

Another teaching strategy that both Tessa and Leah use is explicit instruction. Tessa said
that she uses explicit instruction “during read-alouds where reading can be modelled to
students.” She explained:

I found you could really change a students' motivation because they just know they can't
read, and they'll say I can't read this book, but by giving them the very explicit instruction
of how do we learn to read, we need our sounds, and working on that every day for an
hour, just on learning to read. By the end, they really see themselves as readers.

She also uses the teaching strategy of explicit instruction during guided, shared, and partner
reading. She stated:

I mentioned before a strategy is just to you know very explicit instruction cause that's
how they're going to learn to read and see themselves, little by little as successful readers.
And through that explicit instruction, it would be guided reading so you're reading with
small groups to help them develop their decoding skills and comprehension. Shared
reading also to help build that sense of rhythm and rhyme and fluency and expression.
Then partner readings so that they can have fun and get some support but from a buddy
as well.

Lastly, during this explicit instruction, Tessa stated that it is important to “make it fun.” She said,

“Another factor is making reading fun so always adding that fun component to the activity of
reading. Model enthusiasm for reading, make it fun, it's not a have to type of activity; it's let's
read! You know, let's enjoy this.”

It is very interesting to see that Leah uses practically the same teaching strategies in her
classroom. When asked what teaching strategies she uses in her classroom to help motivate
students to read, she responded, “reading aloud with different voices, modelling how to read, and
using explicit instruction.” Leah explained:
Every day, I try to do a read aloud with the kids. I try to use different voices; I show them the different parts of the book that they need to recognize. Point that out, kids need explicit instruction at times, especially at a young age so show them that, “Hey I’m reading this, this is what it says, can you help me read this?” Just have a lot of enthusiasm, use a lot of character voices, and don’t be afraid to be silly. I know some people are super shy when they read and they don’t want to do voices.

Leah also uses guided and partner reading to motivate students to read. Guided reading is done every day when the students use their daily reading folders. During this time Leah stated, “students sit with their daily reading folders with 4 levelled books inside and practice reading.”

Leah uses this time to conduct reading conferences with different students every day. During the reading conferences she, “asks them to read the book, asks questions about what is happening in the book, and teaches them a specific reading skill to help their reading development.” In terms of partner reading, Leah stated:

I also try to do partner reading, so I’ve noticed that some of the older students are really strong readers. In the beginning of the year, there are some who have no idea how to read a book on their own so I’ll ask older students to perhaps sit with the younger students and say, “Can you show so and so how to read this book? Let’s point to the title.” And if we model it first as teachers, the older kids will pick it up right away and then they’ll use it with the younger ones.

Reading with other students in the classroom becomes a huge motivating factor for the students.

Furthermore, having students “see themselves as an author” is another teaching strategy both Tessa and Leah use to motivate students to read. Tessa stated, “Give them time to read what they have written so read their journal to somebody else or to the class as an audience so they see themselves as an author and to connect to authors and the excitement behind that.”

In Leah’s classroom, she helps the students create classroom books, which helps their motivation to read increase since the students are the authors. She said:

When the kids write a piece of work, maybe it's a reflection, maybe it's an observation about Science, we turn it into a classroom book and then we send those home. And you say, “This is your special book that you get to take home today. Who are you going to read it with?” And they always tell us first maybe mom. I say, “Great, I want you to go
home and read this with mom.” And then we try to get the parents to write comments inside, and then we read it back the next day to the students. We say, “Oh my gosh, look at what so and so's mommy wrote in this book for us. Isn't that fantastic?” And then we'll send it home with the next kid, so that's also a great motivator for reading.

Students are more interested and inclined to read something that they worked hard on, as well as what their peers wrote. The fact that Leah also tries to include parents by asking them to write comments in the books is also a way to make this classroom project more meaningful.

Another teaching strategy both Tessa and Leah uses is to have an “author study.” Tessa shares:

I like to introduce some of my favourite authors and reading series that I've come across. Most of them have the element of humour, and I really think that gets kids hooked and motivated so we've gone through the Scaredy Squirrel and Chester series by Melanie Watt. We've gone through the pigeon series by Mo Willems and those are the books that they gravitate towards when it's their turn to choose.

Similar to Tessa, Leah stated, “For example, during an author study of let’s say Robert Munsch, you show them [students] your top 3 favourites. Then if they like tell them, you tell them there are more!” Gambrell (1996) agrees that using an author study introduces students to a variety of different authors that they may not know about and is a way to show students that the teacher reads too.

The rest of the strategies discussed are individual teaching strategies that Tessa and Leah use in their separate classrooms. Tessa uses technology as a way to motivate students to read. She stated, “Using different activities online, that's a strategy that I think we're all trying to incorporate more and more. Just to use technology because it’s so much a part of the student’s lives these days.” She also gives students “opportunities to be leaders whether they're going to read the chart or read over the PA.” A teaching strategy as simple as this one works well as students are able to practice their reading and work on something that is of importance to them. Finally, Tessa makes sure to “connect reading across the curriculum.” She explained:
Incorporating drama in reading too so it's not just always static, there's creative thinking behind what they're reading. And using really good mentor texts throughout the curriculum so that reading is not just during reading time, they’re motivated to read you know really good books in Science or in other areas.

Leah uses a teaching strategy called “picture walks” to motivate students to read in her classroom. Leah understands that not all students in the early primary grades are able to read and so she makes sure to let students know that, “looking at pictures and creating and imagining a story using the pictures is also reading.” She said, “A strategy that I try to use is we go through picture walks and we talk about the books first, and the pictures really help them, and they develop interest that way when they look at different pictures.”

Leah also talked about another teaching strategy she uses in the following scenario:

Okay so for example, I have a student right now in the class who is an A level student. So she was first level and didn't progress at all. But that was okay; there are some things that she was able to read. But I focus a lot on sight words. And this month, finally, for example, today, we were talking about Halloween, and I put up the word costume. She had no idea what the word was, but she's like, “I can see that there's the word me inside that big word.” And I was like, “Oh my gosh! You can read!” And I was so excited for her, I gave her a sticker, and I said, “Can you find any other small words?” And let's say, “Let's look at another word.” And so she was looking around and she found other words in the classroom, and I was just, I don't know, it felt great for me. And she's slowly getting better, and you know what, I've told her mom and her mom was like super happy and we talk about how happy we are for the child, in front of her, which motivates her.

In that scenario, Leah uses sights words, talking about the students’ successes in front of them, and an incentive to motivate students to read. She continues on by talking about how to use incentives as a motivator for students to read:

And sometimes, like you want to be acknowledged for the good work that you've put in, so in the primary grades, stickers work fantastic. Also, in the classroom, if you read up to 100 books, you will get a special prize. So this year, the kids will get a bookmark for their 100th book goal.

Leah believes that using incentives provides students with motivation to read. However, Kohn (2010) stated that using a reward is extrinsic motivation, meaning that it will not produce lasting
change. In spite of that, as long as incentives are not the only teaching strategy that teachers use, then there is no reason why incentives should not be implemented in the classroom environment.

**Teaching Strategies Used Outside the Classroom**

Tessa and Leah use many different teaching strategies to motivate students to read outside the classroom. Tessa stated, “A lot of this is mostly dependent on the parents.” When asked what teaching strategies she uses to help motivate students to read outside the classroom, she said, “I think it ties into their homework assignments, so that would include having a shared reading duo tang with a poem or the text of the week that they practiced all week and now they can go home and be proud that they can read it to somebody in their family.” The same type of strategy is used with the students’ guided reading books. Tessa explained, “And same with guided reading, the small book that they've read with their small group during guided reading is one they can now practice at home.” Tessa continues and said, “And the words of the week or the words on the word wall to practice at home so it’s just bringing what they've learned in school back home and sharing it and having parents responsible for signing and monitoring as they listen to them do their reading homework.” Tessa also “promotes library visits and the use of the library.”

Leah’s teaching strategies to help motivate students to read outside the classroom are pretty similar to Tessa’s. Comparable to Tessa’s reading duo tangs, Leah uses books bags in her classroom. Leah explained:

In our school, we have book bags and that is sent home once a week. In the book bags, students receive 4 levelled books that they can read at home with a parent. In our book bags, we have a folder that keeps a record of the books that the kids have read and the title. And also how many books they’ve read.

Leah also talked about sending poems home for students to read to their parents and families:
We do a lot of poems. So every single time we read a poem, or did a song, I would retype it out and then send it home with the kids. But that would be at the end of the week after we had practiced that song or poem every single day and the kids were somewhat familiar with it. And then I included different activities on the back of the poem that they can do at home. So this was pretty successful. And we go back and revisit poems so I've encouraged students to go back and read a book. It doesn't have to be read once. They can read it ten times if they love it.

Both Tessa and Leah can agree that when students are able to bring home something that they have learned to read in the classroom, they are more motivated to share that with their parents and families.

To add to that, Leah provides parents and families with monthly newsletters:

I do send home in our newsletter tips on how to tie activities at home with activities that are done in the classroom and then tie it with the curriculum. In the newsletters, I always try to tell you know parents, if you show kids how much you love to read, then you know, eventually it will rub off on them, and it's not just reading books. It's reading things at home like reading a billboard sign when you walk by, it's reading a recipe, it's reading the newspaper. Have kids read with you, be proud of what they do.

Just like Tessa, Leah promotes visits to the library. She explained:

So when it comes to reading, I will provide tips like at the beginning of the year, I always talk about going to the library. Every kid can get a free library card and can borrow as many books as they want to, I think up to 50. And I try to encourage that the kids get the library card in their name so there's a sense of pride and ownership.

Promoting use of the local library is a teaching strategy that all teachers should incorporate in their classrooms to motivate students to read. This is because not all families are able to have access to a wide variety of different books. The local library is free and is a way to expose students to many books and let them explore and figure out what their interests are.

Lastly, Leah talked about “open communication with parents and keeping them updated with what is happening.” She said, “I think just try to keep the doors of communication open with the parents. I say, you know if you do have any questions or concerns, please speak to me.”
Through the data collected from both interviews, it is evident that it is just as important to integrate teaching strategies in the classroom to motivate students to read, as it is to integrate teaching strategies to increase students’ reading motivation outside of the classroom.

**Theme 3: Teachers bring a wide variety of resources into the classroom with the goal of motivating all students to read.**

Another major theme that arose through this research is the importance of bringing in a wide variety of resources into the classroom. Through the interviews, the participants shared many resources that they believed have made positive impacts in motivating students to read. Sub-themes for this discussion include:

1) **Variety of Books**

2) **Making Use of the Library**

3) **Incorporating Technology**

4) **Programs, Workshops, and Conferences**

5) **Collaborating with Professionals and Colleagues**

**Variety of Books**

When asked what resources are brought into the classroom to increase students’ reading motivation, Tessa replied, “a variety of books that are appropriate.” She went on to explain that “variety” does not only mean different genres, but also different types of books. Tessa stated:

In the classroom, having a variety of resources, having books of all sources, the accessibility whether it’s a computer or tangible books, resources that are novel, they are either favourites or they’re current, you know introducing new things and resources that reflect the student’s interest levels, as well as their ability levels as well. Also different genres, books on CDs, computer programs that they can be using independently or using a smart board together, games. So that's a big factor, having appropriate resources.

Tessa makes a really important point. If there are plenty of resources, but they are not appropriate, then they do not really serve a purpose in the classroom environment. Tessa
describes “appropriate” resources as resources that are “age-appropriate and fits the developmental ages of the students in the classroom.” Tessa also stated that the resources available for students in the classroom should be resources that students “can take home and share it with their families.” She believes that it important to “create that home-school connection in order to see that big change in motivation.” She said, “That’s how you motivate students to read: giving non-readers the tools to help them become readers, even if they're not fluent by the end of the program, they are at least seeing themselves as somebody who can read some things.”

To add to that, Tessa talked about a “Family Literacy Collection,” which is “something our board produced [which is called the Family Literacy Collection] so stories written by teachers with a song and a CD.” This is a really big motivator for students because they like reading stories that their own teachers have written.

Leah also believes that bringing in a “variety of different types of books” into the classroom helps to motivate students to read. Leah stated:

We try to do a lot of read-alongs in the listening corner. We read the story usually first, then we'll let them read the story in the listening corner with a partner. Also books of different genres and types like recipes and newspapers and magazines. Oh and I think it's really important to find books that are culturally diverse and reflect the population in your class. So for example, Eid just passed, I found books about Eid. I know that Divali is coming up, I'll find books about Divali. Even if there isn't a certain population in your class. For example, I don't have any students who are Chinese, but we talked about the mid-Autumn festival and read books about that. Because you know what, I'm sure that they know someone who's Chinese and it's always nice to know about someone else's culture.

What Tessa and Leah talk about during the interview aligns with the literature. According to Gambrell (1996), for students to have positive literacy experiences, they must be exposed to a variety of different kinds of books. Having a variety of books creates opportunities for choice
and for students’ to find out what their interests are. Like mentioned in chapter 2 and a previous theme, choice and interest are definitely motivating factors for reading.

**Making Use of the Library**

Both teachers talk about the importance and benefits of using the school and public library as a resource. Tessa makes sure to bring her students to the school library at least once a week so that they are able to borrow books. She also talked about promoting the use of the public library to parents and families of her classroom. Similar with Tessa, Leah takes advantage of the school library. She stated, “We also visit our local library upstairs in the school and we have some great resources in the teacher room like large picture books that we'll read with the kids.”

In terms of the public library, she stated:

> I think parents, you know, we try to say even if you go to a friend's house, maybe you can borrow a book from the library together. Go to the local librarian, ask them for help. I personally visit my local library, and I'll borrow about 20 or so books every so often on a subject that we might be learning about or the kids might be interested in that we might not have in our school library. And I bring that into our reading corner or read them with the students. And we do partner with the local library and the librarian does come in for a visit to the school and will talk to the students about library and library cards and what they can find there.

The school and public library is an amazing resource that can be overlooked by many teachers. It is important for all teachers to take advantage of the school and public library because not all students have the same access to a variety of books in their home environments.

**Incorporating Technology**

Both teachers agree upon using technology as a resource to motivate students to read. In Tessa’s classroom, she mostly uses websites to encourage students to read online books. Leah also uses websites. She stated, “If we're going to talk about like online things, we do use this one website called starfall.com and Starfall introduces a lot of letters and some of the sounds to the kids to help them read.” She believes that using websites is “a fun and exciting way to read,
compared to traditional print books.” Another way Leah incorporates technology in her classroom to increase students’ reading motivation is through movies. She stated, “We also watch a movie called the Letter Factory and a lot of the kids do know the Letter Factory. It has a lot of great movies about letter sounds, blends, phonics.” Leah said that, “using movies to encourage students to read really works. They are able to learn how to explicitly read as the movie walks them through letter sounds.” Nowadays, technology is inevitably a part of all our students’ world. It is something that they love to take part in and be able to work with. For that reason, using technology to increase students’ reading motivation is something that all teachers should incorporate in their classrooms. The use of technology to motivate students to read aligns with the literature. Booth (2006) suggests that students are reading and writing more than ever because of accessibility through technology and as teachers, it is our job to ensure these interactions with technology are successful by recognizing it in our literacy program.

**Programs, Workshops, and Conferences**

Another resource Tessa brings into the classroom to motivate students to read are programs called “Empower and 5th Block.” This is what she has to say about the two programs:

> Just one more thing we have as a school, we were fortunate to have the Empower program so it's specialized programs that help kids who need that boost in reading so at one point we had 5th Block here, and we now have Empower which is the same type of reading support intervention program. The board funds these two programs and teachers are able to ask for support from the programs when needed. Tessa also talked about the Reading for the Love of It Conference. She advises teachers to: “Go to Reading for the Love of It. No matter how many times you go, there's always something to bring back to the classroom.” Tessa explained, “I learn a lot from the workshops at Reading for the Love of It. The speakers offer lots of advice and teaching strategies that can be brought into the classroom to motivate reading.”
One program that Leah brings into the classroom as a resource is Scholastics. She said, “I talk about the scholastic book order that provides a lot of great books for a really affordable price.” This is a resource teachers, as well as parents and family can take advantage of in order to build their book collection.

**Collaborating with Professional and Colleagues**

During the interview, Tessa spoke about the benefits of collaboration. She said, “In order to motivate students to read, teachers must work with other colleagues and professionals to learn more about the topic.” She stated:

I'd say connect with the experts, whether it's through professional reading or a webcast, going online and searching because there's so much we can learn from other people who've been focusing on reading and motivation and who have supported decoding and comprehension, all of that, there's so much expertise out there. And when possible, connect with colleagues. It's not always possible to have someone to co-teach with, we're in a small school and we don't have anybody to teach the exact same grade, but when you can share ideas and share strategies, I think that when two or three ideas come together, it's always more than we could think of ourselves.

In terms of collaboration, Leah talked about the ESL teacher in her school. She stated:

For like ESL students, we find that it's tough, they're not interested. So I've talked to our local itinerant ESL teacher last year, so she brought in some dual-language books. So even though the students aren't able to read the books in English, maybe at home, mom and dad don't speak English. We try to find a book in their language and then mom and dad would read that book to them in their language. And I said that's perfectly fine because it's still reading and it's in their home language.

Collaborating with professionals and colleagues is a resource that can sometimes be unnoticed. However, speaking with even just one more professional or colleague provides teachers with that many more teaching strategies to bring into their classroom to increase students’ reading motivation.
Theme 4: Influences from teachers and peers can affect student motivation to read.

Another prominent theme that emerged is that there can be influences that can affect student motivation to read. These influences include the teacher and peers. Sub-themes that will be discussed in this section include:

1) Critical Role of the Teacher

2) Influence of Peers

Critical Role of the Teacher

The most influential role model that can have a huge impact on students’ motivation to read is the teacher. Tessa and Leah both believe that a teacher can significantly affect reading motivation. When Tessa is asked about what factors inside the classroom that affects students’ motivation to read, she answered:

In terms of factors that affect students’ motivation to read, I put down teacher as number one so I believe again that a teacher's personal attitude and their personal passion towards reading can make a huge difference in the way students respond to reading. And also engaging kids about what I'm reading, what they're reading I think that's the type of influence we could have.

She continues and said:

I would just say share your passion and hopefully all teachers have somewhat of a passion for literacy and reading. I know it can vary, but if you have that in you, share it and make sure that kids know what books mean to you and how exciting they can be. Once you add your own personal interest and you introduce your own preferences and your authors and your favourites. And again it’s kind of contagious so promoting that enthusiasm, modelling reading, and putting value on it. I think the teacher factor really plays a role in that aspect.

Leah responded very similarly to Tessa. She too believes that teachers play a critical role in motivating students to read. When asked how a teacher’s approach to literacy can affect how motivated students are to read, Leah answered:

Oh it's huge. I think if students are motivated to read, then yeah, they definitely become more successful because that's one of the foundations for being successful throughout the
FOSTERING STUDENTS’ READING MOTIVATION

older grades as well. I think a lot of the motivation though doesn't come from the students independently motivating themselves, especially the young ages. A lot of it has to come from role models. So for example, teachers. Just from the teacher's perspective, I think a lot of it is building up their confidence and their self-esteem. Everyone can read. A lot of the kids think I can't read anything. I said, “Well can you read your name?” “Yes.” I'm like, “Oh my gosh, then you're a reader! Can you read my name?” “Yes!” Then yeah, you can read and it starts from there.

She also stated:

Oh, I think it affects not just literacy, but a whole bunch of things. If you approach a subject with hesitation, with doubt, with worry. If you think, “Oh I'm not good at this,” then it passes on to the kids. You know, it gets filtered through to them, and it might not be deliberate, but that's what the kids are going to get. So if you are excited about reading, if you are you know, talk about maybe your visit to the library, what did you do this weekend, I went to the library, or I read this book. If the kids see how much you love to read, then hopefully it passes on to them too.

It is very common to read about the influence of teachers in terms of reading motivation in students in the literature. According to Booth (2006), teachers should share and model your own interactions with literacy so students can relate to you on that level too. The literature matches my interview data and highlights the need for teachers to show students that they value reading.

**Influence of Peers**

Peers are also an influential factor in terms of students’ motivation to read. Tessa believes this too. She stated:

So if their classmates are showing an interest, I see that rubbing off as sort of a variable that can positively affect motivation and it can have common interest as their peers or individual interest, but it sort of sparks the other students into wondering, “Oh what's he so excited about? What's this book about? I see him all eager to read that one.” Class dynamics can play a role in being motivated, if you have students that I find the ones who can read already, sort of spontaneously will sit on the carpet during reading time and others will gravitate around them when that person has a favourite book so they become sort of the mini teacher who’s doing the read aloud at the carpet and that can have a positive effect.
This information aligns with the literature. Applegate & Applegate (2010) have said that students are more motivated to read when they are able to share what they are reading with their peers. Most students have the same interests and when they are able to share those interests through reading, students are able to enjoy the act of reading even more.

**Theme 5: Involvement of parents/families and the school community can directly affect student motivation to read.**

The fifth and final finding regards how the involvement of parents, families, and the school community can positively affect students’ motivation to read. Both research participants acknowledge the fact that parents, families, and the school community play a huge role in fostering students’ reading motivation. Sub-themes for this discussion include:

1) **Involvement of Parents/Families**

2) **Involvement of the School Community**

**Involvement of Parents/Families**

Tessa believes that parents and families are a huge factor in motivating students to read. She stated:

Another factor would be the family and how the family emphasizes reading or literacy. The time the family devotes to that activity whether it's quality time before bed, reading a story together or playing a game together. The resources that are available at home would be another factor, whether there are print materials or if there are opportunities to read things online. And how the family could promote trips to the library or to a bookstore. Just make reading a part of daily activities at home. Reading a recipe together, those types of things. And the last one about the outside factor with families, I don't see it as much or hear it as much as I used to, but the placing the value on reading as a positive thing vs. a consequence. Cause some parents would say, “You know, they're not listening to me at home and I just tell them go to your room and just read a book,” as if that is a negative thing. So I’m not hearing that as much but that can be a factor.
Leah stated something very similar to Tessa, “I think there needs to be a lot of support at home. Even if parents themselves are not strong readers, reading can come from anywhere like I said. You know when you're reading a recipe, when you're reading a sign.”

It is evident how big of an influence parents and families play in terms of motivating students to read. Similar to teachers, if parents and families do not value reading, then students will not see the value in it either. What is of most importance is that parents and families make sure that they include reading as part of their daily schedules. If parents and families are not able to provide their children with a variety of books at home, then teachers can promote visits to the public library.

**Involvement of the School Community**

There are also many ways that the school community can motivate students to read. During the interview, Tessa talked about four ways her school community gets involved to promote reading motivation. One way is through reading with the school community as an audience during morning announcements on the PA, mass, and assemblies. Students from all grades in the school are able to read during these times. This motivates them to read, as the students are excited to be able to read to an audience. Another way is through a “bulletin board walk.” Tessa explained:

> Once in awhile, the principal will really encourage classes to go and do sort of a bulletin board walk, and look at what the other classes have up and sometimes we're on a common theme. If the whole school's gone to the Royal Agricultural Fair, and we've done a follow up activity, she wants everybody to go around and see so that's something we do as a school.

This motivates students to read because they are able to look at what their peers have worked on. Moreover, Tessa’s school community incorporates “reading buddies” in their schedule. This is a time where, “older grades will pair up with younger grades to promote reading.” Lastly, Tessa
talked about “STARS.” STARS stands for “Start Thinking And Read Stories.” During STARS, “the entire school reads independently and silently right after lunch for about 10-15 minutes.”

Leah’s school community also gets involved in helping to motivate students to read. One way her school community promotes reading is by hosting “Literacy Night.” Leah explained:

We plan a night of literacy activities to share with parents and students that they can take home and do. We talk about the strategies that we use, we talk about how to adapt activities based on the age and the developmental level of the children. And we do send home resources with them.

In essence, it is apparent that the involvement of the school community can positively influence reading motivation. When reading is a part of students’ daily lives in the classroom, in school, and at home, the increase in motivation for reading is inevitable.
Chapter 5: DISCUSSION

Introduction

The goal of this research project was to investigate and explore the importance of creating a classroom environment to motivate students to read, as well as what factors impact students’ reading motivation. After meeting with the participants of this study, I have come away with a bigger knowledge base in this area. The teachers whom I have had the privilege to learn from have made reading motivation one of their top goals in their classroom. The importance of motivation extends beyond the classroom doors. Motivation makes the difference from a student reading only in the classroom because they have no choice, to students reading in the classroom and outside the classroom because they choose to and because they love to!

Through this research experience, I have been able to develop a deeper understanding of the importance of creating a classroom environment that purposefully reflects my goals as a teacher for the students in my classroom. As a teacher, I will do everything that I can to create a classroom environment for my students that will foster their reading motivation. From analyzing the data in this study, I gained the insight that developing and increasing reading motivation in students cannot happen with only the teacher and in the classroom alone. The support needs to come from many different individuals and groups of people including the students, school community, neighbouring community, and parents/families.

Implications

As previous mentioned in chapter 1, the reason I decided to look into reading motivation for students is because of my own experiences growing up. Throughout my entire childhood and elementary school years, I was fortunate enough to be able to be surrounded by an environment (both at school and home) that motivated me to read. I wanted to find out how teachers can
create this environment. My participants, along with the issues raised in the literature review, have presented clearly defined strategies on how to create a classroom environment to motivate students to read. My goal as a future educator to is take the valuable insights that I have gained from my participants and incorporate and implement them in my own classroom.

Three areas emerge as important factors for providing meaningful motivation for independent readers:

1) Exposure to a Variety of Books, Interests, and Choice
2) Home-School Connection
3) Value Reading

**Exposure to a Variety of Books, Interests, and Choice**

Creating an environment that motivates students to read begins with exposing them to a wide variety of books. In the classroom library, there should be non-fiction and fiction books, books of different levels to match all the abilities of the students, books of different genres, books in different languages, different types of print such as comics and magazines, etc. Having a variety of books gives students many opportunities to read books that they are interested in, as well as explore and discover books they may not normally gravitate towards. Therefore, giving them lots of choice, which is a key indicator in motivating students to read.

**Home-School Connection**

It is also important to extend this classroom library to include a home-school connection. When students learn to read a book and any print at school, teachers should give them the opportunity to share their reading at home to their parents and families. To add to that, if parents and families are not able to provide their children with many books at home, then teachers
should recommend that they take advantage of their public library. Teachers can do this as well, since books can be an expensive purchase.

**Value Reading**

Finally, perhaps the most important way to motivate students to read is to show them that reading is valued. This requires effort from all parties: teachers, the school community, and parents and families. When students are surrounded with individuals who value reading, more importantly show students that they value reading, then the students’ motivation to read will be immeasurable. One strategy to show students that reading is valued is to make it a daily part of your schedule. This can include having a scheduled time for reading, looking at print in the environment such as signs on a door or ads on a bus stop. Another way is to show them that you read too by talking about a book that you have read recently or are currently reading or sharing preferences like favourite authors or series. When students are able to comprehend that reading is an important part of peoples’ lives around them; then they are able to better appreciate the value of it too.

**Limitations of this Study and Possible Next Steps**

Although I have been able to present many important insights about how to create a classroom environment to foster reading motivation in students, this is just a starting point for this area of research. Limitations of this study include the small sample size. Only two participants were interviews for this study. Thus, future research can include more participants. Moreover, the only methods of data collection for this study were the examination of literature and interviews. As a result, the findings cannot be generalized because the data collected reveals only the participants’ perspectives. Therefore, in future research, other methods of data collection can be used such as observations of teaching practices. Lastly, this research study was
completed in a short amount of time. If given more time to complete it, more research could have been conducted and more insights could have been made. For instance, two themes that could have been further researched are how parents and families affect students’ motivation to read and how teachers can integrate reading into other subject areas to foster students’ reading motivation. In spite of all this, I feel confident in the fact that I have been able to complete my research project successfully.

**Conclusion**

Throughout the duration of this entire research project, I often found myself reflecting on my views towards the importance of reading motivation in students as an educator before my research project began and how they have changed. I have always believed in the power and benefits that reading has in all students. Before, to me it seemed so simple. I thought that creating that love for reading in students was a straightforward and effortless goal. I now realize how much organization and planning goes into creating classroom environments that foster reading motivation. Taberski (2000) summarizes this well:

> If we want students to love to read, then we must provide the kinds of books that will encourage this life-long relationship. This won’t happen because we will it. It happens by knowing what we want to achieve and by setting up our classrooms, materials, and schedules to make it happen. (p. 33).

My research has reconfirmed my belief in the value of reading and how important it is to foster that motivation in reading for students. Purposely setting up a classroom environment, implementing specific teaching strategies, providing a variety of appropriate resources, understanding the influence teachers and peers have, and encouraging the school community and parents and families to become involved are all important factors that foster students’ reading motivation and ultimately creates an atmosphere where students are able to grasp the value of reading.
In essence, this research project has allowed me to grow profoundly as an educator. I have learned the importance of reading as it relates to students’ academic success and daily lives. I have learned to value and seek guidance from those around me. Most importantly, through this research process, I was able to envision my own classroom environment and how I will physically set it up, how I will organize my daily routine, what teaching strategies I will incorporate, what resources I will bring in, and whom I will ask for support and encourage to be involved throughout the entire process, all for the goal of fostering reading motivation in all the students that walk into my classroom doors.
REFERENCES


Appendix A: Interview Protocol

Thank you very much for agreeing to let me interview you for my Master of Teaching Research Project. I am interested in how elementary school teachers, such as you, can create a classroom environment that will foster students’ reading motivation in the primary level. The data collected will contribute to my Master of Teaching Research Paper, which is a requirement for completing the Master of Teaching program. This interview will be recorded, but will be used for the sole purpose of data collection for the research study. In addition, any personal identifiers will not be included in the research to maintain confidentiality. The interview will take approximately 30-45 minutes. Do you have any additional questions before we begin?

Introductory Questions

Grades and Number of Years Taught
  1) What grades are you currently teaching and have taught in the past?
     a. For how many years have you been teaching?

Research Specific Questions

Daily Routine
  2) What do you do during your daily routine that helps to motivate students to read?

Classroom Environment
  3) If a visitor were to walk inside your classroom, what would he/she see that is geared toward helping motivate students to read?

Reading Motivation as Related to Student Success
  4) How do you think students’ motivation to read relate to their success in school?

Factors Influencing Motivation to Read
  5) What do you think are factors inside the classroom that affects students’ motivation to read?
     a. What do you think are factors outside the classroom that affects students’ motivation to read?

Teachers’ Approaches to Literacy
  6) How can a teacher’s approach to literacy affect how motivated students are to read?

Experiences
  7) Can you tell me about a situation where you were able to successfully motivate a student to read.
Strategies
8) What specific strategies do you use in your classroom to help students become motivated in reading?
   a. What specific strategies do you use to encourage students to read outside of the classroom?

Resources
9) What resources do you use in your classroom or school to help students become motivated in reading?

School Community
10) Does your school community encourage or implement strategies that might help motivate students to read? If yes, please explain.

Challenges
11) What challenges, if any, have you experienced when it comes to motivating students to read?
   a. How did you overcome these challenges?

Professional Development
12) What advice do you have for me as a developing teacher to foster students’ motivation in reading?

Thank you very much for your time. Your insight and experience has been invaluable. My e-mail is listed on the letter of consent, if you would like to get in contact with me. If you think of any additional comments about fostering students’ reading motivation, I would love to hear from you. Thank you!
Appendix B: Participant Letter of Information and Consent

Date: __________________________

Dear Participant,

I am currently a graduate student enrolled in the Master of Teaching program at the Ontario Institute of Studies in Education of the University of Toronto (OISE/UT). As part of the requirements of the program, I am completing a Major Research Paper in a specific area of interest. I am interested in exploring how teachers create a classroom environment that foster students’ reading motivation. I think that your knowledge and experiences will be a valuable contribution to my research.

My data collection consists of a 30-45 minute interview at a time and location that is suitable for you. You will receive a copy of the interview prompts prior to the interview. The interviews will be audio-recorded, transcribed, and analyzed for common themes. The content of the interviews will be used for a final research paper, informal presentations to classmates, and potentially, for publication.

Your participation in the research project is completely voluntary. You are free to withdraw your participation at any time, even after you have consented to participate. You may decline to answer any specific questions or stop the interview at any time. You will be given a copy of the transcription and have the opportunity to clarify your responses with me.

I will not use your name or anything else that might identify you in my written work, oral presentations, or publications. This information remains confidential. The only person who will have access to my assignment work will be my research supervisor, Larry Swartz.

If you agree to participate in this research project, please sign below. The second copy is for your records. Thank you very much for your help.

Sincerely,

Valerie Saw
Principal Investigator
valerieanne_saw@hotmail.com

Larry Swartz
Research Supervisor
Email: larry.swartz@utoronto.ca
[  ] I agree to participate in the OISE/UT project as outlined above.

Participant’s name (printed): ________________________________

Signature: _____________________________________________

Date: _______________________________________________