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CULTURALLY RESPONSIVE INSTRUCTION AND INTRINSIC MOTIVATION TO READ AMONG UNDER-REPRESENTED ADOLESCENTS IN AN URBAN SETTING

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CULTURALLY RESPONSIVE INSTRUCTION AND INTRINSIC MOTIVATION TO READ AMONG UNDER-REPRESENTED ADOLESCENTS IN AN URBAN SETTING

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ABSTRACT

CULTURALLY RESPONSIVE INSTRUCTION AND INTRINSIC MOTIVATION TO READ AMONG UNDER-REPRESENTED ADOLESCENTS IN AN URBAN SETTING

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The purpose of this mixed-methods explanatory sequential design study was to examine whether a culturally responsive pedagogy could influence intrinsic motivation to read among urban under-represented adolescents. The study was grounded in the expectancy-value theory as a framework because students' prospects for success and the value they place on certain activities are connected, thereby encouraging stakeholders to better understand the value of culturally responsive instruction and the influence on diverse student populations. Quantitative data were collected using the revised version of the revised version of the revised version of the Adolescent Motivation to Read Profile (AMRP). Specifically, this tool served to measure the perceived value of reading and self-concept of study participants ($N = 33$). Qualitative data were collected using the revised version of the AMRP Conversational template. Interviews were conducted so the participants could express whether they felt their teacher incorporated a variety of cultural backgrounds and experiences when teaching the curriculum or choosing resources. Limitations, recommendations for future research, and recommendations for practice are identified. The conclusions of this study follow the research question, and the findings are reported in the following key areas: (a) the value study participants placed on reading, (b) perception of participants' reading abilities, and (c) the potential impact of a

culturally responsive pedagogy. A common thread among the participants related to how they struggled with vocabulary and their attempts to navigate difficult words. Reading books students can connect to based on real life and decision making was also a common theme among the participants. These findings can serve to help stakeholders better understand marginalized adolescents and a how a culturally responsive pedagogy could potentially influence their intrinsic motivation to read.

DEDICATION

To my wife, Swiffer Jet, Pumpkin

Church, Little Buddy, and Souvlaki.

This educational endeavor would not have been possible

without them.

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CHAPTER 1: INTRODUCTION

In a time when teachers and educational stakeholders are increasingly responsible for supporting students through college and career readiness standards, increasing students' proficiency or skills in literacy is paramount. Students need to be financially, culturally, media, and information literate to successfully navigate a 21st century society (Pietila, 2017). Students will need to be literate in order to be college and career ready.

According to Grizzle et al. (2013), literacy is an essential human right and the ability to effectively use "printed and written materials" is necessary for engaging in a diverse landscape and to a varied audience (p. 45). Information in the 21st century is flowing at a fast pace and students are faced with a barrage of text in the form of tweets, social media posts, carefully crafted advertisements, and literature. As such, students need to know how to use and learn from various types of information. Literacy also includes digital, media, and information literacy, which give human beings agency (Wuyckens et al., 2022).

According to Westby (2004), proficiency in literacy includes being able to make relevant inferences to interpret, analyze, and synthesize information in text. Students need to be able to apply these important skills to multiple texts so they can pose and solve questions about the text. These skills require explicit teaching and not solely exposure to achieve proficiency (Westby, 2004).

The Nation's Report Card for reading showed 17% of twelfth-grade under-represented students in 2019 were at or above proficient versus 47% of twelfth-grade White students (National Assessment of Educational Progress [NAEP], 2019). This drastic gap is concerning for the future literacy achievement of under-represented

adolescents, emphasizes the importance of this researcher's work, and is relevant to all stakeholders involved in the education of students (NAEP, 2019).

A significant disparity exists in the proficiency and achievement of under-represented adolescents when compared to other groups such as Whites, especially in a large Northeast urban school system that was the site of this study. According to the 2019 National Standardized Test Results for Grade 8, average reading scores were lower compared to the previous assessment in 2017 for White, under-represented, Hispanic, American Indian/Alaska Native, and students of two or more races (NAEP, 2019). Talbert-Johnson (2004) reported the median Scholastic Aptitude Test score for under-represented students is 195 points lower when compared to that of White test takers. This outcome results in poorer rates of college entrance and completion and lower grades when comparing under-represented students to White students. Jacobson et al. (2001) suggested racial, environmental, socioeconomic, and other institutional differences may be reasons to explain why pedagogy could possibly influence the literacy achievement of under-represented adolescents in an urban setting.

Statement of the Problem

According to the NAEP (2019), twelfth-grade students are proficient in reading when they are successfully able to "locate and integrate information using sophisticated analyses of the meaning and form of the text" and "provide specific text support for inferences, interpretative statements, and comparisons within and across texts" (NAEP, 2019, p. 18). A school culture that nurtures trusting relationships can play an important role in reducing the achievement gap (Miller-Jones & Rubin, 2020).

According to Gay (2000), a classroom that is a culturally responsive environment and is led by an open-minded teacher who celebrates the different lived experiences and cultural attributes of students can help close the achievement gap. According to Moffitt (2020), implementing culturally responsive pedagogy (CRP) in the classroom improves student engagement and fosters a positive class culture. Richards et al. (2007) also explained the increased need for culturally responsive pedagogy in recent years:

> Teachers must employ not only theoretically sound but also culturally responsive pedagogies. Teachers must create a classroom culture where all students regardless of their cultural and linguistic background are welcomed and supported and provided with the best opportunity to learn. (p. 64)

Culturally responsive pedagogy means teaching academic skills and knowledge while taking into consideration students' lived experiences and cultural lenses, so the learning environment and content are more meaningful (Gay, 2002). According to Byrd (2016), high expectations, promoting cultural competence, and promoting critical consciousness are the three pillars of a pedagogy that places students' culture as the primary focus. More than serving as a pedagogy, being culturally responsive in the classroom is an attitude and commitment to inclusiveness (Samuels, 2018), which has the potential to positively influence under-represented minority students.

According to Ladson-Billings (2021), teaching that focuses on advancing student learning, developing cultural competence, and fostering critical consciousness is the only practice that accurately represents what is meant by culturally responsive pedagogy. This pedagogical approach requires a teacher's willingness to foster a caring community that celebrates students' diverse abilities, experiences, and creativity (Yuan & Jiang, 2019).

Furthermore, culturally responsive pedagogy has been recognized as an enticing and logical approach (Keehne et al., 2018) to successfully educating students in classrooms composed of marginalized students.

Sedita (2022) commented that a common thread among all definitions of a culturally responsive pedagogy is that it is a strategy for "engaging all students." Using practices that are "inclusive" and "validate students' unique cultures and languages" can support student inclusion (Sedita, 2022, para. 3).

Theoretical Framework

The expectancy value-theory was important to this researcher's understanding of how culturally responsive pedagogy could potentially influence intrinsic motivation to read among urban under-represented adolescents. This theoretical framework allowed for a better understanding of students' internal feelings that affect motivation both positively and negatively. Expectancy value-theory is defined as an individual's beliefs about how well they will do on a particular activity. The value portion of the expectancy-value theory can be broken down into four categories of intrinsic interest value, attainment value, utility value, and cost (Jones, 2014).

Intrinsic interest value is determined based on a student's enjoyment of or interest in a specific task. A student may be very interested in and enjoy environmental science studies because they want to help preserve the environment. Thus, the student's interest level would be high. Attainment value is the level of importance a student places on a task (Cooper et al., 2017, pp. 1–2). For instance, doing well on an environmental science project probably holds increased importance to the student who wants to help protect the environment. Third, utility value is the student's perceived usefulness of an activity

toward future goals. The same science student discussed above is likely to not perceive a poem by Edgar Allan Poe to be useful toward environmental preservation. The final category of value is cost, which is the negative consequence of participating in a task (e.g., time, anxiety, fear of failure, etc.; Cooper et al., 2017, pp. 1–2). These factors are important because they will affect a student's intrinsic motivation to complete a task (Jones, 2014).

According to the general expectancy-value theory of achievement motivation (see Figure 1), an individual's unique expectations and values are influenced by many factors. For example, expectations can be influenced by the individual's *self-schemas*, *goals*, and *self-concept of abilities* (Eccles, 1983). The aforementioned factors are frequently influenced by others with whom the individual socializes, gender roles, and stereotypes. Broader social and cultural stereotypes also affect a student's overall expectancy beliefs. The value a student places on a task is influenced by experiences, emotions about the experiences, and previous achievement-related experiences. The expectation of success and subjective task value both affect the achievement-related choices and performance of individual students (Jones, 2014). This researcher wanted to examine how culturally responsive pedagogy could potentially influence intrinsic motivation to read among urban under-represented adolescents.

Figure 1

General Expectancy-Value Model of Achievement Motivation

Figure 2.1 General expectancy-value model of achievement motivation

From "Subjective Task Value and the Eccles et al. Model of Achievement-Related Choices" by J. S. Eccles in *Handbook of Competence and Motivation* (p. 106) edited by A. J. Elliot and C. S. Dweck, 2005, New York: Guilford Press. Copyright © 2005 by Guilford Press.

Purpose of the Study

The purpose of this mixed-methods explanatory sequential design study was to examine whether culturally responsive pedagogy could potentially influence intrinsic motivation to read among urban under-represented adolescents. This study was grounded in the expectancy-value theory as a framework because students' expectations for success and the value they place in certain activities are related.

Potential Implications

Culturally responsive pedagogy may help educators recognize the benefits of a curriculum that integrates and appreciates diverse cultures and identities (Washington, 2018). When cultural equity is promoted in the classroom, students are likely to experience significant increases in their intrinsic motivation (Gay, 2000). This study was

intended to encourage stakeholders to better understand the potential value of culturally responsive pedagogy and the influence on diverse student populations.

Culturally responsive pedagogy includes the recognition of different cultural mores and must be an integral component of lesson planning (Gay, 2000). For example, in this researcher's government class, the students discuss, at length, police relations, especially those involving under-represented communities. A teacher should be conscious of the sensitive nature of this topic for all students and the need to be "culturally" aware based on the diverse classroom demographics. This is a sensitive topic for under-represented minority students, including those students who can directly relate to the individuals involved in high-profile police incidents (Fox- Williams, 2019). As a result, this researcher facilitates a discourse in the classroom that fosters an environment in which multiple perspectives are honored by establishing a framework built upon respect, productivity, and understanding. For example, the researcher may provide thought-provoking questions and response stems for students to use in their conversations with one another. In this case, the researcher has provided the framework for students to contend with and collaboratively respond to the topic and questions (Grifenhagen & Barnes, 2022). Most important is that conversations can take place in a safe and accepting environment.

Personal Interest

The researcher is interested in supporting increased literacy proficiency, cultural understanding, and intrinsic motivation, which all stem from their experience as an educator. The researcher has been an educator for nearly 2 decades primarily with at-risk, under-represented adolescents and in that time has observed a cultural disconnect

between teachers and students. Teachers should understand and appreciate a student's culture and individuality, as both can positively influence academic achievement (Lynch, 2018). Within the field of education, it is now imperative that research be conducted to determine how to support under-represented minorities who struggle academically in schools. The researcher holds the belief that stakeholders should consider adopting empirical interventions that support students in achieving college and career readiness standards that take culture into consideration (Morningstar et al., 2018).

Research Question

The research question that guided this work was: How can a culturally responsive pedagogy potentially influence intrinsic motivation to read among urban under-represented adolescents?
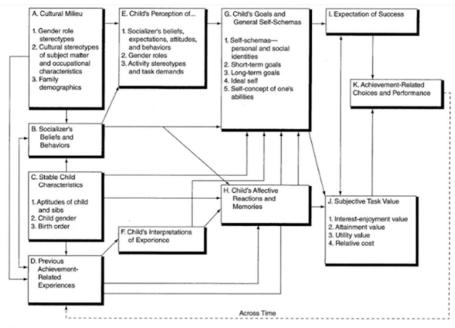
Definition of Terms

Academic achievement – learned proficiency in basic skills and content knowledge (McCoy et al., 2005).

Achievement gap – The underachievement of students with varied cultural and linguistic experiences in contrast to their mainstream peers (Talbert-Johnson, 2004).

Attainment value – The importance a student places on a particular task (Jones, 2014).

Culturally responsive pedagogy – Teaching that incorporates the diverse cultural characteristics, experiences, and perspectives of ethnically distinct students to promote engagement (Gay, 2002).

Expectancy – An individual's beliefs about how well they will do on a particular activity (as referred to in the expectancy value-theory; Eccles, 1983).

Intrinsic interest value – The value determined based on a student's enjoyment or interest in a specific task (Jones, 2014).

Intrinsic motivation – Motivation that manifests in the enjoyment of and interest in an activity for its own sake (Elliot & Harackiewicz, 1996).

Literacy – An increasingly complex set of competencies needed to function in an more diverse and global society. Students need to participate in discourse based on content-rich text and be able to communicate through speech and word the advanced understandings of text to a diverse audience (New York State Education Department, 2019). The functionalist defines literacy as educating and arming individuals with literacy skills such as reading, writing, speaking, and listening that are necessary for navigating the demands of daily living and a changing technological and economic landscape (Keefe & Copeland, 2011).

Pedagogy - the act and communication of teaching that explicitly includes curriculum and assessment. Pedagogy also includes the knowledge teachers must have in order to make and rationalize decisions in the classroom (Black & Wiliam, 2018).

Urban education – Typically has some connections to the people who live and attend school in the social context, the characteristics of those people, and the surrounding community realities where the school is situated (Milner, 2012).

CHAPTER 2: REVIEW OF THE LITERATURE

The Path to Culturally Responsive Pedagogy

The student population that makes up today's classroom is more diverse than ever before, requiring teachers to use a culturally responsive approach to effectively educate all students (Richards et al., 2007). Previously, it was thought that assimilating Black people and other minorities into White society would foster academic success (Hanley & Noblit, 2009). This idea of assimilation is problematic because it eliminates individual students' prior experiences and cultures, which are the keys to successful learning. Moreover, when students' agency and culture are suppressed or rejected, students are educationally disempowered (Hanley & Noblit, 2009). Research shows minority students perform at their peak when their educational settings are built on an acceptance of their culture and racial identities (Hanley & Noblit, 2009).

Collaboration between teachers and school leaders is required to positively influence the academic success of under-represented urban students and a culturally responsive pedagogy has been shown to be successful in meeting this goal (Scribner et al., 2021). According to Scribner et al. (2021), principals must play an active role in cultivating a supportive and culturally responsive school environment through such things as modeling and collaborative walk-throughs.

Federal Legislation

Educational policy changes are continually being made that affect what and how teachers teach (Shanahan, 2014). Historically, educational policy and decision making were left to the states and local school districts. However, a notable shift occurred in 1965 under President Johnson when programs such as Head Start and Title I of the

Elementary and Secondary School Act (ESEA) became law (Shanahan, 2014). Although these legislative changes were intended to "categorically" improve academic achievement for the under-represented, these programs were tied more to money and testing than to sound pedagogical practice (Shanahan, 2014).

A White House report entitled *A Nation at Risk* (National Commission on Excellence in Education, 1983) showed U.S. students were falling behind their international peers with significant economic consequences (Shanahan, 2014). This report sparked standards-based reform with the goal of preparing students for an information-based economy that would require highly educated workers. A significant federal effort to address these calls for reform was the No Child Left Behind Act (NCLB), reauthorized as ESEA of 2002, which expanded Title I funding contingent upon testing, accountability measures, and the establishment of literacy programs (e.g., Reading First, Early Reading First; Shanahan, 2014).

In 1987, California was the first state to aggressively "prescribe" literacy education requirements (Shanahan, 2014). For example, California required a literature-based English language arts curriculum and teachers could no longer use materials written specifically to teach reading. California led the way in directly influencing how literacy instruction was to take place in the classroom and this approach was eventually adopted by 30 states (Shanahan, 2014).

In 2009, through the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO), 48 states consented to participate in the development of a uniform set of educational standards and mandates including new testing, reporting, and accountability requirements, and established some new literacy

programs in the core subjects (Shanahan, 2014). In 2010–2011, 46 states and the District

of Columbia adopted the Common Core State Standards (CCSS), the most significant

shift in literacy education to date, and one that outlined suggested goals but did not

mandate how those goals were to be achieved (Rowan & White, 2021). Instead, the

CCSS, which were designed to prepare students for achieving rigorous college and career

readiness standards, turned the "how" of literacy instruction over to teachers (Shanahan,

2014). This paradigm shift in pedagogy is important especially when teachers in urban

schools are faced with a Black and White achievement gap they must navigate in an

increasingly informational society (Shanahan, 2014).

History of the Black and White Achievement Gap

Standardized testing, inequality, and poverty are potential causes of the Black and

White achievement gap (Matyska, 2011). The standardized test achievement gap between

Black and White students in urban schools is significant enough to warrant investigation.

According to the National Center for Education Statistics (NCES, 2022) website:

> Achievement gaps occur when one group of students (such as, students grouped
>
> by race/ethnicity, gender) outperforms another group and the difference in
>
> average scores for the two groups is statistically significant (that is, larger than the
>
> margin of error). (para. 1)

This information can be very important for stakeholders and developers of curriculum.

Historically, Blacks in the United States have long been engaged in the fight for

equality, dating back to slavery. This historical treatment of Blacks as property

contributed significantly to the achievement gap (Kumah-Abiwu, 2019). In the academic

setting, despite the landmark Supreme Court decision in *Brown v. Board of Education of*

Topeka in 1954, Black students are still plagued by academic disproportionality (Brown, 2015). Moreover, stereotypical perceptions of Blacks as "less than" and views supporting "White superiority" have contributed to additional labels such as "at-risk," which perpetuated the achievement gap rather than encouraged the use of pedagogical approaches that foster racial equality (Kumah-Abiwu, 2019).

According to the U.S. Census Bureau, the 2018 real median income for Blacks was $41,361 and for non-Hispanic Whites it was $70,642 (Semega et al., 2021). The lack of financial resources hinders literacy achievement among Black urban students because they lack access to resources (Rothstein, 2014). Furthermore, research has shown students from impoverished backgrounds are exposed to less extensive vocabulary compared to their more affluent peers and are behind in literacy achievement. When a student comes from an economically disadvantaged home, they lack the vocabulary used in traditional textbooks (Hart & Risley, 2003). The difference between a Black student's culture at home and that of the secondary school setting contributes to a significant disparity in achievement (Tyler et al., 2008). More specifically, a cultural discontinuity occurs when the accepted cultural behaviors and norms of the home are discontinued in the classroom (Tyler et al., 2008). The behaviors of numerous socioeconomically deprived Black students are believed to embody a set of cultural values and traditions that are more aligned to a West African cultural worldview and not the traditional mainstream values adopted in public-school settings. However, researchers believe incorporating these minority values into school-based learning contexts would yield better results among Black students (Tyler et al., 2006).

The Coleman Report

The results of the Coleman Report in the 1970s indicated a family's approach to education and how they prioritize education is the biggest contributor to the achievement gap. James Coleman, a Johns Hopkins sociologist, led the team supporting this government-mandated study and explained students need to attend class with peers from diverse economic backgrounds in order to close the achievement gap (Dickinson, 2016). A review of the literature indicates a literacy gap is also responsible for the overall achievement disparities discussed earlier (E. Johnson, 2006). The literacy gap is problematic because students who lack proficiency in reading and writing struggle to gain access to essential textbooks, communicate, and write well within the different subject areas (E. Johnson, 2006).

According to (Braun et al., 2010), the gap in literacy achievement or proficiency between Black and White students continues into college and post degree work, which makes this type of research inquiry even more important. The researcher in the current study wanted to study the potential influence of culturally responsive pedagogy on the literacy achievement gap in urban education settings to explore its connection to motivation to read among urban under-represented adolescent students.

Urban Education

Urban schools are typically located in densely populated cities, which are largely made up of under-represented groups, including students of color (80% from the 20 largest urban school districts in the United States). A number of influences have been suggested to explain the lower academic achievement of minority students, but the research indicates three main factors: parents have less education, students are enrolled in

schools lacking funding, and students live in single-parent households (Sirin, 2005).

Furthermore, research shows urban schools have been negatively affected by limited

access to critical educational resources, discipline problems, and poor student health

(Lewis et al., 2008).

The curriculum in many schools does not align to the experiences and upbringings

of Black urban youth; specifically, the curriculum tends to be based on the experiences of

White, middle-class individuals (Talbert-Johnson, 2004). Stakeholders should begin to

address these inequalities in the curriculum. The question of how curriculum developers

can accurately measure the proficiency of Black students is an important one among

stakeholders. Subsequently, a NCES (2019) report showed the percentage of 16- to 24-

year-old Black students not enrolled in school who had not completed high school was

6.5% in 2017 and for White students it was 4.3% (NCES, 2019). Furthermore, in the

2016–2017 school year, the adjusted cohort graduation rate (ACGR) showed 78% of

Black students graduated compared to 89% of White students. These results empirically

illustrate the inequalities in education for urban Black students and represent the

importance of addressing the cultural inequities in curriculum.

According to Gay (2000), teachers need to have "explicit knowledge about the

cultural characteristics and contributions of different ethnic groups" (p. 107) in order to

successfully transmit knowledge to students. Moreover, taking into consideration the

socio and cultural frameworks of Black students will enable teachers to provide an

increasingly equitable learning environment (Gay, 2015).

Culturally Responsive Pedagogy

Teachers must prepare students to be informed members of culturally diverse communities, professional environments, and postsecondary institutions. In order to prepare students, it is incumbent upon teachers to recognize the diverse student demographics within their classrooms (Gay, 2000). According to the congressionally mandated Annual Condition of Education report from the NCES (2019), the number of traditional public schools with more than 50% Black enrollment was 23.1% in the 2016–2017 school year and for Hispanics the number was 16.3%.

The need for culturally responsive pedagogy has increased in recent years. According to Gay (2002), culturally responsive pedagogy is defined as follows:

> Using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. It is based on the knowledge that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and learned more easily and thoroughly. (p. 106)

Gay (2000) stated, "Teachers must learn to how to recognize, honor, and incorporate the personal abilities of students into their teaching strategies. If this is done, then school achievement will improve" (p. 1).

Culturally responsive pedagogy incorporates the diverse cultural characteristics, experiences, and perspectives of ethnically distinct students to promote engagement (Gay, 2002). According to Byrd (2016), high expectations, promoting cultural competence, and promoting critical consciousness are the three pillars of a pedagogy that

places students' culture as the primary focus. More than serving as a pedagogy, being culturally responsive in the classroom is an attitude and commitment to inclusiveness (Samuels, 2018).

Culturally responsive pedagogy is an approach that can bridge the traditional curriculum with the diverse cultures of students in an urban classroom (Gay, 2000). Christianakis (2011) observed how one teacher promoted classroom inclusiveness through "rap music" using an ethnographic methodology, specifically participant-observation of fifth-grade children in an urban school. The demographic makeup of the class included 27 students (10 Black, 11 White, six Asian and East Asian) in the classroom at any one time. Mr. Mitchell, the class teacher, "differentiated rap music from canonical texts because of literacy boundaries stressed by standard based curricula" (Christianakis, 2011, p. 1135). The researcher collected data over the course of a year and made two key findings. First, standards-based writing models retained literacy and language borders through anti-hybrid practices that were exclusive of culturally responsive literacies. Second, the children used hybrid rap poems to navigate challenging language and standards limitations that restricted hybrid approaches to classroom literacy. This study of the text hybridity negotiations of Mr. Mitchell and his students represents the challenge of scaffolding traditional standards and literature with urban students when the curriculum excludes students' popular culture (Christianakis, 2011).

Over the course of 2 decades in the classroom, this researcher has found that even incorporating vernacular from pop culture helps to build a strong rapport with students and contributes to their academic motivation. Similar to the study discussed above, this researcher's Black students tend to employ Ebonics in the classroom. This language type,

which was coined by Dr. Robert L. Williams in 1973, is also known as Black speech (a blend of the words ebony "black" and phonics "sounds") or African American Vernacular English (AAVE; Rickford, n.d.). This use of language can serve as a bridge between students' culture and the traditional curriculum.

To address the importance of Ebonics as part of students' culture, the school board in Oakland, California, passed a controversial resolution to accept Ebonics as a language to be used as a bridge to teach standard English in 1996 (Williams, 1997). The school board was concerned about the number of Black children not achieving proficiency in standard English and reading. This resolution on Ebonics was controversial because the school board described Ebonics as a language specific to Blacks and not part of the English language (Williams, 1997). There was a significant amount of negative publicity surrounding this resolution and the school board decided they would provide teachers training on the language used by their students. Additionally, students would be instructed on how to translate from Ebonics to standard English.

Williams (1997) studied the use of Ebonics in increasing the test and reading scores of Black children. Specifically, Williams decoded (code switched) items on the Boehm Test of Basic Concepts from standard English to Ebonics or a language in which the students were conversant. When the standard English and Ebonics versions were administered to 990 students in kindergarten, first, and second grade, the children scored significantly higher on the Ebonics version (Williams, 1997). This study is an example of a literacy practice that can be used to bridge the traditional curriculum and student culture.

According to Herrera et al. (2016), 33 studies of adolescent literacy programs and practices, identified using the What Works Clearinghouse (WWC) Standards for Rigor and published over the previous 2 decades, were characterized as having a rigorous research design from which the researchers could identify causal implications. From the 33 studies, 12 were found to have positive or potentially positive effects on reading comprehension, vocabulary, or general literacy (Herrera et al., 2016). The 12 studies that met the WWC criteria exhibited positive effects in reading comprehension, vocabulary, and general literacy. Researchers in this comprehensive study believed a gap in the adolescent literacy literature existed because of the lack of studies conducted with a high school population (Herrera et al., 2016). The researchers found six of the 12 studies included explicit instruction in reading comprehension and seven included instructional routines, whereas nine of the 12 programs and methods were employed by conventional English language arts or content-area teachers, often including continued support for the teachers employing the practices. Eight of the 12 programs and methods were found as having minimal to moderate effects on high-stakes state accountability and nationally normed assessments for measuring key literacy skills (Herrera et al., 2016). Of the 12 programs and practices studied, none were conducted in a high school setting, which indicates more research is needed at the secondary level to address needed changes in curriculum and pedagogy, including empirical-based interventions.

Intrinsic Motivation

Intrinsic motivation is influenced by the social conditions in which human beings develop and function. Intrinsic motivation is a natural and innate feeling of curiosity and self-motivation for completing certain tasks (Ryan & Deci, 2020). Individuals who

participate in activities out of their own interest are intrinsically motivated and not dependent on some external influencer (Ryan & Deci, 2020). Those individuals who are intrinsically motivated have more curiosity, enthusiasm, and confidence, which supports increased performance, perseverance, and creativity (Ryan & Deci, 2000).

Three natural psychological needs form the basis of intrinsic motivation: *competence, autonomy, and relatedness.* According to Ryan and Deci (2000), providing positive feedback to an individual, which supports competence, can enhance intrinsic motivation specifically when the individual experiences autonomy or choice. Furthermore, some research has shown individuals need to feel a certain level of relatedness (belongingness and connectedness) to an activity, parent, or teacher in order to express intrinsic motivation. For example, if a student and a teacher have a negative rapport with each other and the student lacks enjoyment in the activity, then the student's intrinsic motivation is likely to be low (Ryan & Deci, 2000). All three psychological needs must work together to support the greatest level of intrinsic motivation.

The Expectancy Value-Theory

Students' beliefs in their abilities and interest in an activity will determine how well they will persist and complete a particular activity (Wigfield & Eccles, 2000). Students who do not perceive an activity to be worthy or lack intrinsic motivation for the particular activity are likely to struggle, which is why culturally responsive pedagogy can possibly increase student motivation in a positive way (Gay, 2000).

CHAPTER 3: METHODS AND PROCEDURES

As 21st century classrooms are increasingly being filled with ethnically diverse students, stakeholders must identify effective pedagogies to educate these students (Richards et al., 2007). Under-represented adolescents in urban secondary schools may experience increased intrinsic motivation when their teachers use a culturally responsive pedagogy (Gay, 2000). Culturally responsive pedagogy promotes equity by encouraging the understanding and acknowledgement of the diverse cultural characteristics and contributions of a variety of ethnic groups through classroom dialogue and curricular resources (Gay, 2000). Based on this knowledge, this researcher investigated the potential influence of culturally responsive pedagogy on intrinsic motivation to read among urban under-represented adolescents.

Research Question

The optimal way in which to focus a study is to develop research questions that identify exactly what the researcher is trying to understand and that are manageable in scope (Terrell, 2016). The purpose of this research was to explore how urban under-represented adolescent students can potentially benefit from the use of culturally responsive pedagogy in the secondary classroom. The study was guided by a mixed-methods explanatory sequential design (Ivankova et al., 2006) in which the researcher performed quantitative and qualitative research to better explain the phenomenon under study through scores on the revised version of the Adolescent Motivation to Read Profile (AMRP) and interviews. The research question for this study was: How can a culturally responsive pedagogy potentially influence intrinsic motivation to read among urban under-represented adolescents?

Research Design

In an explanatory sequential mixed-methods approach, the researcher uses qualitative data to better understand the quantitative data. In the current study, the researcher first performed quantitative research and analyzed the results, and then used the results as a foundation to describe the data in more detail with qualitative research. The components of this design were conducted in sequence because the initial quantitative phase was followed by the qualitative phase (Creswell & Creswell, 2018). The current study included under-represented adolescents in a secondary-level charter school who were under credited and close to aging out of high school. In addition, this study was bounded within a 3-week time frame.

The quantitative portion of this research was interpreted and analyzed to better understand students' perceived value of reading and self-concept. This information can then be used by stakeholders when making instructional decisions (Malloy et al., 2014).

Specifically, the researcher identified trends among the data to better understand how culturally responsive pedagogy could potentially influence the literacy achievement of under-represented adolescents in an urban setting. Students completed the revised version of the AMRP. Student responses to the survey were coded according to the instructions provided by the authors who developed and tested the measurement tool. The quantitative data were the first phase of this mixed-methods approach.

Table 1

Summary of Quantitative Data Sources

Research question	Data collection	Data analysis
How can a culturally responsive pedagogy potentially influence intrinsic motivation to read among urban under-represented adolescents?	Intrinsic motivation Student surveys using the revised AMRP	The revised AMRP scoring directions Descriptive statistics (mean, SD)

Table 2

Summary of Qualitative Data Sources

Research question	Data collection	Data analysis
How can a culturally responsive pedagogy potentially influence intrinsic motivation to read among urban under-represented adolescents?	Intrinsic motivation The revised AMRP conversational interview administered to student participants	Revised AMRP scoring directions (see Appendix I)

Population and Sample

The population was made up of under credited and close to aging out juniors and seniors at Northeast Academy for Urban Success (a pseudonym), a secondary-level charter school located in an urban neighborhood in the Northeast region of the United States. The participants were 33 secondary-level under-represented students. The research site has a student enrollment of 381 and among these, 97% are minorities of Hispanic and Black ancestry (see Figure B1).

Recruitment Process

For the purpose of the current study, the researcher used a convenience sampling approach based on the availability of participants (Sedgwick, 2013). It should be noted that convenience sampling limits external validity and the characteristics of any sample obtained employing convenience sampling must be examined to assess how well the sample represents the larger population (Sedgwick, 2013). The researcher consulted with the school principal to develop a list of student participants. Once the list was established, the researcher provided consent forms for the students, who were 18 years of age and over, to sign (see Appendix A). Anonymity was always maintained, and no participants were coerced into participating.

Internal Review Procedures

This researcher applied for Institutional Review Board (IRB) permission first from St. John's University, and then approval from the research site (see Appendix B). St. John's University guidelines specify that when working with human research subjects, any risks to the research participants must be minimal and necessary for the research and that any risks are balanced with respect to the benefits expected for subjects.

Participants were those students over the age of 18 who signed the consent forms (see Appendix A) and those individuals responding affirmatively were selected as participants. Before beginning the initial data collection, the researcher responded to any questions or concerns and explained that participation was completely voluntary, and participants had the option to leave the study at any time. Moreover, all study participants were informed that participation in this study did not promise any improvement in academic performance, though their participation would benefit the field of education and

help researchers to better understand how culturally relevant pedagogy and practices influence student learning. All data are stored on the researcher's password-protected drive to which no other individual has access. The data will be destroyed after 7 years.

Research Paradigm

The current study was informed by the transformative paradigm, which provides a framework for furthering social justice and human rights (Mertens, 2010). A transformative worldview allows researchers to thoughtfully orient their work as a response to the inequities in society with the goal of improving social justice (Mertens, 2010). Royal et al. (2018) suggested society must acknowledge and respect the demands for equity by under-represented minorities. Studying the transformative impact of CRP on urban adolescents' motivation to read, especially when an equitable pedagogy is used, was the focus of this study. A mixed-methods explanatory sequential design was used to provide a comprehensive understanding of the phenomenon under study. A key factor of CRP is not forcing urban under-represented adolescents to assimilate to institutional structures but rather empowering these students through high-quality knowledge and experiences (Hanley & Noblit, 2009).

Data Collection and Analysis: Explanatory Design

Quantitative Data Collection (Stage 1)

Data were collected using the revised version of the AMRP (see Appendix C). Questions within this survey are specifically designed to measure students' intrinsic motivation to read. According to Malloy et al. (2014), motivation can be defined as a willingness to "engage in an activity and a willingness to persist in that activity, even when it becomes difficult" (p. 273). Classroom teachers need to be aware of how to best

engage and assess students' engagement levels (Malloy et al., 2014). An equally important component of student engagement is the motivation levels of students to learn and achieve (Malloy et al., 2014). When students make a decision, their choice is influenced by their motivational state (Murayama, 2018).

The revised version of the AMRP has been revised to effectively assess the motivation of adolescents and was more aligned with the population under study. A group of 11 researchers used recommendations from adolescent research and revised the Motivation to Read Profile to be more appropriate for the adolescent population (Pitcher et al., 2007). Specifically, the researchers chose alternative language for the reading survey that was more adolescent friendly; notably, "When I grow up" was changed to "As an adult" or "When I am in a group talking about stories" was changed to "When I am in a group talking about what we are reading" (Pitcher et al., 2007). An item on race and ethnicity was also added to the survey to provide insight into the differences and similarities of various populations (Pitcher et al., 2007). By addressing the specific cultural needs of adolescents, a better understanding of their motivation to read can possibly be obtained.

The revised version of the AMRP and data instruments were distributed online via Google Forms to all participants. According to the directions, the survey (see Appendix D) administration takes 10 minutes to complete, and participants were granted 2 days to complete the survey. Participants were also directed to log on to a computer and to answer all questions honestly.

Quantitative Data Analysis (Stage 2)

After students completed the revised version of the AMRP survey, the researcher scored the responses using the scoring directions and scoring sheet (see Appendix E and F). The reading survey provides scores for both "self-concept as a reader" and "value of reading." The survey has 20 items based on a 4-point scale and the highest total score possible is 80 points. Moreover, response options are ordered least positive to most positive with the least positive response option with a value of 1 point and the most positive option with a point value of 4 (Pitcher et al., 2007). In cases where the response options are reversed, the researcher recoded the response options. This survey was used as a baseline measurement of students' feelings about reading.

Adding the two subscale scores produced a total score for motivation for reading. Once all scores for the survey responses were tallied, a standard deviation and mean were calculated and used to determine questions for further investigation.

Qualitative Data Participant Selection (Stage 1)

Participants for the qualitative portion of this study were selected based on convenience sampling. From the original survey respondents ($N = 33$), a smaller number of participants ($n = 7$) were selected for the conversational interview. The interviews were conducted using the AMRP instructions and conversational interview prompts (see Appendix H). Interviewing the students provided an opportunity to gain a deeper understanding of their reading survey responses to develop considerations for future research.

Qualitative Data Collection (Stage 2)

The conversational interview was administered individually to a subset of participants ($n = 7$) using open-ended free response questions. Conversational prompts were divided into two subscales with prompts for value of reading (8 prompts) and Self-Concept as a Reader (5 prompts). From the participant responses during the interview, the researcher was able to analyze the responses and extrapolate common themes.

The interview is an event that gives insight into participants' "lived world" that can create an enriching experience for both the researcher and participants (Kvale, 1996). Interviews were conducted to understand whether participants felt the teacher incorporated a variety of cultural backgrounds and experiences when teaching the curriculum or choosing resources. The goal of the interview was to provide an environment that allowed the participants to feel comfortable enough in an individual setting to provide insight into their authentic emotions about the curriculum and whether or not they felt the curriculum was inclusive of diverse cultures (Lichtman, 2013).

In this study, a semi-structured interview approach was used because the researcher used questions from the Motivation to Read Profile–Revised conversational interview (see Appendix G) along with follow-up questions to keep the interviews focused on the research topic.

Qualitative Data Analysis (Stage 3)

The participant responses were inputted into an Excel spreadsheet and recoded according to the AMRP guidelines. Based on the guideline's, odd numbered questions were added together to produce a score (out of 40) for self-concept and even number

questions were added to produce a value of reading score (out of 40). A total score was determined by adding the two subscores together.

Once scores were recoded, the researcher identified any items that received a low score and analyzed what could be gleaned from those items. For example, Question 5 for the self-concept section received the lowest mean score of 1.94 and Question 5 for the value of reading section was also 1.94. These were both questions that were further analyzed through the conversational interviews with respondents. Stakeholders can use this information in addressing the diverse needs of their students.

Qualitative and Quantitative Data Analysis

The researcher analyzed the quantitative data first and identified certain data points for further exploration during the conversational interviews. Qualitative and quantitative data were used to identify themes among the study participants that will be shared with stakeholders who can use this information when designing curriculum for under-represented students.

CHAPTER 4: RESULTS

The purpose of this study was to examine the potential impacts of a culturally responsive pedagogy on intrinsic motivation to read among under-represented minority students. A mixed-methods explanatory sequential design was used to answer the main research question. The results presented in the following sections are based on the measurement data collected from 33 students who attended Northeast Academy for Urban Success, a secondary-level charter school located in an urban neighborhood in the Northeast region of the United States. A subset of survey participants were interviewed as well. The quantitative results are presented first, followed by the qualitative results. The results are discussed consistent with the intrinsic interest value and expectancy-value theory. The data are discussed using a mixed-methods data analysis.

The revised version of the AMRP was the measurement tool used and a set of 100 possible items was recommended by a set of researchers and then assessed for construct validity by the research panel. Four classroom teachers were then asked to complete a trait assessment on the remaining items to determine whether the items would fall under self-concept as a reader or value of reading. Items that received 100% trait agreement were included in the field testing of the revised version of the AMRP with 330 students in Grades 3–5 from four eastern U.S. schools. The scales were found to be reliable (self-concept = .75; value = .82). According to the authors of this measurement tool, validity of the original scales was also confirmed through inter-scale correlations and correlations with reading achievement (Malloy et al., 2014).

Quantitative Survey Results

To answer the research question, response data for all participants were inputted into an Excel spreadsheet and scored according to the Motivation to Read Profile scoring instructions. All survey responses were recoded because some question responses were ordered "least positive to most positive" or "most positive to least positive." The self-concept raw score and value of reading raw score were converted by dividing student raw scores by the total possible score (40 for each subscale). The standard deviations and means for all responses were tabulated after all data were cleaned and inputted into an Excel spreadsheet.

Thirty-three students participated in the survey, which was administered by a cooperating teacher using the AMRP survey instructions. Participants were under-represented minorities enrolled in Northeast Academy for Urban Success, a secondary-level charter school located in an urban neighborhood in the Northeast region of the United States. These students were close to aging out and in many cases had missed extended periods of school.

The research question was: How can a culturally responsive pedagogy potentially influence intrinsic motivation to read among urban under-represented adolescents? To answer this research question, the researcher analyzed quantitative data from a participant survey that included 20 items using a 4-point scale assessing self-concept as a reader (10 items) and value of reading (10 items). Table 3 shows the mean scores and standard deviations for all participants ($n = 33$); however, the data were interpreted with the participant interviews in which students provided detailed descriptions to help readers better understand the two variables.

Table 3

Means and Standard Deviations Across all Respondents for Self-Concept and Value of Reading

	M	*SD*
Self-concept	27.9	3.25
Value of reading	25.03	4.06

Self-concept as reader questions addressed how participants perceived their ability to read, how their peers perceived the participants' ability to read, and the participants' perceptions of reading in general (see Table 4).

Table 4

Item Descriptive Statistics for Self-Concept as a Reader

Question	*M*
1. My friends think I am a very good reader (4) a good reader (3) an OK reader (2) a poor reader (1)	2.88
3. I read not as well as my friends (4) about the same as my friends (3) a little better than my friends (2) a lot better than my friends (1)	2.87
5. When I come to a word I don't know, I can almost always figure it out (1) sometimes figure it out (2) almost never figure it out (3) never figure it out (4)	1.94
7. When I am reading by myself, I understand everything I read (4) almost everything I read (3) almost none of what I read (2)	3.39

Question	M
none of what I read (1)	
9. I am a poor reader (1) an OK reader (2) a good reader (3) a very good reader (4)	2.55
11. I worry about what other kids think about my reading a lot (1) sometimes (2) almost never (3) never (4)	3.65
13. When my teacher asks me a question about what I have read, I I can never think of an answer (1) I almost never think of an answer (2) I sometimes think of answer (3) I can always think of an answer (4)	3.13
15. Reading is very easy for me (4) kind of easy for me (3) kind of hard for me (2) very hard for me (1)	3.26
17. When I am in a group talking about what we are reading, I I hate to talk about my ideas I don't like to talk about my ideas I like to talk about my ideas I love to talk about my ideas	2.61
19. When I read out loud, I am a poor reader (1) OK reader (2) good reader (3) very good reader (4)	2.55

Table 4 contains several items of interest. For example, Question 5 asked

participants to comment on, when I come to a word I don't know, I can. Respondents

stated, they almost never figure it out (mean = 1.94). This response coincided with the

interviews. For example, one respondent stated, big words are something that is hard for

33

me about reading. Another respondent stated, A lot of words, sometimes I get lost, which was a common theme among participants when responding to Question 5. According to Lawrence et al. (2018), Word knowledge plays a multifaceted role in reading comprehension (p. 268). A third respondent commented that when you stumble on words or a couple of words was the hardest part of reading for him.

When interpreting Table 4, Question 11 asked participants to rate how much I worry about what other kids think about my reading. The mean of 3.65 showed participants worried once in a while about what their peers thought as it related to their reading. One respondent was quoted as saying, I don't worry what other people think about my reading because if I do, that gives them power. Another respondent was very conversational and transparent about his reading abilities and stated "read out loud in class" was how he could improve his reading abilities.

In Question 13, participants were asked When my teacher asks me a question about what I have read, I. The mean of 3.13 demonstrates students sometimes thought of an answer. For example, a respondent who verbalized their personal thoughts with passion stated, Books on Trinidadian culture would be cool. I need challenging books to make me think. This response supports the potential effects of a culturally responsive pedagogy on students' abilities to understand texts and other forms of literature. In another case, a respondent commented, Reading books with life lessons was a strategy teachers could use to help them become a better reader. This same respondent went on to say, The class is currently reading *Just Mercy* which is about stereotypes and judgements of people of color" and how "society tends to be more judgmental of people of color and

have negative opinions. Again, culturally responsive pedagogy has the potential to positively influence the learning of under-represented minorities.

Value of reading items measured how important reading was in the eyes of the participants in general and its importance for being college or career ready (see Table 5).

Table 5

Item Descriptive Statistics for Value of Reading

Question	*M*
2. Reading a book is something I like to do. never (1) almost never (2) sometimes (3) often (4)	2.77
4. My best friends think reading is really fun (4) fun (3) OK to do (2) no fun at all (1)	2.13
6. I tell my friends about good books I read. I never do this (1) I almost never do this (2) I do this some of the time (3) I do this a lot (4)	1.94
8. People who read a lot are Very interesting (4) Sort of interesting (3) Sort of boring (2) Very boring (1)	2.97
10. I think libraries are a really great place to spend time (4) a great place to spend time (3) a boring place to spend time (2) a really boring place to spend time (1)	2.94
12. Knowing how to read well is not very important (1) sort of important (2) important (3)	3.32

Question	M
very important (4)	
14. I think reading is boring way to spend time (1) an OK way to spend time (2) an interesting way to spend time (3) a great way to spend time (4)	2.45
16. As an adult, I will spend none of my time reading (4) very little time reading (3) some of my time reading (2) a lot of my time reading (1)	2.58
18. I would like for my teachers to read out loud in my classes every day (1) almost every day (2) once in a while (3) never (4)	2.03
20. When someone gives me a book for a present, I feel very happy (4) sort of happy (3) sort of unhappy (2) unhappy (1)	2.58

Table 5 shows the value study participants placed on reading. The participants in this study ranged in age from 18–21 years and faced many hurdles economically, socially, and personally that caused them to fail in traditional high school settings. These individuals had re-engaged with high school to obtain a high school diploma, pursue higher education, and become productive members of society.

Question 4 asked study participants to comment on how their best friends felt about reading (mean = 2.13). Participants stated their friend's thought reading was OK to do. When asked about "what kinds of things other than books do you read at home, one of the respondents commented that they play video games with friends. This participant's comment should not be dismissed because in an ever-changing landscape, video games

are a form of literacy. According to Kaltman (2019), "Games support literacy skills in part because they enable students to play and learn in authentic worlds they care about, where they need to read to be able to solve missions or interpret clues" (para. 4).

Question 6 asked students how often they told friends about good books they read. The mean of 1.94 represented that these students never told their friends about good books they read. However, when asked whether reading was important, the respondent commented, "Yes, it is especially being able to tell fact from fiction." The results for Question 6 should be analyzed with caution because study participants might have been shy in some cases and not have wanted to share with their friends that they actively read.

Further investigation of Table 5, Question 18, shows study participants wanted their teachers to read out loud "almost every day" (mean = 2.03). When speaking with another respondent, who had a positive demeanor, she commented that, "popcorn reading," in which "students take turns reading aloud," would be a method teachers could use to help her become a better reader. According to Brevik (2019), "Reading comprehension instruction and scaffolded strategy practices" (p. 2281) can help students develop a more comprehensive understanding of what they are reading. This comment by the respondent further supports the potential impact of a culturally responsive pedagogy on under-represented minority students.

Qualitative Interview Results

Interview participants were a subset of the survey respondents, 18 years of age or older who were currently attending Northeast Academy for Urban Success, a secondary-level charter school located in an urban neighborhood in the Northeast region of the

United States. These individuals' ethnicities included Puerto Rican, Taino, Mexican, Dominican, African, Cuban, and other Hispanic backgrounds.

During the course of the study, seven participants were interviewed using the conversational interview prompts from the revised version of the AMRP. The interviews were completed in the library at the research site over the course of two visits. Qualitative findings extended the quantitative findings. The conversational framework contained two sections: value of reading (8 prompts) and self-concept as a reader (5 prompts).

All seven participants were talkative, transparent, and in good spirits and shared openly how they felt about their personal perspectives and values of reading. Based on the information provided by the respondents, it became clear that they all had engaged in some form of reading, whether it was traditional books in school, digital platforms outside of school, or various genres ranging from drama, Black stories, and mysteries to manga, comics, and horror. When I asked one of the respondents what kind of reading they would do when they were an adult, the respondent commented that they would read books about "being a mortician, chemist, or books about forensics" influenced by the show *CSI*. This response shows a possible correlation between culturally responsive pedagogy and being college or career ready.

Struggles With Vocabulary

A common thread among the students related to how they struggled with vocabulary and their attempts to navigate difficult words. For instance, one respondent was discussing how they struggled with reading and stated, "Big words are something that is hard for me about reading." When I prompted this individual for further explanation of their most significant issues with reading, they said, "Reading is

something that prevents me from visualizing what is happening" and is a big hurdle to overcome. This respondent went on to say, "real-life connections and books that relate to my culture and race" was something teachers could do to make reading more enjoyable. My conversation with this respondent highlighted the potential impacts of a culturally responsive pedagogy on students' ability to work with and understand complex words and texts. One of the hallmarks of a culturally responsive pedagogy is acknowledging the diverse cultures and backgrounds of students (Capper, 2021).

A respondent who was ethnically Cuban and Puerto Rican discussed their feelings about reading. In the survey, the respondent answered Question 3 as, "When I come to a word I don't know, I can almost always figure it out." What is more, this respondent stated "I use context clues and re-read" when they stumbled on words. Moreover, "knowing more about Cuban culture would be good." This comment further supports the idea that a culturally responsive approach to literacy instruction could quite possibly have an impact on these students and their decoding abilities.

Real Life Connections

Reading books students can connect to based on real life and decision making was also a common theme among the participants. Three of the respondents mentioned they were currently reading *Just Mercy* in class and stated the book was about "people of color being unfairly treated." These three students were passionate about the ideas shared in this book; in fact, one of the respondents said, "Teachers could help me become a better reader if the stories included life lessons." Again, this shows a culturally responsive pedagogy could potentially influence students' abilities by tapping into their intrinsic motivation and prior cultural experiences.

Certain responses may have been skewed because these students were close to aging out of school and were behind in credits. During the interviews, I reminded respondents that their actual names and the name of the school would not be used in this write up. Moreover, I encouraged the students to be truthful and of the importance of their responses in adding to the body of literature on this topic.

Chapter Summary

This chapter presented the findings from the quantitative and qualitative data collected from surveys and interviews. These data were recoded, analyzed, and interpreted using the AMRP scoring directions. Throughout this chapter, the data were organized according to the mixed-methods explanatory sequential design and the research question. Data from survey questions and interviews revealed participants' perceptions about their reading abilities and the potential impact of a culturally responsive pedagogy. In the next chapter, I discuss and interpret the findings in relation to the literature and conceptual framework, and then provide conclusions based on the findings.

CHAPTER 5: DISCUSSIONS AND CONCLUSIONS

I designed this mixed-methods explanatory sequential study to explore motivation to read, perception of reading abilities, and the potential impact of a culturally responsive pedagogy among under-represented adolescents in an urban setting. Participants ranged in age from 18–21 years and were currently attending Northeast Academy for Urban Success, a secondary-level charter school located in an urban neighborhood in the Northeast region of the United States. This chapter presents a summary of the findings and the possible implications of a culturally responsive pedagogy.

Over the course of this research, I was mainly interested in examining the potential impact of a culturally responsive pedagogy on under-represented minority students and their motivation to read. This research was conducted in an urban setting and was informed by a transformative lens, which is used to advance social justice and human rights (Mertens, 2010). Survey participants ($N = 33$) responded to survey questions and a smaller segment of participants ($n = 7$) responded to interview prompts. The interviews showed a wider variety of genres, vocabulary supports, and life/culturally relevant texts can improve social justice and human rights for under-represented minorities.

I analyzed the data for common threads among the participants, which yielded several themes that are discussed in this chapter. The conclusions of this study follow the research question, and the findings are reported in the following key areas: (a) the value study participants placed on reading, (b) perception of participants' reading abilities, and (c) the potential impact of a culturally responsive pedagogy.

The Value Participants Placed on Reading

Expectancy-value theory and participant prospects for success were connected to the value they placed on literacy. Thus, stakeholders are encouraged to improve their understanding of the potential value of using a culturally responsive pedagogy with diverse student populations. A respondent was quoted as saying, "You have to know how to read so you can navigate the world." According to Yamada (2010), culturally responsive pedagogy can be defined as "creating caring learning communities where cultural heritages are valued, by using cultural knowledge of the diverse communities to guide curriculum development" (p. 365) and to challenge the status quo. Thus, stakeholders can help under-represented minority students by considering culture when selecting reading materials.

Participant survey and interview data support the possible impact of a culturally relevant pedagogy on college and career readiness. For example, a respondent was quoted as saying he planned on reading books about "engineering and being a mechanic." This comment represents the intrinsic motivation this individual and others exhibited for career readiness and how they could potentially benefit from the incorporation of career-focused and culturally relevant texts in the curriculum.

Perception of Participants' Reading Abilities

Findings indicated students "often struggle with vocabulary" and "sometimes think of an answer" when the teacher asks them a question about what they read. According to Harmon et al. (2018), vocabulary is a critical element of content instruction, and it can be a significant obstacle for teachers when trying to meet the needs of diverse students. Moreover, infrequently used academic vocabulary can put "challenging

demands on students," including struggling adolescent learners (Harmon et al., 2018, p. 272).

As Sedita (2005) mentioned, teachers should "teach vocabulary in context and make sure that students are aware of all the features of a word" (para. 4). For example, a respondent stated teachers could help him to become a better reader by teaching "more vocabulary." According to one of the other respondents, the easiest thing about reading for her was the ability to "break down vocabulary and use context clues to understand." The importance students place on vocabulary was a common thread throughout this research and is integral to literacy in the classroom.

Potential Impact of a Culturally Responsive Pedagogy

Multiple participants reported they would find books about their culture and ethnicity to be beneficial for their reading. Participants reported that reading books based on "decision making in real life" would allow them to connect to the books better. Tanase (2022) found the teachers ($N = 22$) in their study in an urban secondary school "incorporated their students' interests into the curriculum, making connections with real-life and allowing students to make many choices" (p. 383). When students' culture is blended with the curriculum, teachers "legitimize their students' real-life experiences" (p. 366).

Authentic literacy experiences are likely to help engage students in rich discussions and activities. For example, a respondent in the current study, when asked about any possible impacts on her culture through culturally relevant books, stated "Yes, Yes, Yes." As Tovar-Hilbert (2017) stated, text should "mirror students" so "students see themselves and their lives reflected in the texts they read" (p. 20).

A culturally responsive pedagogy could potentially affect those students whose backgrounds have historically been marginalized by enabling them to experience their cultures through diverse literacy resources. This window analogy could also be understood as allowing students to look out and see other cultures (Bender, 2021).

Limitations of the Study

First, the COVID-19 pandemic impeded the ability to collect both quantitative and qualitative data. It is important to note that the IRB suspended all face-to face research and data collection activities with human subjects due the national emergency brought on by the COVID-19 pandemic. Moreover, some of the major consequences of limiting the spread of the pandemic included lockdown measures, social distancing regulations that were mandated by governments, and the need for increased social emotional support for students. As a result, it took an extended period of time to secure a research site.

Second, a limitation in this study was the limited number of available study participants. This study yielded results from a sample size that may limit generalizability and the ability to apply these findings to a larger segment of the population is also potentially limited. This study took place in an urban setting versus a suburban setting, which may also limit the ability to generalize the results to the larger population. Generalizability could be limited because some participants may have been living with cognitive impairments, which would need to be reflected in future participant pools. Study participants also attended school on alternating weeks, which made it difficult to recruit participants for data collection purposes.

Third, a limitation emerged related to whether or not teachers at the research site used a culturally responsive approach in the classroom. Participants were not recruited for this study based on whether or not a culturally responsive pedagogy was used; rather, participants were selected based on convenience. Moreover, I did not review the various curriculums used in the classes from which study participants originated, and this could have potentially biased the responses.

A final limitation of this study concerns the classes in which the study participants were enrolled. In some cases, study participants may not have been enrolled in English classes at the time of this study. I did not review students' schedules or transcripts due to both privacy and time constraints.

Implications and Recommendations

Culturally responsive pedagogy can possibly influence students when stakeholders recognize the importance of including this specific pedagogy in teacher preparation programs (Brown-Jeffey & Cooper, 2011). According to R. B. Johnson et al. (2019), acquainting pre-service teachers to culturally responsive practices at the beginning of their program encouraged new considerations of teaching to a culturally diverse set of students. At the conclusion of this mixed-methods study using a pre-/post-Likert scale survey, many pre-service teachers, in collaboration with colleagues and instructors, were able to fortify their commitment to discover meaningful ways to support social justice and advocacy (R. B. Johnson et al., 2019).

A culturally responsive pedagogy should be considered for further development in pre-service teacher programs. Chang and Viesca (2022) strongly suggested much of the work on culturally responsive education has not fulfilled its "transformative" aspirations

in teacher preparation programs. A study of this type could have wide ranging implications for stakeholders.

Capper (2021) analyzed student engagement within a culturally relevant English curriculum and suggested this work can help educators "create an empathetic environment in which students' stories and experiences can be acknowledged and shared" (p. 405). Students need to be able to navigate the curriculum through their personal and cultural perspectives.

According to qualitative research by Gao (2020), "Students interpret their experiences of learning social studies in various ways," which supports "the need for comprehensive, diversified curriculum, and culturally relevant pedagogy in social studies" (p. 76). Based on the research, culturally responsive pedagogy can potentially influence the curriculum across multiple subjects. The impact could potentially be reflected in students' intrinsic motivation to express themselves and engage with the curriculum.

As Orhan Özen (2017) indicated, certain behaviors that teachers and parents consider to be important for students are activated by extrinsic motivation and do not support intrinsic motivation or internal interests. However, research by Allred and Cena (2020) supported the concept of "text choice" for which students appreciated the freedom to choose what they read, and this action led to increased reading self-concepts and reading value. Thus, this research shows students are likely to experience increased intrinsic motivation to read versus working toward the extrinsic motivation of a passing grade. Stakeholders should consider evaluating the curriculum for the potential impacts of "text choice" for diverse students.

Recommendations for Future Research

Future research can enhance the findings of this study by recruiting a larger population of participants. Applying this mixed-methods study to a larger population could potentially increase the generalizability and thus external validity (Findley et al., 2021). For example, participants should be recruited from multiple schools in the Northeast region of the United States, including schools in suburban settings, to increase generalizability. Researchers should also consider including teachers who follow a culturally responsive framework who could add a critical element to future research.

Second, researchers should investigate how stakeholders might design or use a culturally responsive pedagogy framework and provide professional development sessions for teachers. Teachers should engage in collaborative discussions about the potential impact of a culturally responsive pedagogy. These professional development sessions could also include teachers who already use this pedagogical approach along with student artifacts from their specific classes.

Research by Cavendish et al. (2021) revealed teachers in their study expressed a need for "explicit support" in developing culturally responsive strategies while teaching in a high-stakes educational environment. Furthermore, this research showed one aspect of professional development for teachers should focus on a "deeper exploration of how teacher identity may impact diverse students" (p. 329) especially when considering future strategies.

Third, future research could investigate the potential impacts of curricula that already incorporate student cultures into the classroom. Wiggan and Watson-Vandiver (2019) suggested "the transformative power of education is constrained when

conversations about 'real issues' in society are averted" (p. 779). Researchers could add an additional question to the research to investigate which part of a culturally responsive pedagogy students find to be the most useful.

APPENDIX A PARTICIPANT PERMISSION FORM

Participant Permission Form (18 +)

Dear Participant:

You have been selected to participate in a study to learn more about the influence of culturally responsive instruction to increase literacy skills and academic engagement. This study will be conducted by Gregory Gershowitz, Department of Education Specialties and Counseling, St. John's University, as part of his doctoral dissertation work. His faculty sponsor is Dr. Lisa Bajor, Department of Education Specialties and Counseling.

If you agree to participate in this study you will be asked to complete a short survey. The study is anticipated to include a survey and a follow-up interview for a select number of participants. All interview sessions will be **audio recorded.** The recordings will be kept in a locked file and destroyed after the study is complete. There are no known risks associated with your site participating in this research beyond those of everyday life.

Federal regulations require that all subjects be informed of the availability of medical treatment or financial compensation in the event of physical injury resulting from participation in the research. St. John's University cannot provide either medical treatment or financial compensation for any physical injury resulting from your participation in this research project. Inquiries regarding this policy may be made to the principal investigator or, alternatively, the Human Subjects Review Board (718-990-1440).

Although you will receive no direct benefits, this research may help the investigator understand the influence of culturally responsive instruction to increase literacy skills and academic engagement.

Confidentiality of your records will be strictly maintained by removing your name and any identifiers will be replaced with a pseudonym. Consent forms will be stored in a separate location from the interview documentation and will be stored in a locked file. Your responses will be kept confidential with the following exception: the researcher is required by law to report to the appropriate authorities, suspicion of harm to yourself or to others. Your responses will be kept confidential by the researcher, but the researcher cannot guarantee that others in the group will do the same.

Participation in this study is voluntary. You may refuse to participate or withdraw at any time without penalty. Nonparticipation or withdrawal will not affect your grades or academic standing.

If there is anything about the study or your participation that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Gregory Gershowitz, gregory.gershowitz17@my.stjohns.edu, St. John's University 8000 Utopia Parkway, Queens NY, 11439 or the faculty sponsor, Dr. Lisa Bajor, at bajorl@stjohns.edu , St. John's University, Sullivan Hall 4th Floor, 8000 Utopia Parkway, Queens NY, 11439.

For questions about your rights as a research participant, you may contact the University's Institutional Review Board, St. John's University, Dr. Raymond DiGiuseppe, Chair digiuser@stjohns.edu 718-990-1955 or Marie Nitopi, IRB Coordinator, nitopim@stjohns.edu 718-990-1440.

You have received a copy of this consent document to keep.

<u>Agreement to Participate</u>

Yes, I agree to participate in the study described above.

_____   _____

Print Name   Signature

_____

Date

Yes, I agree to allow the researcher permission to audio record sessions.

_____   _____

Print Name   Signature

_____

Date

ST. JOHN'S
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Dear Principal:

Your school has been selected to be used as a site to conduct a research study to learn more about the impact of CRP to increase motivation to read in under-represented adolescents in an urban setting. This study will be conducted by Gregory Gershowitz, Department of Education Specialties and Counseling, St. John's University, as part of his doctoral dissertation work. His faculty sponsor is Dr. Lisa Bajor, Department of Education Specialties and Counseling.

If you agree to allow your school and students to participate in this study, the researcher may ask to gain access to student files and records and/or test scores. The student participants will be interviewed after completing a survey. All sessions will be **video recorded**. The videotapes will be kept in a locked file and destroyed after the study is complete. There are no known risks associated with your site participating in this research beyond those of everyday life.

This study involves human participants and before conducting any research, it is required that informed consent from or guardians, students, teachers and all other relevant individuals be obtained. Participants will be those students whose parents signed the consent forms. The researcher will present the students with an assent statement and those students responding affirmatively will be selected as participants. Prior to the initial data collection, the research will respond to any questions or concerns and explain that participation is completely voluntary, and participants may leave the study at any time. Inquires regarding this policy may be made to the principal investigator or, alternatively, the Human Subjects Review Board (718-990-1440).

Although you will receive no direct benefits, this research may help the investigator understand the impact of Culturally Relevant Pedagogy to increase motivation to read in under-represented adolescents in an urban setting. Participation in this study is voluntary and you may refuse to participate or withdraw at any time.

Confidentiality of your student's records will be strictly maintained by removing your name and any identifiers will be replaced with a pseudonym. Consent forms will be stored in a separate location from the interview documentation and will be stored in a locked file. Your responses will be kept confidential with the following exception: the researcher is required by law to report to the appropriate authorities, suspicion of harm to yourself, to children, or to others.

Participation in this study is voluntary. You may refuse to participate or withdraw at any time without penalty. For student documents or academic records, you may refuse

access to the researcher. Nonparticipation or withdrawal will not affect your grades or academic standing.

If there is anything about the study or your participation that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact John Spiridakis, Ph.D., J.D., spiridaj@stohns.edu St. John's University 8000 Utopia Parkway, Queens NY, 11439 or the faculty sponsor, Dr. Lisa Bajor, at bajorl@stjohns.edu, St. John's University, Sullivan Hall 4th Floor, 8000 Utopia Parkway, Queens NY, 11439.

For questions about your rights as a research participant, you may contact the University's Institutional Review Board, St. John's University, Dr. Raymond DiGiuseppe, Chair digiuser@stjohns.edu 718-990-1955 or Marie Nitopi, IRB Coordinator, nitopim@stjohns.edu 718-990-1440.

You have received a copy of this consent document to keep.

<u>Agreement to Participate</u>

Yes, I agree to have my **school** participate in the study described above.

_____   _____

Principal Signature   Date

Yes, I agree to allow the researcher permission to **video record** sessions with my students.

_____   _____

Principal Signature   Date

Research Site   Demographics

Figure B1

Northeast Academy for Urban Success Demographics

Minority Enrollment	97.8%
White	2.2%
Hispanic	56.2%
Black	39.9%
American Indian/Alaska Native	0.6%
Asian	0.6%
Native Hawaiian/Pacific Islander	0.6%

Figure B2

Total Economically Disadvantaged (% of Total)

Total Economically Disadvantaged (% of total)	91%
Free Lunch Program (% of total)	91%
Reduced-Price Lunch Program (% of total)	0%

APPENDIX C ADOLESCENT MOTIVATION TO READ PROFILE REVISED

SURVEY

Figure 1
Adolescent Motivation to Read Profile reading survey

Name: _____ Date: _____

Sample 1: I am in _____.
- ❑ Sixth grade
- ❑ Seventh grade
- ❑ Eighth grade
- ❑ Ninth grade
- ❑ Tenth grade
- ❑ Eleventh grade
- ❑ Twelfth grade

Sample 2: I am a _____.
- ❑ Female
- ❑ Male

Sample 3: My race/ethnicity is _____.
- ❑ African-American
- ❑ Asian/Asian American
- ❑ Caucasian
- ❑ Hispanic
- ❑ Native American
- ❑ Multi-racial/Multi-ethnic
- ❑ Other: Please specify _____

1. My friends think I am _____.
- ❑ a very good reader
- ❑ a good reader
- ❑ an OK reader
- ❑ a poor reader

2. Reading a book is something I like to do.
- ❑ Never
- ❑ Not very often
- ❑ Sometimes
- ❑ Often

3. I read _____.
- ❑ not as well as my friends
- ❑ about the same as my friends
- ❑ a little better than my friends
- ❑ a lot better than my friends

4. My best friends think reading is _____.
- ❑ really fun
- ❑ fun
- ❑ OK to do
- ❑ no fun at all

5. When I come to a word I don't know, I can _____.
- ❑ almost always figure it out
- ❑ sometimes figure it out
- ❑ almost never figure it out
- ❑ never figure it out

6. I tell my friends about good books I read.
- ❑ I never do this
- ❑ I almost never do this
- ❑ I do this some of the time
- ❑ I do this a lot

7. When I am reading by myself, I understand _____.
- ❑ almost everything I read
- ❑ some of what I read
- ❑ almost none of what I read
- ❑ none of what I read

8. People who read a lot are _____.
- ❑ very interesting
- ❑ interesting
- ❑ not very interesting
- ❑ boring

9. I am _____.
- ❑ a poor reader
- ❑ an OK reader
- ❑ a good reader
- ❑ a very good reader

(continued)

Figure 1 (continued)
Adolescent Motivation to Read Profile reading survey

Name: _____ Date: _____

10. I think libraries are _____.
    ❑ a great place to spend time
    ❑ an interesting place to spend time
    ❑ an OK place to spend time
    ❑ a boring place to spend time

11. I worry about what other kids think about
    my reading _____.
    ❑ every day
    ❑ almost every day
    ❑ once in a while
    ❑ never

12. Knowing how to read well is _____.
    ❑ not very important
    ❑ sort of important
    ❑ important
    ❑ very important

13. When my teacher asks me a question about
    what I have read, I _____.
    ❑ can never think of an answer
    ❑ have trouble thinking of an answer
    ❑ sometimes think of an answer
    ❑ always think of an answer

14. I think reading is _____.
    ❑ a boring way to spend time
    ❑ an OK way to spend time
    ❑ an interesting way to spend time
    ❑ a great way to spend time

15. Reading is _____.
    ❑ very easy for me
    ❑ kind of easy for me
    ❑ kind of hard for me
    ❑ very hard for me

16. As an adult, I will spend _____.
    ❑ none of my time reading
    ❑ very little time reading
    ❑ some of my time reading
    ❑ a lot of my time reading

17. When I am in a group talking about what we are
    reading, I _____.
    ❑ almost never talk about my ideas
    ❑ sometimes talk about my ideas
    ❑ almost always talk about my ideas
    ❑ always talk about my ideas

18. I would like for my teachers to read out loud in
    my classes _____.
    ❑ every day
    ❑ almost every day
    ❑ once in a while
    ❑ never

19. When I read out loud I am a _____.
    ❑ poor reader
    ❑ OK reader
    ❑ good reader
    ❑ very good reader

20. When someone gives me a book for a present, I
    feel _____.
    ❑ very happy
    ❑ sort of happy
    ❑ sort of unhappy
    ❑ unhappy

APPENDIX D ADOLESCENT MOTIVATION TO READ PROFILE REVISED

SURVEY TEACHER DIRECTIONS

Figure 3
Adolescent Motivation to Read Profile
Teacher directions: Reading survey

Distribute copies of the Adolescent Motivation to Read Survey. Ask students to write their names on the space provided.

Directions: Say: I am going to read some sentences to you. I want to know how you feel about your reading. There are no right or wrong answers. I really want to know how you honestly feel about reading. I will read each sentence twice. Do not mark your answer until I tell you to. The first time I read the sentence I want you to think about the best answer for you. The second time I read the sentence I want you to fill in the space beside your best answer. Mark only one answer. If you have any questions during the survey, raise your hand. Are there any questions before we begin? Remember: Do not mark your answer until I tell you to. OK, let's begin.

Read the first sample item: Say:
Sample 1: I am in (pause) sixth grade, (pause) seventh grade, (pause) eighth grade, (pause) ninth grade, (pause) tenth grade, (pause) eleventh grade, (pause) twelfth grade.

Read the first sample again. Say:
This time as I read the sentence, mark the answer that is right for you. I am in (pause) sixth grade, (pause) seventh grade, (pause) eighth grade, (pause) ninth grade, (pause) tenth grade, (pause) eleventh grade, (pause) twelfth grade.

Read the second sample item. Say:
Sample 2: I am a (pause) female, (pause) male.

Say:
Now, get ready to mark your answer.
I am a (pause) female, (pause) male.

Read the remaining items in the same way (e.g., number _____, sentence stem followed by a pause, each option followed by a pause, and then give specific directions for students to mark their answers while you repeat the entire item).

Note. Adapted with permission from the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996)

APPENDIX E ADOLESCENT MOTIVATION TO READ PROFILE REVISED

SURVEY SCORING DIRECTIONS

Figure 5
Scoring directions: MRP reading survey

The survey has 20 items based on a 4-point scale. The highest total score possible is 80 points. On some items the response options are ordered least positive to most positive (see item 2 below) with the least positive response option having a value of 1 point and the most positive option having a point value of 4. On other items, however, the response options are reversed (see item 1 below). In those cases it will be necessary to recode the response options. Items where recoding is required are starred on the scoring sheet.

Example: Here is how Maria completed items 1 and 2 on the Reading Survey.

1. My friends think I am _____.
   - ❑ a very good reader
   - ■ a good reader
   - ❑ an OK reader
   - ❑ a poor reader

2. Reading a book is something I like to do.
   - ❑ Never
   - ❑ Not very often
   - ❑ Sometimes
   - ■ Often

To score item 1 it is first necessary to recode the response options so that

        a poor reader equals 1 point,

        an OK reader equals 2 points,

        a good reader equals 3 points, and

        a very good reader equals 4 points.

Because Maria answered that she is a good reader the point value for that item, 3, is entered on the first line of the Self-Concept column on the scoring sheet. See below. The response options for item 2 are ordered least positive (1 point) to most positive (4 points), so scoring item 2 is easy. Simply enter the point value associated with Maria's response. Because Maria selected the fourth option, a 4 is entered for item 2 under the Value of reading column on the scoring sheet. See below.

Scoring sheet

                 Self-concept as a Reader   Value of reading

                        *recode 1. 3   2. 4

To calculate the Self-concept raw score and Value raw score add all student responses in the respective column. The full survey raw score is obtained by combining the column raw scores. To convert the raw scores to percentage scores, divide student raw scores by the total possible score (40 for each subscale, 80 for the full survey).

Note. Reprinted with permission from the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996)

APPENDIX F ADOLESCENT MOTIVATION TO READ PROFILE REVISED

SURVEY SCORING SHEET

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Figure 6
MRP reading survey scoring sheet

Student name _____

Grade _____ Teacher _____

Administration date _____

Recoding scale
1=4
2=3
3=2
4=1

Self-concept as a reader   Value of reading

*recode   1. _____   2. _____

             3. _____   *recode   4. _____

*recode   5. _____   6. _____

*recode   7. _____   *recode   8. _____

             9. _____   *recode   10. _____

            11. _____   12. _____

            13. _____   14. _____

*recode   15. _____   16. _____

            17. _____   *recode   18. _____

            19. _____   *recode   20. _____

SC raw score: _____/40   V raw score: _____/40

Full survey raw score (Self-concept & Value): _____/80

Percentage scores   Self-concept _____

                           Value   _____

                           Full survey _____

Comments: _____
_____
_____
_____

Figure 2
Adolescent Motivation to Read Profile
conversational interview

Name _____

A. Emphasis: Narrative text

Suggested prompt (designed to engage student in a natural conversation): I have been reading a good book. I was talking with...about it last night. I enjoy talking about what I am reading with my friends and family. Today, I would like to hear about what you have been reading and if you share it.

1. Tell me about the most interesting story or book you have read recently. Take a few minutes to think about it (wait time). Now, tell me about the book.

   Probe: What else can you tell me? Is there anything else?

2. How did you know or find out about this book?

   (Some possible responses: assigned, chosen, in school, out of school)

3. Why was this story interesting to you?

B. Emphasis: Informational text

Suggested prompt (designed to engage student in a natural conversation): Often we read to find out or learn about something that interests us. For example, a student I recently worked with enjoyed reading about his favorite sports teams on the Internet. I am gong to ask you some questions about what you like to read to learn about.

1. Think about something important that you learned recently, not from your teacher and not from television, but from something you have read. What did you read about? (Wait time.) Tell me about what you learned.

   Probe: What else could you tell me? Is there anything else?

2. How did you know or find out about reading material on this?

   (Some possible responses: assigned, chosen, in school, out of school)

(continued)

3. Why was reading this important to you?

C. Emphasis: General reading

   1. Did you read anything at home yesterday? What?

   2. Do you have anything at school (in your desk, locker, or book bag) today that you are reading?

     Tell me about them.

   3. Tell me about your favorite author.

   4. What do you think you have to learn to be a better reader?

   5. Do you know about any books right now that you'd like to read?

     Tell me about them.

   6. How did you find out about these books?

   7. What are some things that get you really excited about reading?

     Tell me about....

(continued)

Figure 2 (continued)
Adolescent Motivation to Read Profile
conversational interview

8. Who gets you really interested and excited about reading?

   Tell me more about what they do.

9. Do you have a computer in your home?

   If they answer yes, ask the following questions:

   How much time do you spend on the computer a day?

   What do you usually do?

   What do you like to read when you are on the Internet?

   If they answer no, ask the following questions:

   If you did have a computer in your home, what would you like to do with it?

   Is there anything on the Internet that you would like to be able to read?

D. Emphasis: School reading in comparison to home reading

   1. In what class do you most like to read?

      Why?

   2. In what class do you feel the reading is the most difficult?

      Why?

   (continued)

Figure 2 (continued)
Adolescent Motivation to Read Profile
conversational interview

3. Have any of your teachers done something with reading that you really enjoyed?

   Could you explain some of what was done?

4. Do you share and discuss books, magazines, or other reading materials with your friends outside of school?

   What?

   How often?

   Where?

5. Do you write letters or email to friends or family?

   How often?

6. Do you share any of the following reading materials with members of your family: newspapers, magazines, religious materials, games?

   With whom?

   How often?

7. Do you belong to any clubs or organizations for which you read and write?

   Could you explain what kind of reading it is?

Note. Adapted with permission from the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996)

APPENDIX H ADOLESCENT MOTIVATION TO READ PROFILE REVISED

CONVERSATION TEACHER DIRECTIONS

Figure 4
Teacher directions: MRP conversational interview

1. Duplicate the conversational interview so that you have a form for each child.
2. Choose in advance the section(s) or specific questions you want to ask from the conversational interview. Reviewing the information on students' reading surveys may provide information about additional questions that could be added to the interview.
3. Familiarize yourself with the basic questions provided in the interview prior to the interview session in order to establish a more conversational setting.
4. Select a quiet corner of the room and a calm period of the day for the interview.
5. Allow ample time for conducting the conversational interview.
6. Follow up on interesting comments and responses to gain a fuller understanding of students' reading experiences.
7. Record students' responses in as much detail as possible. If time and resources permit you may want to audiotape answers to A1 and B1 to be transcribed after the interview for more in-depth analysis.
8. Enjoy this special time with each student!

Note. Reprinted with permission from the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996)

APPENDIX I ADOLESCENT MOTIVATION TO READ PROFILE REVISED

CONVERSATION SCORING DIRECTIONS

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

APPENDIX J ADOLESCENT MOTIVATION TO READ PROFILE REVISED

CONVERSATIONAL INTERVIEW SCORING SHEET

Motivation to Read Profile-Revised:
Conversational Interview

Student Name: _____   Date: _____

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

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

Comments:

Plan:

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

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

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

Comments:

Plan:

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