

Increasing Reading Motivation for 4th Grade English Language Learners Using
Strategic Schooling Strategies Under the Guidance of Dennis Parker

A Special Project

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FACULTY APPROVAL

Increasing Reading Motivation for 4th Grade English Language Learners Using
Strategic Schooling Strategies Under the Guidance of Dennis Parker

Approved for the Faculty

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ABSTRACT

The study sought to determine whether the implementation of Strategic Schooling's motivational strategies increased 4th grade English Language Learners' motivation to read. A longitudinal survey was given to students before and after the implementation of the motivational strategies. The survey measured potential increase in reading motivation using a Lickert scale. While the Strategic Schooling reform program proved to be effective in low performing schools in California, the results of this study were inconclusive.

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CHAPTER 1

Introduction

Background for the Project

The link between student motivation and achievement is straightforward.

If students are motivated to learn the content in a given subject, their achievement in that subject will most likely be good. If students are not motivated to learn the content, their achievement will likely be limited...

(Marzano, 2007, p. 215)

As suggested in the above quote by Marzano, motivation increased student learning.

An assumption about motivation was, “rewards create motivation” (Marzano, Pickering, & Pollock, 2001, p. 234). If a student performed well or followed what the teacher said to do, the student was rewarded. However, wouldn’t rewarding cause students to expect rewards all the time? In the book, *Teaching With the Brain in Mind* by Eric Jensen (1998), Jensen stated, “Research suggests that students will want them (rewards) each time the behavior is required, they’ll want an increasingly valuable reward, and rewards provide little or no lasting pleasure” (pp. 66-67). After the comparison of what Marzano and Jensen stated, the question was raised, if motivation was the key to student learning, where did the motivation come from? The obvious solution was to turn extrinsic motivation into intrinsic motivation.

Poverty had only made the dilemma of motivation in the classroom more of a challenge. “Although Maslow’s hierarchy has been criticized for being unscientific and unsubstantiated, it still provides us with powerful insights into the nature of human motivation” (Marzano et al., 2001, p. 231). The hierarchy structure of human needs was used to view the sequential order of requirements a child needed to have met in order for real intrinsic motivation to occur. Self-actualization or personal fulfillment would not be met without first meeting the needs for food, water, safety, need to belong, self-respect, and respect from others. Children in poverty worried about where the next meal came from or had social needs because many peers looked down on children in poverty.

English Language Learners had added another element to the challenges of intrinsic motivation. A high percentage of English Language Learners came from low socioeconomic situations. Nearly 20% of all English Language Learners were migrant students in the state of Washington (OSPI, 2008). Between poverty, migrant life and the language barrier faced by English Language Learners in schools, what was a teacher to do?

English Language Learners, who were considered in poverty, had a difficult time in school. Standardized tests for English Language Learners students were significantly low in the state of Washington, especially in the area of literacy. Reading and writing skills were the keys to unlock the mysteries of all other subject areas and English Language Learners had a difficult time keeping up

with the demands of Washington State standard requirements. In the classroom, English Language Learners found difficulty in staying motivated. Reading in the classroom was more of a chore than a fun activity. Also, writing an essay was considered a boring duty rather than a forum to express feelings and a chance to improve learning. How could student learning improve for English Language Learners?

Statement of the Problem

The researcher, administration and staff at an elementary school in a rural area of Washington were acutely aware of a need to incorporate strategies to motivate students to learn. English Language Learners at the elementary school were not learning critical literacy skills to bridge the learning gap. All data on standardized tests had indicated ups and downs, which depicted English Language Learners learning at a slow pace year after year. The researcher, administration and staff wanted to adopt new motivational strategies for English Language Learner students to assist in bridging the gap in literacy.

Purpose of the Project

The purpose of this research project was to determine whether the English Language Learners increased their reading motivation as a result of using the Strategic Schooling motivational strategies.

Delimitations

The bilingual classroom represented in the research project consisted of 19 4th grade English Language Learners, all of whom were instructed in the student's native language of Spanish. All participating students received instruction in reading and writing. All students received free or reduced-price meals and all students were Hispanic. Thirteen of the students were male and six were female. Two students were considered Migrant. The study took place in a rural area, where farming and other industrial occupations were prevalent.

The district consisted of 69% Hispanic, 26% White and 4% other. Sixty-nine percent of the students in the district had free or reduced-price meals (OSPI, 2008). The school represented in the study had an ethnic mix of 91% Hispanic, 5% White and 4% other. Ninety percent of the students received free or reduced-price meals (OSPI, 2008). The data depicted the established poverty issue in the district and the school. The school had 8.7% students in Special Education and 12.5% were considered Migrant. The school had 32 teachers with an average of 13 years of teacher experience. Fifty percent of the teachers at the school had at least a master's degree (OSPI, 2008). The school did not meet Annual Yearly Progress for the third straight year and was on step three in the school improvement process.

The research design was qualitative. The results were measured by a series of surveys. The surveys measured students' overall motivation and where the motivation came from.

Assumptions

All participating students came to school with presumed low motivation. However, the researcher assumed all participating students were able to improve literacy skills if properly motivated. The motivational strategies were provided by a program called Strategic Schooling under the direction of Dr. Dennis Parker, an educational leader and consultant for Strategic Schooling. Dennis Parker's work was directly linked to Robert Marzano's research on motivation. The researcher attended various training on Dennis Parker's Strategic Schooling strategies. The researcher was well-schooled on the motivational strategies presented by Dennis Parker. The researcher had two years of teaching experience.

Research Question

Did the implementation of the Strategic Schooling motivational strategies, under the direction of Dennis Parker, strengthen student's reading motivation, which, in turn, improved student learning?

Significance of the Project

The district and school represented in the study had the potential to benefit from positive results. At the district level there was an 8.7% annual dropout rate, one of the highest in the state (OSPI, 2008). If students at an early age learned

intrinsic motivation, dropout rates could decrease. The significance to the school would be the ability to meet Annual Yearly Progress requirements and develop lifelong learners.

Procedure

All participating students were given a survey at the beginning of the year. The survey measured motivational tendency. After incorporating the motivational strategies, the same survey was presented to the class after the first trimester. After full implementation of the motivational strategies (after the second trimester), the survey was given to students again to measure motivational inclinations.

The results from the fall surveys were compared to the spring surveys. The results of the surveys were organized in graphs to depict motivational tendencies.

Definition of Terms

Annual Yearly Progress. Annual Yearly Progress referred to the amount of growth schools made yearly, mandated by the federal government.

English Language Learner. English Language Learners were students whose primary language was not English or had English language skill deficiencies that impaired learning in regular classrooms.

Late-Exit Bilingual Program. Late-Exit Bilingual Program was an instructional bilingual program geared to accommodate students whose primary language was one other than English. Students were instructed in their primary

language while gradually transitioning into English. Students exited the program after the 5th grade.

Limited English Proficient. Limited English Proficient was a term applied to students with English language skill deficiencies that impaired learning in regular classrooms.

Strategic Schooling. Strategic Schooling was a model of school reform that applied principles such as targets, feedback, know-how, and context to improve achievement for schools with high percentages of struggling students.

Acronyms

AYP. Annual Yearly Progress

ELL. English Language Learners

LEP. Limited English Proficient

OSPI. Office of Superintendent of Public Instruction

CHAPTER 2

Review of selected Literature

Introduction

The following subtopics were chosen by the researcher to help deepen the understanding of the key components of the research project. The researcher started with English Language Learners because the project was based on increasing motivation among English Language Learners. The subtopic entitled English Language Learners (ELL) was written to provide background knowledge to better understand what obstacles ELL students had to face. The subtopic entitled Motivation was included to recognize the elements of motivation and how motivation could be increased. The subtopic called Strategic Schooling (Dennis Parker) was included to identify what Strategic Schooling consisted of and where Dennis Parker's instruction came from. Motivational Strategies were included to introduce the strategies the researcher implemented in the study.

English Language Learners

The state of Washington was becoming a more ethnically and linguistically diverse society. Over 90 percent of recent immigrants came from non-English-speaking countries, and many of these immigrants arrived with little or no formal education (Educating, 2003). With the rise in immigrants came the rise of ELL or LEP students. Students who were not proficient in using the English language had a higher risk of academic failure (Educating, 2003). As a

matter of fact, research found that LEP students tended to have lower levels of academic performance in mathematics and reading, higher rates of retention and much higher dropout rates than English-fluent peers (Educating, 2003). Because of lower levels of academic performance, ELL students and the programs built to assist ELL students were under great scrutiny. The scrutiny the state and districts faced resulted from a shortage of qualified teachers speaking languages other than English. As a result, Washington State's ELL students who received limited instruction in the ELL student's primary language had lower test scores than English-speaking peers (Educating, 2003). Consequently, in the district in which the researcher worked, the Late-Exit Bilingual Program model was functioning well, due to sufficient numbers of bilingual teachers. The researcher's district found that by the tenth grade, bilingual students were scoring slightly higher than English-speaking peers. Long-term academic performance was better when ELL students had significant exposure to instruction in both English and the primary language, as proven in the researcher's district (Educating, 2003). The long-term gains were still not a good enough indicator as to ELL students becoming life-long readers. The motivation to want to read had to come from deep within.

Motivation

Children were born curious, motivated to discover surroundings and understand the world. When it came to achievement Santrock (2001) noted; "We are a species motivated to do well at what we attempt to gain mastery over the

world in which we live, to explore unknown curiosity, and to achieve the heights of success” (p. 540).

The human race lived in an achievement-oriented world with standards that informed children success was important. If the need for achievement was engrained in every child genetically, what happened to children of poverty throughout the process of growing up which could have caused lower levels of motivation? In the book, *Motivation: The Organization of Action*, Douglas G. Mook (1996) presented Maslow’s ladder of needs. The researcher connected Maslow’s ladder with the participating students of the study. The first need was Physiological. Physiological needs included hunger and thirst. If hunger or thirst were unmet for very long, the results were life-threatening. The starving person, as a result, had little interest in the esteem of others or a loving relationship with others (Mook, 1996).

If hunger and thirst were met, hunger and thirst would be forgotten, which led to thinking about safety, the next need (Mook, 1996). The researcher’s students represented in the study had all been receiving free or reduced lunch. The first need in Maslow’s ladder proved to be a barrier to the participants. Freedom from danger was the next need to emerge. Safety was especially apparent in children, who were objectively less able to fend for themselves than adults (Mook 1996). Children with instability or uncertainty were more

susceptible to accept orders from an unruly, harmful dictator to, at least, feel some order (Mook, 1996).

When both physiological and safety needs were gratified, both dropped out as motivating forces. Then, children could begin to seek friends or a group to join. Attachment could possibly have been an early expression of love and belongingness; the next need in Maslow's ladder (Mook, 1996). Once love and friendship were met, the need for esteem emerged. Included in the esteem need were the esteem of others and esteem for self. Both came, possibly, from productive and useful work or accomplishments (Mook, 1996).

If all previous needs were met, then the highest need surfaced; the drive toward self-actualization. Maslow defined self-actualization as, "Ongoing actualization of potentials, capacities and talents as fulfillment of mission...as an unceasing trend toward unity, integration or synergy within the person" (Mook, 1996, p. 568). Maslow later listed individuals who were prime examples of self-actualized people: Albert Einstein, Sigmund Freud, Thomas Jefferson and the Roosevelts, Franklin and Eleanor, were people functioning at full capacity (Mook, 1996).

The researcher had many students whose motivations were geared towards hunger, thirst, love and belongingness. How was learning to have occurred when students' motivations were not on learning, but rather on survival? The researcher knew that in order for learning to have occurred, the researcher and

other school staff members had to fulfill Maslow's ladder of needs as much as possible for every child at school.

The researcher wanted to take a closer look at motivation, rewards and the causes of demotivation. Educators had dealt with the issue of motivation since there was such a thing called school. However, recent research on the brain allowed the researcher and other educators to understand where learner motivation and demotivation came from, and the effects of rewards on students.

Eric Jensen (1998), in the book, *Teaching with the Brain in Mind*, mentioned the popularity of behaviorism in the 1950s and 1960s. The theory of behaviorism, made popular by Watson and Skinner, inspired a generation of educators to pursue rewards as a teaching strategy. Educators knew very little about the brain during the 50s and 60s. Unfortunately, educators misinterpreted Watson and Skinner's theory of behaviorism, mainly because rewards seemed cheap, harmless, and often effective (Jensen, 1998). What were misinterpreted from the behaviorism theory were the stimulus-response rewards. The stimulus-response rewards were effective only for simple physical actions. However, schools often tried to reward students for solving challenging cognitive problems, writing creatively, and designing and completing projects (Jensen, 1998). The flawed assumption was that learning was primarily dependent on a reward. Yet, humans, as well as rats, enjoyed seeking new experiences and behaviors with no perceivable reward or impetus. In addition, rats, along with humans,

demonstrated more social and less aggressive behaviors when free choice and control over the environment took precedent (Jensen, 1998). Was it safe to say that students could be self-motivated, due to natural curiosity? Why, then, were there students who seemed motivated at times and unmotivated other times?

In Eric Jensen's book (1998) Jensen introduced the term temporary demotivation. Jensen stated that, "students who make it to school each day have demonstrated a certain amount of motivation. After all, they've made it to class while truly unmotivated students are still in bed or any place else but school" (p. 63). Educators observed students attend school when school seemed to be the last place students wanted to be. But at least those students made it to class. Jensen called these students, temporarily unmotivated.

Jensen had three primary reasons why students suffered from temporary demotivation. The first reason had to do with associations from the past, which provoked an off-putting or uninterested state. Memories stored in student's amygdala, the middle part of the brain, were triggered, causing students to act as if the incidents were occurring in the moment. For example, a teacher's voice, tone, or gestures could have reminded a student of a previous, disliked teacher from the past. Past failures may have triggered negative feelings, such as memories of constantly failing a subject or an embarrassing, catastrophic class situation in the past (Jensen, 1998).

The second reason was based on present-time and dealt with environment. Students felt unmotivated in the face of unsuitable learning styles, a lack of resources, language barriers, a lack of choice, cultural taboos, fear of embarrassment, a lack of feedback, poor nutrition, prejudice, poor lighting, bad seating, the wrong temperature, fear of failure, a lack of respect, irrelevant content and other possibilities (Jensen, 1998).

The third factor was based on the student's relationship with the future. Well-defined goals were important for students to begin thinking more positively. The student's content and context beliefs were also critical: "I have the ability to learn this subject." "I have the interest and resources to succeed in this class with this teacher" (Jensen, 1998, p. 64). The goals and beliefs created states that released powerful brain chemicals. Thinking positively engaged the left frontal lobe and usually triggered the release of pleasure chemicals like dopamine, as well as natural opiates or endorphins. The self-reward reinforced the desired behavior (Jensen, 1998).

Strategic Schooling (Dennis Parker)

Strategic Schooling was developed by Dennis Parker, a consultant and administrator at California Department of Education, with the goal to reform low performing schools across California. Strategic Schooling began in the year 2000 and was used in dozens of schools with high percentages of low income and minority students. Strategic Schooling was responsible for higher than average

gains in student achievement as measured by annual state assessments in California. The goal for the Strategic Schooling school reform model was to reverse the norm of low achievement for low-income and minority children in American schools by improving children's art of steering toward successful outcomes (Knox Education, 2007).

Strategic Schooling was based explicitly on two theoretical foundations: cybernetics and complex systems. Maxwell Martz, in his book *Psychocybernetics* (1960), suggested that the brain was a cybernetic, goal-seeking device that, consciously or not, operated to hit targets based on feedback related to the targets. More recent thinking had also begun to view organizations like schools as brains capable of learning (Parker, 2006). Strategic Schooling was organized into four interacting, cybernetic domains, all working together to produce optimal performance. The first domain consisted of achievement, student and content targets. The second domain of Strategic Schooling was feedback. Feedback was the communication between the teacher and student related to the targets. The third domain was the Know-How. Know-How consisted of the application of organizational, classroom and personal expertise by educators, students and parents in an effort to hit the targets. The last domain was context. Context was the environment in which targets, feedback and know-how occurred. Thus, the Strategic Schooling model helped schools function more strategically by having

clearer, more public targets, more frequent feedback, better know-how, or a more supportive, functional context in which to operate (Parker, 2006).

The second theory which complemented Strategic Schooling was the AHA formula. The theory was based on the complex systems theory. Prigogine, the author of the book *Order Out of Chaos* (1984), suggested that complex systems were about new energy or information allowed to flow into the system, followed by intense interactions around the new energy or information (Parker, 2006). Therefore, as the level of intensity was achieved, the system was pushed far from equilibrium. After the experience of spontaneous self-organization, the system would function at a higher, more complex level, capable of doing more work. Putting the complex system in the context of a school, new ideas and strategies must be introduced to the staff. The school staff, in turn, must find ways to interact intensively with the new ideas and strategies. Likewise, when students were exposed to new, complex information and interacted intensely with the new information, learning occurred (Parker, 2006).

Consequently, the Strategic Schooling model helped schools function more strategically and the complex systems theory introduced powerful, new research-based information into the schools to improve know-how and learning. The goal was to help educators and administrators work smarter, not harder, to identify and achieve specific goals, as well as to intensify interactions for children around a challenging curriculum (Parker, 2006).

Motivational Strategies

As suggested by the Strategic Schooling school reform model, targets or goals needed to be implemented by administrators, teachers and students, followed by specific and timely feedback. One of the factors that caused demotivation in students was the lack of well-defined goals. Critical aspects in student's beliefs about goals were student's attitude towards ability to learn the content and student's interest and resources to succeed in class. If students had goals and beliefs that were well-defined and accomplishable, the brain would release powerful positive and pleasurable chemicals in the frontal lobe. Self-reward would result, which in turn would create the motivation to learn (Jensen, 1998). Researchers figured out that several factors were present that fostered an inner drive in a student; compelling goals, positive beliefs and productive emotions (Ford, 1992, as cited in Jensen, 1998). "Broadly defined, goal setting was the process of establishing a direction for learning," as stated by Marzano, Pickering and Pollock (2001). According to Marzano (2003), in his book, *What Works in Schools*, studies of classrooms using the strategy of goal setting resulted in gains ranging between 18 to 41 percentile points. The researcher found the studies to be compelling and inferred that students who found academic success would then have found the academic subject more enjoyable.

Feedback was intimately related to goal setting. Feedback studies showed results to be greater than goal setting, which made intuitive sense (Marzano

2007). Goal setting was the beginning step. Clear goals established an initial target. Feedback provided students with information regarding the progress toward the target. Goal setting and feedback used in tandem were more powerful than either one in isolation. In fact, without clear goals it was difficult to provide effective feedback (Marzano, 2007).

With feedback came four major generalizations to guide the use of feedback in the classroom. Feedback should be corrective in nature, timely, specific to a criterion, and self-monitored by students (Marzano et al., 2001). Corrective in nature referred to feedback that explained what was accurate and what was inaccurate on a given test. A study, reported by Bangert-Downs, Kulik, Kuilk, and Morgan (1991), depicted that corrective feedback was more effective than simply telling students their answer on a test or providing students with the answer (Marzano et al., 2001). The second generalization to guide the use of feedback in the classroom was the timing of feedback. Feedback given immediately after a test-like situation was best. In general, the more delay that occurred in giving feedback, the less improvement there was in achievement (Marzano et al., 2001). The third generalization to guide the use of feedback in the classroom was being specific to a criterion. Effective feedback was referenced to a specific level of skill or knowledge (criterion-referenced). Studies consistently indicated that criterion-referenced feedback was more effective on student learning than norm-referenced feedback (Crooks, 1988, Wilburn & Felps,

1983, as cited in Marzano, 2001). Norm-referenced feedback informed students about test results in relationship to other students, which told students nothing about learning. On the other hand, criterion-referenced feedback told students where students stood relative to a specific target of knowledge or skill (Marzano et al., 2001). The fourth generalization was the self-monitoring of student progress. Educators tended to think that providing feedback was done solely by teachers. However, research indicated that students could effectively self-monitor learning (Mazano et al., 2001).

Summary

The subtopic entitled English Language Learners (ELL) was written to provide background knowledge to better understand what obstacles ELL students had to face. The subtopic entitled Motivation was included to recognize the elements of motivation and how motivation could be increased. The researcher wanted to take a closer look at motivation, rewards and the causes of demotivation. The subtopic called Strategic Schooling (Dennis Parker) was included to identify what Strategic Schooling consisted of and where Dennis Parker's instruction came from. To put Strategic Schooling into context for the researcher's classroom, the aim was to use new strategies from the Strategic Schooling model to see gains in students' overall motivation for reading. Motivational Strategies were included to introduce the strategies the researcher implemented in the study. The researcher knew that in order for learning to have

occurred, the researcher and other school staff members had to fulfill Maslow's ladder of needs as much as possible for every child at school.

CHAPTER 3

Methodology and Treatment of Data

Introduction

The researcher's methodology of the study was qualitative. The study measured motivational tendencies in the area of reading. The researcher's goal was to increase reading motivation as a result of using the Strategic Schooling reform model and its motivational strategies. A pre and post longitudinal survey was used as an instrument to measure the reading motivation of the ELL participants.

Methodology

The researcher used a qualitative research method. According to the book, *Educational Research: Competencies for Analysis and Applications* (2006), "qualitative research was the collection, analysis and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest" (Gay, Mills & Airasian, p. 399). The purpose of qualitative research was focused on promoting a deep and complex understanding of a particular phenomenon, such as an environment, a process or a belief. Qualitative research involved mostly nonnumeric data and measured phenomena in naturalistic settings. The researcher strived to find an increase in reading motivation by surveying the perspectives of the participants before and after the implementation of the motivational strategies used in the study.

Participants

The bilingual classroom represented in the research project consisted of 19 4th grade English Language Learners, all of whom were instructed in the student's native language of Spanish. Later, in the year of the study, two male students had relocated and were no longer active participants of the classroom. All participating students received instruction in reading and writing. All students received free or reduced-price meals and all students were Hispanic. Eleven of the students were male and six were female. Two students were considered Migrant.

Instruments

The researcher used an anonymous, longitudinal survey to conduct the study. A longitudinal survey was a survey in which data was collected at two or more times to measure growth over time (Gay et al., 2006). More specifically, the type of longitudinal survey used for the study was a panel survey. A panel survey was used to measure the same group of participants over time. The survey used was a Likert scale. The Likert scale asked the participants to respond to a series of statements by indicating whether the participants strongly agreed, agreed, sometimes agreed, rarely agreed or never agreed (Gay et al., 2006). Three out of the ten statements on the survey were negative, which then needed a lower point total to be considered an effective result. Seven out of the ten statements were positive. The positive statements required a higher point total to be considered an

effective result. Two questions were also presented in the survey to consider gender and living condition factors. The two questions were, what is your gender and who do you live with.

Design

The researcher used a pre and post survey to conduct the study. Before the motivational strategies were implemented, the researcher administered the pre-survey. After the motivational strategies were implemented, the same survey was presented to the participants to measure the increase of reading motivation, or lack thereof.

Procedure

All participating students were given a survey at the beginning of the year. The survey measured motivational tendency. Next, the researcher made explicit to the participants what was going to be taught by posting all reading learning targets on a bulletin board for all to see. The participants also received a check list of all the learning targets for each trimester. The participants checked off all reading learning targets that were taught by the researcher every week.

The researcher administered a pretest for each reading learning target to measure the participants' understanding of the target. The researcher used the data from the pretests to drive the teaching instruction and set goals for each individual participant. The results of the pretest were posted on a bulletin board for all participants to view. Also, each individual participant kept a graph image

of the pretest results to keep track of the learning. On the graph image was also a written goal to accomplish a specified gain for each participant. The participants received constant feedback on individual progress and whole group progress. During instruction, the researcher used rubrics and scoring guides to steer the participants in the right direction. Each reading learning target was accompanied by a rubric or a scoring guide.

Next, the researcher administered a posttest to measure gains. The participants recorded the results on the graph image, next to the pretest to compare both assessments. The posttests were evaluated and analyzed to represent gains and accomplishments. Celebrations followed the posttest to celebrate big and even small gains. Also, the researcher graphed the participants' home reading minutes and set classroom goals to accomplish a reading minutes target. After full implementation of the motivational strategies (after the second trimester), the survey was given to students again to measure motivational inclinations.

Treatment of the Data

The researcher used the Likert scale to tally the participants' responses. Five points was given for all strongly agreed responses. Four points was given to the responses of frequently agreed. Three points were added for the responses of sometimes agreed. Two points were added for the responses of rarely agreed.

One point was tallied for the responses of never agreed. The results were graphed to compare the responses of the pre-survey and the post-survey.

Summary

The researcher used a qualitative research method to accomplish the study. The participants of the study were evaluated on motivational tendencies using a longitudinal survey. By using a pre and post survey design, the researcher was able to measure the participants' reading motivation before and after the implementation of the motivational strategies used in the study. The motivational strategies used in the study were carefully implemented to assure their maximum potential. The results were displayed on a graph comparing the pre and post surveys to measure the effectiveness of the motivational strategies implemented.

CHAPTER 4

Analysis of the Data

Introduction

The researcher's methodology of the study was qualitative. The study measured motivational tendencies in the area of reading. The researcher's goal was to increase reading motivation as a result of using the Strategic Schooling reform model and its motivational strategies. A pre and post longitudinal survey was used as an instrument to measure the reading motivation of the ELL participants.

Description of the Environment

The bilingual classroom represented in the research project consisted of 19 4th grade English Language Learners, all of whom were instructed in the student's native language of Spanish. Two male students moved away during the study, which left 17 4th grade ELL's to conclude the study. All participating students received Spanish instruction in reading and writing from 8:40 in the morning to 12:30 in the afternoon. All students received free or reduced-price meals and all students were Hispanic. Eleven of the students were male and six were female. Two students were considered Migrant. The study took place in a rural area, where farming and other industrial occupations were prevalent.

Research Question

Did the implementation of the Strategic Schooling motivational strategies, under the direction of Dennis Parker, strengthen student's reading motivation?

Results of the Study

The graph depicted the results from each individual statement of the longitudinal survey given to each student who participated in the study. The statements labeled as positive were statements that required a higher numbered response, based on the Lickert scale. The statements labeled as negative required a lower numbered response, based on the Lickert scale.

Statement 1 was, I read because it is fun. In the fall, statement 1 received a total score of 66. In the spring, statement 1 received a total score of 58. Because statement 1 required a higher numbered response, the results proved inconclusive.

Statement 4 was, I read to learn new things. The results from fall to spring showed a stagnate response. No increase was shown for statement 4. Therefore, the results confirmed no significance.

Statement 5 was, I read at home. In the fall, statement 5 received a total score of 57. In the spring, statement 5 received a total score of 55. Because statement 5 required a higher numbered response, the results showed no significance.

Statement 6 was, I read because my parents tell me that I have to read. In the fall, statement 6 received a total score of 54. In the spring, statement 6 received a total score of 52. Because statement 6 required a lower numbered response, the results were positive. However, 2 points was not enough to deem statement 6 as a significant result.

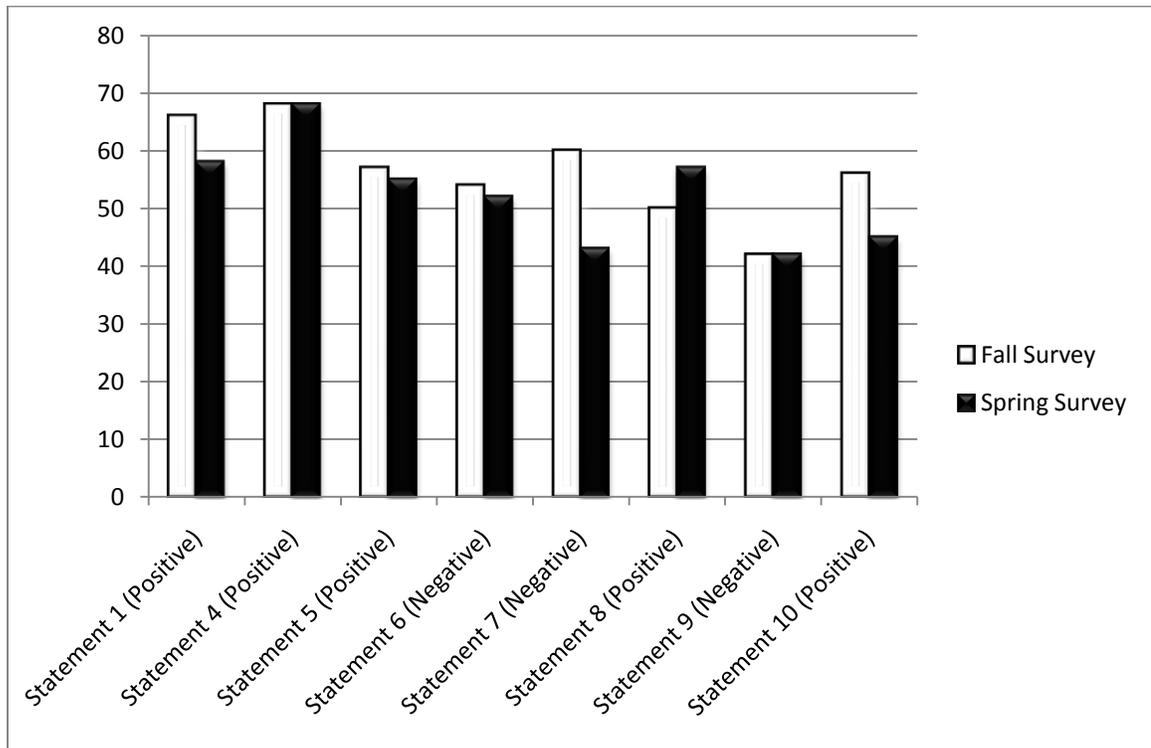
Statement 7 was, I read only because the teacher demands it. In the fall, statement 7 received a total score of 60. In the spring, statement 7 received a total score of 43. Because statement 7 required a lower numbered response, the results were positive. However, the results for statement 7 were not enough to prove a significant difference.

Statement 8 was, I like talking about the book I read. In the fall, statement 8 received a total score of 50. In the spring, statement 8 received a total score of 57. Because statement 8 required a higher numbered response, the results showed an increased score. Nevertheless, the increased score was not enough to have a significant result.

Statement 9 was, Reading is a waste of time. The scores from fall to spring were stagnant. No significance was shown for statement 9.

Statement 10 was, I would rather read a book than watch television. In the fall, statement 10 received a total score of 56. In the spring, statement 10 received a total score of 45. Because statement 10 required a higher numbered response, the results proved inconclusive.

Reading Motivation from Fall to Spring



Findings

Given the analysis of the data, the study proved to be inconclusive. The implementation of the Strategic Schooling motivational strategies, under the direction of Dennis Parker, did not strengthen student's reading motivation.

Discussion

The researcher had high expectations for the study. The researcher knew that the study would be a challenge because of the barriers the participants experienced. However, the researcher was optimistic about the study and was

confident in the motivational strategies from the reform program, Strategic Schooling. The barriers of the participants proved to presumably overwhelm the data supported strategies implemented by the researcher. The participants struggled to move up Maslow's ladder of needs (Mook, 1996). Seemingly, the struggle to move up Maslow's ladder caused demotivation to occur (Jenson, 1998). The researcher was confident in the motivational strategies from Strategic Schooling because Strategic Schooling was responsible for higher than average gains in student achievement in low performing schools in California, as measured by annual state assessments (Knox Education, 2007). The researcher concluded that the motivational strategies of goal setting and feedback were geared more towards increasing academic learning rather than increasing motivational tendency.

Summary

The results of the study proved to be inconclusive. The implementation of the motivational strategies from Strategic Schooling did not increase participant's reading motivation. The survey results depicted an insignificant outcome in the measure of reading motivation. Barriers and delimitations, seemingly, got in the way of increasing motivation. Additionally, the researcher suggested that the motivational strategies of goal setting and feedback were geared more towards increasing academic learning rather than increasing reading motivation.

CHAPTER 5

Summary, Conclusions and Recommendations

Introduction

The purpose of the qualitative study was to determine whether the participants of the study increased reading motivation after the Strategic Schooling's motivational strategies had been implemented. A longitudinal survey was given to the participants before the implementation of the motivational strategies. After full implementation of the motivational strategies, the survey was given to the participants again to measure growth or lack thereof of reading motivation. The participants of the study faced barriers of needs that hindered reading motivation. The researcher set out to find a solution to break the barriers and increase reading motivation.

Summary

The researcher taught in a school where 90% of the student body received free or reduced-price lunch. Ninety one percent were ELL's (OSPI, 2008). Because of poverty, migrant life and language barriers, the researcher found that attempting to increase reading motivation was a struggle. The study sought to determine whether or not the implementation of Strategic Schooling's motivational strategies would increase the participant's motivation to read. The research work of Robert Marzano proved that the motivational strategies

implemented in the study had a proven track record of success. The Strategic Schooling reform program also proved in low performing schools in California that the motivational strategies implemented were effective and reliable. However, the results of the study depicted an inconclusive outcome. A longitudinal survey was given to the participants before and after the implementation of the motivational strategies. The surveys were used to measure the potential increase in reading motivation. The survey consisted of a series of statements. Some statements required a higher number response and others required a lower number response. The survey used a Lickert scale method to measure motivation.

Conclusions

Based on the findings of the study, several conclusions were drawn. The motivational strategies from the Strategic Schooling reform program did not show an increase in the participant's reading motivation. However, the researcher found a positive and significant increase in academic success. The participants scored higher on classroom and district administered exams. Even though reading motivation was inconclusive, academic success was confirmed.

Recommendations

Based on the conclusions cited above, the following recommendations have been suggested. First, when administering the survey, it would be helpful if

the researcher makes sure the participants understand the Lickert scale and how it is used. Also, it is vital to make students understand that the researcher is not looking for the right responses, rather an honest response. The researcher in the study found that participants were responding by attempting to please the researcher, which may have skewed the results.

Another recommendation for further research using this study would be to change the study from qualitative to quantitative. Even though the study proved to be inconclusive, the study had a positive effect on academic success. The implementation of the motivational strategies proved to increase test scores. The constant goal setting for each participant and the constant feedback given by the researcher had a strong effect on learning.

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APPENDIX

RECONOCIMIENTO (SURVEY)

	NUNCA	RARA VEZ	A VECES	FRECUENTE- MENTE	SIEMPRE
1. Leo porque es divertido	1	2	3	4	5
2. Leo libros de ficción	1	2	3	4	5
3. Leo libros de no ficción	1	2	3	4	5
4. Leo para aprender nuevas cosa	1	2	3	4	5
5. Leo en casa	1	2	3	4	5
6. Leo porque mis padres me digan que tengo que leer	1	2	3	4	5
7. Leo solamente porque el maestro me manda	1	2	3	4	5
8. Me gusta hablar sobre los libros que leo	1	2	3	4	5
9. Leyendo es un perdido de tiempo	1	2	3	4	5
10. Me gustaría más leer un libro que mirar la televisión	1	2	3	4	5

Yo Soy:

Niño

Niña

Vivo con:

Mamá y Papá

Mamá

Papá

Otro