

Appendix

CEHD Grant Application Form

Submit this application form by one of the following due dates along with your proposal. Applications must be received, at tate-center@wmich.edu, by 5:00 p.m. on August 15, November 15, March 15, and June 15.

Application					
Applicant Name:	Selena Protacio				
Title:	Associate Professor				
Department:	Special Education and Literacy Studies				
Title of Proposal:	Investigating the Social and Cultural Aspects Influencing English Learners' Reading Motivation				
Amount Requested:	\$2,000				
Dates of Project:	April 15, 2020-April 14, 2021				
Evaluation Guidelines					
Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1	
The proposed research/creative activity is well conceived and organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	4	3	2	1
The proposed work will increase the likelihood that the applicant will secure external funding in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	4	3	2	1
The methods and/or procedures are clearly stated and appropriate for the proposed activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	4	3	2	1
The plans for data analysis or evaluation critique are clearly stated and appropriate for the proposed activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	4	3	2	1
The costs for the proposed budget are clearly itemized and justified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	4	3	2	1
This project has the potential to advance the scholarly/creative reputation of WMU.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	4	3	2	1

Investigating the Social and Cultural Factors Influencing English Learners' Reading Motivation

Background and Purpose of Proposed Study

Goldenberg (2012) describes the double burden that English learners (ELs) face in US schools: they have to learn the English language while at the same time learn the same academic content as their native-English speaking peers. Given this complex challenge, motivation is critical to the academic success of ELs, especially given that previous research shows reading motivation is correlated with reading achievement (e.g., Schiefele, Schaffner, Moller, & Wigfield, 2012). Despite this finding, very little research has been done around ELs' reading motivation in the US (Cho, Xu & Rhodes, 2010; Ivey & Broaddus, 2007; Protacio, 2012, 2019). More research needs to be conducted on this area as understanding ELs' reading motivation is a critical component of understanding their overall reading development (Taboada & McElvany, 2009).

The available research on ELs' reading motivation has focused substantially on their self-perception as readers and the value they place on reading (e.g., Sturtevant & Kim, 2010). Research has shown that ELs' reading motivation level is related to their perception of how well they read in English (Cho et al., 2010; Ivey & Broaddus, 2007). In other, ELs will be more motivated to read if they think they can be successful at reading; conversely, if they have had little success with reading English texts, then their reading motivation is low. Another significant finding is that when ELs understand the instrumental value of reading, such as how reading is connected to their career aspirations (Protacio, 2019; Rubinstein-Avila, 2003; Sturtevant & Kim, 2010), they are more likely to be motivated to read.

Because most of the studies have been conducted using Western frameworks such as the expectancy-value framework (Wigfield & Eccles, 2000), the cultural aspects that could influence reading motivation have largely been overlooked. In addition, even in the general reading motivation literature, the social aspect of motivation has been often overlooked despite research indicating that social motivation is a critical piece for students to be engaged with reading (Ivey & Johnston, 2013). In my own case study research that focuses specifically on ELs' reading motivation, I have found that highly motivated ELs engage in social interactions around reading for different purposes (Protacio, 2019).

For ELs, we propose that reading motivation is influenced by cognitive, social, and cultural factors (Protacio & Jang, in preparation). However, there is little research on the cultural and social aspects of reading motivation for ELs. Thus, the proposed study will focus on the following research question: What are the ways in which social and cultural factors influence ELs' reading motivation?

Methods

This study is an extension of a previous research project funded by the CEHD in 2014. I was awarded a CEHD small grant in order to develop a reading motivation survey specifically for ELs. My collaborator for the previous project and this current project is Dr. Bong Gee Jang from Syracuse University. From the previous project, we have already had an article published on one portion of the instrument design (Protacio & Jang, 2016), and we currently have one manuscript under review (Jang & Protacio, under review). We also have several manuscripts in progress. However, as we were analyzing the data, we have started to see patterns in the survey, and we want to follow up on these themes we are noticing.

Research Design

An interview design will be utilized for this study. An interview design is well-suited for this research question because it will allow us to delve more deeply into the social and cultural aspects of reading motivation. My collaborator, Dr. Jang and I have already conducted two survey studies wherein ELs responded to a reading motivation assessment. ELs responded to questions such as “I like to read what my friends read” or “Reading is valued in my home culture.” However, we do not know the rationale behind their responses. Conducting individual interviews will allow us to examine in-depth whether or not ELs’ motivation to read is influenced by social or cultural factors.

Participants

Participants will be fourth to eighth grade English learners with a target of 40 interviewees. Purposeful sampling will be utilized in order to get variation in terms of the following characteristics of interviewees: gender, grades, reading proficiency levels, languages spoken, length of time in the U.S., and immigration background (U.S. born, immigrant, migrant, refugee). We would like to examine if there are patterns in terms of these different demographics on ELs’ reading motivation, particularly with the cultural aspect since this is an extremely understudied area of ELs’ reading motivation.

Data Collection

Consent letters will be sent to ELs’ families through the classroom or ESL teacher. These consent letters will be translated for those families who do not read in English. For those whose families provide consent, students will be asked if they assent to the interviews.

Once this process is done, individual semi-structured interviews will be conducted with ELs. Questions posed will initially focus on general reading motivation, but the bulk of the interview will focus on the social and cultural aspects of reading (see Appendix A for the interview protocol). We anticipate each interview to last 15-30 minutes.

Data Analysis

Interviews will be transcribed. I will conduct a preliminary exploratory analysis of the transcripts by reading each transcript a few times to get a general sense of the data (Creswell, 2008). Next, I will apply provisional coding (Merriam, 1988) using a coding scheme based on the literature on reading motivation. Initial codes will be created for ideas that do not fit the provisional coding list. Codes will then be examined for meaningful patterns and themes.

Anticipated Outcomes and Plans for Continuing Research

As stated earlier in the proposal, there are very few studies published focused on EL reading motivation in the US. I am one of two researchers who have the most articles published on this topic (Protacio, 2012, 2017, 2019a, 2019b; Protacio & Jang, 2016). There is even less research on the social and cultural aspects of ELs’ reading motivation in the US. Thus, this project has the potential to be the basis of other research focusing on the social and cultural factors influencing ELs’ reading motivation.

If funds are secured for this project, it is anticipated that data collection will be conducted starting in April and conclude by mid-May, if not sooner. Transcriptions of interviews will be concurrent with data collection, and thus, it is anticipated that transcripts will be completed by mid-June.

In terms of dissemination, this project has the potential to result in numerous conference presentations at national and international conferences of prestigious organizations such as the Literacy Research Association, TESOL Association, and the American Educational Research Association. Multiple publications could also result from this work. A research article could be submitted to journals such as *Reading Research Quarterly* or *TESOL Quarterly*, while

practitioner-oriented articles could be submitted to *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, or *TESOL Journal*.

Budget

(Redacted)

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Appendix A
Tentative Semi-Structured Interview Protocol

1. Can you tell me a little bit about yourself? (If not provided, ask where their family is from, how long s/he has been in the U.S., and what language they speak at home).
2. What makes you want to read or what motivates you to read?
3. Can you tell me what kinds of things you like to read? Why do you like to read those things?
4. What are some things you don't like to read? Why not?
5. Who do you talk to about reading? What are your conversations like about reading? What do you usually tell one another?
 - a. Who else do you talk to about what you read?
6. Does anyone ever recommend books or texts to you? Who? Do you use these recommendations? Do you ever recommend books to someone? Can you tell me more about that?
7. When you were in your native country or home country, tell me about the type of reading that you did. Probe: What else did you read? What types of texts are available?
8. How does your motivation to read here now in the U.S. differ from when you were in your native country? Probe: Is there a difference? If there is, can you talk more about those differences?