

INSTRUCTIONAL COMMUNICATION AND STUDENT LEARNING IN SECONDARY
EDUCATION: AN EXPLORATORY SEQUENTIAL MIXED METHODS INQUIRY

A Dissertation

by

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BA, Texas A&M University Corpus Christi, 2009
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This dissertation meets the standards for scope and quality of
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ABSTRACT

It is important to understand the influence of instructional communication in today's educational environments. Identifying how instructional communication strategies and effective teaching in secondary education impact student learning and motivation is essential for developing the schools in our nation. However, there is a lack of research on instructional communication in secondary education.

The exploratory sequential mixed methods study was conducted to examine secondary education teachers' use of instructional communication strategies and their potential impact on student learning and motivation. The Instructional Communication Strategies Questionnaire (ICSQ) was developed by the researcher to measure students' attitudes and the potential influence of specific instructional communication constructs, specifically, nonverbal immediacy, self-disclosure, teacher evaluation, teacher clarity, teacher rapport, teacher relevance, affective learning, school motivation, and classroom motivation. The study took place at a school district in South Texas. The participants included five exemplary English Language Arts teachers and 252 11th and 12th graders for the qualitative and quantitative components of the study, respectively. External validity was limited to study participants due to the non-probability nature of the sampling. Because of the non-experimental nature of the study, no causal inferences were drawn

Analysis of the quantitative data showed students' perceptions of teacher evaluation, teacher clarity, teacher relevance, and teacher rapport were associated with affective learning, school motivation, and classroom motivation. Nonverbal immediacy was correlated with affective learning and classroom motivation, but self-disclosure did not correlate with affective

learning, school motivation, and classroom motivation. The qualitative data resulted in three themes: student learning experience and teacher influence, teacher content presentation and style variety, and teacher communication roles, and suggested that instructional communication strategies can be instrumental in impacting student affective learning and motivation.

DEDICATION

This dissertation is dedicated to my family whom I love very much. My daughter Amelia (you are my everything), baby boy Myers joining us in January (2018), and my husband Craig, thank you for making this an amazing adventure, and giving me endless love and support. My loving parents, John and Mary Guerra, for believing in me and helping me on this journey. My twin sister Jessica, my other half, and her two children, Isaiah and Mia, thank you for always pushing me forward and reminding me that I can do it! To my brothers (David, Arthur, and Ruben) and nephews (Isaac, Noey, Joshua, Jordan, Ruben Jr., P.J., Max, and Alek), thank you for your understanding and continued support. To all of my friends and extended family that have pushed me and been there for me throughout this process, you all gave me the strength to keep moving forward.

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Finally, this dissertation serves as a special dedication to the memory of my grandparents:

Jose Maria (Chema) Suarez and Elida A. Suarez

Mi Abuelito and Abuelita.

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CHAPTER I

Introduction

Background

The instruction America's students receive is of utmost importance. The issue of effective teaching and student learning is instrumental in developing the schools in our nation. One area that requires exploration in secondary education is the role of instructional communication from the perspectives of both teachers and students. Making connections between instructional communication and best practices for teachers can identify strategies that have the potential to enhance teachers' presence in the classroom. The importance of using the best practice principles and instructional communication in the classroom is essential for understanding how teachers create student gains and life-changing moments, help students experience success, and advance conceptual knowledge. The two intersect in many ways, the most apparent being *how* students learn. The present study sought to extend secondary education research by exploring the intersections of best practices and instructional communication.

Communication between teachers and students is essential for a successful classroom environment. As Tileston (2011) stated, "the teacher sets the tone for the classroom through verbal and nonverbal communication" (p. 72), which are both components of instructional communication. The concept of instructional communication has significantly developed over the past few decades. Instructional communication first evolved from communication education as an area of inquiry in the 1970s (Morreale, Backlund, & Sparks, 2014). Scholars in communication education focus on public speaking and communication skills, whereas instructional communication scholars seek to explore how communication variables and factors influence learning processes in all disciplines (Myers, 2010). Myers (2010) described

communication as being present “in the teaching- learning process that occurs across grade levels (e.g., K-12, post-secondary), instructional settings (e.g., the classroom, the organization), and subject matter (Staton, 1989; Sprague 1992)” (p. 149). Understanding the use of instructional communication strategies in secondary education benefits education as a whole and ties directly into effective teaching.

Research on teaching effectiveness criteria by Johnson and Roellke (1999) identified interpersonal communication, ability to motivate students, oral communication, preparation for class, classroom control, and enthusiasm among the top factors in instruction. Therefore, an effort toward advancing effective communication in the classroom needs to be reexamined. Instructional communication research areas like “teacher immediacy, teacher clarity, power and compliance-gaining, interpersonal relationships with students... listening and feedback, nonverbal communication; and effective teaching strategies (i.e., lecturing, leading discussions, and processing activities) highlight the central role that communication takes in the learning process” (Simonds, 2001, p. 260). Understanding these areas, specifically, the instructor’s role and interpretation of teacher behaviors, is essential not only to contribute to the literature in the field of secondary education but also to enhance teacher comprehension in applying these skills. As Sellnow et al. (2015) stated, “the future of instructional communication research is ripe with opportunities to extend theory and practice” (p. 418). Myers (2010) noted that future research would expand into various areas, which may include communicative factors in the teaching-learning process that take place across grade levels, subject matter, and in instructional settings. Additionally, Myers (2010) stated, “they will also identify, investigate, and expatiate the factors that make the study of instructional communication unique” (p. 156).

The areas of teacher immediacy, teacher clarity, interpersonal relationships, nonverbal communication, and effective teaching strategies may include university instructors as well as teachers in secondary education. One of the areas not fully understood in the field of secondary education is the impact of teacher behaviors. The relationships between teacher and student at the primary education level have been extensively investigated; however, little research has been done at the secondary level (Gallagher, 2013). Additionally, not much is known about how interactions between teacher and student influence learning at the secondary education level as the focus of instructional communication has been in post-secondary education. Secondary education differs from higher education; therefore, what applies to post-secondary education may not apply to secondary education. It is critical for educators to be informed of ways to improve the facilitation of the learning process. If we understand the roles, relationships, strategies, methods, and dynamics of instructional communication from both the teachers' and students' perspectives, we may educate students more effectively and appropriately.

Instructional conversation is an important component of effective teaching and pedagogy. As Dalton (2008) stated, it is important to “engage students in dialogue, especially instructional conversation (IC)” (p. 189). Teaching through conversation is a pedagogical standard set for effective teaching. There are five standards for effective teaching: having teacher and students create together, developing language and literacy, connecting school to students' lives, teaching complex thinking, and teaching through conversation. IC is considered the completion of all five standards and has been described as the “integration of pedagogy and teaching, where instructional communication is supported by the standards” (Dalton, 2008, p. 191) and is a way to implement the other standards. IC research has been limited in secondary

education because it generally has been studied only through eighth grade. Expanding the research may achieve the goal of increasing teacher effectiveness.

Part of the rationale for the present study stemmed from empirical research conducted by Zemelman, Daniels, and Hyde (2012), which identified 11 characteristics of highly effective teaching and learning practices. The 11 characteristics are organized into three clusters: (1) Student-Centered, (2) Cognitive, and (3) Interactive, and were used in the study as a baseline for the interview questions for effective classroom teaching to gain an in-depth understanding of the connections with instructional communication strategies. Chapter II provides a detailed description of the characteristics and clusters.

Setting

The present study was conducted at an urban school district located in South Texas. At the time of the study, the school district served over 38,000 students, of which 79.40% were Hispanic (Texas Education Agency, 2016). Teachers in this district had an average of 12 years of experience. In the STAAR (The State of Texas Assessments of Academic Readiness) test for English Language Arts, 68.00% of students were at level II, satisfactory standard. Within the school district, there were eight high schools, four of which participated in the study. The study aligned with the following goals of the school district: (1) ensure academic progress for all students; (2) ensure that upon high school graduation, students are prepared for success in post-secondary education; and (3) maintain a strong and sustainable leadership structure. The findings of the study may provide information that will assist the district in its mission to prepare students to be lifelong learners.

Statement of the Problem

The need to understand the impact of instructional communication characteristics at the secondary level is essential for the success of students and teachers. The crucial issue of the way or manner teachers teach has been the focus of national reform efforts, such as the No Child Left Behind Act (2001). These reforms include the exploration of “Best Practice – as a shorthand emblem of serious, thoughtful, informed, responsible, state-of-the-art teaching” (Zemelman, Daniels, & Hyde, 2012, p. 2). In secondary education research, pedagogy is defined as the correct use of teaching strategies, which is often used as a synonym for teaching and/or education. Instructional communication strategies and their impact on student learning and motivation should be sufficiently researched; the findings of the research may help teachers develop more effective teaching skills. A systematic review of the literature showed minimal existing research that represented this phenomenon in secondary education.

Research Purpose and Questions

The purpose of the current study was to identify the characteristics of instructional communication deemed effective at the secondary level as perceived by teachers and students. The researcher’s goals in conducting the study were (1) to identify how secondary English Language Arts teachers described using “the most important” instructional communication strategies to aid in effective student learning in secondary education, (2) to identify secondary English Language Arts students’ perceptions of effective teacher communication behaviors, and (3) to identify secondary English Language Arts students’ perceptions of the impact of instructional communication behaviors on their learning and motivation. A mixed methods inquiry was conducted to address these goals. The qualitative component of the study was guided by the following research questions:

1. Which instructional communication behaviors do secondary education teachers report using intentionally to increase students' learning and motivation?
2. What outcomes related to secondary education will best measure the mixed method emergent qualitative themes?

The quantitative component of the study was guided by the following research questions:

1. What types of instructional communication behaviors do secondary students report as being most effective?
2. To what extent are instructional communication behaviors associated with secondary students' (a) affective learning and (b) motivation?

Theoretical Framework

The theoretical rationale for the study was based on Shulman's (1986, 1987) design of pedagogical content knowledge with an emphasis on general pedagogical knowledge and Richmond, Wrench, and Gorham's (2009) instructional communication process.

Teachability is the focus of pedagogical content knowledge. Within pedagogical content knowledge are two domains: subject and general. The intersection of the subject and general domains has been labeled pedagogical knowledge. Shulman's (1987) general pedagogical knowledge consists of classroom management, teaching and learning techniques/principles, and general pedagogical content knowledge of learners (Figure 1).

Pedagogy encompasses all practices with teaching and principles that have been validated by research to enlighten teaching. Wilson, Shulman, and Richert (1987) established pedagogical content knowledge as one characteristic of teacher knowledge that is fundamental to highly effective teacher practice. Shulman (1986) defined pedagogical content knowledge as a teacher's "understanding of what it means to teach a particular topic as well as knowledge of the

principles and techniques required to do so” (p. 118).

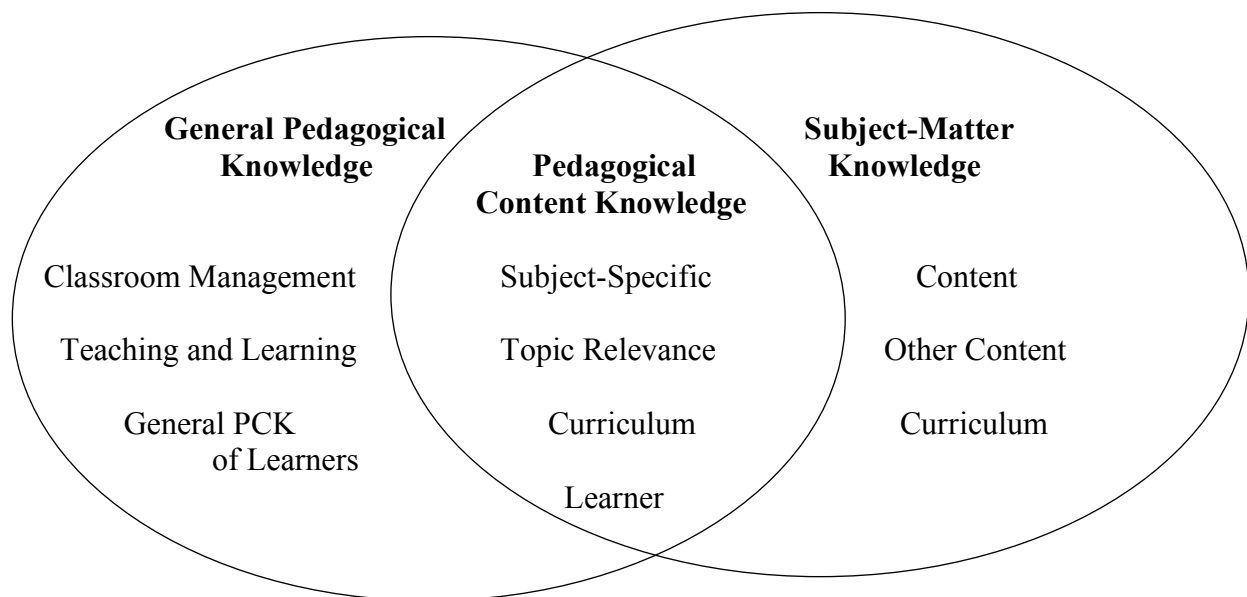


Figure 1. Elements of general pedagogical knowledge, pedagogical content knowledge, and subject-matter knowledge

Pedagogical content knowledge reflects how teachers implement subject-specific presentation of knowledge through techniques that have the potential to maximize student learning. Shulman (1986) stated pedagogical content knowledge consisted of the “most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations” (p. 9). Included in his definition is the need for teachers to address the diverse learning demands of each individual student. Shulman’s concept of pedagogical content knowledge provides a foundational component for educators and what it means to be a highly effective teacher. In teaching English Language Arts, the need to understand the subject matter, general pedagogical knowledge, and pedagogical content is

essential to teach the different subject matter within the content area. Limited research exists that has examined how exceptional, experienced secondary English Language Arts teachers express pedagogical content knowledge. The research that has been conducted focused on case study approaches: examining pedagogical content knowledge through interviews with a few teachers, observations, and videotaped teaching sessions (Gatbonton, 2008; Kleinfield, 1992; Langer, 2001). Exploring how pedagogical content knowledge of experienced teachers and the instructional communication strategies they use in the classroom may contribute to the identification of teacher behaviors that support student learning and motivation.

The instructional communication process and its intersection with quality instruction provided an additional theoretical rationale for the study. A teacher's ability as a communicator in the classroom is a significant factor in the teaching process. The identification of instructional communication strategies, behaviors, and perceptions can help provide a foundation for instructional communication at the secondary education level. According to Richmond, Wrench and Gorham (2009), in the instructional communication process, "the teacher selects and arranges what the students are to learn (the content), decides how best to help them learn (the instructional strategy), and determines how success in learning will be determined and how the students' progress will be communicated by and to them (evaluation/feedback)" (p. 4). The instructional communication process is depicted in Figure 2.

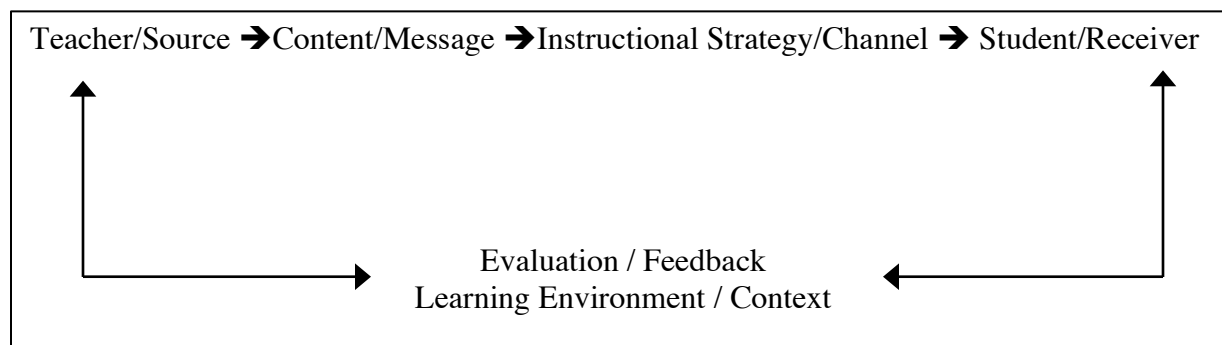


Figure 2. The Instructional Communication Process.

The focus of instructional communication is on “communication variables that can or do affect all instructional environments (e.g. teacher power, nonverbal immediacy, teacher communicator style)” (Staton, 1989, p. 365). Therefore, it is important to have an understanding of communication variables and the role they play in instructional communication. Fassett and Warren (2010) explained, “where we are concerned, as a discipline, with the intersections of communication and instruction, our language has been shaped by values, assumptions, misunderstandings, and multiple meanings” (p. ix). McCroskey, Richmond, and McCroskey (2002) argued that quality instruction includes three parts for an instructor in any discipline: (1) content knowledge, (2) pedagogy, and (3) instructional communication. In this model, instructional communication connects the knowledge of a subject and the ability to teach that knowledge. Research in instructional communication on how teachers see themselves needs to be conducted in order to gain a better understanding and a more holistic picture of what is going on in the classroom/courses at the secondary level as well as how instructors can enhance their use of instructional strategies to improve their own teacher behaviors in relation to students achieving the learning outcomes.

Methodological Framework

The current study employed an exploratory sequential mixed methods design that focused on meaning and sought to reflect different aspects of instructional communication strategies among English Language Arts secondary education teachers. The qualitative component of the study was informed by interpretivism, which integrates human interest. As Bhattacharya (2007) stated, interpretivism “attempts to understand and explain human experiences, meaning-making, and social conditions of reality” (p. 34). The interpretivism approach aligns with the naturalistic approach and the use of interviews to collect data. The meanings of the data emerged toward the end of the research process. Within the interpretivism framework, a descriptive study using the grounded theory process was employed to gain a thick description of the phenomenon to best answer the research questions..

Grounded theory, which was developed in sociology, guided the study (Corbin and Strauss, 2008). Grounded theory is concerned with teacher behavior. It focuses on the meanings of events and entities in people’s everyday lives. Grounded theory is also based on phenomenology (interpretivism); thus, it is concerned with experiential aspects of human behavior: how people define things, events, and reality (Chenitz & Swanson, 1986). Grounded theory is a method for creating explanatory theory. It is a valuable tool for education professionals when studying phenomena that affect students’ learning and motivation, offering a deeper understanding of teaching methods and knowledge.

Grounded theory was used in the study as a guiding methodological framework to make sense of the data. According to Morse, Denzin, and Lincoln (1994), “a grounded theory approach encourages researchers to remain close to their studied worlds and to develop an integrated set of theoretical concepts from their empirical materials that not only synthesize and

interpret them but also show processual relationships” (p. 508). Grounded theory is a systematic method used for collecting and analyzing data with the goal of generating theory that describes practice. The study utilized this framework to aid in describing the data, exploring the researcher’s ideas about the data, and constructing an original analysis of the data. Charmaz (2006) described the pursuit of constructing grounded theory through qualitative analyses of interviews as a way to help the researcher make the “work more insightful and incisive” (p. xii). The focus was on the meaning of the teachers’ everyday life experiences with instructional communication strategies in the classroom. Grounded theory’s foundation is in phenomenology (interpretivism), dealing with how people define reality and is a method for creating descriptive theory. Constructing grounded theory offers a deeper understanding of teaching methods and knowledge; therefore, it is a valuable tool for education professionals when they study phenomena that affect students’ learning and motivation.

Learning what occurs in the study’s research setting included understanding what the teachers’ lives are like, their experiences, and their perceptions of instructional communication strategies. “Grounded theory entails developing increasingly abstract ideas about research participants’ meanings, actions, and worlds and seeking specific data to fill out, refine, and check the emerging conceptual categories” (Morse, Denzin & Lincoln, 1994, p. 508). The study included the following components of grounded theory practice: concurrent involvement in data collection and analysis, analytic codes and categories, the constant comparative method, memo-writing, sampling directed at theory construction, and organizing and conducting the review of literature after analysis. Ensuring the categories fit (are applicable) and work (are meaningfully relevant) is part of the classic framing of grounded theory (Glaser and Strauss, 1967). Overall, grounded theory guided the steps of the study’s research process and determined the course. The

process included gathering rich data, coding, memo writing, theoretical sampling and sorting, writing, and reflecting.

Operational Definitions

The study adopted the following operational definitions:

Affective learning: Bloom (1956) defined this as “objectives, which emphasize a feeling, tone, an emotion, or a degree of acceptance or rejection” (p. 7). For the purpose of the study, affective learning referred to students’ acceptance of their current English Language Arts class and teacher.

Motivation: A process that includes specific directive and stimulating properties (Brophy, 1983; Wlodkowski, 1978), more specifically, student motivation. For the purpose of the study, motivation referred to teachers’ ability to stimulate motivation, both intrinsic and extrinsic, and overall student motivation for learning.

Teacher nonverbal immediacy: “A means of building affect in the classroom, and as a means of increasing student learning that is available to educators...to increase perceptions of physical and psychological closeness, thereby developing affinity, liking, and control with others” (Richmond, 2002, p. 66). For the purpose of the study, nonverbal immediacy included communication through a set of interrelated nonverbal cues (e.g., eye contact, closer distance, smiling, and verbal tone).

Teacher clarity: This refers to the use of the following dimensions: signaling (organization or structure of the message), vagueness, concrete examples, worked examples, and explanations, coherence/redundancy, working memory overload and pacing, and interaction (Bolkan, 2017). For the purpose of the study, teacher clarity referred to how teachers were perceived to be clear to their students.

Teacher relevance: Keller (1983) defined relevance as a student perception of whether the course instruction/content satisfies personal needs, personal goals, and/or career goals. For the purpose of the study, relevance referred to students' perceptions of how their teachers related the course content to students' personal needs, lives, and goals.

Self-disclosure: Cayanus, Martin, and Goodboy (2009) "focused on three dimensions of self-disclosure in the classroom setting: amount, relevance, and negativity" (p. 106). For the purpose of the study, self-disclosure referred to students' perceptions of how their teachers revealed information about themselves to their students in the classroom.

Teacher rapport: Catt, Miller, & Schallenkamp (2007) described rapport as "the ability to build relationships based on mutual trust and harmony" (p. 369). For the purpose of the study, rapport referred to an overall feeling between the students and their English Language Arts teacher, students' perceptions of how their teachers built and maintained interpersonal relationships with their students.

Instructional communication strategies: For the purpose of the study, the ways by which the interviewees in the qualitative component of the study used motivation, nonverbal immediacy, self-disclosure, teacher clarity, teacher evaluation, teacher rapport, and teacher relevance.

Secondary education teachers: Teachers who work in high schools, where they teach students a particular subject area (English Language Arts). For the purpose of the study, these were teachers who had been identified by their principals as being exemplary/outstanding or award-winning teachers of secondary English Language Arts courses.

Delimitations, Limitations, and Assumptions

The present study was delimited to the scope of the research, recommended and/or award-winning teachers on campuses located in an urban South Texas school district teaching English Language Arts and their students. As this was an exploratory research study, external validity was limited to the study participants due to the non-probability nature of the sampling. The focus of the study was on secondary English Language Arts teachers and examined teachers' use of instructional communication strategies and not the education programs. The researcher remained academically rigorous with objectivity and subjectivity in both the qualitative and quantitative phases of the study, respectively. This study was delimited to 11th- and 12th-grade English Language Arts in the spring of 2017 at a school district in South Texas. The demographics of the participants primarily represented the district as a whole. The researcher conformed to the expectations for establishing validity and reliability in both the qualitative and quantitative portions of this study.

Significance of the Study

The present study offered a description of successful English Language Arts teachers' instructional communication strategies and how they might impact student learning and motivation. It also identified areas of need for teacher educators' understanding and practice of strategies for educating secondary public school classrooms. The results of the study may influence decisions made by secondary teacher education preparation programs as well as the State Department of Education and education policy makers. According to Mazer (2013), "clear teaching behaviors can lead students to be more cognitively interested in the course material because they possess a greater understanding of the content and its structural connections" (pp. 88-89).

As minimal research has been done utilizing instructional communication strategies in secondary education, the study offered new research in this area. The study may advance knowledge in the field of education through the expansion of research on quality instruction and the effectiveness of teachers who employ instructional communication strategies. There was support in the literature for the study's quantitative and qualitative results, which were utilized to offer theoretical and practical implications of the findings.

CHAPTER II

Review of Literature

Introduction

The review of the literature in secondary education shows that extant research focuses on what it means to be an effective teacher, best learning practices, teaching practices and strategies, and classroom management for better instruction. A review of literature in the area of instructional communication provides a background on the strategies teachers use in their classrooms because communication connects teachers to students and students to teachers. Consequently, instructional communication research provides a better understanding of teacher behaviors and how they influence student outcomes. The following sources were used to identify the relevant literature: communication and educational books and handbooks; peer-reviewed journal articles and publications; and electronic databases such as ERIC, EBSCO, JSTOR, and Pro Quest, as well as additional information from education websites. The review of the literature includes seminal publications along with research conducted in the last twenty years.

Malkowski (2007) stated, “instructional communication research has been aimed at offering practical advice for improving communication between a teacher and her or his students” (p. 3). This holds true for teachers today. As teachers’ and students’ communication evolves, the need to understand its influence and significance is crucial for student success. The review of literature was guided by the following themes: best practices for secondary learning and language arts, communication and student learning in secondary education, foundations of instructional communication, instructional communication strategies, and motivation in communication and secondary education.

Best Practices in Secondary Education and Language Arts

The qualities that make an effective, outstanding, award-winning, and exemplary teacher are essential to research that examines how educators use instructional communication strategies in their classrooms. Shulman's (1986, 1987) research on pedagogical content knowledge, called epistemological knowledge, identified a perceived gap in the ways teachers approach instruction in regard to specific content areas. Pedagogical content knowledge has two components: subject matter and general pedagogical knowledge. Shulman discussed this as a "missing paradigm," advocating for research particularly connected to implementing content by answering specific questions about how teachers decided to teach, represent content, and measure student understanding.

According to Shulman's (1987) seminal work, "there exists an elaborate knowledge base for teaching" (p. 7). Shulman's view of teaching described artful communication as being an integral part of the knowledge base of teaching. Through effective teaching and the use of communication, "the teacher can transform understanding, performance skills, or desired attitudes or values into pedagogical representation and actions" (p. 7). Shulman's seminal work has been instrumental in providing all researchers with a common framework for understanding and examining certain aspects of pedagogical content knowledge. Shulman (1987) stated, "teaching necessarily begins with a teacher's understanding of what is to be learned and how it is to be taught" (p. 7). This statement shows a direct connection to the instructional communication process. Shulman described categories of the knowledge base to include, at a minimum, content knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of education ends or values. Teachers must have an understanding of subject matter

as they serve as the primary source to students. Shulman's description of a knowledge base remains the foundation for educational research in this area.

Pedagogical reasoning and action are discussed by Shulman (1987) with an emphasis on teaching "as comprehension and reasoning, as transformation and reflection" (p. 13). This type of teaching includes an exchange of ideas. The teacher utilizes comprehension to, in turn, tailor and articulate it so the students achieve an active grasp of the concepts. Shulman (1987) stated, "our exemplary teachers present ideas in order to provoke the constructive processes of their students and not to incur students' dependence on teachers or to stimulate the flatteries of imitation" (pp. 13-14).

Having an understanding is the first step in pedagogical reasoning and action. This is followed by transformation, where the preparation, representation, selection, and adaptation/tailoring to student characteristics take place. Transformation is followed by instruction, which involves a variety of teaching acts and "includes many of the most crucial aspects of pedagogy: organizing and managing the classroom; presenting clear explanations and vivid descriptions; assigning and checking work; and interacting effectively with students through questions and probes, answers and reactions, and praise and criticism" (Shulman, 1987, p. 17). Evaluation follows with interactive teaching to check students' understanding or misunderstanding of content. Reflection occurs, by the teacher, essentially to learn from experience. Finally, there are new comprehensions of purposes, subject matter, and an overall consolidation of new understandings.

The Handbook of Research on Teaching the English Language Arts (Flood, 2003) synthesized and summarized the literature concerning English Language Arts education. The research is consistent with Shulman's (1986, 1987) description of teacher knowledge of subject

matter. In addition, the importance of teacher knowledge of teaching strategies is discussed. Flood (2003) stated “until the 1950s, many researchers of teaching did not even attempt to describe the relationships between teacher behaviors and student achievement” (p. 461). The focus of research shifted in the late 1960s when the National Institute of Education (NIE) budgeted for basic and applied research to include psychological processes of teaching.

Research on basic skill production began with “Project Follow Through” in order to examine teacher knowledge and pedagogy in detail. The results were inconclusive as to where direct or indirect instruction was effective. The NIE began to fund several quantifiable measures of process-product relationships in both elementary and secondary classrooms. The outcome was that direct instruction became the favored model. Rosenshine (1979) found that most studies supported the effectiveness of direct instruction, which aligned with research models of effective teaching and instructional behaviors.

Instructional changes have taken place in today’s classrooms. Strickland, Galda, and Cullinan (2004) recommended a variety of approaches to involve students in student-and-teacher generated discussions: providing high-level assignments that require students to summarize, categorize, compare, and contrast; organizing the day around large blocks of time designed to integrate subjects; using flexible grouping patterns that vary in group constituency and teacher-pupil ratio; teaching skills and strategies in contexts that focus on meaningful application and strategic use; focusing on the underlying processes involved in literacy learning; and differentiating instruction to account for student variability in language, culture, abilities, and interests (p. 10). Learning and teaching, as processes, are evident in English Language Arts research. Specifically, teachers “view language learning as an active, social process, one that has both cognitive and emotional components” (p. 13). Active learning is not a new concept in the

field of education. “Dewey (1938), Piaget (1970), and Vygotsky (1962) described active learners as those who are engaged in the learning process, not passively receiving information” (p. 14).

Learning is also a social phenomenon (Vygotsky, 1962). Creating a learning community, and allowing students to communicate and engage with others are essential in the social process of learning. The emotional and cognitive components of learning are unique to each individual student. Therefore, classroom management, environment, curriculum structure, and incorporating purposeful activity are vital to student learning.

Strickland, Galda, and Cullinan (2004) presented research and examples of “teachers who employ effective instructional strategies that involve learners in broad units of instruction designed to foster genuine purposes for learning and create the need to learn strategies so that students will accomplish their goals” (p. 29). An array of instructional strategies—cooperative learning, demonstrations, and explicit and scaffolded instruction—is necessary in order to help students achieve their goals,.

Cooperative learning involves students working together in small groups to achieve a common goal. The activities in cooperative learning require students to practice various communication skills. Effective teaching involves action, not just words. Demonstrations in the classroom, whether effective literacy strategies or leading by example, allow students to gain insight into how people in the world of literacy think or perform tasks. “Explicit instruction is fully and clearly telling students how to accomplish a task” (p. 29). This can be through clarity and explanations, which provide support for students to become independent learners. Scaffolded instruction allows effective teachers to provide support at the beginning of instruction and then to reduce support gradually as students become independent learners. These

instructional strategies in English Language Arts research support effective teaching in this content area.

Instructional communication strategy involve teacher behaviors and subject matter, and the influence each has on student learning, are elemental in addressing the national issue of school advancement. Addressing what and how teachers teach has been examined by national reform efforts that looked beyond logistical and administrative changes (e.g., No Child Left Behind Act, 2001). Best practice principles have stemmed from the reform efforts to clearly define just what exemplary teaching looks like (Zemelman, Daniels & Hyde, 2012). Zemelman, Daniels, and Hyde (2012) stated, “despite differing perspectives and opinions, the major stakeholders in education have agreed upon a family of practices, a broad instructional consensus” (p. 5). Their findings indicated that schools should be more experiential, have more active learning, and allow more student-student interaction. Teachers should assume diverse roles and provide more choice for students, plus more cooperative/collaborative activities. The findings also supported varied and cooperative roles for teachers, parents, and administrators.

Extensive research analyzed by Zemelman, Daniels, and Hyde (2012) on best practice principles identified 11 characteristics of highly effective teaching and learning practices. The 11 characteristics are organized into three clusters: (1) Student-Centered, (2) Cognitive, and (3) Interactive, which are explained in more detail below.

Cluster One, Student-Centered, draws on the students’ own concerns, questions, and interests. Teachers help students with questions and allow students to investigate these concerns. Teachers also use their understanding of student development to engage their students. The cluster has four characteristics:

- (1) Authentic: real, rich, complex ideas and materials. This includes how students fit in the world as well as how it works.
- (2) Holistic: young people learn best when they encounter whole ideas, events, and materials in purposeful contexts. The students are presented with the big picture, in a comprehensive approach to learning.
- (3) Experiential: active, hands-on, concrete experience is the most powerful form of learning. This encourages students to learn by doing.
- (4) Challenging: students learn best when faced with genuine challenges, choices, and responsibility for their own learning. Allowing students a choice can be a challenge for many, but encourages students to take responsibility for their learning.

Cluster Two, Cognitive, suggests that students develop true understanding of concepts through higher-order thinking and self-monitoring. The activities help students develop a deeper understanding and appreciation of the content. Within cognitive learning, there are three major implications for teaching: (1) the importance of activating prior understandings, (2) the essential role of factual knowledge and conceptual frameworks in understanding, and (3) the importance of self-monitoring. The cluster consists of four characteristics:

- (1) Developmental: students grow through a series of definable stages; activities should fit to the developmental level of students. Teachers address groups and/or individual students based on their level of development.
- (2) Constructivist: students re-create and reinvent every cognitive system they encounter, building knowledge through inquiry. A constructivist teacher encourages students to reflect and share their ideas and interpretations.

- (3) Expressive: to fully engage with ideas, construct meaning, and remember information, students must regularly employ the whole range of communication media. Having students share and express their own ideas establishes cognitive learning.
- (4) Reflective: opportunities for learners to reflect, debrief, and abstract from their experiences what they have thought and learned. Allowing students time to reflect and having teachers reflect as well gives the opportunity to see the progression of learning.

Cluster Three, Interactive, represents lively conversation, discussion, and debate.

Working with others is a crucial component in our world. The interactive cluster has three characteristics:

- (1) Sociable: an atmosphere of friendliness and mutual support, and teachers take steps to create this environment. Students learn together, work together, feel safe in groups, and build interpersonal relationships with one another.
- (2) Collaborative: small-group learning, ability to work effectively in small groups. Getting and receiving feedback from each other (students) allows for collaboration, which enhances interactive skills.
- (3) Democratic: classroom as a model community, students learn what they live as members of that community. This makes the classroom more efficient.

Zemelman, Daniels, and Hyde's proposed 11 characteristics of the best practice principles aids in framing key characteristics of highly effective teaching and learning. It aligns with the instructional communication research goal "how practitioners use communication most effectively in instructional setting to enhance student learning" (Mottet, Richmond, &

McCroskey, 2006, p. xiii). Current best practice research has several connections to the field of instructional communication. The best practice principles and student learning are linked by communication.

Communication and Student Learning in Secondary Education

Found within both fields of education and communication is dialogue, a leading form of teaching assistance (Dalton, 2008). Central to effective teaching and pedagogy is the standard of teaching through conversation, specifically, instructional conversation (IC). Instructional conversation helps guide students to participate and achieve academic outcomes; it is performed routinely within an instructional frame by the teacher. The use of IC allows for routine interactions between teacher and students. Dalton (2008) stated the rationale for IC is that “the teacher guides students to acquire new information on the basis of what they already know” (p. 190). The use of IC is not only a form of teaching assistance but also supports corrective feedback to the students. Instructional communication builds on previous pedagogical standards in that it is the culmination of five standards for effective teaching: teacher and students producing together, developing language and literacy, connecting school to students’ lives, teaching complex thinking, and teaching through conversation. Instruction and conversation work together in IC to benefit knowledge development and expansion. Expanding the research to include more than dialogue, such as teacher clarity, teacher relevance, nonverbal immediacy, and teacher rapport, can aid in the use of pedagogy to achieve the goal of increasing teacher effectiveness.

Figure 3 shows how the combinations of direct teaching and academic dialogue or conversation work in IC.

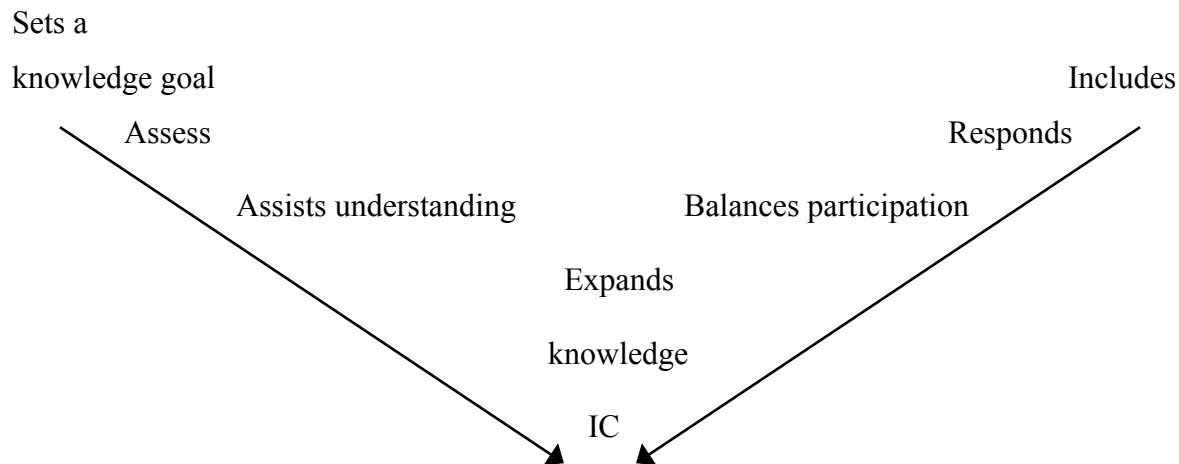


Figure 3. Instructional Conversation, IC.

Understanding how teachers use IC effectively is important in order to enhance student learning. Mottet, Richmond, and McCroskey (2006) declared, “communication is at the heart of the teaching and learning process” (p. xiii). Having the ability to recognize how effective teachers conduct themselves as instructors is essential to student learning. Nyquist & Booth (1977) stated, “the educational environment is a giant, multifaceted communication event composed of a variety of communication encounters” (p. 13). It is important to continue to study IC in the world of secondary education. Research on communication skills for teaching (Emmer, Evertson, & Worsham, 2003) identified a set of strategies that “focuses on communicating clearly and effectively with students to help bring about a change” (p. 147). The change may be in students’ behavior, thinking, or perception of a situation. Nonverbal communication is incorporated within this skill set because in order for teachers to be good communicators, they also need to be good listeners. Emmer, Evertson, and Worsham (2003) listed the skills of effective communicators: (1) constructive assertiveness (teacher clarity and nonverbal immediacy), (2) empathic responding (teacher rapport), and (3) problem solving.

Tileston (2011) explains that, “cooperative learning has long been regarded as a ‘best practice’ with today’s students who have grown up with technology that allows them to be in touch with others 24/7” (p. 71). However, a true environment of cooperative learning is one in which you are sitting eye-to-eye with others and in a process that includes certain actions. In order to make cooperative learning significant in the classroom, communication is imperative. Tileston (2011) listed four types of communication necessary for a significant cooperative learning environment: (1) communication between the teacher and the student, (2) student-to-student communication, (3) communication with parents, and (4) communication between the teacher and other staff members.

The first type, teacher-to-student, sets the tone for the classroom. Effective teachers establish a positive climate and use verbal and nonverbal communication to articulate expectations. These expectations are written and communicated verbally, as both types of communication are essential for a diverse classroom. This ensures that students are aware of how they will be assessed (clearly), students have a full understanding of the content (benchmarks), and students are checked periodically to make sure they are on task or if they need the teacher to intervene. Effective communication works best when the teacher is a guide or facilitator in the classroom (Tileston, 2011).

The second type of communication for significant cooperative learning in the classroom is student-to-student communication. This allows for students to teach other students as a way to demonstrate their own knowledge of a specific content area. It also gives students the opportunity to work together (small group), and help develop social, interaction, conversation, and group problem-solving skills (Tileston, 2011). “Students are learning how others think and draw conclusions, and they are learning to share information” (Tileston, 2011, p. 75). Therefore,

effective communication from student-to-student (facilitated by the teacher) can lead to more productive student learning.

The next type is communication with parents. It is vital for teachers to communicate with parents, whether it is in the form of a letter, a note home, a phone call, an e-mail, or a face-to-face conference (Tileston, 2011). Open communication with parents is essential for students' success. This may be a challenge as many parents work and are not able to communicate with teachers in the classroom. Therefore, utilizing forms of communication outside of the classroom keeps them informed and contributes to cooperative learning.

The last type of communication for significant cooperative learning in the classroom is communication between the teacher and other staff members. Teachers working together with the common goal of their students' success is a necessity. At the same time, having an administration that is supportive of teachers is also important. Working together means having open communication, which helps create a successful cooperative classroom for all involved (Tileston, 2011).

Preparing teachers for the communication tasks expected by today's educational environment requires additional research on the skills needed to meet those demands. An understanding of the foundations of instructional communication needs to be examined before addressing the instructional communication strategies.

Foundations of Instructional Communication

McCroskey and McCroskey (2006) postulated that instructional communication was established as a valid area of scholarship in 1972. When the International Communication Association created the Instructional Communication Division in the late 1970s to the early 1980s, instructional communication research observed the development of the variable-analytic

approach (Myers, 2010, p. 149). This approach was navigated by a considerable dependence on logical empiricism as the philosophical frame (Nussbaum & Friedrich, 2005). Myers (2010) noted “this approach centers largely on the identification of particular communicative behaviors, traits, or attributes used by instructors with their students” (p. 150). All of these are connected to students’ perceptions of affective, behavioral, or cognitive learning, as well as the students’ assessment of instructors’ teaching style, and classroom management (Nussbaum, 1992; Waldeck, Plax, & Kearney, 2010).

During the 1980s, instructor immediacy (Andersen, 1979; Mehrabian, 1981), instructor communicator style (Norton & Pettegrew, 1977), instructor communication concerns (Staton-Spicer & Marty-White, 1981), communication apprehension in students (McCroskey, 1977), and power (McCroskey & Richmond, 1983) continued to develop as a consequence of quantitative research. McCroskey and Richmond (1983) studied teacher power in the classroom. The focus of their research was to decide the extent to which both teachers’ and students’ perceptions of the practice of power in the classroom impacted student performance. This study was successful in achieving the goal of developing instruments to measure power.

By the 1990s, the variables that were first introduced in the 1970s became topics of various research investigations. For example, Andersen (1979) first created the Behavioral Indicators of Immediacy (BII) measure, which led to the creation of a new scale that measured teacher immediacy by Richmond, Gorham, and McCroskey (1987). According to Richmond, McCroskey, and Johnson (2003), the Nonverbal Immediacy Measure (NIM) “is the most common choice of instructional communication researchers” (p. 507). In addition, new ideas began to emerge, including clarity and teacher misbehavior.

Research has continued in the 2000s to include new variables, for example, instructor

confirmation, instructor temperament, and the instructional environment. This is where the role of technology has also come into focus within instructional communication. One area that has remained prominent in research is teacher credibility. McCroskey (1998) defined teacher credibility as the “attitude of a receiver which references the degree to which a source is seen to be believable” (p. 80). This credibility is visible in three areas: (1) competence, (2) character, and (3) caring. Confidence is the degree to which a teacher is perceived to be knowledgeable about his or her content area (subject-matter); character involves the level of trust the teacher has from his or her students; and caring consists of empathy, understanding, and responsiveness. Teven and McCroskey (1997) conducted a study on instructor credibility and “the results clearly support the theory that perceived caring generates more positive teacher evaluations and influences levels of learning of both affective and cognitive learning in a positive way” (p. 8). This study provided evidence to support that perceived caring leads to an increase in affective and cognitive learning.

Instructional Communication Strategies

A review of the literature on the topic of instructional communication demonstrated that most researchers investigate students’ perceptions of college and university instructors. In fact, the majority of instructional communication research has been in higher education. There is limited research on instructors’ self-reports of their own communication traits and teacher behaviors. The instructional communication process and quality instruction come together with the use of instructional communication strategies. The ways in which a teacher articulates content to students, communicates with students, and motivates students influence the learning process. The identification of instructional communication strategies aids in providing a foundation for instructional communication at the secondary education level. Richmond,

Wrench, and Gorham (2009) defined the instructional communication process as the teacher choosing what content the students are to learn, utilizing instructional strategies that will help them learn best, and deciding how to provide feedback as well as how success in learning is determined for the students.

Prominent lines of existing or current research and theoretical frameworks of instructional communication include student-focused research, teacher-focused research, and instructor-student interaction (Waldeck, Kearney, & Plax, 2001). Within these constructs, power, compliance, resistance in the classroom, instructor immediacy, humor, clarity, credibility, content relevance, and caring are teacher behaviors that can affect the nature of instructional communication (Richmond, Wrench, & Gorham, 2009). In the 1970s and 1980s, the dominant construct in the instructional communication literature was communication apprehension. Additionally, student motivation was a variable that had been explored. Instructor-focused research investigates instructor confirmation and instructor misbehaviors. The line of research on instructor confirmation originates from confirmation theory (Buber, 1957). This variable includes how instructors show students that they are valued and significant (Ellis, 2004). Numerous variables that focus on teacher behaviors exist, and the review of literature encompasses strategies that emerged in the present study. The specific instructional communication strategies that emerged from the qualitative data of the present study were (1) Affective Learning, (2) Nonverbal Immediacy, (3) Self-Disclosure, (4) Teacher Clarity, (5) Teacher Rapport, (5) Teacher Relevance, and (6) Motivation. Existing literature for each construct is discussed in the following sections.

Affective Learning

Mottet, Richmond, and McCroskey (2006) stated the domain of affective learning

consists of “addressing, changing, or reinforcing students’ attitudes, beliefs, values, and underlying emotions or feelings as they relate to the knowledge and skills they are acquiring” (p. 8). Affective learning takes place when students take control or responsibility for their learning and are then able to articulate the knowledge by demonstrating as well as showing the value of it. The concept of self-motivation is found within affective learning research. A desire to learn more about the content being discussed is included in affective learning. “Effective teachers aid students in this internalization process by adapting their instruction to their students’ attitudes, beliefs, and values” (Mottet, Richmond, & McCroskey, 2006, p. 9). Having “ah ha” moments is one example of opening students’ eyes to course content. Teachers who have excellent interpersonal relationships with their students and really know and understand their students are able to tailor the educational experience. In the long run, students must be taught how to value knowledge.

Research on traditional educational programs showed that affective learning often is omitted as an area to address. This was because standardized testing was used to document educational effectiveness by many state and national education policies (McNeil & Valenzuela, 2000). The focus is usually on cognitive learning, as affective learning occurs more slowly. School administrators in the United States use cognitive learning outcome comparisons among school districts and states (Sacks, 2009). Developing an appreciation for certain subjects or content areas may take years for students (Krathwohl, Bloom, & Masia, 1964), but cognitive learning outcomes are more immediate. The role of affective learning is, at times, in contrast with the values Americans have on students’ academic achievement. The teacher imposing views about content to students and telling students what attitude they should have toward certain content areas is not considered acceptable behavior. Instructional communication

researchers McCroskey and Richmond (1992), considered affective learning a more valid indicator of teacher effectiveness than cognitive learning. Teacher communication behaviors have been shown to be powerful predictors of students' affective learning (McCroskey & Richmond, 1992).

The affective learning measure was first created utilizing the work of Andersen (1979) and McCroskey (1966). McCroskey revised the measure in 1994 because the measure had flaws, measuring teacher evaluation rather than affective learning. The measure used in this doctoral dissertation consists of two sections: affect toward the teacher and affect toward the class content. This measure “yields learning scores that are immediately interpretable and meaningful, giving teachers and trainers insight into their students' affective learning” (Mottet, Richmond, & McCroskey, 2006, p. 19).

Nonverbal Immediacy

Immediacy is one of the most effective teacher behaviors in communication education research (Richmond, Lane, & McCroskey, 2006). The ability to employ nonverbal immediacy in the classroom positively influences student-learning outcomes and increases teacher influence. Anderson's (1978) definition of nonverbal immediacy incorporated improving closeness to and nonverbal interaction with teachers and students. According to Richmond, Lane, and McCroskey (2006), the origins of the immediacy research program began in the early to mid-1970s by Janis F. Andersen who “attempted to explain, in terms familiar to researchers in education, what was then available in the education literature concerning communication behaviors believed to be associated with effective teaching” (p. 171). Andersen's seminal research proposed the construct of “nonverbal immediacy,” which was derived from Mehrabian's (1971) work. This connected the literature in the field of communication and

education, as its goal was affective learning.

McCroskey, Sallinen, Fayer, Richmond, and Barraclough (1996) stated, “early research strongly supported the expected relationship between nonverbal immediacy and affective components of student learning” (p. 201). The authors posited that teacher influence through nonverbal immediacy can enhance students’ affective learning, which has a positive impact on students. Teacher power is another component of immediacy. A teacher who incorporates nonverbal immediacy may exert more power over his or her students’ affective learning than does a teacher without the trait. Nonverbal immediacy directly relates to classroom management, which is discussed in more depth in the following section. Teacher immediacy plays a strong role in student motivation.

Self-Disclosure

Myers (2010) explained “instructors who pay attention to how they present themselves via their self-disclosure communicator style, and sociocommunicative style, may find that their students not only respond favorably to them but also report gains in their own learning outcomes” (p. 275). Self-disclosure refers to any information that an instructor reveals, communicator style is how an instructor communicates, and sociocommunicative style is how instructors perceive themselves. Exploring teacher behaviors (traits) can reveal communicating style and provide substantial research. This is important because there is evidence that secondary education students have needs different from those of college students.

Cayanus, Martin, and Goodboy (2009) conducted research on the relation between teacher self-disclosure and students’ motives to communicate. Teachers use narratives through the communication variable, self-disclosure. Cayanus and Martin (2008) studied three dimensions of teacher self-disclosure—amount, relevance, and negativity—and found that all

three “positively related to affective learning, motivation to attend class, and teacher clarity” (Cyanus, Martin, & Goodboy 2009, p. 106). Amount of self-disclosure pertains to how often a teacher uses self-disclosure (e.g., using three personal disclosures during one class period), relevance includes how the disclosure relates to the class content being discussed, and negativity refers to revealing or sharing “bad” things (e.g., teacher telling students that they do not always tell the truth to their boss). The research by Cyanus and Martin (2008) suggested that teacher self-disclosure is multidimensional in nature. The appropriateness of self-disclosure can have a positive influence on affective learning and motivation for going to or taking courses.

Research by Myers et al. (2009) on self-disclosure at the college level signified the importance of applying this variable. Self-disclosure is a way for instructors (teachers) to establish and enhance credibility when the self-disclosure is relevant to both students and the course material. Self-disclosure should be utilized in the college classroom as it “exerts a positive influence on favorable classroom outcomes (e.g., state motivation, gains in affective and cognitive learning, positive teaching evaluations) that emerge from effective classroom instruction” (p. 15).

Teacher Clarity

Rosenshine and Furst (1971) argued that the most important teacher behavior that would benefit analysis for research and teacher training is teacher clarity. These researchers are considered the first to bring clarity as a focus for study. Teacher clarity functions as an enabler, giving student’s motivation, opportunity, and a better understanding of the topic. Mottet, Richmond, and McCroskey (2006) synthesized the suggestions made by Cruickshank and Kennedy (1986) and Powell and Harville (1990) and defined clarity as “a cluster of teacher behaviors that contributes to the fidelity of instructional messages” (p. 95).

Seminal research on teacher clarity conducted by Bush, Kennedy, and Cruickshank (1977) at Ohio State between 1975 and 1985 found two distinct factors to identify “clear” or “unclear” teachers: explaining and providing for student understanding. The results of the Ohio State studies yielded one of the most credible models for clear teaching. The model of clarity incorporated the following behavior categories: (1) teacher stresses important aspects of content, (2) teacher explains content by the use of examples, and (3) teacher assess and responds to perceived deficiencies in understanding (Himes, Cruickshank, & Kennedy, 1985). Later research on teacher clarity by Chesebro and McCroskey (1998, 2001) provided a more complete model of teacher clarity and demonstrated that clarity was positively related to increased student motivation (state), positive affect, and perceived cognitive learning. The research on teacher clarity suggests clear teaching increases student achievement and student affect, supporting the assertion by Rosenshine and Furst (1971) that it is one of the most important teacher behaviors.

Bolkan (2017) conducted a study to create a reliable and valid measure of instructor clarity from seminal works. This goal was achieved by creating a scale that “provides a clear-cut framework for researchers to study how different aspects of instructor clarity work together, or independently, to predict various student outcomes” (Bolkan, 2017, p. 20). In addition, this scale allows for the development of a targeted training intervention for teachers. The approach for the instructor clarity scale by Bolkan was drawn from the Ohio State studies and other scholars as a foundation for the multidimensional measure. Results revealed a five-factor solution that showed students’ perception of instructor clarity: (1) disfluency, (2) working memory overload, (3) interaction, (4) coherence, and (5) structure. Bolkan’s (2017) clarity indicators scale (CIS) “allows researchers to better understand what students are referring to when they claim their teachers are being clear” (p. 33). It also provides a comprehensible group of teacher behaviors to

study and helps educational programs or interventions target those specific behaviors.

Teacher Rapport

Rapport is built in the relationship between a teacher and student and is based on agreement or likeness. Teachers create an environment where students can have interpersonal relationships, work on self-esteem, and be a part of harmonic situations. Building rapport with students takes commitment and hard work, but it is a skill that can be learned (Benhabib & Spiegel, 1994).

Teachers are responsible for setting the stage and tone of their classrooms. This is part of the first stage in learning, a positive atmosphere, which leads to a positive attitude for learning. Davis (1998) listed the following helpful hints for building rapport with students: (1) learn students' names quickly, (2) be willing to see students outside the classroom, (3) be attentive and sympathetic to students, (4) take at least one class period, or parts of two or more, to dispense with the course material and discuss a subject like professional ethics or the teacher's own experiences, (5) solicit and respond to midcourse feedback, (6) provide food during special occasions in class or end of term party, and (7) understand that relationships with students are continuous, they do not end when the course does. Humor and enthusiasm or emotional contagion are also elements of building rapport. Ultimately, building rapport with students is a fun and positive experience that can make a positive difference in students' lives.

Teacher rapport has been linked to student achievement, success, positive affect, interest in school, motivation, classroom grades, task effort, and engagement. It shows support, a sense of belonging or value, and the ability to overcome obstacles when it is present; it can enhance the overall learning experience for students, allows for an interpersonal relationship in the classroom, and creates a sense of connectedness (Anderman & Anderman, 1999; Furrer &

Skinner, 2003; Wentzel, 1999). There are researchers who suggest that rapport is an essential characteristic of an effective teacher (Catt, Miller, & Schallenkamp, 2007; Faranda & Clarke, 2004; McLaughlin & Erickson, 1981; Perkins, Schenk, Stephan, Vrungos, & Wynants, 1995). The role of the teacher-student relationship and building rapport has been the focus of previous research, yet it has not been compared to other variables in the classroom (e.g. nonverbal immediacy). Overall, teacher rapport can have a positive impact on student learning and the classroom environment.

Teacher Relevance

The instructional communication process begins with the teacher deciding what is relevant, in terms of course/class content, and proceeds to the way this content is going to be communicated (instructional strategy). Engaging students and keeping their attention involves instructional communication strategies and the delivery of the message being communicated. Content relevance is defined as the students' understanding of the instructional course content and whether or not it fulfills personal needs or personal and/or career goals (Keller, 1983). Students pay more attention to information that pertains to and impacts their everyday lives as well as current or future goals they may have. Keller's (1983) suggested relevance model is based on enhancing student motivation to learn with four areas in mind: (1) attention, (2) relevance, (3) confidence, and (4) satisfaction. This model is grounded in expectancy value theory.

Frymier and Shulman (1995) examined the relevance dimension of Keller's model in depth and developed a 12-item scale to measure teachers' use of relevance strategies in the classroom. The students' responses on the scale in this study indicated a strong correlation between relevance and motivation (state). In other instructional communication research, there

is support for relevance from studies conducted with the goal of identifying effective teacher behaviors, specifically those that help motivate students. Relevance continues to emerge as an important and effective strategy in terms of the teacher's message. The common theme in relevance is that it satisfies the students' needs, whether they are for achievement, affiliation, or power. How content is presented to students, its relevance, is an influential factor in student motivation and learning.

Motivation in Communication and Secondary Education

Motivation research in instructional communication has been in progress for the past several years. The elements involved in motivation include learning outcomes (cognitive and affective), instructional communication strategies (verbal and nonverbal), student motivation, and state and trait motivation. The process of student motivation includes the following forms: student energy, volition, direction, involvement, and completion (Wlodkowski, 1978).

In communication research, both state and trait motivation were reviewed (Christophel, 1990). Trait motivation involves a student's general predisposition toward learning, and state motivation focuses on the attitude toward a certain class. Previous research in undergraduate (post-secondary) education on motivation found that motivation is interrelated with the use of specific instructional communication strategies (e.g. teacher immediacy). Furthermore, different teacher behaviors or instructional communication strategies may increase student motivation.

Teachers have a responsibility to act as catalyst for student learning. According to Wilen, Bosse, Hutchison, and Kindsvatter (2004), "of all the major techniques that the teacher uses to teach in a classroom setting, the skills associated with motivation are the most important in terms of encouraging and stimulating students to attain lesson objectives" (p. 174). This is mutual in communication education research, as described above. Research on motivation in secondary

education has examined the skill of teacher artistry. Teacher artistry is developed with experience and goes hand in hand with the teacher as a decision maker. According to Orlich, Harder, Callahan, and Gibson (2001), “teachers develop their art by using carefully planned, fine-tuned lessons that reflect an understanding of many different teaching techniques” (p.27).

These teaching techniques include the use of a variety of instructional communication strategies. “If there is one indisputable statement about teaching, it is that there is no one “right” way of to teach anything or anyone” (Orlich et al., 2001, p. 29). Thus, a series of options to practice what it means to be an effective teacher are suggested in education literature. Having a desire to learn is what allows teachers to be able to teach learners, this is called desire motivation (p. 32). Every learner is different and not all are intrinsically motivated; therefore, extrinsic motivators are sometimes necessary. Examples of extrinsic motivators are putting a star on the student’s paper or even prizes. “Part of the artistry of teaching is knowing when to use intrinsic motivators and when to use extrinsic motivators” (p. 32). Teachers acquire this skill and knowledge through experience and practice.

How to manage a classroom is another skill that can be acquired. According to Orlich et al. (2001) “managing instructional and behavioral interactions in a classroom are included in classroom management and having classroom routines” (p. 32). There are problems that are associated with classroom management, including motivation, instruction, procedure and disruptive problems. Orlich et al. (2001) listed seven key elements of effective classroom management: (1) planning, (2) establishing usable rules, (3) getting off to a good start, (4) providing clear directions, (5) monitoring the classroom environment, (6) keeping records efficiently, and (7) creating strategies for managing interruptions. Communication plays a very large role in how these elements are expressed to the students. Additionally, parental

involvement is a key factor in managing the classroom. This helps ensure expectations are achieved and, therefore, it is essential for teachers to build positive relationships with parents.

Summary

Instructional communication research examines how communication connects teachers and students. As teachers continue to face challenges in both traditional and nontraditional educational settings, the need to understand how to address these challenges is evident now more than ever. What it means to be an effective teacher, utilize best practices, incorporate instructional communication strategies, and continue to motivate students to improve student learning are areas that can contribute to the training as well as the development of our teachers.

The study explored the literature in the field of communication, secondary education, student learning, instructional communication strategies, and motivation. In conclusion, research shows that the use and implementation of best practices through the use of instructional communication strategies enhances student learning and motivation.

CHAPTER III

Methods

Introduction

The present study was conducted using a mixed methods research design to (a) gain an in-depth understanding of teachers' perceptions and experiences in using instructional communication strategies (teacher behaviors) to facilitate effective student learning in English Language Arts secondary education, and (b) to identify high school students' perceptions of effective teacher communication behaviors in secondary education on learning and motivation. According to Johnson, Onwuegbuzie, and Turner (2007), "mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purpose of breadth and depth of understanding corroboration" (p. 123).

Permission to conduct the quantitative and qualitative portions of the study was obtained from the Institutional Review Board at Texas A&M University-Corpus Christi (HSRP #83-16) as well as the school district in which the study took place. The following research questions guided the qualitative component of the study:

1. Which instructional communication behaviors do secondary education teachers report using intentionally to increase students' learning and motivation?
2. What outcomes related to secondary education will best measure the mixed method emergent qualitative themes?

The following research questions guided the quantitative component of the study:

1. What types of instructional communication behaviors do secondary students report as being most effective?
2. To what extent are instructional communication behaviors associated with secondary students' (a) affective learning and (b) motivation?

Epistemological Assumptions

Epistemology is the theory of knowledge, where individuals may construct distinct meanings in different ways. Saldana (2011) stated the goal of epistemology “is to come to insight and understanding about social life, not necessarily to predict and control it” (p. 23). Epistemology, as defined by Crotty (1998), “is a way of understanding and explaining how we know what we know” (p. 3). In this study, characteristics of instructional communication at the secondary level were identified, as perceived by the teachers. Constructionism is the “understanding that people construct their own meanings based on their interaction with the world... thus constructionism is the epistemology that informs most qualitative research” (Bhattacharya, 2007, p. 11).

Scott (2016) described pragmatism, a philosophical institute of concepts that came about in the United States around the late nineteenth to early twentieth centuries, as is implied by its name, is concerned with the ideas that employ practicality, which deny philosophy's reputation of being extremely visionary and conceptual. The theoretical foundation of pragmatism concerns meaning; the significance of concepts exists in their consequences instead of in the concept itself. Contained in pragmatism's approach are an eagerness to adjust and a keenness to answer to specific circumstances where people are unavoidably put into. Pragmatists seek to accentuate the significance of attempting alternative methods and then examining them based on their capability. The pragmatic researcher concentrates on the “what” and “how” of the research

as pragmatism does not rely on a specific system of philosophy or reality (Creswell, 2013). The attention on workable explanations to research questions is ideal (Tashakkori & Teddlie, 2003). Pragmatic researchers suggest that procedures within the same study can and shall be applied in relevant ways to comprehend a research problem better (Bloomberg & Volpe, 2008). Therefore, this study follows the pragmatist approach of adopting multiple data collection methods, mixed methods.

Research Design

A mixed methods research design was utilized, which combined qualitative and quantitative perspectives, with an emphasis on the qualitative data (interpretivism). Specifically, an instrument-development variant of the Exploratory Sequential Mixed Methods Design (Creswell & Plano Clark, 2011), depicted in Figure 4, was utilized. The qualitative interview data, derived from the first phase of data collection, were used to inform the construction of the quantitative survey instrument for the second phase of the study.



Figure 4. Exploratory Sequential Design

The researcher's justification for utilizing this approach stemmed from the following logic: first, the qualitative data added support for understanding the participants' use of certain

instructional communication strategies, while the quantitative data contributed statistical results that acknowledged the investigation of these strategies and how they might impact student learning/motivation. Second, by speaking directly with the participants in the initial qualitative phase of the study, the researcher acquired information about the ways they used instructional communication strategies in their classrooms and courses (Creswell & Plano Clark, 2011). Finally, by conducting the quantitative component of the study, the researcher added to the generalizability of the findings (Creswell & Plano Clark, 2011).

Phase One: Qualitative

The study aligned with the interpretivist approach as the research goal concentrated on understanding and making meaning of teachers' use of instructional communication strategies. Given (2008) stated that in interpretivist inquiry "educational reality is always something we make or construct, not something we find or discover" (p. 460). The study follows that premise because teachers make use of the instructional communication strategies to help students learn as well as motivate them. Glesne (2011) stated "it follows that the research methods include interacting with people in their social contexts and talking with them about their perceptions" (p. 8). The study is informed by interpretivism as it explores how teachers interpret and make meaning of instructional communication strategies used to impact students learning and motivation. The researcher approach included the researcher as an instrument, naturalistic, inductive, searching for patterns and a descriptive write up. The data collection procedures included one-on-one semi-structured interviews, which were transcribed by the researcher. The data analysis included coding, categorizing, and finding themes, which were related to current instructional communication behaviors. The emergent themes are described in Chapter IV.

Participants

The qualitative component of the study took place in an urban school district in South Texas. Purposive sampling was used to recruit the participants that met the following criteria: (a) high school English Language Arts teachers who had been identified as effective teachers by their principals, (b) taught English Language Arts at grades 11 and/or 12, (c) minimum of three years of teaching experience, and (d) at least 18 years old. According to Merriam and Tisdell (2015) “purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (p. 96). The researcher visited all high school campuses in the district during the months of January and February 2017 and recruited five teachers who met the inclusion criteria and voluntarily agreed to participate in the study.

Recruitment of the Participants

In order to recruit the teachers and complete the interviews, a series of steps was followed:

1. The principals of the high schools were contacted by email. The letter included the purpose of the study, what each respondent would be asked to do, protection measures, what data would be collected, risks associated with the study, the contribution/benefits of participating, and request for consent to participate in the study. In addition, the principal was asked to recommend teachers in the 11th- and/or 12 grade who taught English Language Arts and were outstanding and/or award-winning teachers as well as provide contact information.
2. Once correspondence and consent were received from the high school principals, the recommended teachers were contacted by email. The email included the purpose of the

study, the role of the participant, risk and protection measures, the contribution/benefits of participating, and the request for consent to participate in the study. In addition, the time requirements and availability to schedule the interview were addressed.

3. In January and February of 2017, the researcher confirmed the interview appointment(s) at each of the participating campuses.

Developing the Interview Questions

An initial interview guide (Appendix A) was developed by the researcher based on Patton's (2015) suggestions, which included experience and behavior questions, opinion and values questions, feeling questions, knowledge questions, sensory questions, and background/demographic questions. Using these types of questions were expected to stimulate responses from the interviewee and assist in gaining an in-depth understanding of the teachers' experiences and perspectives regarding the use of instructional communication in classrooms.

Data Collection

The researcher was the primary data-gathering instrument, who, in accordance with interpretivism (Glesne, 2011), was both the researcher and a learner. The interviews provided a broad perspective of assessing how competent teachers thought they were in the classroom as they discussed/reflected on the impact of their teaching behaviors on student success. The interviews allowed the teachers to get to know themselves better as they were answering the questions related to their classroom behaviors and conducts. Each interview lasted approximately forty-five minutes to one hour and was conducted in the classroom during the teachers' conference period or after school hours. The location was private and convenient for the participants.

In-Depth Interviews

The in-depth interviews were conducted to obtain detailed information about the participants' thoughts and behaviors. "The primary advantage of in-depth interviews is that they provide much more detailed information than what is available through other data collection methods, such as surveys" (Boyce & Neale, 2006, p. 3). In-depth interviews are a versatile tool that can be used in evaluations and research studies of all kinds. One of the advantages of the in-depth interview is that there is time for the participant to expand and provide rationality for his/her perspectives. This method was considered ideal for this research study because it allowed the participants to give their own points of view and discuss the answers freely.

Kvale and Brinkmann (2009) described seven stages of conducting in-depth interviews, namely, thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting. The researcher followed the recommended stages to offer the interviewees the opportunity to express their thoughts and perspectives on instructional communication strategies and their impact on students' motivation/learning. The five participants were asked to focus on one particular course each taught to reflect on and share information about the experiences with instructional communication in the classroom. Presentation of the content, student learning, feedback to students, communicating with students, caring, motivation, methods and teaching strategies used in the class as well as any thoughts to share were included in the interview guide to elicit responses about the use or impact of instructional communication strategies.

For the first stage, thematizing, the researcher clarified the purpose of the interviews and was able to gather key information through the in-depth interview process. For the second stage, designing, the design of the interview guide included key topics/questions, which were incorporated for collecting information and staying on track during the interview process. For

the third stage, interviewing, the researcher included introductions and explained the risks/benefits of the study; each interview session was recorded and permission was obtained beforehand. In fourth stage, transcribing, the researcher created a word-for-word text of each interview by writing out the question and responses, using the recording. In stage five, analyzing, the researcher identified codes, categories, and themes that emerged from the data. In stage six, verifying, the researcher checked the credibility of the obtained data to make sure they were valid; the researcher used data conferences/peer debriefings to validate the interpretation of the data and complete the verification stage. Finally, in stage seven, reporting, the results were discussed with colleagues who reviewed a report of the findings at the scheduled data conferences/peer debriefing sessions to validate the results.

Peer Debriefing

Lincoln and Guba (1985) defined peer debriefing as a “process of exposing oneself to a disinterested peer in a manner paralleling an analytic session and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer’s mind” (p. 308). A disinterested peer is someone who is not involved in the research project. Given the previous definition, two peer debriefers were selected for the study. Peer debriefing was used as an additional measure (internal validity) to enhance the credibility and trustworthiness of the qualitative portion of the study. The researcher met with each peer debriefer to discuss the initial categories, themes, and examples.

The first debriefer was a visiting Assistant Professor in the Department of Educational Leadership Curriculum and Instruction. She had been a facilitator of K-12 gifted and talented courses, middle school technology, and had taught graduate research courses and technology innovation. Her knowledge, teaching, and research experience in the qualitative field,

specifically, providing methodological assistance as well as editing for students completing qualitative dissertations or qualitatively driven mixed methods dissertations/studies made her an ideal debriefer for this study. The second one was an Assistant Professor in the Department of Communication and Media who specialized in the area of instructional communication. The knowledge he had on instructional communication as an expert in the field, his direct experience within this field of study, and teaching experience in communication made him a qualified debriefer.

Data Validation

Various steps were taken to ensure the overall validity of the qualitative data. To conserve the precision of the verbal accounts of the participants' experiences, the researcher recorded (with the permission of the participants) and transcribed each interview. Extensive notes were also taken and verified the information with the respondents. In addition, to confirm, analysis data conferences were conducted in order to validate the researcher's interpretation of the data. The data conferences consisted of two peer debriefing sessions in which two different researchers, both trained in the qualitative paradigm with thorough knowledge of either secondary education or instructional communication research, were consulted. The scholars worked to review and refine the analysis as well as the categories, further examining the validity of the findings (Miles & Huberman, 1994).

Assurance of Confidentiality

To ensure confidentiality and that ethical considerations were followed, participants were provided with detailed information on the consent forms. Each respondent was given the informed consent form prior to the interview, the consent form was signed, permission to audio-record the interview was obtained, and procedures for the study were reviewed. This was done

to make sure each respondent understood his or her rights. At the outset of the interview, each participant was reminded that their participation was voluntary and that they could withdraw from the study at any time without any consequences. In addition, the researcher followed these standards to assure confidentiality: (1) identification of all participants by a code or pseudonym, (2) omission of specific details that could indicate or be traced to a particular respondent, and (3) omission of any information that would identify any of the participants. Interviews were transcribed, resulting in 72 pages of transcripts (Appendix B).

Data Analysis

Data analysis began with the exploration of data. Once the data were transcribed, the researcher printed copies of the transcripts, read through, recorded initial thoughts in the margins of the transcripts, identified the codes, and recorded them in a codebook. Creswell and Plano Clark (2011) stated “qualitative data analysis involves coding the data, dividing the text into small units (phrases, sentences, or paragraphs), assigning a label to each unit, and then grouping the codes into themes” (p. 208). This coding process allows for the categorizing of information and characterization of ideas to produce the overarching themes. To make sense of the data, open coding was conducted to initiate the coding process, which led to axial and analytical coding (Merriam & Tisdell, 2015). The researcher made note of certain statements that supported and explained the understanding of the respondents’ experiences (Creswell, 2007). The patterns that were illustrated throughout the coding process led to the categories. Following this step, the researcher designated similarities in themes, looking for instances in the data that connected to each other, hence, belonging together as a category.

The researcher used a mixture of analytic induction and deduction for analysis. The main treatment of the data was conducted via inductive analysis in which the researcher created

themes related to instructional communication strategies (teacher behaviors) teachers used and their potential impact on students' affective learning and motivation. Through analysis of the participants' descriptions of their experience, the themes/categories emerged (Miles & Huberman, 1994). Deductive analysis was conducted following the inductive reasoning. Instructional communication research is a distinguished theoretical foundation and features a trustworthy typology. Therefore, the researcher deductively coded the types of teaching behaviors that teachers shared with that of existing categories of instructional communication strategies, allowing the researcher to decide what forms of instructional communication strategies could be considered.

The categories and themes were refined and synthesized towards the development of a theory (grounded) as this study sought to describe the phenomena. The data analysis ended with the proposition that instructional communication strategies do impact student affective learning and motivation, completing the grounded theory process (Glaser & Strauss, 1967). Upon completion of data analysis for the qualitative phase of this study, the researcher entered the interim phase to develop the instrument to be used in the quantitative phase of the mixed methods inquiry.

Interim Phase: Instrument Development

During the first phase of the study, participants shared their experiences and openly expressed their feelings using “the most important” instructional communication strategies in the classroom. In this phase, the researcher focused on information that the participants described concerning the ways they used instructional communication strategies to aid in effective student learning and motivation. To develop the quantitative survey questionnaire, the researcher followed DeVellis (2003) scale development process. DeVellis (2003) stated that scale

development can be completed in an eight-step process.

The first step is to think clearly about the construct being measured. The researcher needs to determine exactly what she would like to measure (DeVellis, 2003). In the first step, the researcher should establish a set of boundaries for the phenomenon and make sure they are identified so that the content of the scale remains comprehensive of the constructs that are to be measured. The specific ways that the respondents perceived the use of instructional communication strategies impacted student affective learning and motivation were all encompassing of various constructs. During the data conferences held with colleagues, special attention was paid to these particular constructs and the visual representation that the researcher wished to exemplify with the data.

During the data conferences, it was agreed that affective learning, teacher evaluation, teacher clarity, teacher rapport, teacher credibility, nonverbal immediacy, self-disclosure and motivation were the relevant variables to be measured. At this time, the researcher needed to make several decisions based on the specificity of the constructs. Particularly, what would be measured and whether a new survey should be created or a compilation of existing scales might be used. This is comparable to DeVellis' (2003) second step, generating a pool of items to be included in the scale. Due to the fact that there are pre-existing scales that address the constructs the researcher needed to measure, creating a survey that combined reliable and valid scales to provide a full exhaustive understanding of the phenomenon was sought.

In DeVellis' (2003) third step of scale development guidelines, determining the format of the measurement is covered with the use of existing, reliable scales. One specific theme that was consistent in phase one of this study dealt with respondents believing the use of nonverbal immediacy (i.e., the look, body language, gestures, proximity, touch, and listening) had a very

large impact on student affective learning and motivation. Based on the previous description, the researcher chose to utilize the Revised Nonverbal Immediacy Behavior Scale (McCroskey, Sallinen, Fayor, Richmond, & Barroclough, 1996) to gain an understanding of how Nonverbal Immediacy relates to student affective learning and motivation. With this in mind, McCroskey's scale (1990) was chosen to measure affective learning and Christophel's (1990) motivation scale appeared to be an excellent measure of this construct.

Furthermore, participants also commented on building interpersonal relationships (establishing rapport) with their students as an important part of student success. Therefore, this study utilized Frisby and Martin's (2010) measures of perceptions of rapport. Many participants emphasized that they felt making connections with the student's daily lives, personal goals, and/or personal needs (relevance) was important. Based on this information, the researcher chose Frymier and Shulman's (1995) relevance scale. Bolkan's (2017) clarity indicators scale was used because respondents stated that the use of organizers (i.e., effective planning, technology use, teaching/learning style, rules, rubrics, and adaptations) were essential in student learning and success. Participants felt self-disclosure was important for open communication with students. Cayanus and Martin's (2008) teacher self-disclosure scale was employed to measure students' perceptions of teachers' use of self-disclosure. Finally, teacher evaluation (McCroskey, 1994) was measured to assess if students would be prone to taking another course with the same teacher given the opportunity. These scales are discussed in more depth later in the chapter.

DeVellis (2003) recommended having the initial item pool reviewed by experts in the fourth step. All scales were reviewed, tested, and validated by experts in the field. The final few

steps of scale development are rooted in the administration of the survey. The steps are depicted in Figure 5.

Step 1	• Determine clearly what it is you want to measure
Step 2	• Generate an item pool
Step 3	• Determine the format for the measurement
Step 4	• Have the initial item pool reviewed by experts
Step 5	• Consider inclusion of validation items
Step 6	• Administer items to a development sample
Step 7	• Evaluate the items
Step 8	• Optimize scale length

Figure 5. DeVellis Scale Development Steps

In short, the researcher constructed a survey using the following scales: (1) Affective Learning (McCroskey, 1994), (2) Nonverbal (McCroskey, Sallinen, Fayor, Richmond, & Barroclough, 1996), (3) Relevance (Frymier & Shulman, 1995), (4) Clarity (Bolkan, 2016), (5) Self-Disclosure (Cayanus & Martin, 2008), (6) Rapport (Frisby & Martin, 2010), and (7) Motivation (Christophel, 1990). The survey instrument (Appendix C) was named Instructional Communication Strategies Questionnaire (ICSQ) and was used to collect the quantitative data.

Phase Two: Quantitative

Following the development of the ICSQ, the researcher conducted the quantitative component of the study. This phase of the inquiry focused on the potential impact of instructional communication strategies on student learning and motivation.

Participants

The non-probability sample ($n = 252$) consisted of students whose English Language Arts teachers had been identified as effective teachers by their principals. All were recruited from four high schools in an urban South Texas school district. The inclusion criteria were (a) be enrolled in 11th- or 12th-grade English Language Arts, (b) be at least 16 years of age, and (c) be enrolled in a course with the teacher who had been identified as an effective and/or award-winning teacher.

To introduce the students (and parents) to the study, the researcher provided student consent forms, which detailed the title, purpose, and conditions for participation in the study. For students under the age of 18, student assent forms provided the same information and were also given parental consent forms to receive consent from parents for participation in the study. Student consent, student assent, and parental consent forms were given to the participants by the researcher a week before the study and collected at data collection.

Instrumentation

The ICSQ (Appendix C) consisted of a demographic section and the following seven constructs.

Affective Learning and Teacher Evaluation. To measure participants' general attitude toward their current English Language Arts class/teacher, McCroskey's (1994) Affective Learning Measure was used. This measure was an eight-item instrument, consisting of four bipolar, seven-step items directed toward students' general attitude toward content of the class

and four bipolar, seven-step items concerning classes in this content area (McCroskey, 1994). Similarly, to measure participants' evaluation of their current English Language Arts teacher, an eight-item instrument that consisted of four bipolar, seven-step items directed toward students' general attitude toward a teacher and four bipolar, seven-step items concerning students' willingness to take another course with this teacher (McCroskey, 1994) was used. According to McCroskey (1994) "reliability of these scales in a large number of studies has been very good. More importantly, predictive validity is also very strong" (p. 1). The following is a list of the items on the scales:

A. I feel the class' content is:

1. Bad versus Good
2. Valuable versus Worthless
3. Unfair versus Fair
4. Positive versus Negative

B. My likelihood of taking future courses in this content area is:

5. Unlikely versus Likely
6. Possible versus Impossible
7. Improbable versus Probable
8. Would versus Would Not

C. Overall, the teacher I have in the class is:

9. Bad versus Good
10. Valuable versus Worthless
11. Unfair versus Fair
12. Positive versus Negative

D. Were I to have the opportunity, my likelihood of taking future courses with this specific teacher would be:

13. Unlikely versus Likely
14. Possible versus Impossible
15. Improbable versus Probable
16. Would versus Would Not

Nonverbal Immediacy. McCroskey, Fayer, Richmond, Sallinen, and Barraclough's (1996) 10-item revised version of the 14-item Nonverbal Immediacy Measure (NIM), first used by Richmond, Gorham, & McCroskey (1987), was used to measure nonverbal immediacy. "This instrument has been used in most recent research on immediacy in instruction" (McCroskey, Fayer, Richmond, Sallinen & Barraclough, 1996, p. 300). The Revised Nonverbal Immediacy Measure (RNIM) used a 5-point Likert-type scaling: 5 = very often, 4 = often, 3 = occasionally, 2 = rarely, and 1 = never. The scale items were:

1. Gestures while talking to the class.
2. Uses monotone/dull voice when talking to the class.
3. Looks at the class while talking.
4. Smiles at the class while talking.
5. Has a very tense body position while talking to the class.
6. Moves around the classroom while teaching.
7. Looks at the board or notes while talking to the class.
8. Has a very relaxed body position while talking to the class.
9. Smiles at individual students in the class.
10. Uses a variety of vocal expressions when talking to the class.

Teacher Relevance. Relevance was measured using Frymier and Shulman's (1995) Relevance Scale. The Relevance Scale consisted of 12 Likert-type items, using a 1-5 scale: 5 = very often, 4 = often, 3 = occasionally, 2 = rarely, and 1 = never. According to Frymier and Shulman (1995) "the Likert-type items were carefully chosen to reflect explicit teacher behaviors" (p. 6). The Relevance Scale items are listed below:

1. Uses examples to make the content relevant to me.
2. Provides explanations that make the content relevant to me.
3. Uses exercises or explanations that demonstrate the importance of the content.
4. Explicitly states how the material relates to my career goals or to my life in general.
5. Links content to other areas of content.
6. Asks me to apply content to my own interests.
7. Gives assignments that involve the application of the content to my career interests.
8. Helps me to understand the importance of the content.
9. Uses own experiences to introduce or demonstrate a concept.
10. Uses student experiences to demonstrate or introduce a concept.
11. Uses discussion to help me understand the relevance of the topic.

12. Uses current events when teaching a topic.

Teacher Clarity. Bolkan (2017) Clarity Indicators Scale (CIS) was used to measure teacher clarity “to better understand what students are referring to when they claim their teachers are being clear.... And helps practitioners target specific behaviors for educational interventions” (p. 33). The CIS is on a 7-point Likert-type scaling: 7 = strongly/completely disagree, 6 = disagree, 5 = disagree somewhat, 4 = neither agree nor disagree, 3 = agree somewhat, 2 = agree, 1 = strongly/completely agree. The scale items were

1. My teacher has a hard time articulating his/her thoughts
2. My teacher has a hard time coming up with appropriate examples to explain course concepts
3. My teacher does not seem confident in his/her explanation of course concepts
4. My teacher has a hard time explaining things in a simple manner
5. The amount of information presented in our lessons can be overwhelming
6. There is so much to learn during our lectures that I have a hard time keeping up in this class
7. I feel flustered trying to keep up with the amount of information presented in our lectures
8. Class lectures make me feel anxious because of the amount of information we are asked to learn all at one time
9. In this class, my teacher first explains things and then stops so we can ask questions
10. This teacher makes sure to ask questions to find out if we understand what we are learning
11. This teacher takes the time to answer class questions if things don't make sense
12. My teacher repeats things when we don't understand them
13. My teacher's lectures are well organized
14. Our class lectures are organized into specific, manageable content blocks
15. My teacher makes class material easier to learn by teaching us one step at a time
16. It is easy to follow along with the structure of my teacher's lessons

Self-Disclosure. To measure Self-Disclosure, Cayanus and Martin (2008) Teacher Self-Disclosure Scale was used. The 14-item instrument used a 7-point Likert-type scaling ranging from 1 (completely disagree) to 7 (completely agree) to measure students' perceptions of their teachers' use of self-disclosure in the classroom. According to Cayanus, Martin, and Goodboy (2009) "this scale measures three aspects of self-disclosure: amount (four items), relevance (five items), and negativity (five items)" (p. 108). The items on the scale include the following:

1. My teacher expresses his/her beliefs.
2. My teacher reveals personal information about his/her personal life.
3. My teacher often talks about what he/she does on the weekends.
4. My teacher seldom talks about him/herself.
5. My teacher uses his/her family or friends as classroom examples.
6. My teacher often gives opinions about current events.
7. My teacher shares his/her dislikes and likes.
8. My teacher presents his/her attitudes toward events occurring on campus.
9. My teacher discusses his/her feelings.
10. My teacher often talks about him/herself.
11. My teacher often gives personal examples in class.
12. My teacher seldom discusses family or friends.
13. My teacher only discusses class related material.
14. My teacher rarely discusses his/her personal life.
15. My teacher gives his/her opinion about events in the community.
16. My teacher is open with the class about his/her feelings.
17. My teacher often talks about his/her family and friends.
18. My teacher seldom expresses his/her beliefs.

Teacher Rapport. For this study, the adaptation of Gremler and Gwinner's (2000) 11-item scale by Frisby and Martin (2008) on a 7-point Likert-type scaling: 7 = strongly/completely disagree, 6 = disagree, 5 = disagree somewhat, 4 = neither agree nor disagree, 3 = agree somewhat, 2 = agree, 1 = strongly/completely agree was used to measure perceptions of teacher rapport. The respondents are asked to focus on their teachers in indicating their level of agreement/disagreement with the following statements:

1. In thinking about my relationship with my teacher, I enjoy interactive with him/her.
2. My teacher creates a feeling of “warmth” in our relationship.
3. My teacher relates well to me.
4. In thinking about this relationship, I have a harmonious relationship with my teacher.
5. My teacher has a good sense of humor.
6. I am comfortable interacting with my teacher.
7. I feel like there is a “bond” between my teacher and myself.
8. I look forward to seeing my teacher in class.
9. I strongly care about my teacher.
10. My teacher has taken a personal interest in me.
11. I have a close relationship with my teacher.

Motivation. Christophel’s (1990) State Motivation Scale (SMS) was used to measure students’ feelings (trait motivation) for taking high school courses in general and for taking their specific English Language Arts class (state motivation). The SMS is a 12-item 7-point scale of bipolar adjectives. The same 12 items are used to assess the amount of motivation that participants felt for taking high school courses in general and students’ motivation concerning a specific class (English Language Arts). Below is a list of items of the scales.

1. Motivated versus Unmotivated
2. Interested versus Uninterested
3. Involved versus Uninvolved
4. Not stimulated versus Stimulated
5. Don’t want to study versus Want to study
6. Inspired versus Uninspired
7. Unchallenged versus Challenged
8. Un-invigorated versus Invigorated
9. Unenthused versus Enthused
10. Excited versus Not Excited
11. Aroused versus Not Aroused
12. Not fascinated versus Fascinated

Data Collection. In April 2017, the researcher met the students who were qualified to participate in the study in their high schools. The meetings took place in the high schools' computer laboratories. Participants were asked to complete the ICSQ, using a secure password-protected web link from Qualtrics. A leading academic survey technology system, Qualtrics is a trusted research platform as it is encrypted and designed to protect participants' responses. The only location where participants included their names was the consent/assent forms. As the principal investigator, the researcher was the only person who had access to this password-protected, private, and encrypted website.

When participants accessed the website, they were asked for a password, then they were required to acknowledge that they had provided consent. In doing so, they were reminded of the purpose of the study, that their participation was voluntary, and that they could withdraw from the study at any time. Once they had completed the demographic section of the questionnaire, they were instructed to complete the remainder of the instrument. The data for those who signed the voluntary consent form were used for the purpose of the study (n = 252).

Data Analysis. The data were coded and the Statistical Package for the Social Sciences (SPSS) was used for the purpose of data manipulation and analysis. Descriptive statistics, including frequency and percentage distribution tables, measures of central tendency, and measures of variability, were used to summarize and organize the data (Field, 2013).

Cronbach's Coefficient Alpha (Crocker & Algina, 1986) was used to estimate the international consistency of the four constructs. Specifically, $\alpha = [k/k-1] [1-(\sum \sigma_i^2 / \sigma_x^2)]$, where k is the number of items on the test, σ_i^2 is the variance of item i, and σ_x^2 is the total test variance (sum of the variances plus twice the sum of the co-variances of all possible pairs of its components, that is, $\sigma_x^2 = \sum \sigma_i^2 + 2\sum \sigma_{ij}$) was computed for each of the constructs.

A series of Pearson Product Moment Correlation Coefficient analysis (Field, 2013) was performed to examine the magnitude and direction of the bivariate association among the variables of interest. The level of significance was set, a priori, at 0.01.

Summary

An instrument-development variant of the Exploratory Sequential Mixed Methods Design guided the study. The mixed-methods research approach consisted of qualitative interviews and quantitative surveys. Collection and analysis of the qualitative data were followed by the collection and analysis of the quantitative data. The qualitative results were used to develop the study's survey instrument to collect the data needed to gain an in-depth understanding of teachers' perceptions/experiences in using instructional communication strategies to facilitate effective student learning in English Language Arts secondary education, and to document high school students' perceptions of effective teacher communication behaviors in secondary education, focusing on learning and motivation.

CHAPTER IV

Results

Introduction

The exploratory sequential mixed methods study was conducted to collect and analyze the qualitative data needed to develop the study's survey instrument, Instructional Communication Strategies Questionnaire (ICSQ), followed by the quantitative component of the study. The research questions that guided the qualitative component of the study were:

1. Which instructional communication behaviors do secondary education teachers report using intentionally to increase students' learning and motivation?
2. What outcomes related to secondary education will best measure the mixed method emergent qualitative themes?

The research questions that guided the quantitative component of the study were:

1. What types of instructional communication behaviors do secondary students report as being most effective?
2. To what extent are instructional communication behaviors associated with secondary students' (a) affective learning and (b) motivation?

Qualitative Results

The qualitative component of the study focused on instructional communication strategies (teacher behaviors) teachers purposefully use in their English Language Arts classrooms to increase student motivation and learning. The qualitative data focused on the strategies and their impact on student learning and motivation. The results supported the premise that using particular characteristics of instructional communication can be instrumental in facilitating effective student learning in secondary education. This section details the emergent

themes that helped answer the research questions by providing examples from the data to present a definite picture of the ways English Language Arts teachers in secondary education use instructional communication strategies (teacher behaviors).

A Profile of Subjects

A total of five secondary English Language Arts teachers agreed to participate in the qualitative component of the study. All were female and between the ages of 43 and 56, three White/Caucasians, one South Asian, and one Hispanic. All taught the 11th- grade English Language Arts; two also taught the 12th-grade English Language Arts. The participants had between 13 to 21 years of teaching experience in secondary education. All had Bachelor of Arts degrees, three also had Master's degrees, and one had a Doctoral degree. A profile of the subjects is presented in Table 1.

Table 1

A Profile of Subjects, Qualitative Data, n = 5

Participant	Gender	Age	Degrees Earned	Ethnicity	Total Number of Years	Grade Level
P1: Judy	Female	52	B.A. M.A. Ph.D.	South Asian	21	11
P2: Pam	Female	43	B.A. M.A.	White/Caucasian	13	11 12
P3: Leah	Female	56	B.A.	White/Caucasian	16	11
P4: Iris	Female	53	B.A. M.S.	White/Caucasian	21	11
P5: Mary	Female	45	B.A.	Hispanic	17	11 12

In the passages that follow, it should be noted that the researcher used a specific method to organize the participants and their comments. As each interview was transcribed, the researcher assigned a unique number from 1 to 5 to each participant. To display the experiences of the participants with directness and clarity, the researcher utilized these numbers following each example statement that was used throughout this discussion (e. g., 5). The examples from each of the research questions are shared in detail in the following sections.

The first research question was asked to determine which instructional communication strategies (teacher behaviors) English Language Arts secondary education teachers purposefully used to increase student learning and motivation. The second research question focused on the outcomes related to secondary education that would best measure the mixed method emergent qualitative themes. Three themes emerged from the first two research questions in relation to instructional communication strategies: (1) student learning experience and teacher influence, (2) teacher content presentation and style variety, and (3) teacher communication roles. In the following sections, each theme is discussed, presenting the respondents' own words to represent their experiences.

Theme I - Student Learning Experience and Teacher Influence

The first major theme that emerged consisted of eight categories, revealing the specific instructional communication strategies (teacher behaviors) that were reported by the teachers. The overarching theme was student learning experience and teacher influence. The categories within this theme included stimulate motivation, coordinate a community of learning, establish dialogue, organizers, assess student understanding, nonverbal immediacy, establish rapport, and self-disclosure. Within this theme, several instructional communication strategies (teacher behaviors) emerged. Examples of each are discussed in the sections that follow.

Stimulate Motivation. Stimulating motivation comes from within the student as an individual as well as from the desire to do well in the course. The respondents shared examples of this with the following ideas: chances to improve, extra credit, civic duty motivations, anger, humor, challenge, evidence as motivation, and empowerment. The respondents were asked about the things that they said or did to help students learn. They were also asked what were the methods, if any, that they used to keep students motivated or motivate them. In the following description, Judy (1) shared her feelings about stimulating motivation: *“They have to be motivated intrinsically, that you are doing this for a specific reasons... one of the ways I motivate them is I give them chances to improve because I tell them in advance that if you don’t do well on this I will give you another chance to improve so they feel quite relaxed.”* Mary (5) provided another example: *“I also explain to them everything that we do here is not in vain there is a purpose and a reason why we do everything. That’s how I try to motivate them.”*

In short, stimulating motivation can also be linked to students achieving their goals, either personal or career. The various ways by which teachers stimulate motivation greatly impact student learning.

Coordinate a Community of Learning. The respondents also described being able to openly communicate with parents, counselors, principles, and other teachers. They noted that having open lines of communication with parents was essential to keep them up to date with their students. In fact, to ensure student success and learning, having open lines of communication with other faculty (counselors, principles, teachers) was reported as also being important. Leah (3) described an instance that applied to this category: *“If you pay attention to your kids you can tell when something is bothering them and I just make a point of asking them or I’ll email home and say hey you know I’ve noticed this this and this. Is everything ok? Is there something I*

should know? I'll talk to the counselors.” Judy (1) shared an example that was echoed by other respondents: “Calling parents, having communication with the parents is very important. It is extremely important and I think that has been a very important factor in motivation, getting kids motivated.”

Ensuring open communication among members of the community of others who are all invested in the student's success is an important strategy in achieving success and affective learning for students.

Self-Disclosure. Self-disclosure, specifically personal disclosures that relate to the students, was another category affecting the student learning experience. The teachers influence in showing similarities, showing that teachers are in fact human, or relating to the content and connecting the teacher/student is an integral part of student learning. Pam (2) expressed the following: *“I told them I said every time I help one of you I am helping the little girl in me. So I take this very seriously and they were like oh that makes sense.”* Leah (3) also described this form of self-disclosure with her students as a necessity: *“I think if you share your vulnerabilities and your mistakes and own up when you make a mistake. I love when the kids catch a mistake you know Ms. oh man thank you and sometimes it's like the end of the day and I am like I did that all day long and nobody saw it.”*

The self-disclosure creates a stronger connection for teacher influence and enhances the student learning experience.

Establish Dialogue. This category incorporated teaching methods/strategies utilized by teachers to increase student learning and motivation. Examples included lecture, facilitate/coordinate, research, group collaboration/cooperative learning, re-teaching, teaching adaptations, step-by-step teaching, content knowledge, and mentoring new/incoming teachers.

Judy (1) shared some of the ways she incorporates dialogue in the classroom: *“The level of teaching, learning, instruction is different in each of the classes so I have to pace that out. My first class is a very slow class I have to do a lot of re-teaching in my first period”*. Iris (4) also shared a commonality that was consistent throughout all participants: *“Yeah I do small group work, ah man oh, what do I like to do. I you know I am actually the strategies that work that I think are successful are pretty old fashioned. I have them do a lot of writing, sort of like evaluating their performance.”*

The establishment of dialogue is a necessary part of ensuring success for students.

Organizers. Respondents showed effective planning, criteria, course information/description, focus, descriptive course assignments, rubrics, objectives, rules, reviews, adaptations to schedule, teaching/learning style, student roles, and conveying expectations of/to students. In addition, utilizing technology in the course, incorporating visual components, using interactive strategy, and addressing student-learning style were all types of teacher clarity used to keep the course and students on par with learning.

Mary (5), said *“Yes as a matter of fact when, what I like to use the smart TV for you know the smart board is very effective because you can save your notes that you take and I like whenever we do discussions and we take notes on the smart board basically. What I like to do is save each template for each period and then we can compare.”*

Providing clarity for the students played a role in each participant’s teaching strategy to make sure the students are able to achieve their goals, have a complete understanding of the class, and what is expected for them to attain success. Here is another example shared by Leah (3) about clarity: *“Well in the beginning of the year it is really step-by-step.”* Iris (4) shared the

following strategy: *“This is what we are doing today and I always put my objectives up there on the board. I always communicate what we are doing on the board.”*

Overall, each and every participant utilized clarity (organizers) to exert influence in a positive manner on the students to provide a positive student learning experience.

Assess Student Understanding. Respondents engaged students in discussion, quizzes, feedback, tested students’ knowledge, questioned students, required class participation, made sure students were making connections to course content, made sure students were prepared, provided individualized instruction/feedback, enjoyed the “ah ha” moments, shared student opinions, and elicited student examples in an attempt to assess student understanding. Pam (2) discussed a certain activity she did with her class and stated: *“The skills are summary, verbal communication, listening, regurgitation, it’s all kinds because they have to ask clarifying questions cause who ever is going to stay next needs to be able to teach it. Then afterwards is a quiz on Canvas they really are in charge of the learning.”* Mary (5) shared the following idea that resonated with all respondents: *“Sometimes a student does a better job of explaining the concept than I will.”*

These types of assessment for student understanding are a crucial part of the student learning experience as well as the role of teacher influence.

Nonverbal Immediacy. The use of nonverbal communication (the look, gestures, body language, proximity, touch, listening, etc.) to aid in learning and motivation was another aspect that came out of the data. As Judy (1) stated: *“Well I can just look, I can just make them silent in class, and they will all be like what happened to her. Why is she not talking?”* This statement was just one example of how nonverbal immediacy directly affects student learning and how strong the teacher’s influence really is.

Leah (3) gave another example of nonverbal immediacy: *“Sometimes I give them the look like they just know ok not happy with you right now. I do a lot of smiling I do a lot of thumbs up I’ll go stand next to you, I’ll go sit by you. I really even when I am in front of the class like I am sitting in a chair, I am not lording above you I don’t have all the answers. I try to keep the room really comfortable and fun.”* Showing her students that she is there nonverbally makes a big difference in their motivation.

Iris (4) described how nonverbal immediacy (communication) plays a role in her classroom: *“Well for one I like for them to know I’m listening. Give the outward appearance that I am listening because I think that is something that they also need to learn and so I will sit, I can sit in my chair over there sometimes and listen to them. I’ll give them a nod; I don’t like to interrupt them. I like to make eye contact.”*

Listening is a very important part of nonverbal communication and connecting the student/teacher to make sure the students are on their way to being successful.

Establish Rapport. Caring is a main component in building good interpersonal relationships with students. Along with interpersonal maintenance, student conferences, complimenting students, constructive feedback, helping students learn, future course preparation, individualized instruction, listening to students opinions, individualized success, encouragement, and positive affirmations. All were present in the respondents’ responses to building rapport. Here is an example from Pam (2): *“Ah! Hi 5s, pats on the backs, smiles, using their name, making eye contact, um if I am doing something and they start talking to me I will say to them I really want to listen to what you have to say but I’ve got to send this email give me 5 minutes. I say cause I can sit here and continue sending this email but I am not really going to be listening to you. Do you want my full attention, they say ok give me 5 minutes.”*

Lea (3) provided another example of teacher rapport: *“I make a point of telling them no one should ever make you feel that way. That’s not ok. No one should ever tell you that you are not smart or you’re not capable or you can’t do this or you shouldn’t be here or you’re inferior and I said that’s not ok. When you are in here we are all equal. When you are in here everybody is capable and everybody can learn. Everybody has something that they are good at we just have to figure it out sometimes. I really make a point of starting the year like that. I think it is so important.”*

The idea of leveling the playing field and stating that all students can and will achieve success is an essential part of the student learning experience.

Theme II - Teacher Content Presentation and Style Variety

A second theme that emerged when describing the outcomes students achieve from their teachers’ behaviors included three instructional communication strategies (teacher behaviors) purposefully used by the teachers. The encompassing theme was teacher content presentation and style variety. The categories within the theme included motivation, student intellectual gain, and affective learning. Representations of these categories are described by the respondents’ own words in the sections that follow.

Motivation. The motivation stemmed from the following ideas: continue/finish course assignments, peer motivation, encourage peer support, care, help, peer evaluation, self-reflection, teacher reflection, class reflection, and overcoming roadblocks/obstacles. All respondents shared experiences that pertained to student motivation. Pam (2) stated: *“Everybody is part of the learning so you need to reach out to your friends. The second reason I do that and I am very explicit with them at the beginning of the year, they know this. If I said it already and its out there and everybody the majority of people have and your brain didn’t get it then you need a*

different like decuple you need a teenagers voice to talk to you in teenagers so that your brain can understand it.” This was a great example of how peers can help motivate one another with the teacher acting as a guide.

Leah (3) gave another example of how to encourage student motivation: *“I have them use their ID numbers instead of their names and I actually let them be the graders. I don’t ever give like if it is first period, first period never gets to grade first periods essay. First period will grade fifth periods essay, fourth period will grade you know first periods essays. Fifth period will grade fourth period’s essays. They get a lot out of that they really and truly do. Learning from their peers and getting feedback is an excellent way to motivate the students.”*

Mary (5) shared another example: *“I would allow the students to collaborate and I would give them the instructions that you’re allowed to collaborate in your group and justify your answer however if your group members convinced you that your answer is wrong and that their answer is right you can change it but I’m not going to honor your original answer because you chose to change it. If you stand firm in that your answer is correct then you have to keep it.”*

This is a good exercise in peer collaboration and student motivation, which is influenced by the teacher and greatly enhances the presentation of the content through the students’ own viewpoints.

Student Intellectual Gain. The respondents described the following as examples of student intellectual gain: student showing growth, having fun in the class, experiencing success, achieving learning objectives, class or personal goals, and being able to contribute to instructional discussion of content. Iris (4) shared the following experience: *“What this student did is he on his paper he would put the bullet and he would accomplish that task then the next bullet and so what he came up with was something that I wanted exactly. That’s exactly what I*

wanted him to do.” She was describing a time that a student accomplished the goal at hand and completed an assignment in just the way the directions stated.

Leah (3) also described an example: *“Trying to get them past that mentality or you know their grades but I tried but I tried I should get a you know its more than the number on the page what did you learn where is your growth.”* Leah shared the thoughts that students have when it comes to grades but reassures them that being able to complete parts of the assignments and understanding how to do so shows growth.

Pam (2) also had an example to share concerning student intellectual gain: *“When I use a word I’ll use like four or five synonyms with it until all of the light bulbs go off oh ok that’s what she saying.”*

How teachers present the content allows for student intellectual gain.

Affective Learning. Affective learning includes the teachers asking personal questions, showing concern for student learning, using humor, and shared interests. Self-disclosure and nonverbal immediacy can also be incorporated. The respondents shared instances where they felt this was present: Leah (3) stated: *“Sometimes a conference one-on-one a lot of times it takes me a long time to grade their stuff because I put a lot of comments.”* Iris (4) shared the following thought: *“I think it’s important to get down to the root of that is it instructional is it something they are not understanding or is it something else.”* Mary (5) let the researcher know the following: *“I would schedule individual conferences with students to talk about their writing and if there’s any trends that we see or that I see.”*

In short, all respondents shared several examples of the role of affective learning in their classrooms.

Theme III - Teacher Communication Roles

The third and final theme that emerged from the data included three instructional communication strategies (teacher behaviors) utilized by the teachers to enhance student learning and success. The categories within this theme included maintenance of interpersonal relationships, student transformation/initiative, and relevance. Descriptions from the respondents' experiences are shared in the sections that follow.

Maintenance of Interpersonal Relationships. Respondents reported ways to maintain interpersonal relationship, which included reinforcement, positive feedback, student connections, relating to students, open communication, student feedback, reciprocity from students, and having the students confide in the teacher. Here is an example from Iris (4): *"Ask them some pretty general questions about what's going on depending upon the time, is it a Monday, how's your weekend. I like to sort of let them know that I am interested in them, because I am."* Leah (3) also shared an example: *"They know when you are sincere and they know you know sometimes like Halloween I'll dress up and bring them treats or I mean they love that stuff. Sometimes you just gage the mood of the room and it's like ok we need a pick me up you know if its somebodies birthday ok lets sing. They just know you can tell if they've lost a job and they are real upset about it just let them vent I mean they know when they can come and talk to you."*

Maintaining interpersonal relationships is a fundamental part of student learning and motivation.

Student Transformation/Initiative. These are teaching methods/strategies utilized by teachers to increase student learning and motivation. Examples would be students teaching students or peers teaching peers (i.e. facilitate/coordinate, research, group collaboration/cooperative learning). Pam (2) shared her experience with student transformation:

“I have to um the golden mean I have to shoot for the golden mean and then those high achieving kids I have to crank it up for them and those low achieving kids I kind of have little side conversations either through the Google doc or face to face and so it’s all chunked.” Iris (4) gave an example as well: *“I have to direct teach first before I can let them do anything else because it is real specific the skills that they have to know for the test and plus it’s just good sound teaching anyway.”* Iris was describing what was needed as a foundation for student transformation to take place. Mary (5) advocated that *“Cooperative learning is definitely the one”* while talking about a teaching method that needs to be utilized for student initiative.

Essentially, all pointed at the importance of teacher communication roles in facilitating student transformation and initiative.

Relevance. The respondents were also tasked with deciding what is relevant in terms of future course preparation, college preparation, testing preparation, exam preparation, making connections to course content, and carrying through concepts learned as a foundation for future courses. For example, Pam (2) let her students know: *“This is going to lead to something bigger and they know that and once the units over and I start a new unit. They are in it and they are paying attention ‘cause they know it’s going to build and build and build. Showing that not only is it relevant for the current content being discussed but also it will continue to be important for the class as a whole.”*

Iris (4) also gave some advice in terms of relevance: *“If I could impart any wisdom to anybody who is thinking about getting into the classroom or teaching other teachers is that we really have teachers have to be the master of their subject. Maybe I need to teach other teachers how to teach and teach kids to become teachers but that’s a concern of mine because I want my kids I want my grandkids in a classroom where the person has had a very well rounded*

education and they know their stuff.” Iris shared this information because if a teacher knows the content, they will be better able to articulate its relevance. Mary (5) also noted that: “Especially with seniors I would probably say that I always explain to them there is a light at the end of the tunnel. Remember that your end goal is graduation and you want to get into your dream school.”

Knowing that English Language Arts class is a stepping-stone to the end goal of graduation points at its relevance.

A summary of the research questions and themes/categories is presented in Table 2.

Table 2

Qualitative Research Questions and Themes/Categories

Research Questions	Themes/Categories
1: Which instructional communication behaviors do secondary education teachers report using intentionally to increase students’ learning and motivation?	1) Student Learning Experience and Teacher Influence <ul style="list-style-type: none"> • Stimulate Motivation • Coordinate a Community of Learning • Establish Dialogue • Organizers • Assess Student Understanding • Nonverbal Immediacy • Establish Rapport • Self-Disclosure
2: What outcomes related to secondary education will best measure the mixed method emergent qualitative themes?	2) Teacher Content Presentation and Style Variety <ul style="list-style-type: none"> • Motivation • Student Intellectual Gain • Affective Learning 3) Teacher Communication Roles <ul style="list-style-type: none"> • Maintenance of Interpersonal Relationships • Student Transformation/Initiative • Relevance

To further investigate the impact of instructional communication strategies (teacher behaviors) that were reported in the qualitative component of the exploratory sequential mixed

methods study, the researcher created a survey instrument (Chapter III) to assess the relationships among these variables and (a) affective learning and (b) motivation.

Quantitative Results

The students were asked to complete the survey instrument which consisted of the following: (a) a demographic questionnaire; (b) 16 items, which measured Affective Learning (8 items) and Teacher Evaluation (8 items), consisting of four bipolar sections, utilizing a scale ranging from one to seven; (c) 22 items, measuring Nonverbal Immediacy (10 items) and Teacher Relevance (12 items) on a 5-point Likert-type scaling: 5 = very often, 4 = often, 3 = occasionally, 2 = rarely, and 1 = never; (d) 45 items, measuring Teacher Clarity (16 items), Self-Disclosure (18 items), and Teacher Rapport (11 items) on a 7-point Likert-type scaling: 7 = strongly/completely disagree, 6 = disagree, 5 = disagree somewhat, 4 = neither agree nor disagree, 3 = agree somewhat, 2 = agree, 1 = strongly/completely agree; and (f) 12 items on a seven point scale of bipolar adjectives designed to measure students' motivation in the context of taking high school classes in general and 12-items designed to measure students' motivation for taking a specific class. The negatively stated items were reverse-coded for the purpose of data analysis.

A Profile of the Participants

There were 252 participants from four high schools in South Texas. The majority of the respondents was female (59.50%), Hispanic (53.60%), at the 11th- grade (70.20%), and college-bound (96.40%). The average age was 17.10 years ($SD = 0.75$). Results are summarized in Table 3.

Table 3

A Profile of the Participants, Quantitative Data, n = 252

Variable	Frequency	Percent
Gender		
Female	150	59.50
Male	100	39.70
Transgender	2	0.80
Ethnicity		
Hispanic	135	53.60
White	51	20.20
Asian	20	7.90
African American	11	4.40
Other	35	13.90
Grade Level Classification		
11th-Grade/Junior	177	70.20
12 th -Grade/Senior	75	29.80
College		
Yes	243	96.40
No	2	0.80
Undecided	7	2.80
	Mean	SD
Age	17.10	0.75

Item-Level Results

Affective Learning

The students rate the eight items designed to measure Affective Learning. Negatively stated semantic differential scales (i.e., valuable vs. worthless, positive vs. negative, possible vs. impossible, and would vs. would not) were reverse-coded. The reliability of the 8-item scale was 0.84. The means of the respondents' responses were used to rank the items. Results are summarized in Table 4.

Table 4

The Ranking of Affective Learning Items, n = 252

Skill	Mean*
I feel the class' content is:	
Bad versus Good	5.98
Unfair versus Fair	5.93
Negative versus Positive**	5.83
Worthless versus Valuable**	5.44
My likelihood of taking future courses in this content area is:	
Impossible versus Possible**	5.40
Improbable versus Probable	5.08
Would Not versus Would**	4.99
Unlikely versus Likely	4.86

*Circle the number that best represents your feelings. The closer a number is to the item/adjective, the more you feel that way, theoretical range: 1 to 7.

** Reverse-coded item

Teacher Evaluation

The students rated the eight items designed to measure Teacher Evaluation. The negatively stated semantic differential scales (i.e., valuable vs. worthless, positive vs. negative, possible vs. impossible, and would vs. would not) were reverse-coded. The reliability of the 8-item scale was 0.93. The means of the respondents' responses were used to rank the items.

Results are summarized in Table 5.

Table 5

The Ranking of Teacher Evaluation Items, n = 252

Skill	Mean*
Overall, the teacher I have in the class is:	
Worthless versus Valuable**	6.25
Bad versus Good	6.24
Unfair versus Fair	6.09
Negative versus Positive**	5.87
Were I to have the opportunity, my likelihood of taking future courses with this specific teacher would be:	
Would Not versus Would**	5.42
Impossible versus Possible**	5.26
Unlikely versus Likely	5.17
Improbable versus Probable	5.00

*Circle the number that best represents your feelings. The closer a number is to the item/adjective, the more you feel that way, theoretical range: 1 to 7.

** Reverse-coded item

Nonverbal Immediacy

The students rated the application of ten items measuring teachers' Nonverbal Immediacy behaviors in the classroom. The 10-item scale had a reliability coefficient of 0.74. The three negatively stated items were reverse-coded. The means of the respondents' responses were used to rank the items. Results are summarized in Table 6.

Table 6

The Ranking of Nonverbal Immediacy Teacher Behavior Items, n = 252

Skill	Mean*
Looks at the class while talking	4.77
Uses a variety of vocal expressions when talking to the class	4.44
Gestures while talking to the class	4.13
Smiles at the class while talking	4.06
Has a very relaxed body position while talking to the class	4.04
Smiles at individual students in the class	3.90
Moves around the classroom while teaching	3.61
Looks at the board or notes while talking to the class**	2.47
Has a very tense body position while talking to the class**	2.00
Uses monotone/dull voice when talking to the class**	1.79

*5 = very often, 4 = often, 3 = occasionally, 2 = rarely, 1 = never

** Reverse-coded item

Teacher Relevance

The students rated the application of twelve items measuring Teacher Relevance in the classroom. The scale had the reliability coefficient of 0.92. The means of the respondents' responses were used to rank the items. Results are summarized in Table 7.

Table 7

The Ranking of Teacher Relevance Items, n = 252

Skill	Mean*
Uses discussion to help me understand the relevance of the topic	4.23
Helps me to understand the importance of the content	4.05
Provides explanations that make the content relevant to me	3.96
Uses examples to make the content relevant to me	3.85
Links the content to other areas of content	3.77
Uses exercises or explanations that demonstrate the importance of the content	3.73
Uses own experiences to introduce or demonstrate a concept	3.73
Uses current event when teaching a topic	3.62
Asks me to apply content to my own interests	3.33
Uses student experiences to demonstrate or introduce a concept	3.22
Explicitly states how the material relates to my career goals or to my life in	3.13
Gives assignments that involve the application of the content to my career	2.56

*5 = very often, 4 = often, 3 = occasionally, 2 = rarely, 1 = never

Teacher Clarity

The students expressed their agreement/disagreement with sixteen items measuring Teacher Clarity in the classroom. The eight negatively stated items were reverse-coded. The scale's reliability coefficient was 0.92. The means of the respondents' responses were used to rank the items. Results are summarized in Table 8.

Table 8

The Ranking of the Agreement/Disagreement with Teacher Clarity Items, n = 252

Skill	Mean*
My teacher does not seem confident in he/her explanation of course concepts**	1.43
My teacher has a hard time articulating his/her thoughts**	1.98
My teacher has a hard time coming up with appropriate examples to explain course concepts**	2.07
This teacher takes the time to answer class questions if things don't make sense	2.10
My teacher has a hard time explaining things in a simple manner**	2.23
My teacher repeats things when we don't understand them	2.33
My teacher's lectures are well organized	2.39
This teacher makes sure to ask questions to find out if we understand what we are learning	2.46
It is easy to follow along with the structure of my teacher's lessons	2.51
I feel flustered trying to keep up with the amount of information presented in our lectures**	2.69
Class lectures make me feel anxious because of the amount of information we are asked to learn all at one time**	2.71
There is so much to learn during our lectures that I have a hard time keeping up in this class**	2.71
Our class lectures are organized into specific, manageable content blocks	2.72
My teacher makes class material easier to learn by teaching us one step at a time	2.92
In this class, my teacher first explains things and then stops so we can ask questions	2.94
The amount of information presented in our lessons can be overwhelming**	3.27

*1 = strongly/completely agree, 2 = agree, 3 = agree somewhat, 4 = neither agree nor disagree, 5 = disagree somewhat, 6 = disagree, 7 strongly/completely disagree

** Reverse-coded item

Self-Disclosure

The students rated the agreement/disagreement with eighteen items measuring teachers' Self-Disclosure in the classroom (reliability coefficient = 0.84). The means of the respondents' responses were used to rank the items. Results are summarized in Table 9.

Table 9

The Ranking of the Agreement/Disagreement with Self-Disclosure Items, n = 252

Skill	Mean*
My teacher expresses his/her beliefs.	2.42
My teacher shares his/her dislikes and likes.	2.47
My teacher reveals personal information about his/her personal life.	2.52
My teacher presents his/her attitudes toward events occurring on campus.	2.54
My teacher is open with the class about his/her feelings.	2.78
My teacher discusses his/her feelings.	2.89
My teacher often gives personal examples in class.	3.04
My teacher often gives opinions about current events.	3.09
My teacher gives his/her opinion about events in the community.	3.11
My teacher uses his/her family or friends as classroom examples.	3.25
My teacher often talks about his/her family and friends.	3.31
My teacher often talks about him/herself.	3.34
My teacher often talks about what he/she does on the weekends.	3.69
My teacher seldom expresses his/her beliefs.	4.22
My teacher seldom discusses family or friends.	4.31
My teacher only discusses class related material.	4.43
My teacher seldom talks about him/herself.	4.56
My teacher rarely discusses his/her personal life.	4.56

*1 = strongly/completely agree, 2 = agree, 3 = agree somewhat, 4 = neither agree nor disagree, 5 = disagree somewhat, 6 = disagree, 7 strongly/completely disagree

Teacher Rapport

The students expressed their agreement/disagreement with eleven items measuring Teacher Rapport in the classroom. The reliability coefficient for this scale was 0.97. The means of the respondents' responses were used to rank the items. Results are summarized in Table 10.

Table 10

The Ranking of Agreement/Disagreement with Teacher Rapport Items, n = 252

Skill	Mean*
My teacher has a good sense of humor	2.32
I am comfortable interacting with my teacher	2.33
In thinking about my relationship with my teacher, I enjoy interactive with him/her	2.46
I strongly care about my teacher	2.64
I look forward to seeing my teacher in class	2.86
My teacher creates a feeling of “warmth” in our relationship	2.88
In thinking about this relationship, I have a harmonious relationship with my teacher	3.01
I feel like there is a “bond” between my teacher and myself	3.25
My teacher relates well to me	3.34
My teacher has taken a personal interest in me	3.53
I have a close relationship with my teacher	3.79

*1 = strongly/completely agree, 2 = agree, 3 = agree somewhat, 4 = neither agree nor disagree, 5 = disagree somewhat, 6 = disagree, 7 strongly/completely disagree

Motivation

The students rated the application of twelve items measuring motivation towards taking classes in high school. There were six negatively stated semantic differential scales (motivated vs. unmotivated, interested vs. uninterested, involved vs. uninvolved, inspired vs. uninspired, excited vs. unexcited, and aroused vs. not aroused), which were reverse-coded. The scale's reliability coefficient was 0.89. The means of the respondents' responses were used to rank the items. Results are summarized in Table 11.

Table 11

The Ranking of Motivation in Taking High School Classes Items, n = 252

Skill	Mean*
Not Aroused versus Aroused**	3.81
Don't want to study versus Want to study	4.10
Not Excited versus Excited**	4.64
Not stimulated versus Stimulated	4.71
Un-invigorated versus Invigorated	4.72
Unenthused versus Enthused	4.75
Not fascinated versus Fascinated	4.98
Uninspired versus Inspired**	5.06
Unmotivated versus Motivated**	5.22
Un-challenged versus Challenged	5.31
Uninterested versus Interested**	5.32
Uninvolved versus Involved**	5.37

*Circle the number that best represents your feelings. The closer a number is to the item/adjective, the more you feel that way, theoretical range: 1 to 7.

** Reverse-coded item

The students also rated the application of the same twelve items in measuring motivation towards taking their current English Language Arts course. The six negatively stated semantic differential scales (motivated vs. unmotivated, interested vs. uninterested, involved vs. uninvolved, inspired vs. uninspired, excited vs. unexcited, and aroused vs. not aroused) were reverse-coded. The scale's reliability coefficient was 0.93. The means of the respondents' responses were used to rank the items. Results are summarized in Table 12.

Table 12

The Rankings of Motivation in Taking English Language Arts Course Items, n = 252

Skill	Mean*
Not Aroused versus Aroused**	3.89
Don't want to study versus Want to study	4.13
Not Excited versus Excited**	4.67
Unenthused versus Enthused	4.73
Un-invigorated versus Invigorated	4.77
Not stimulated versus Stimulated	4.85
Uninspired versus Inspired**	5.00
Not fascinated versus Fascinated	5.08
Uninterested versus Interested**	5.23
Uninvolved versus Involved**	5.23
Unmotivated versus Motivated**	5.23
Un-challenged versus Challenged	5.51

*Circle the number that best represents your feelings. The closer a number is to the item/adjective, the more you feel that way, theoretical range: 1 to 7.

** Reverse-coded item

Scale Scores

The above-mentioned items measured seven instructional communication (teacher behavior) constructs. The means of the respondents' responses to the items defining each scale were used to compute the scale scores. Results are shown in Table 13.

Table 13

Ranking of Instructional Communication Constructs Scores

Construct	Mean	SD
Affective Learning ^a	5.44	1.18
Teacher Evaluation ^b	5.66	1.44
Nonverbal Immediacy ^c	4.07	0.56
Teacher Relevance ^d	3.60	0.84
Teacher Clarity ^e	2.57	1.03
Self-Disclosure ^f	3.36	0.81
Teacher Rapport ^g	2.95	1.53
Motivation – High School ^h	4.83	1.07
Motivation – English Language Arts ⁱ	4.86	1.29

^{a, b} Theoretical range: 1 to 7

^{c, d} 5 = very often, 4 = often, 3 = occasionally, 2 = rarely, 1 = never

^{e, f, g} 1 = strongly/completely agree, 2 = agree, 3 = agree somewhat, 4 = neither agree nor disagree, 5 = disagree somewhat, 6 = disagree, 7 strongly/completely disagree

^{h, i} Theoretical range: 1 to 7

For Affective Learning, the theoretical range was 1.00 to 7.00. The scores ranged from 1.38 to 7.00 ($M = 5.44$, $SD = 1.18$), suggesting students had positive feelings towards the English Language Arts class.

Teacher Evaluation's theoretical range was from 1.00 to 7.00. The study participants' average score was 5.66 ($SD = 1.44$), suggesting a favorable evaluation of the classroom teacher.

Nonverbal Immediacy's theoretical range was from 1.00 to 5.00. The scores ranged from 2.20 to 5.00 ($M = 4.07$, $SD = 0.56$), indicating students acknowledge a strong positive presence of the use of nonverbal behaviors.

For Teacher Relevance, the scaling was from 1.00 to 5.00. The average score was 3.60 ($SD = 0.84$), suggesting agreement with the notion that for how teachers connect the course and its content to the student is important.

Teacher Clarity's score could range from 1.00 to 7.00. The average score 2.47 ($SD = 1.03$), suggesting students were in agreement with teachers' use of clarity in the classroom.

Self-Disclosure had a theoretical range of 1.00 to 7.00. The study participants' average score was 3.36 ($SD = 0.81$), suggesting students neither agreed nor disagreed with teachers' use of self-disclosure in the classroom.

For Teacher Rapport, the scaling was from 1.00 to 7.00. The average score was 2.95 ($SD = 1.53$), suggesting the study participants were in agreement with having good rapport with their teachers.

Motivation for high school classes in general had a theoretical range of 1.00 to 7.00. The scores ranged from 1.67 to 7.00 ($M = 4.83$, $SD = 1.07$), suggesting that students were positively motivated when describing taking general classes in high school.

For Motivation for the specific English Language Arts course, the theoretical range was 1.00 to 7.00. The study participants' average score was 4.86 ($SD = 1.29$), suggesting students were positively motivated when asked about their specific English Language Arts class.

Correlational Analysis

A series of Pearson's Product Moment Correlation Coefficient was computed to assess the relationship between the instructional communication behaviors (Nonverbal Immediacy, Self-Disclosure, Teacher Evaluation, Teacher Clarity, Teacher Rapport, and Teacher Relevance) and (a) Affective Learning, (b) School Motivation, and (c) Classroom Motivation. Teacher Clarity, Self-Disclosure, and Teacher Rapport were measured on a 7-point Likert-type scaling in which 1 = strongly/completely agree and 7 = strongly/completely disagree. For the purpose of correlational analysis, the scaling was reverse-coded so that higher scores would indicate

agreement. The level of significance was set, a priori, at 0.01. Results are summarized in Table 14.

Table 14

Correlation Matrix

	1	2	3	4	5	6
Affective Learning	0.51*	0.20*	0.41*	0.40*	-0.02	0.39*
School Motivation	0.24*	0.10	0.32*	0.27*	0.12	0.24*
Classroom Motivation	0.71*	0.44*	0.67*	0.64*	0.04	0.65*

* $p < 0.01$

1 = Teacher Evaluation, 2 = Nonverbal Immediacy, 3 = Teacher Relevance

4 = Teacher Clarity, 5 = Self-disclosure, 6 = Teacher Rapport

Affective Learning was positively associated with Teacher Evaluation ($r = 0.51, p < 0.01$), Nonverbal Immediacy ($r = 0.20, p < 0.01$), Teacher Relevance ($r = 0.41, p < 0.01$); that is, higher Affective Learning scores were associated with higher Teacher Evaluation, Nonverbal Immediacy, and Teacher Relevance scores, and all were statistically significant at the 0.01 level. Affective Learning was positively associated with Teacher Clarity ($r = 0.40, p < 0.01$) and Teacher Rapport ($r = 0.39, p < 0.01$), showing that higher Affective Learning scores were associated with higher agreement with Teacher Clarity and Teacher Rapport, and the associations were statistically significant at the 0.01 level. The association between Affective Learning and Self-disclosure ($r = -0.02, p = 0.71$) was not statistically significant.

School Motivation was positively associated with Teacher Evaluation ($r = 0.24, p < 0.01$) and Teacher Relevance ($r = 0.32, p < 0.01$); that is, higher School Motivation scores were associated with higher Teaching Evaluation and Teacher Relevance scores; all statistically significant at the 0.01 level. School Motivation was also positively associated with Teacher Clarity ($r = 0.27, p < 0.01$) and Teacher Rapport ($r = 0.24, p < 0.01$); that is, higher School Motivation scores were associated with higher agreement with Teacher Clarity and Teacher

Rapport; the associations were statistically significant at the 0.01 level. The associations between School Motivation and Self-disclosure ($r = 0.12, p = 0.06$) and with Nonverbal Immediacy ($r = 0.10, p = 0.10$) were not statistically significant.

Classroom Motivation was positively associated with Teacher Evaluation ($r = 0.71, p < 0.01$), Nonverbal Immediacy ($r = 0.44, p < 0.01$), Teacher Relevance ($r = 0.67, p < 0.01$); that is, higher Classroom Motivation scores were associated with higher Teacher Evaluation, Nonverbal Immediacy, and Teacher Relevance scores, and all were statistically significant at the 0.01 level. Classroom Motivation was positively associated with Teacher Clarity ($r = 0.64, p < 0.01$) and Teacher Rapport ($r = 0.65, p < 0.01$), indicating that higher Classroom Motivation scores were associated with higher agreement with Teacher Clarity and Teacher Rapport, and the associations were statistically significant at the 0.01 level. The association between Classroom Motivation and Self-disclosure ($r = 0.04, p = 0.55$) was not statistically significant.

Summary of the Results

Analysis of the qualitative data resulted in three themes, namely, student learning experience and teacher influence, teacher content presentation and style variety, and teacher communication roles from the teachers perceptions of instructional communication strategies (teacher behaviors), which were used to construct an instrument used to survey participants in phase two of the study.

Analysis of the quantitative data revealed there were correlations between instructional communication behaviors and (a) Affective Learning, (b) School Motivation and (c) Classroom Motivation. The students' perceptions of teacher evaluation, teacher clarity, teacher relevance, and teacher rapport were associated with student (a) Affective Learning, (b) School Motivation, and (c) Classroom Motivation. Nonverbal Immediacy had a correlation to Affective Learning

and Classroom Motivation, while Self-Disclosure did not correlate with (a) Affective Learning, (b) School Motivation, and (c) Classroom Motivation.

CHAPTER V

Summary, Conclusions, and Discussion

Introduction

The purpose of the study was to identify how secondary English Language Arts teachers described using instructional communication strategies to aid in effective student learning as well as students' perceptions of the impact of instructional communication behaviors on their learning and motivation. The theoretical rationale for the study was based on Shulman's (1986, 1987) design of pedagogical content knowledge with an emphasis on the general pedagogical knowledge and Richmond, Wrench, and Gorham's (2009) instructional communication process. Additionally, grounded theory was employed as a methodological framework because it is concerned with the way people define things, events, and reality in general and can be tied to various aspects of human behavior (teacher behaviors) in particular (Chenitz & Swanson, 1986).

In the study, outstanding and/or award-winning teachers were identified by their principals as those utilizing the best practices defined by Zemelman, Daniels, and Hyde (2012) because studies have shown that the quality of teaching matters. The theoretical rationale for the study was based on Shulman's (1986, 1987) design of pedagogical content knowledge, focusing on the general pedagogical knowledge, along with Richmond, Wrench, and Gorham's (2009) instructional communication process. As pedagogy combines all practices with teaching and principles that have been established by research to inform teaching, having pedagogical content knowledge means having an understanding of how to teach a certain topic and knowledge of techniques and standards needed to do so (Shulman, 1986). Because the instructional communication process affects the instructional environment, having an understanding of what

communication variables (nonverbal immediacy, teacher communicator style) to use and the role they play in instructional communication is essential (Staton, 1989).

Where communication and instruction intersect is an area that needs to be understood in order for teachers to provide quality instruction. McCroskey, Richmond, and McCroskey (2002) argued that quality instruction includes three parts for an instructor in any discipline: (1) content knowledge, (2) pedagogy, and (3) instructional communication. Instructional communication strategies are the connection between the knowledge of a certain content area and the ability to teach that knowledge.

In the study, an exploratory sequential mixed methods inquiry was designed and conducted to collect, analyze, and interpret qualitative and quantitative data to identify instructional communication strategies used by teachers and to examine their potential impact on student learning and motivation. The study was delimited to 11th- and 12th-grade English Language Arts teachers and students. The setting consisted of four high schools in an urban school district in South Texas. The qualitative component (phase one) of the study was guided by the following research questions:

1. Which instructional communication behaviors do secondary education teachers report using intentionally to increase students' learning and motivation?
2. What outcomes related to secondary education will best measure the mixed method emergent qualitative themes?

The quantitative component (phase two) of the study was guided by the following research questions:

1. What types of instructional communication behaviors do secondary students report as being most effective?

2. To what extent are instructional communication behaviors associated with secondary students' (a) affective learning and (b) motivation?

Summary of the Results

The qualitative component of the exploratory sequential mixed methods was utilized for the purpose of gaining an in-depth understanding of English Language Arts secondary education teachers' perceptions and experiences in using instructional communication strategies to facilitate effective student learning and motivate students. This component addressed the research question: Which instructional communication behaviors do secondary education teachers report using intentionally to increase students' learning and motivation? The qualitative findings were used to develop the quantitative survey instrument, the Instructional Communication Strategies Questionnaire (ICSQ), an instrument-development variant for the second phase of the study. The ICSQ addressed the research question: What outcomes related to secondary education will best measure the mixed method emergent qualitative themes?. The data were obtained from five teachers via face-to-face individualized interviews.

The qualitative data resulted in three themes: (1) student learning experience and teacher influence, which included stimulating motivation, coordinating a community of learning, establishing dialogue and organizers, assessing student understanding and nonverbal immediacy, establishing rapport, and the use of self-disclosure; (2) teacher content presentation and style variety, which included motivation, student intellectual gain, and affective learning; and (3) teacher communication roles, which incorporated maintenance of interpersonal relationships, student transformation/initiative, and relevance. The three themes were used to identify what instructional communication scales should be measured in phase two. The ICSQ consisted of a demographic section along with seven instructional communication scales: (1) Affective

Learning (McCroskey, 1994), (2) Nonverbal (McCroskey, Sallinen, Fayor, Richmond, & Barroclough, 1996), (3) Relevance (Frymier & Shulman, 1995), (4) Clarity (Bolkan, 2016), (5) Self-Disclosure (Cayanus & Martin, 2008), (6) Rapport (Frisby & Martin, 2010), and (7) Motivation (Christophel, 1990). The analysis and interpretation of qualitative data suggested that instructional communication strategies do impact student affective learning and motivation.

The non-probability sample for the quantitative component of the study consisted of 252 students who were enrolled in an English Language Arts course with teachers who had been identified as effective and/or award winning by their principals. All students were recruited from four high schools in an urban South Texas school district and in 11th- or 12 grades. The majority of the study participants were female (59.50%), Hispanic (53.60%), in 11th- grade (70.20%), and college-bound (96.40%). The average age was 17.10 years ($SD = 0.75$). The results of the quantitative component of the study showed that Nonverbal Immediacy, Teacher Relevance, Teacher Clarity, and Teacher Rapport were all perceived as being important (effective) instructional communication strategies. The results addressed the research question: What types of instructional communication behaviors do secondary students report as being most effective?. The students' perceptions of the use of these instructional communication strategies were reported by the ways with which their English Language Arts teachers used them in the classroom to facilitate student learning.

The analysis of the quantitative data revealed correlations between instructional communication behaviors and (a) Affective Learning, (b) School Motivation, and (c) Classroom Motivation. The students' perceptions of teacher evaluation, teacher clarity, teacher relevance, and teacher rapport were associated with students' (a) Affective Learning, (b) School Motivation, and (c) Classroom Motivation. Nonverbal Immediacy had a correlation to Affective

Learning and Classroom Motivation, while Self-Disclosure did not correlate with (a) Affective Learning, (b) School Motivation, and (c) Classroom Motivation. These findings relate to the research question: To what extent are instructional communication behaviors associated with secondary students' (a) affective learning and (b) motivation?. Furthermore, the quantitative data indicated students had positive feelings towards the English Language Arts class (Affective Learning) and gave favorable evaluations of their English Language Arts teachers (Teacher Evaluation). Additionally, students were positively motivated when asked about taking their specific English Language Arts class.

Conclusions

The study contributes to existing knowledge concerning instructional communication strategies at the secondary education level. Instructional communication research has focused on post-secondary education. Research in instructional communication on how the teachers see themselves was conducted in the study in order to gain a better understanding and a more holistic picture of what is happening in English Language Arts classes at the secondary level. A better understanding of “instructional communication research, which has demonstrated strong correlations between affective learning and a range of teacher communication variables,” (Webster, Mîndrilă, & Weaver, 2013, p. 80) is needed for teachers to be effective in the classroom.

In the current study, the use of instructional communication strategies positively impacted student learning and motivation. Teachers in 11th- and 12th-grades English Language Arts identified what they considered “the most important” instructional communication strategies that are purposefully used in their classrooms. As a result, the development of an instrument (ICSQ) based on the themes that emerged from the qualitative component of the study measured

seven constructs of instructional communication (teacher behaviors).

The respondents were all effective or award-winning successful teachers who employed these instructional communication strategies. The teachers were able to share their positive experiences even though they did not always have an official label for each strategy. The respondents provided examples of how to implement the use of instructional communication strategies in the classroom and explained how they believed they contributed to student success.

The quantitative results demonstrated that the use of certain instructional communication strategies—Nonverbal Immediacy, Teacher Clarity, Teacher Rapport, and Teacher Relevance—created positive feelings or associations with Affective Learning and Motivation. Overall, the findings affirm that use of instructional communication strategies in the 11th- and 12th-grade English Language Arts class is beneficial to students learning and motivation.

Discussion

The review of literature described the specific communication behaviors that teachers use and the knowledge of a subject matter (general pedagogical knowledge) that is connected by instructional communication. Nussbaum and Friedrich (2005) suggested, “both communication education research and instructional communication research are necessary and complementary contributions to understanding the role of communication in educational settings” (p. 583). The study’s methodological framework, grounded theory, is a powerful tool for education professionals because it offers a deeper understanding of a phenomenon, specifically, the influence of teaching methods and knowledge on student learning, success, and motivation. Pedagogy is the study of teaching and teaching methods. Instructional communication strategies fall into both categories: they are the how in teaching and the ways by which teachers utilize certain techniques and principles to achieve student success.

Shulman (1986, 1987) described pedagogical content knowledge as having two domains: subject and general. The respondents in the study articulated general pedagogical knowledge in their classrooms. Pedagogical content knowledge is demonstrated in the way teachers implement knowledge of subject-specific content in order to maximize student learning. General pedagogical knowledge demonstrates how teachers manage their classrooms, teaching and learning techniques, principles, and general content knowledge about learners. The interviewees for the qualitative component of the study used the instructional communication process (Richmond, Wrench, & Gorham, 2009) to provide quality instruction to their students, including general pedagogical knowledge. Each respondent demonstrated selection of what she wanted for her students to learn (learning objectives/content), chose certain instructional communication strategies to best help her students learn, decided how success in student learning would be determined, and identified how student progress would be communicated (evaluation/feedback).

The study's qualitative findings are consistent with previous case study research conducted at the secondary education level on English Language Arts teachers' use of specific instructional practices to increase student opportunities (Agee, 1998; Kleinfeld, 1992; Langer, 2001). The teachers articulated their use of what they considered important teacher strategies (instructional communication strategies) to support student learning and motivation. This aligned with Zemelman, Daniels, and Hyde's (2012) 11 characteristics of the best practice principles for highly effective teaching and learning. Respondents shared many examples of student-centered, cognitive, and interactive principles that were implemented with the use of instructional communication strategies. One example, as evident in existing research, is the teacher-student relationship as an interpersonal one (Frisby & Martin, 2010). Jorgenson (1992) stated that rapport is relationship-centered in representing what is a mature interpersonal

relationship. Teacher Rapport allows for two dimensions: an enjoyable interaction and a personal connection (Gremier & Gwinner, 2000).

There was also support in the literature for the quantitative results. For example, a student attaching positive value to course content and teacher evaluation demonstrates Affective Learning (McCroskey, 1994). The positive value may develop as a result of teacher behaviors. Overall, research shows that a positive interpersonal teacher-student relationship and classroom experience should positively influence Affective Learning (Frisby & Martin, 2010). Other scholars have investigated the influence of teacher behaviors and found that they have been positively related to affective learning (Andersen, 1979; Witt & Wheelless, 2001).

The teachers concurred that students attach positive feelings toward their English Language Arts course content, along with their teacher, which is the definition of Affective Learning. Teacher Nonverbal Immediacy is another example of teacher behaviors that have a positive impact on students' motivation. The teacher acts as a classroom manager, utilizing immediacy behaviors to motivate students. Research by Frymier (1994) described the positive impact of teacher immediacy on student motivation occurring because immediacy helps improve satisfaction, increase attention, and build student confidence. Teacher Relevance is described as a contribution to the connection between content and a student's goals and interests.

The construct of motivation has been studied widely in education and communication research. Motivation has been defined as the satisfaction of needs, existing as a state and as a trait (Maslow, 1962; Keller 1983). State motivation refers to the students' motivation toward a certain class, in the study, their English Language Arts class (Brophy, 1983). The importance of teacher clarity, as it contributes to student learning, has been of great importance (Rosenshine & Furst, 1971). Defining what it means to be a "clear" teacher has been difficult for researchers.

Bolkan's (2017) categories of clarity include structure of a message, disfluency (vagueness, concrete or worked examples, explanations), interaction (assess student learning/student comprehension), and working memory overload and pacing (ensure students can keep up with content and comprehend the lessons).

The literature on self-disclosure states that when teachers and students are engaged, their life experiences are incorporated in the class discussions (Cayanus, Martin, & Goodboy 2009). More engagement means more motivation. In the classroom, teachers often share a story to help students with the content they are learning, which leads to an increase in participation and affective learning. Research on self-disclosure found that the three dimensions—amount, relevance, and negativity—in the classroom setting positively relate to affective learning. However, in the present study, students neither agreed nor disagreed with the teachers' use of self-disclosure in the classroom. This provides an opportunity to conduct further research studies in instructional communication and secondary education. Self-disclosure is a vital variable in instructional communication at the post-secondary education level. In fact, it is one of the main strategies professors use to increase affective learning and motivation. Self-disclosure is stressed as a necessary variable at the college level. Previous research on self-disclosure at the post-secondary level shows teachers establish credibility by effectively utilizing this variable (Myers et al., 2009). The present study found that it was not of equal importance in secondary education, suggesting secondary education students have needs different from those of college students.

Implications

The findings of the study offered important support for teachers at the secondary level to continue with their practice of incorporating instructional communication strategies in their

classrooms. The teachers shared how the use of instructional communication strategies impacted student learning experiences as well as the teacher's influence, stating that motivating students aids in students' achievement in both personal and career goals. Having open communication with parents, counselors, principals, and other teachers plays a large role in students' success and is essential. In terms of motivation, students were positively motivated when they described taking high school classes in general and even more positively motivated when they talked about their specific English Language Arts class. The use of Self-Disclosure makes the teacher more relatable to the students and can improve the student learning experience. The ways in which teachers incorporate teaching methods and strategies to increase student learning and motivation include lecturing, facilitating and coordinating, supervising research, using group collaboration/cooperative learning, re-teaching, teaching adaptations, step-by-step teaching, emphasizing content knowledge, and mentoring new/incoming teachers. All of these require the establishment of dialogue to ensure success for students. Although self-disclosure has been shown to increase credibility, motivation, and learning in higher education, the present study determined it had no impact at the secondary education level. For students, self-disclosure was not identified as an important instructional communication strategy. Participants neither agreed nor disagreed with teachers' use of self-disclosure in the classroom.

Teacher Clarity was a consistent instructional communication strategy that teachers suggested. This involves the use of effective planning, criteria, course information/description, focus, descriptive course assignments, rubrics, objectives, rules, reviews, adaptations to schedule, teaching/learning styles, student roles, and conveying expectations to students. Teacher clarity enables the teacher to influence students in a positive manner. To ensure and assess student understanding, respondents engaged their students in discussion, quizzes, and feedback;

tested students' knowledge; questioned students; required class participation; made sure students were making connections to course content; determined that students were prepared, provided individualized instruction and feedback, enjoyed the "ah ha" moments, shared student opinions, and elicited examples of student work. Clarity is a critical component in student learning experience and in the area of teacher influence. As the quantitative data indicated, students felt that the incorporation of certain instructional communication strategies impacted their motivation and affective learning. Teachers' use of clarity in the classroom (Teacher Clarity) was recognized as an important variable.

Utilizing Nonverbal Immediacy was another instructional communication strategy that was common among the teachers. Within the area of nonverbal communication, the teachers shared powerful behaviors that could impact student learning and motivation: "the look," the use of gestures, proximity, listening, or even smiling. The nonverbal communication may create a positive connection between students and teachers, leading to stronger interpersonal relationships. The students acknowledged a strong positive presence of their teachers' use of Nonverbal Immediacy and its positive influence on learning.

Building Teacher Rapport can be instrumental in providing students with a road to success. Rapport can be established through caring, employing interpersonal maintenance, holding student conferences, complimenting students, providing constructive feedback, helping students learn, future course preparation, individualized instruction, listening to students opinions, individualized success, encouragement, and positive affirmations. Maintaining interpersonal relationships is a fundamental part of student learning and motivation. Having good rapport with the teacher (Teacher Rapport) is an instructional communication strategy that was endorsed by the students.

Teacher Relevance is another instructional communication strategy that emerged from the qualitative data. Motivating students through the use of peer collaboration, reflection, and presentation of the content through the students' own viewpoints greatly improves student learning. This allows for students' intellectual gain, success, achieving learning objectives, meeting class and personal goals, and making contributions to discussions. Teachers have the heavy responsibility of determining what is relevant for their classrooms so students can be successful. They must then effectively communicate to students the importance of the class and college and test preparation. How teachers connect the course and its content to the students (Teacher Relevance) was recognized by the students as an essential instructional communication strategy.

The teachers shared examples of the role of Affective Learning in their classrooms. This involved showing concern for student learning, asking personal questions, sharing interests, and using humor. These activities all pointed to the importance of teacher communication in facilitating student transformation and initiative. The qualitative results suggested students had positive feelings towards the English Language Arts class in terms of Affective Learning.

The quantitative results documented connections between Affective Learning and (1) Teacher Evaluation, (2) Nonverbal Immediacy, (3) Teacher Relevance, (4) Teacher Clarity, and (5) Teacher Rapport. Both school and classroom motivation showed associations with (1) Teacher Evaluation, (2) Teacher Relevance, (3) Teacher Clarity, and (4) Teacher Rapport. The results for Classroom Motivation showed a positive association with Nonverbal Immediacy, but School Motivation did not have an association with Nonverbal Immediacy. There was no association between Affective Learning, School Motivation, and Classroom Motivation with Self-Disclosure. When the instructional communication strategies of Teacher Clarity, Teacher

Rapport, Teacher Relevance, and Nonverbal Immediacy are present, Affective Learning and Classroom Motivation are more likely to increase.

Future Research Recommendations

The study offered opportunities for further studies in that (1) it was delimited to 11th- and 12th-grade English Language Arts students in an urban South Texas school district, (2) external validity was limited to participants, and (3) the interviewees were a non-probability sample of 11th- and 12th-grade teachers in four urban South Texas school district high schools. In order to add to the study's generalizability, the researcher suggests the following: (1) researching how instructors can enhance their use of instructional strategies to improve their own teacher behaviors in relation to students achieving the learning outcomes, (2) exploration into the future implementation of instructional communication strategies in teacher preparation programs at the secondary level, (3) examining the use of instructional communication strategies at the secondary level in other disciplines, (4) assessing the potential impact of self-disclosure on students in different grade levels or at-risk students in secondary education, and (5) considering the impact of instructional communication strategies for schools outside of Texas.

Final Remarks

As an instructor of communication at the post-secondary level, I have seen first hand the impact communication can have in a classroom setting. Nyquist and Booth (1977) stated, "preparing prospective teachers to assume the communication task demanded by today's educational environments requires a systematic analysis of what those tasks are and development of the necessary competencies" (p. 13). This statement still holds true today as the educational environment has grown and changed, and preparing teachers should as well. The study was conducted because the researcher had a desire to assess and document teachers' use of

instructional communication strategies, and students' perceptions of usefulness of the strategies and their potential impact on learning and motivation. Malkowski (2007) noted "instructional communication research has been aimed at offering practical advice for improving communication between a teacher and her or his students" (p. 3). Ultimately, this inquiry was driven by a desire to enhance the communication between teachers and students in an attempt to facilitate learning. Additional motivation stemmed from the need to add to the existing body of knowledge on the subject of instructional communication with regard to reflection from the instructors' perspective as well as contributing new information to the field at the secondary education level.

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APPENDIX A
INTERVIEW GUIDE

DEMOGRAPHIC QUESTIONNAIRE
Instructional Communication in Secondary Education

Please take a few minutes to answer the following questions:

Male _____ Female _____ Transgender _____

Age _____

Degrees earned

Ethnicity _____

Total number of years teaching in secondary education _____

What grade level(s) do you teach? _____

Do you plan to continue teaching this grade level? Yes No Undecided

I give my permission for the researcher to audiotape this interview. Yes No

For researcher use only:

Interview #: _____

Interviewer (Initials): _____

INTERVIEW PROTOCOL
Instructional Communication in Secondary Education

First, I want to take you through the informed consent form and procedures for this study so that you clearly understand your rights today. Let's do that first.

Now I would like for you to take a look at the slip of paper I have given you. On this paper, you will find a series of demographic questions. Please take a few minutes to discreetly answer these questions.

[If permission is granted, begin audio recording here.]

I am from the Department of Educational Leadership, Curriculum, and Instruction at Texas A&M University-Corpus Christi and I will be your interviewer today. I am working on a research project (dissertation) that focuses on the communication that occurs between teachers and students as it pertains to instruction; specifically, those communicative behaviors that you purposefully use in your classroom. To participate in this interview, you must: (A) be at least 18 years of age, (B) have been recommended by your principal or recognized as an award winning teacher (C) teach 11th or 12th grade and (D) you must have at least 3 years of experience. Does this describe you?

[If participant says yes, proceed. If participant says no, inquire on the aspect that does not describe them. If they do not meet the criteria for the study, inform them that they do not meet the criteria and thank them for volunteering to participate.]

I would like to begin by asking you some questions about your experience with instructional communication in your classroom. I know that students have different learning styles as well as motivation for learning, but I just want to understand your experience/perception with instructional communication and the ways in which you use them in your classroom. Although you likely teach several courses, what will help me is if you can choose one specific course to reflect on today.

1. Please share a little background information on the course that you will be focusing on today.

What course do you teach? Name?

In what semester (Fall or Spring) and year did you teach this course [i.e., Fall 2010]?

What grade level is this course for?

Were there required texts/textbooks?

How often do you teach this course?

Is it the most recent course you have taught?

2. Please describe what you do when you first walk in to the class?

How do you set this class up?

Do you use technology for this class?

What specific types of assignments were required in this course?

What are the students doing?

3. Share with me how you present the content to your students. What teaching methods do you use most frequently? (lecture, discussion, projects, research, daily puzzles, etc.)

How did you develop this/come up with this?

Can you describe a favorite lesson and how you teach it?

What are the students doing in this lesson?

4. What are some things you do or say to help your students learn?

Discuss your experience or interest working with struggling learners?

How do you encourage them?

How do you help students experience success?

How do you individualize instruction for students?

How would you challenge a slow learner and a fast learner in the same class?

5. Describe the ways that you provide feedback to your students?

Feedback timing?

How much feedback (amount)?

Written, oral, demonstrations, etc.?

Focus of the feedback (task, processing of the task, self-regulation, self as a person)?

Comparison, function, valence?

6. Share an experience where you felt that a student had the “ah ha” moment in regards to learning the content? What did the student do/say? How did you react?

In what ways did you try to replicate that for others?

Is that something you refer to or let others know about (having that moment)?

7. When communicating with a student what are some things you do nonverbally?

8. What are some things that you do or say specifically to show students you care?

Where does this communication take place? In class, outside of class, in email, etc.

9. What are some methods, if any, that you use to keep students motivated or motivate them?

How do you get students to learn?

How do you feel this impacts student success?

How do you feel this impacts student learning?

What do you think the best approach is for empowering students?

10. Describe a time when you dealt with a difficult student and felt good about the outcome?

11. List and describe three teaching strategies you use in this class and how you use them?

12. What experiences do you believe have contributed to your success as a recognized teacher?

13. Is there anything else about instructional communication in this course that you would like to share?

14. Is there anything you would like to add, any other thoughts to share?

APPENDIX B
TRANSCRIPTS

J: I am from the College of Education and Human Development at [Texas A&M University-Corpus Christi] and I will be your interviewer today. I am working on a research project (dissertation) that focuses on the communication that occurs between teachers and students as it pertains to instruction; specifically, those communicative behaviors that you purposefully use in your classroom. To participate in this interview, you must: (A) be at least 18 years of age, (B) have been recommended by your principal or recognized as an award winning teacher (C) teach 11th or 12th grade and

P1: Yes 11th grade and some 12th grade for IB

J: (D) you must have at least 3 years of experience. Does this describe you?

P1: 21 years

J: I would like to begin by asking you some questions about your experience with instructional communication in your classroom. I know that students have different learning styles as well as motivation for learning, but I just want to understand your experience/perception with instructional communication and the ways in which you use them in your classroom. Although you likely teach several courses, what will help me is if you can choose one specific course to reflect on today.

J: Do you teach the same course(s)?

P1: I teach advanced placement and international baccalaureate (IB)

J: Ok so can we focus on one of those courses?

P1: IB is my main focus but I also have been teaching AP more but now IB is my focus.

J: Ok so we will focus on that, please share a little bit of background information on that course, you mentioned it is your focus now, so how long? Is this the first year?

P1: No, since 2011 and it's been going on pretty well our first cohort that graduated was 2013. So it has been more than 5 years and it was introduced into the high school uh later because it is taught in the elementary school and then the middle school and then high school and it came through the GT program however there was you know um a reflection you know on how it was cheating and international baccalaureate doesn't want it to be cheating wants everyone to come into it so now kids can test into it and if they pass the test, the test basically they write an essay and they have to be passing the state level or the IOWA test if they come in from a private school. They take the test and they come in and they go through 9th and 10th grade in the high school which is the middle years program uh middle years program is actually begins in the 6th grade. So 6th-10th is middle years which is the time skill development happens. Then 11th and 12th that is the real program for getting the diploma and that's what I teach. I teach the 11th grade by colleague teaches the 12th grade.

J: Do you teach it both fall and spring?

P1: Yes both fall and spring because the English program is divided into four areas, part one through part four and I teach part one and four and she teaches two and three. English is the only one here that is divided like this because English also has the most assessments oral and written, both so it is difficult for one teacher to do both and it is good for the kids also to have a change you know. The thing I like about international baccalaureate it is pretty time consuming but at the same time it has rigor in it but it's like you know checks and balances like if you have there is an oral component which takes care of certain students who are able to speak but at the same time it allows for kids who are not very good at speaking to come out and communicate because they have to communicate there is no way out they have to communicate and they learn skills for their real lives that's what I like about this and the writing component is mostly literary analysis but it is analysis the analysis part is good for the college so they are forced into it plus it also involves research.

J: What are the required textbooks?

P1: We create a syllabus out of what the IB has, IB has a selection of authors given to us and we select from that but if we have 11 texts to teach through two years but it has to be balanced between male and female you know, you can't just have all female or all male. So every two years we change the syllabus and uh I make the syllabus most of the time for both years but we have to have poetry we have to have drama we can we have to have non-fiction in the senior year and fiction. The course I teach I like because one is literature in translation so because we have to look at all the continents in the world because it is international baccalaureate we look at the international aspect so when we created the syllabus we talked about our one main question we had to have a thematic element in it. The syllabus creation itself was very important to the program. The syllabus is created thus by looking at the population of our school who we are going to teach and we do have 80% Hispanic you know but the IB program itself is quite mixed you know we did have a high level of Anglo students at the beginning but now it is changing

J: Because you are now allowing students to test

P1: all students can, so it has become neutralized so we have a mix of Asian kids, we have Hispanic kids, and we have the Anglo kids and we also have African American kids which who have done successfully in the class but they are all individually different also the IB has some very strict assessments that we have to follow but in the assessments like the oral assessments students are given the choice to select their own topic with approved by the teacher and then they work independently on it and they present it that is after the reading of the text so this year we had Jane Austin's because we are following the century so I had 19th Century 20th Century like that so I had Jane Austin and I did Hemingway's Old Man in the Sea and because I could not find something to change I decided to do Ibsen's Doll House in part one not part one part four that is also component to Philips study so students have to view after reading they have to view the film and they write an essay for me but it has to be from the cinematic angle because cinema itself is a text so they are taught to do that and then of course they write essays for me in the end the oral assessment is to select one work from the three works that they have read and they select something they want to talk about which is mostly literary by nature, however it can be cultural, related to the author and they have to tie everything based on the rubric that IB gives so I grade it but it is moderated by IB. We may give the grade it is internal assessment but they finally put the

grade in after the senior year oral assessment also it is put together, 15 percent this year and 15 percent next year so it is put and we have to put the grades together it is tough. It's tough for teachers too but the good thing about it is that students despite their hesitations and all that they do ultimately come and speak for 10-15 minutes in front of the class because that is the biggest problem they have standing in front of even if they are their peers some of them are afraid of talking in front of their peers but some do fantastic/phenomenal job and some is in the middle average grade out of 30 this year is mostly 12 or 14 and we have to be very good with sticking to the rubric that is up to us otherwise we get remarks sent by the IB.

J: Can you tell me on a typical day how you set up the class?

P1: Kids generally have to read and come, I don't read, I mean I do read at the beginning of the year but they are given reading and they have to come and then I start questioning. I give a background before I start, I give a background about the author and I tell the kids that they have to research if it is 19th century research the time and find out what you have to find out. You should be ready with the background and fill in whatever I have to fill in. Students mostly have problems with reading 19th century texts especially the English texts they are not used to reading so much so that is a big roadblock for them. They also have a problem with literature and translation because students in this area are not culturally so informed and when I do works from outside the country for them to get into that mindset takes a long time cause they just can not understand why would this happen because they see everything from their cultural set up and that takes a while for them to like the book or anything. Most of them will agree more to like I do have a Latin American work, I'll be doing *In Time of Cholera* with them and I'll do a Polish work which I'll be doing that one and Polish is probably more close to them and probably because it has something to do with second world war as well that would probably interest them more and I am doing now a work from India which I have never done before. That would expose them to the Asian part of it so I do one from Asia, I've been doing one from Africa, so this year I chose Asia and of course in Europe I chose one from Poland because culturally it is still very different and then Latin America I always have because of the Hispanic population I always cover that and the part four I had one by Ibsen which is *A Doll's House* you know Norway part of Norway but it had to do with 19th century again and Jane Austen again 19th century.

Hemingway's work again was very well received which was the first time kids really liked it and partially because culturally it is closer to them in the sense it is Hemingway but still it is Cuba but they accepted it very well and this is across boys and girls. Sometimes we worry because you know some boys they don't accept works by Jane Austin but then there are girls who like Jane Austin now Hemingway is something I was not expecting even the girls to like. It is mostly about fishing but then I was surprised that they liked it probably because of maybe the teaching method, initially they didn't like it they said I don't get it but they said when I started talking to them and when they got to know what they background and they got into more literature understanding the character Santiago that's when they said that they started seeing things more visually and most of the students are visual learners.

J: Do you use technology for this class?

P1: Yes, a smart board. Well in part four they have the Philips study so they have to watch it but otherwise I start with showing the map where the place is and pictures of the authors, 19th century set up, which helps, I do a PowerPoint for Jane Austin and for Ibsen again I show the area where it is because by the time I come to the third book they know how I, they know what is going to happen. They are so used to doing that with the first two they are already ahead. They already got ahead and read and when film happens everything just folds over and falls into place quickly.

J: You talked about the assignments a little bit, how many assignments are there?

P1: For every novel, every work they read I give them a timed writing and then they do written essays for me for the cinema part of it, they will do three essays for me. So total of like 6 essays in one semester they do that plus their final assessment, which they have to speak, and they are recorded for it. Then in the spring when I do the part one they will have a very totally different set up but they will have an interactive oral, their I do a panel discussion we discuss everything at the end of this month I am going to have a panel discussion I will set up I will give roles. One will be a moderator and one will speak about that and they get the topics and they speak about it

because they have to be thorough with the texts. They have to be thorough and I am just a facilitator.

J: What other teaching methods do you use, how do you set up the class, you facilitate as your main method?

P1: Yes because the thing is the question for them comes from IB. I have to follow what the IB says however with that questions what I do to make it easier for the students because I have more students I have to break it up into different groups so to each group gets like one will talk about the cultural associations, one will talk about the political underpinnings in the work, and one will do the literary analysis of it. That and the character analysis comes in and how it weaves in together so if we have a class of 29 now that class it is difficult for me to break up everything so I do the panel discussion and there is an audience that listens to it. The audience can ask questions of the panel so everybody is participating. So I may have like three such panel discussions one class is just 14 students so I may just have like one or two. Another one, which is first period, is big so I may have another two but the thing is everybody has to participate. Everybody has to speak, everybody has to have a question that is very important because that is the only way I know that they have read the work and are able to critically look at the work for the next assignment they have to do which is a reflective statement so after the interactive oral we go to the computer lab and they get only one class period, they have their notes, they can take their notes and all that and they type out what they learned from the interactive oral because every student comes with a perspective which the other one did not know so they have to talk about this is what I understood about I mean basically that is from the IB that is an assignment for the students to understand the text better from a cultural and contextual point of view. Culture and context they are very important so that is from the IB. After the reflective statement we come back to the class next day then I give them a supervised writing which is again from the IB the question, I create the prompts most of the prompts are literary analysis because ultimately they have to write an exam for me at the end of the semester a 1500 word essay. That is literary analysis the supervise write is a timed writing they can select a prompt, I have noticed over the years if I give two or three prompts kids get distracted so what I do is I narrow it down to two or one. They write on that prompt for 50 minutes they will do the same for the next work, for three

works at the end of all this, because this is a thing that is happening on a monthly basis end of every month then by April they will select one of the works they want to write about like this is one I've been very close to it is up to the student to decide and they have to create a thesis statement as to what is it that they want but again the thesis statement whatever topic they want to create prompt comes from the, IB calls it the germ of an idea they get it from the supervised write and there again I read it I tell them this will not work or this will work you know and I give them a format where they have an outline where they have a thesis statement, they show me what evidence do you have and they have to present it to me and if it is feasible I will say yes it is feasible. If not I will say maybe you should look at this way or this way, it's like a proposal they have to do that and once they are done when everyone is done with that then we go to the lab again for a week and they start typing the first 800 words and then they are on their own. Once I know they have done up to 800 words I say know you have to type on your own and I read it once, I can not edit it I can just give comments and tell them that you are not going in this direction, you're not going in this direction. There are several students who are not able to write. They have a mental block and even in the timed writing so when that happens I give them time of course for the students to write when they are more comfortable. That is one of my ways of doing it and then some kids are absent so of course they can come back and write it because supervised write you can't write it a second time however because it is supervised some kids don't pass it because it is on a rubric, there is a rubric for it which IB gives. They have already been practicing the rubric in the fall semester so then when they come into the spring semester they are already used to writing in that rubric so when they come in I tell them I do holistic grading, I will take one component of the rubric it's like b, c, d, the reflective statement is a. I'll say this one I will double the points so every time they have three attempts, so every time, there was a time when I used to make them write two essays for one work but now with lack of time I have noticed that over the years the students reading abilities have actually gone down, I give them one and it's not use making them write two essays because they get more conflicted in their mind about what to do so they write it and I do the holistic grading and I tell them what I tell them what is missing and if there is some student who has really written well I tell the student to read it to the class as an example ok this is the way you have to write because one of the things these students have to understand in literary analysis is that they have to know the text very well at the same time they have to incorporate all of the literary devices because that is what they look

for, IB looks for that so I am looking at it from the point of view of the exam that they have to take their senior year, I am preparing them from that point of it. 21:13

J: What are some things you do or say to help the students learn?

P1: Of course they have time with me, tutoring, extra time, parental contact is very important in this because IB is extremely rigorous and its not just my class they are taking other classes as well and then in the spring semester juniors take the theory of knowledge class so whatever we learn here the basic concepts about basically philosophy actually that goes into theory of knowledge as well, how you live in the world, what happens, how do you react to situations around you. All that comes from literature and history and then it goes into theory of knowledge but theory of knowledge is connected to all the subjects so that is a very important component.

J: How would you challenge a slow learner and a fast learner in the same class?

P1: One of the things I do is I change my pace of instruction 22:23 to accommodate the slow learner and I will question but I will question in a way that the time frame, if supposing I have given one explanation I will question immediately I won't wait until the end of the period to question that student because sometimes it is retention. So I mean some of the brightest kids have ADD or ADHD they just forget so they have to be reminded so if I ask the question right then its ok then I have kids who have no problems and want to talk and I say no settle down I will ask the student who is afraid to speak but still wants to speak. Give them the chance to speak and then I will also give the chance to one who really wants to speak. So that they don't feel like you know oh she didn't ask me. There are some very quiet students too, I give, I tell them I grade it as an assignment as a participation grade but I can't put it as a participation grade but we do it as discussion, class discussion grade for this particular work or these many chapters so everybody is allowed they have to speak otherwise cause grades do matter to them.

J: On the topic of grades, describe the ways that you provide feedback to your students?
Timeframe?

P1: Yeah generally when they take an essay I need at least one week to grade those essays and then what I do is I give a general feedback to the class but I write on the sheet that I have put and I call one by one and I tell them this is what is missing. Time is very limited for them as well as for me so I say morning time come for a conference and I give like two-three minutes of conference and tell them what is wrong in their writing. That is what I have been doing in the fall semester and once that is corrected they know that the next time they have to keep track of that what is missing and why the grade was taken away. Conferences do help students who are very shy and they don't want like you know to talk about like they don't want their paper to be talked about in class and all that so I give general statements. I say I've read all of your papers and these are the weaknesses that I have found and I write it in their assignment I am not supposed to write, in supervised write, I am not supposed to write so I have a sheet on top with the rubric I put my points 1,2,3, right there and tell them that these were the points that were missing in which you need to look at and plus the rubric is all there. I tell them this is what is missing from your paper and you have to look at this aspect of it.

J: They see the rubric, they know what is expected?

P1: Yes. They are well aware of the rubric and it goes with the AP also I give them the rubric.

J: Share an experience where you felt a student had the "ah ha" moment in regards to learning the content?

P1: Several (laughing/smiling), well just yesterday it happened. Many a time a text is very difficult for them to grasp. It goes on and on, they don't get it what is this and they get angry and all that but then comes a turning point in the text itself or in my explanation when I explain it to them like we are doing Red Oleanders The Rabbit of Monte gore right now and the kids it's about capitalism so the moment it was about capitalism one of them just bust out "oh my god this man is against progress and this and that" I said that's because you have not put it in the context of the time. That is why you are seeing it. This is a time when the British ruled India, 1923/24 and he is talking about the damage the British were doing to the land with this capitalist venture, he said oh I didn't think about that, now things fall in perspective for me and since it is an

analogy, imaginary town he has created because he can not write directly so because it is an imaginary town and the names are all new names for them they get all the more like what is this. There is one female protagonist and they don't understand why she keeps roaming around and the other people are all working but there came a point when the, there is a king who is hiding behind this big screen that is where the students understood yesterday what exactly was happening that Anthony was the fresh air that was coming into this dark town fearless, questioning even the king and they come to know why the king as hidden behind the screen, because there is one whole passage that talks about it and when I explain that they say OK so that is what is happening now I understand what is happening so they having these moments it could be a vocabulary word sometimes they get stuck with words which they have a different contextual understanding of that word. They just have the you know dictionary meaning they are not looking at the connotative meaning or the contextual meaning and that has to do with critical reading so if I point that out to them and I do it as a quiz like there might be some who have got the meaning but I say no does it fit in there so when I do it as a quiz it is like an "ah ha" moment for them "ah ok now I understand" and the best part is that some students, you know these kids are taking SATs and PSATs too what they do is whatever is done in the class they see the review too see now what we have to do in our SAT as well.

J: When communicating with your students what are some things you do nonverbally?

P1: Well I can just look, I can just make them silent in class, and they will all be like what happened to her. Why is she not talking?

J: And just give them that...

P1: I'm waiting for you to come sit down because they are all busy with their phones and talking to each other and something exciting or the snap chat or this thing and I just sit quietly because my rule is you are not supposed to have phones when I am having a discussion and they are busy. If I don't talk at all I just sit there you hear whispers SHHH she is expecting us to be quiet. Or you know I joke around a lot. I use a lot of sarcasm but this year I don't think I have done it but when I do use sarcasm or when I use some the kids actually like it they like it they say oh ok

you know with all the double-edged and with puns and everything they like my talk like that. I use metaphorical talks, they like that. I joke around a bit to engage the students. The other thing is I do have a lot of athletes in my class so talking about sports does get them engaged. I also have an actor in my class who is constantly out for his things so that is an interesting aspect so if I talk to them about what they are doing other than the classroom, cheerleading or anything that really helps and they want to know about me so what did you do as a student and what sports did you play so that helps them connect with me I think one of the reasons I have been successful as a teacher even though I am a foreigner teaching English here has been because I have a good relationship with my students.

J: What you described ties into my next question, what are some things you do or say specifically to show students that you care?

P1: One of the things is I may talk a lot as I am teaching but I do keep an eye on students as well and if there is a problem like during the presentation I am supposed to ask them questions at the end so this girl had everything ready she had her topic ready and she gave a good presentation and the word she used for the topic that she used at the beginning feminism did not come up in her presentation at all. I asked her to go back to her first slide and then I asked her to define feminism to me, she broke down, poor thing, that was not my intention, I wanted to point out to her that if you put it as your title how come you did not relate it because she wanted to use because it is Jane Austin and she didn't want to use feminism because feminism really wasn't there as such but she used it because she did the Doll's House and she was transferring so I said you have to be careful when you title something and you are talking about something else. So it was not my intention to hurt you my intention was to instruct you and if you are actually giving a public presentation and you go about it there will be someone who will question you like this. They will nit pick you on that and then she came and said Ms. Judy I am really sorry now I understand why you asked me that question and it was foolish of me to have not connected what I said in my title to my, I just assumed, I said you know assumptions can not help the audience. You may assume it but the audience sees it differently.

J: What are some methods, if any, that you use to keep students motivated or how do you motivate them?

P1: Once in a while I do get angry at them. (Laughing) I lose my patience too but when I lose my patience they get very upset at least IB cohort even my AP kids. But motivation of course I do feel extrinsic motivation never helps though it gives like it helps them temporarily to do the work but they have to be motivated intrinsically. That you are doing this for a specific reason cause these days kids most of these kids want everything fast like this (snapping) like this, it has to come and the kids I teach are coming from big families here, they are children of doctors and lawyers and they are also enabled a lot. Babied. I keep telling them this is not going to help them in college. One of the ways I motivate them is that I give them chances to improve because I tell them in advance that if you don't do well on this I will give you another chance to improve so they feel quite relaxed so they feel that if it is not good that means I can do it. I have given them extra credit if they have turned in their work before time I give them that, that is a motivation for them, oh wow I am getting extra credit. Not that it would be something I would give hundreds of points on, I don't do that. I have you know if their library dues are all clear that is a motivation for them ok I need to clear my library dues because that is a civic duty, which they have to learn to follow, and the librarian is also happy with that. Generally, humor really motivates them. Challenges motivate them. Getting them to come up onto the board and doing things motivates them, those are things, which they are participating. The other thing is because kids don't read in my other classes I let them chose their own book to read. That helps them, motivation. In IB classes I have not had that much of a problem but there are some kids who are not. Calling parents, having communication with the parents is very important. It is extremely important and I think that has been a very important factor in motivation, getting kids motivated. Most of the time when kids enter my class they come with such happiness like you know cause apparently my reputation precedes me so they are like oh we are going to Ms. Judy's class and this and that and we are going to learn and they are happy because I don't know if it is my instruction but they say it is my instruction they do gripe a lot about work in my class but I have reduced it a lot just to be more of quality now than quantity. So whatever they write they write with understanding and they do better. So that itself motivates them, ok its not like 30 dialectical journals I just have to do six and I have to focus on these things that is a motivation. Well when we do our Philip's

studies I am there and sometimes there is food I allow them to relax and I joke around. They just feel that yes we have to do this work, it comes automatically to them and also it shows that I care for them I wait until a parent comes, I wait until the parents come, there are kids who don't have their own vehicles and the parents have to come and pick them up so I wait and they feel that she really cares and that caring itself brings about a feeling in the student. That's building relationships.

J: Describe a time when you dealt with a difficult student and felt good about the outcome?

P1: Oh this year has been a very strange year, not much, difficult students have been in my other classes there are some difficult students but I know that many teachers have problems with classroom behavior here I am fortunate, I don't and I think the reason is in the first few weeks I put everything in order. The first thing I do is that I have certain rules in my class and you follow it. That's it! I am consistent with it, so they know that they are not supposed to do this in my class and they automatically fall into line and if they do do something wrong I am quick to email the parent and make that parent aware that this happened in the class and because I am known not to write and referrals. Sending kids to the, I don't do such things because I don't think it makes any sense getting them out of the class I'd rather, maybe I will tell the principal or the counselor and the principal deals with it. This recently happened in another class where the kid was not turning in work and said that I did turn in the work and I said no you have not. It turned into a nasty turn of events but I emailed the parent. He was upset oh you said you hated me, I said no I don't hate you I am just angry that you did not turn in the work and lied on top of it. Finally, I told the principal and he went crying to the principal and the parents told the principal. I said do you want to hear my side of the story too or are you just going to hear his side of the story just hear my side of the story as well so I told them this is the reason so she had a talk and then the next day the work was here. I have not had to tackle with behavioral problems most of the behavioral problems are solved when I talk to parents. That why I am saying I think I am blessed I think I am much blessed.

J: Can you list and describe three teaching strategies you use in this class and how you use them?

P1: Well I always lecture for the first 20 minutes then the next 20 minutes goes into just talking about what was taught and that is discussion more. It is done such that it might go for like a week or so before I go back to what was done at the first of the class. Lecture for me is very important although it is an outdated way but I think it helps me to break the ice with the students and also to know who has read. It gives me an idea as to who has read so if they have not read they have to be motivated to read. I have to force them to read by questioning so the second next 20 minutes goes into questioning although the expectation is that they have to come in read. Always I tell them to read and come up so I keep ask them what their perspective is of the work they have read 20 pages ok read 20 pages or 5 chapters they read and come and some of them have read much ahead and I said if you have read much ahead just stop you don't have to talk about it but let's see how much, what you understand of the setting and what it is. I think that helps the students to be relaxed and the discussion that it is not for a grade that it is just talking about the book. The second is there are concepts, which kids don't understand so I have to re-teach it. What I do is I go back and then I have three IB classes, each IB class is different. The level of teaching, learning, instruction is different in each of the classes so I have to pace that out. My first class is a very slow class I have to do a lot of re-teaching in my first period. My second period is a very bright class, they just read before me and they are always ahead but I have three very slow students in that class so I have to ask to keep track of them and for that I need parental help so I am always in touch with parents there. Then another strategy done is like you know verbal quizzing it always keeps them alert all the time and I tell them I am going to quiz you and off lately I have started with coming tardy to class I said I am going to tie that to your tardiness. You lose points because I'll be asking questions and if you miss the questions you miss the questions that's it. So that is like oh my god we have to be in class on time cause many of the kids socialize you see and they meet and they come late to class so that is one thing. Impromptu quizzing has helped kids to be on their feet and also reading but it also is exciting because the kind of kids I teach here are all highly motivated except for a few – 5 or 10 of them they have to be pulled up, no you need to talk but what happens is when others talk I have noticed one thing as a class they help the students who are not doing the work so that is good commoradory and you know working together as peers I noticed that and I tell them you need to help. I have a student who is very sick who has been in the hospital, in and out, in and out and the kids are very caring for him and they keep him up to date with all of the assignments, whatever is happening

in the classroom cause I told them you need to take care of him until he comes back and they are extremely patient with him extremely patient with him. So that is I think really a good among the students that they take care of each other and it is the same in my other class as well for the advanced placement the same. We do get into arguments several arguments because students have their own viewpoint but I never other thing I have learned is that I should never impose my viewpoint on the students. I have told them because it is literature you can have your perspective as long as you have evidence to prove it and that makes them so motivated yes we will give you the evidence.

J: What experiences do you believe have contributed to your success as a recognized teacher?

P1: First I do have good content knowledge, whatever I teach I read it thoroughly I am prepared myself and only then do I teach. If I don't like the book, I decide on a book and I don't like it, I put it away. Like I did want to teach Harokimaro this year but I found that some areas in that would not be right for my population. I said ok I am not doing it so I changed the book. If I don't have content knowledge I can not impart any instruction no matter what because the students look up to you and if you don't know the answer, if I don't know the answer I tell them clearly I don't know I'll have to look into it in fact I tell them maybe you should look into it and tell me what it is I give them as a challenge by tomorrow find this and come to me and tell me because I don't know. I know I always tell my students be 20 steps ahead of me. So that I know you are working. I am not the one who should be giving you all the knowledge you should be looking at it as well so when I say that they take it as a challenge to prove that they are reading and they will tell me see I told you I am reading. See I found this out for you so that becomes a game for them and also builds relationships. Respect is very important to build relationships if you don't respect your students they are not going to respect you. You have to be respectful sometimes kids can be very cruel to teachers but I feel that in such a situation instead of being confrontational it is better to tell them that I don't think that was the right behavior but if this is what you feel that's fine no problem. Most of the time students say that they don't want to say anything against me because they are afraid it would affect their grades I said no if you do your work and do it well I'm not going to take points away if you misbehaved or anything. I am not going to do that but that doesn't mean that you make it like a regular thing that's not right but I

do feel that building relationships, having respect, communicating with parents have really helped me and not just parents talking to the counselor all of the time. Like this kid who was sick, counselor didn't know it I had to email him. The parent had not reported it, I told the parent to report it but they had not.

J: Is there anything else about instructional communication in this course that you would like to share or any other thoughts you would like to share?

P1: Letters to parents, like this I send all the assignments that are going to happen. Like before the assessments I send a letter to parents that this is what is expected of the students and to make the parents aware. I will send another letter saying these are the assessments and I give the timeline. So that the parents are aware of it. I am covered. I also send that to my principal. The immediate one who is the T test principal so that she knows I have actually contacted parents because parent contact is really important I feel especially in high school it won't happen in college but here without parent contact you know sometimes I call people, the problem is if I call people on the phone they talk to me for like 30 minutes and I don't have the time so whenever I can email I just send an email and if any email comes back I call them and tell them. That really keeps everything online and the parents are highly appreciative of it.

J: Thank you so much.

J: I am from the College of Education and Human Development at [Texas A&M University-Corpus Christi] and I will be your interviewer today. I am working on a research project (dissertation) that focuses on the communication that occurs between teachers and students as it pertains to instruction; specifically, those communicative behaviors that you purposefully use in your classroom. To participate in this interview, you must: (A) be at least 18 years of age, (B) have been recommended by your principal or recognized as an award winning teacher (C) teach 11th or 12th grade and (D) you must have at least 3 years of experience. Does this describe you?

P2: Yes

J: I would like to begin by asking you some questions about your experience with instructional communication in your classroom. I know that students have different learning styles as well as motivation for learning, but I just want to understand your experience/perception with instructional communication and the ways in which you use them in your classroom. Although you likely teach several courses, what will help me is if you can choose one specific course to reflect on today.

Please share a little background information on the course that you will be focusing on today.

P2: It would be English 3, 11 grade

J: What textbooks do you use for it?

P2: I don't use textbooks.

J: What content do you introduce?

P2: So they do what is called daybook writing for 7 minutes sometimes it will be a quote or a video or some kind of motivational thing because they are juniors and life is not easy. Never gets easy but that's the beauty of life. So they get 7 minutes to daybook journal beat book whatever they want to call it they don't have to write about the prompt they can write about an argument they had with their mother that morning or a fight that they are having with their friend just something to move their hands. Then they put that away and we will go into well let me start by saying or go back I should have started by saying every three weeks there are new groups so everything I do is small group oriented. So then once they finish beat book writing they put that away and then they get ready to talk. Sometimes it's with me sometimes it is with each other. I use literature but not to analyze the literature I use literature as a platform to analyze the writing. They know that everything is going to be connected to composition in some way. The junior my junior English class over the past couple of years has been focused on rhetoric and so they before we read Nathaniel Hawthorne's *The Scarlet Letter*, which is a staple for junior English in Texas. They read an article about how religion is rhetoric and before they did that they read about social constraints and how you're not really a free thinker you think you are but at this point in your life

everything is kind of you know brainwashed into you and so when they meet the characters they have to look at it through the lens of how is their social constructs and religion in the puritan way motivating the characters and then they also look at transcendentalism so it's historical criticism more than anything but through the rhetorical lens.

J: How often do you teach this course?

P2: It's a semester long course. Usually I will teach it in the fall and then they will start taking 1301 in the spring.

J: Do you use technology?

P2: Oh yes, I am paperless.

J: What types of technology do you use?

P2: So we have a learning management system called Canvas it is the same it's like blackboard it's the same learning management system that the community college uses. So three years ago we adopted it as a campus just to kind of ease that transition for these high school kids into the community college side a little bit easier. So I use that in partnership with Google. So there is a lot of Google docs a lot of Google forms with Canvas.

J: What types of assignments do you require for the course?

P2: It's a lot of writing, in class essays, reflection essays not just about what they learned but the significance in the lives of what they learned.

J: Is there one specific one? Or many of them?

P2: It's a lot of little ones and then right now the end of the semester is tomorrow and so what they do is kind of a significant learning portfolio. Where they have to reflect over the semester and not just what they the lesson they learned but how they used it to understand a commercial or

to understand what their grandfather said or to understand like connect it in a personal way. That's the big that's like their final exam and that can be in an essay form or it can be in project form. I don't dictate how they present that knowledge to me they get their choice.

J: Can you share with me how you present the content to the students?

P2: In chunks, we chunk everything because I have the English 3 course first semester and so I see them everyday. It is one of the few courses that we have that is everyday. I have ESL kids who barely know punctuation all the way to students who should be on the college side already but because of their underachieving they aren't over there yet. So I have to chunk it. I have to um the golden mean I have to shoot for the golden mean and then those high achieving kids I have to crank it up for them and those low achieving kids I kind of have little side conversations either through the Google doc or face to face and so it's all chunked. If we are going to do chapter 4 of the Great Gatsby which they just finished reading, then I'll connect it in some way like what's happening. So kind of probing questions not really about it's the theme of it all you ask about the theme not necessarily the plot and so it already gets their wheels turning like this is good, yeah. So then they connect to the characters a little more.

J: Is that one of the teaching methods you use frequently?

P2: It's a little bit of everything but lecture if I do lecture it's not me talking by myself for an extended period of time it is probably I say the most that I talk is probably 5 minutes max. Then they've got to talk they have to move around the room and talk they have to get up they have to do something.

J: Can you describe a favorite lesson that you teach and how you teach it?

P2: Oh my gosh I love I use this all the time it is my go to it's carousel reading. I am going to try to explain it. If I don't have the group with me it's kind of hard to. So this is used because I give them a lot of like scholarship/scholarly essays you know things that a PhD candidate wrote or something like that. Like I don't just go to teen ink and pull things you know I want them to

really get into the subject matter. So maybe it's 13 pages long. I have 6 groups of 4; each group gets a section of it. That's called jig sawing but what happens is this is the carousel activity, so I have 6 groups of 4, group 1 is assigned let's just say the first two pages when the carousel activity begins one person from group one has to stay back and everybody else rotates clockwise. So then group 6 (three members from group 6) are now in-group 1. Group 1 presents that information from the first two pages. The second round a new person has to stay and the other 3 people move and so it's kind of a really extended game of telephone. Then they it's not just about summary so the skills are summary, verbal communication, listening, regurgitation, it's all kinds because they have to ask clarifying questions cause who ever is going to stay next needs to be able to teach it. Then afterwards is a quiz on Canvas they really are in charge of the learning. I love that one.

J: That sounds like a lot of fun, yes. In addition to that, what are some things that you do or say to help students learn?

9:47

P2: Well with all of them I think one of the things that I found is most successful is that I know they're not English majors and so I don't expect perfection from any of them and I'm very passionate about teaching. I'm more passionate about teaching than I am about English. So everything is kind of I don't want to say light hearted because I do take it seriously but it comes off as let's just have fun with this. Let's just have fun with this and when I was in my undergraduate I worked at a Montessori school so my foundation is very Maria Montessori so I give them choice but choices I want them to do.

J: How do you help them experience success?

P2: Success based on individual – it's individualized success and so my ESL guy you know maybe he didn't use periods in one essay it was just one long essay. Then in the next essay he used 5 periods, that's success. Then in the next essay maybe he used a comma correctly maybe it was just one comma that he used correctly but that's success. Versus my high achievers if they so at the beginning of the year my high achievers so it's very holistic I guess is what I am trying to get at. My high achiever hands me something that's baseline. If they keep handing me the

same thing their grades starts going down because you are not challenging yourself you need to challenge yourself give me something new, approach it from a different lens. Think outside the box and so then when they start, not necessarily the way they write look at all of my students as individual writers I am not trying to make them all into published authors but if my high achievers are starting to really challenge themselves then they start making A's again.

J: In what ways do you provide feedback to your students? How often?

P2: I really try especially with the published essays where they went through the entire writing process try to give it back to them within 2 or 3 days especially if it is a rough draft that I asked for and then they are going to have the final copy I try to get I have those due by the end of the week so then I have the weekend to spend time with them. The feedback is not I am not a gotcha teacher so if there is a comma missing, or period, or semi-colon, or spelling mistakes or whatever I'll choose one of those things. What I focus on for everybody is organization and voice. Is what you are trying to tell me coming through the words that you are using? Whether they are on the lexile 8th grade level or if you are at the college level already that doesn't it depends on you.

J: Individualized feedback.

P2: You know you can hear it in writing when someone is forcing language. This isn't you.

J: Can you share an experience where you felt a student had that "ah ha" moment in regards to learning the content?

P2: That is the number one addicting thing about teaching. It is I have that everyday. The most recent one was with *The Great Gatsby* they finished reading it last Thursday. They were in their small groups and so they are sitting there and it's when, I am not sure if you are familiar with the book? It is when one of the characters shoots another character and then kills him self so it's a murder suicide. They looked at each other and then they looked at me. Then they read it again and then you could just see like it all connected. Everything made sense like AH! So they were

connecting to the characters, they were connecting with the story that's over 100 well it's almost 100 years old like it was just it was so cool.

J: That is something that you – replicate it for others?

P2: I do.

J: Is it something that you refer to or share with others?

P2: I don't understand the questions

J: If there is a student in a group doesn't experience the same moment do you let them

P2: I don't intervene, one yesterday in fact there was a junior who has a different teacher for English and he was working on his works cited and so my students were looking at his works cited and helping him with it based on the knowledge that I gave them a couple months ago. One of them said you can't cite Wikipedia. Then he said well the teacher said I could and then they had this huge conversation about how... yeah. It was so cool so I don't intervene. So if you're my student you come and you ask me a question the first thing I am going to ask you is who have you asked. Who have you reached out to? For multiple reasons one is I am trying to build learning community, you have other people, just because you have this teacher doesn't mean they are the sage on the stage and they are the only ones who have this knowledge. Everybody is part of the learning so you need to reach out to your friends. The second reason I do that and I am very explicit with them at the beginning of the year, they know this. If I said it already and it's out there and everybody the majority of people have and your brain didn't get it then you need a different like decuple you need a teenagers voice to talk to you in teenagers so that your brain can understand it. Let a peer help you first and then if you still have clarifying questions then come to me cause I am not of your generation I have a different voice, my vocal chords are changing like I'm just go with a peer and they never come back to me, they get it.

J: When you are communicating with your students what are some things you do nonverbally?

P2: You get the Pam look, like if you're not paying attention, like I don't have to take phones up I don't have to nobody sleeps, they just don't. Yeah they will get the look, that's the biggest one. A couple years ago a couple of students put my face on a tee shirt and said you've been Pamed. (laughing) Isn't that cute. I love it and it's not even that – its just part of who I am. I didn't read a book to learn this it's just my wiring, right. Yeah I am engaging not even on purpose I just am. Everything I do and they realize this everything I do leads to something else, busy work doesn't exist. I am not giving you something just because I need you to be busy and I need a grade this is going to lead to something bigger and they know that and once the units over and I start a new unit. They are in it and they are paying attention cause they know it's going to build and build and build.

J: What are some things that you do specifically to show students that you care?

P2: Ah! Hi 5's, pats on the backs, smiles, using their name, making eye contact, um if I am doing something and they start talking to me I will say to them I really want to listen to what you have to say but I've got to send this email give me 5 minutes. I say cause I can sit here and continue sending this email but I am not really going to be listening to you. Do you want my full attention, they say ok give me 5 minutes then I'll finish ok. So little things like that, even if I am talking to this person about that 5 other people see it and they know that if they do come to me I am going to listen even if I've got 1000 things on my brain when you're talking to me nothing else matters and they know that.

J: How do you engage students?

P2: If I see a student that is habitually disengaged meaning probably two days in a row then the first person I am going to talk to is the counselor and the administration not to tell on that person. I ask them do ya'll know what is going on with this student is there anything outside of home that is going on? More than likely not the answer is yes. Yeah this is what is happening ok cool then that is a different conversation I have with the kid. If they say no we have heard anything well that's a different conversation. I'll also ask the other grade level teachers, the other junior level teachers have you seen a change in so and so. I won't tell them what I'm experiencing I

don't want to feed that I just want to know how he or she is doing in this class this class or this class. The other thing if something is not happening at home then a trend that I notice is that if they are doing well in the sciences and maths but they are not doing well in history or English so that's just an independent knowledge you know what I'm saying and so I've got to tweak it. You know don't try to write as much as your neighbor, you're a sasynced writer you're a scientist you're going to be really to the point, don't be all floral you know just write and then they come back.

J: What are some methods, if any, that you use to keep your students motivated or motivate them?

P2: I think because it's individualized learning they they motivate themselves eventually and that's not 100 percent. Some human beings will never be motivated because they are just not motivated individuals. Some kids just you know adults my husband is that way. I've been getting ready to start my PhD he still has his bachelors and everyone asks him you know hey are you going to get your MBA because he is an accountant he's like mm nah I'm good. Like ok same thing in the classroom, they are not all going to jump through hoops of fire because they are just not it's not how they are wired and so I'll motivate the ones who want to be motivated and that's through me respecting them for who they are at the place they are and me not trying to project my ideal of what a perfect teenager is.

J: What do you think the best approach is to empower students?

P2: Choice. Giving them choice and letting students know that it is ok to make mistakes. That a mistake doesn't mean you're going to lose points, a mistake means that you are trying and that you are actually going to get more points.

J: Can you describe a time where you dealt with a difficult student and then felt good about the outcome?

P2: Hm...ok so we have a female junior who is are you familiar with our program?

J: Not too familiar.

P2: Difficult student... that's all the time. More times than not their difficulties are out of their control. All I can do is help them find strategies to be better at passing. I am not trying to make you a scholar; I am not trying to send you to Stanford. Let's just get you through this semester.

J: You were going to mention the program was that something...

P2: Oh the program, yes, the spring semester of an 8th graders year they have to apply. If they get accepted which the way they get accepted is lottery based. Anyone who submits a complete application gets an interview if in the interview they say that they are interested then they get put into the lottery. If in the interview they say I don't really want to go I like football you don't have football, my mom wants me to go, they're out. So we put everybody in the library and we are a magnets program and so we get equal representation from all middle schools. They get put in the lottery that comes back to us they get accepted so 9th grade year they start. 9th grade year they don't take any college classes. It's kind of the foundational year, some students will start if they pass their TSI they'll start in the spring with kinesiology, some of the electives just to get their feet wet in college but then sophomore year and then even over the summer these kids take college classes cause they are trying to get their associates so when they graduate they get their associates and their high school diploma. We are only about a 60 percent success rate on that. If you are part of the other 35 percent you don't get kicked out of collegiate, we keep you here, you're going to get a really awesome high school education cause you are in a small learning community and it's really difficult not to get to know you and love you. So that's one of these students that the difficult one. Probably oh my gosh I want to say it was the beginning of November the fall semester she's in my avid class, she's not in any of my content classes and I pulled up her grades for the second six weeks and she was failing all of her classes as a junior so she has already been in the program for two and a half years and so I – what are you doing? What are you doing? Where's your home school and she said Ray, I said do you want to go to Ray, she said no, I said well you're going to Ray cause I said if you keep up with this trend well first ok so I knew her I taught the same group as 9th graders and so I wouldn't probably have had

this conversation with a student I didn't know but I already know what is going on with her home life I already know some background. I would have found that out, I would have gone to the administrators gone to counselors gone to the grade level etc. but I already know this child within three weeks she was passing all of her classes because no one kind of figuratively grabbed her by her shirt collar and said what are you doing? So I did that, I was like what are you doing and she fixed it and she is still passing and I am so stinking proud of her.

J: Awesome outcome, I have a couple questions left.

P2: Ok

J: List and describe three teaching strategies you use in this class and how you use them?

P2: Some of the you know old school go to's, think pair shares, which fits with the conversation, I talked to you for three minutes now what did I just say let's talk about it. I like using the Costas levels of questioning. Level 1, 2, 3 and level one is text to text, level 2 is text to reader or reader to author, something kind of dealing with it but there is some inferencing happening. Then a level 3 is like universal let's talk about the theme. How does what's happening in this whether it's expository or literary what's happening here fit with us as human beings. So I love that because that gets them to look at not just the text but the theme and just connect it all together. What else do I like? I am going to keep harping on the artistic choice they just get I cannot emphasize how important giving these kids choice is. What they come up with is amazing. That's kind of a study hall – I want to show you – I have received two essays for their semester project but I received one three dimensional project I haven't even graded it yet not sure I just like the way it looks. There is a junior in there who is working on hers right now and it is just gorgeous. I never would have thought of what she is doing.

J: What experiences do you believe contribute to being a recommended/recognized teacher?

P2: I think it's all of that, I am not, if I won the lottery I would still teach, I know I am not going to get rich teaching but that's ok. I love teaching. It's what I do you know. I told, they are seniors

this year but I told them this last year and I had never, we were just talking about mission statements. They had to write a mission statement for a class and they were asking me what's a mission statement and what should I include helping them kind of brainstorm and rough draft that and how is a mission statement different from and then they said something else that I couldn't remember so the analogy it was an epiphany I had in this conversation. I didn't grow up in a healthy environment and when I went to school I was an intelligent child but I failed I was C, D's, F's because I wasn't invested because of what was happening at home. So it took me longer to get where I am than it would have because I had to go into the military for 6 years so I could afford to go to college. I wasn't even sure that I wanted to go to college but I know I didn't want to work at a fast food place so I told them I said every time I help one of you I am helping the little girl in me. So I take this very seriously and they were like oh that makes sense.

J: So you share your experiences with your students?

P2: I am 100 percent transparent. If they ask me a question I don't know it that's a great question I don't know if you'll Google it and let me know I'd appreciate if you teach me. You're not the only one learning here I am not the only one teaching here. They know that.

J: Is there anything else about instructional communication in this course that you would like to share?

P2: We, I think the last thing I would like to share that as teachers and as educated people we take for granted that the knowledge we have everyone must have it. When I use a word I'll use like four or five synonyms with it until all of the light bulbs go off oh ok that's what she saying. I think that's something I am very cognizant of, I don't take for granted that the knowledge I have everyone has it.

J: And you share it! Thank you.

J: I am from the College of Education and Human Development at [Texas A&M University-Corpus Christi] and I will be your interviewer today. I am working on a research project (dissertation) that focuses on the communication that occurs between teachers and students as it pertains to instruction; specifically, those communicative behaviors that you purposefully use in your classroom. To participate in this interview, you must: (A) be at least 18 years of age, (B) have been recommended by your principal or recognized as an award winning teacher (C) teach 11th or 12th grade and (D) you must have at least 3 years of experience. Does this describe you?

P3: 11th, yes

J: I would like to begin by asking you some questions about your experience with instructional communication in your classroom. I know that students have different learning styles as well as motivation for learning, but I just want to understand your experience/perception with instructional communication and the ways in which you use them in your classroom. Although you likely teach several courses, what will help me is if you can choose one specific course to reflect on today.

Share a little background on the course that you will be focusing on today.

P3: Well I guess um hm I've got an AP English class which is language and composition and then I've got a standard English three. Which would be better for your research?

J: I haven't done an AP class so maybe that one?

P3: AP is advanced placement, which is put forth by College Board. What you do as a teacher you submit your syllabus to College Board and they have to approve it in order for you to teach the course. You teach the course for high school credit and then at the end of the course in May the students take a scheduled AP exam. Then if they earn 3, 4, or 5 on the exam then they can be awarded college credit for the course. The nice thing about AP versus dual credit is that AP is nation wide. I always tell kids if you don't know where you are going to apply you are better off taking the AP than taking the dual credit because not everyone will take the dual credit.

J: Are you currently teaching this course?

P3: Yes.

J: It is 11th grade? What textbooks?

P3: Yes, textbooks we have really outdated textbook the district has not bought me any new textbooks, I've been teaching it for four years and I have never gotten a new textbook. What I do is I request desk copies from Bedford Saint Martins and try to keep current with that. Right now there is AP language and composition, American Conversation which has a lot of essays but then has some poetry and some fiction pieces so I use that. There is also something called 50 essays and so I'll use that. I'll go online and I'll use contemporary articles, New York Times, The New Yorker, Washington Post, political cartoons are really good. Coming up we are going to be looking at some I've been saving my New Yorker magazine so that I can bring the covers in and they will do a rhetorical analysis of a cover of the New Yorker and we go online and find things so it is just a matter of pulling it is really a skills course focusing on rhetorical analysis and argument and synthesis. Everything we do revolves around that.

J: Please describe what you do when you first walk into the class.

P3: Generally in the morning it just kind of depends on where we are. Sometimes we will do, I love the comma queen, I don't know if you've seen her but I love her so sometimes I'll start the day with one of her videos and we will do a quick little grammar exercise other times if there is something that has really been in the news we'll start with that and other times we just kind of ok guys let's get this out let's roll up our sleeves and lets get started. I don't I try to keep the class fresh everyday so it's not it's like there is a routine but there's not for that class because they get bored they get really bored it's a dry course because the focus of it is non fiction and so they just like uh. You know I mean I'm sorry sometimes I'll show them oh did you see lip sync battle last night just to kind of get them going. I gage where they are sometimes we will do vocabulary. It just kind of depends on where we are.

J: You mentioned technology a little bit, do you use technology?

P3: Well I have the smart TV and it's ok. I would have preferred to have a really nice Elmo and a really nice I would prefer to have an Elmo hooked up to it. My problem with it is that it has the pens but the pens don't work really well and I do a lot of annotating with the kids and it's really hard to annotate when it auto corrects worse than your apple phone. You can only type so much in, it is good for videos, it's good for presentations but as far as being interactive it's just not that special.

I make hard copies for the kids because I want them to mark everything up. I give them yeah I give them hard copies of everything.

J: What specific types of assignments are required for the course?

P3: For example, right now we are working on – we do thematic units. Right now we are focusing on education. I've got 5 pieces put together, one by Emerson, one by Fredrick Douglas, one by Malcolm X, one by Margaret Talbot, and one by Maya Angelou. I go through I've told them specifically which rhetorical devices I want them to look for. We look at focus we look at rhetorical appeals, we look at rhetorical modes, we look at author's purpose. The effect on reader, the tone, and then there is always a set of questions that goes with it. I have AP multiple choice style quizzes that go with it. We talk about it and then at the end of each unit they write a rhetorical analysis on one of the pieces so for this unit it's going to be a rhetorical analysis on the Maya Angelou piece called Graduation. What they are going to have to do is write about how she uses figurative language in her paper that's going to be that essay. Then they are also reading the narrative of the life of Frederick Douglas right now and so they're going to have to write and argument essay on that. They are going to have to decide is Douglas' argument that slavery is just as cruel to the slave holder as it is to the slave and therefore the most inhumane institution on the planet. Is he correct in that assertion? They are going to have to pull from the book and then they are going to have to do a synthesis essay. I vary those up on the prompts so I am going to have to look and see what I did last year make sure I don't give them the same prompts cause

they cheat like crazy but they'll have to it will be something about probably I'll tie it into something going on currently with the debate on education and have them pull from the pieces to support their arguments. All of that comes together, that's about a 3 week unit and so then from there we will move to another topic and another topic and you just like it's really a skills based course so you are constantly hitting that rhetorical analysis that synthesis and that argument over and over and over again.

J: How do you present the content to your students?

P3: Well in the beginning of the year it is really step-by-step you know I have an AP glossary that I give them and we go through the terms and you know some note taking and some real baby steps about ok here is a real short piece we are going to rhetorically analyze this piece as a group we are going to go in and annotate this is how you do it. Where is the focus why is the focus important what does the authors purpose really mean, same thing with argument you go through and you have to explain to them how you put together a thesis from an argument and how you construct the argument and what is a counter argument and how much time should you spend on it. Why and in their case they really should defend or challenge rather than qualify cause it takes too long to really qualify an essay and do it well. Then with argument the first argument that they write I actually let them pick their own topic. Just because they probably have a little passion about it and so try to construct that and we do it piece by piece by piece. Then synthesis now you've got the argument down now here are the sources you have to use and this is the argument you have to write and how are you going to cherry pick and we go through some strategies kind of how you would quickly annotate these sources and put together your argument based using just those sources.

J: Do you have a favorite lesson and how you teach it, can you describe what the students are doing?

P3: Hm... this year I tried something new that I really liked and I probably will keep it next year and it was starting off the year with a memoir unit. We looked at some short memoir pieces written by other people and then we talked about the elements of the memoir and the importance

of narrative and the importance of getting your story out there. Then I had them actually write a memoir and they had to create or bring an object that represented whatever it was that they wrote about in their memoir and they had to present that to the class. That was a lot of fun and it was a great way to start the year because I really learned a lot about the kids. They learned a lot about each other, it was like oh I didn't know you like that and that's really cool. Couple of them have real sad stories and everyone just got up and gave them the group hug and it was a really really nice way to open the year so I think I will do that again.

J: Sounds good yes.

P3: It was, it was a lot of fun.

J: What are some things that you say or do to help students learn?

P3: I work with them one on one a lot there is a lot of mentoring. A lot of times I tell them, the big thing with this group is GPA right because top 10 percent because top 7 percent you know gotta graduate this that and the other SAT scores PSAT scores I mean they get so wrapped up in the numbers and my biggest I think my biggest job is to get them to see themselves as more than just a number yeah I get ok rank is important you're not going to do away with it but who cares really you know and just because you got your PSAT score and it said that oh my gosh you were only in the 65th percentile it doesn't mean you are doing things badly it means on that day on that test 35 % of kids scored better than you did and so trying to get them past that mentality or you know their grades but I tried but I tried I should get a you know its more than the number on the page what did you learn where is your growth. I talk to them a lot about their writing cause that is really their weakest area and so what the first essays that they write they are disasters they just are you know so it's really it's a fine line that you walk because it's like you want to be critiquing them but not crushing them and so I really try to focus like once we get into writing good thesis statements like ok then lets work on organization then lets work on transitions and really having those conversations with them about right now we are talking a lot about vocabulary and writing style especially parallel structure and I'm like everything in this packet the parallel structure is intense I said and just look at it find it. See oh I can do that in my writing

oh I can do that in my writing. How are you going to apply what we are doing and then just working on their vocab because constantly talking to them about lets bump it up a little bit lets get a little more sophisticated in our arguments lets you know and so I feel like I am their cheerleader a lot of the times.

You have to provide individualized instruction.

J: Describe the ways that you provide feedback to students?

P3: Sometimes a conference one on one a lot of times it takes me a long time to grade their stuff because I put a lot of comments. I tell them you know it takes me two weeks to grade your essays but when you get it back it's not just a rubric with a number 5 highlighted. Well why did I get a 5 why didn't I get a 6? Whatever and it doesn't just say like limited inconsistent argument. It's like ok this doesn't make sense here oh this part is really good if you did this here then you would have had a higher score and so it is really taking the time to to put those comments in and I don't worry so much on the mechanics it's right now I tell them the very first day of school is that my job is to get you to think for yourself. If I can do that by the end of the year then you're going to be golden for the rest of your life and I say don't worry about what I think, don't worry about what mom and dad think. It's not that they are not important but that you have to think for yourself.

J: Share an experience where a student had that "ah ha" moment in regards to learning the content?

P3: Let's see hm I have had quite a few yes last year, this was one of my favorite ah ha moments last year I did a unit on feminism and I found this little satire piece it's called an anti suffrage monologue and it is written by a soccer jet and it is meant to be performed on stage and basically what she does is she takes all of the anti suffrage arguments and kind of throws it back in the anti suffrages face. Its things like oh my gosh well women can't even find their way to polls. Well but then if they did find their way to the polls they are just going to stay there all day and who will take care of the men and the babies and it will be so bad. So we really talk about what satire is and what its purpose is and why its effective when it is done well and like two days later I had

a student come in and he had been watching some movie and he said oh my gosh Ms. Marshall once you know satires out there you can't not see it he goes it's everywhere. Yes! Yes! I just thought how cool that he was able to pick up on that you know. That was a lot of fun, that was a fun ah ha moment.

J: You stated that there are plenty, so then you are able to replicate that for other students?

P3: Yes Yes and a lot of times it's the you know I am not one to just give you a high grade because I like you or because it's an AP class and everyone should get a high grade so there are a lot of ah ha moments where they will get like their annotations back or they will get an essay back and I'll put wow I really enjoyed reading this, this was great. They'll be like Ms. Marshall that made my day because they know that it is genuine. There is just a lot of times or they just think a lot of times like after they take their AP test cause it is grueling. I don't know if you have ever taken one. So it is a grueling grueling thing. They get out and they will be like I don't know I don't know and I'll be like look what you did. Look what you did I said there are a lot of grown ups in this world that can't sit and do what you just did. They will be like that's so right I'm going to tell my mom and I said you tell your mom that I said and remind her what you were able to do in such a short amount of time I said regardless of the score I said you did it. So that's every year at the end of the year. That's always a big ah ha moment for a lot of kids. They be like I didn't think I could write three essays in two hours. It's a big big big accomplishment.

J: Is this something you share with others or refer to (these ah ha moments)?

P3: No I do like I won't use the students name but I'll be like we were sitting in 5th period and so and so said this and they'll be like oh that's so cool. Yeah absolutely I love when I can, right before we had the water disaster so right before the break the kids were working on rhetorical analysis of JFKs inaugural address and we looked at like I actually showed them the speech because I wanted them to hear it and see it and take in all the pageantry of an inauguration. I have lots of background videos there was an interview of with Jackie and all this other stuff and so they write their essays well they were supposed to be in the computer lab that Friday when school was cancelled they were supposed to turn it in so I was like oh oh well just type it over

the break and bring it your first day back, what are you going to do. I actually got two amazing essays and AP essays are scored on a scale of 1 to 9 and I had an 8 and a 9 and I was just like I mean these essays were incredible and so I took their names off and I made copies and I said I have to share these with you, like I have to share these with you, these were incredible. They were just like ah and I'm like I didn't get that off the AP website one of your classmates wrote that. I said you guys can do this and then I made copies and I put them in the front, they are in the front if you want to come and look at them and you know I said use them for examples and I said you know two peoples whose essays it were they were just like oh man that was my essay. So that was cool.

J: When communicating with a student what are some things you do nonverbally?

P3: Sometimes I give them the look like they just know ok not happy with you right now. I do a lot of smiling I do a lot of thumbs up I'll go stand next to you, I'll go sit by you. I really even when I am in front of the class like I am sitting in a chair, I am not lording above you I don't have all the answers. I try to keep the room really comfortable and fun. I just try to like just stand outside the door and greet you. Even if I don't say hi just smile at you while I'm chugging down my coffee but I just think that your body language says a lot and so when you're constantly close to the kids and you can kind of put your arm, I mean I'll put my arm around a kid I mean I don't care if they need a hug I am going to give them a hug if they need a little of that (tap on the head) then you have to be careful with who you do it with but there are certain kids that you can just kind of you know take roll up a paper and bop them on the head. It just depends.

J: What are some things that you do or say specifically to show students that you care?

P3: I tell them at the very beginning of the year, one of the pieces that I share with both my classes is Sherman Alexes Indian Education. It is an essay he kind of briefly goes through 1st-12th grade and talks about his different teachers and like his second grade teacher gets really mad at him cause he is smart and she thinks that he is mocking her and so instead of letting him go to recess he has to stand there eagle armed with textbooks in his hands because she feels like he is disrespecting her and there is another teacher that just mutters Indians, Indians, Indians like he is

some foreign um he talks about being in high school and going to a dance and he was on the basketball team and he is at the dance, he collapses at the dance and there is a male teacher there who makes the comment oh what is he drunk I know all about these Indian kids. I make a point of telling them no one should ever make you feel that way. That's not ok. No one should ever tell you that you are not smart or you're not capable or you can't do this or you shouldn't be here or you're inferior and I said that's not ok. When you are in here we are all equal. When you are in here everybody is capable and everybody can learn. Everybody has something that they are good at we just have to figure it out sometimes. I really make a point of starting the year like that. I think it is so important. If you can tell if you pay attention to your kids you can tell when something is bothering them and I just make a point of asking them or I'll email home and say hey you know I've noticed this this and this. Is everything ok? Is there something I should know? I'll talk to the counselors you know sometimes the kid just needs to cry and we do and that's ok we'll go find a quiet place and cry. I felt really bad I have a lot of re-testers for the STARR I mean we worked really really hard. I had 15 kids miss it by 4 questions or less. It just broke my heart and I went and apologized to each of them and I just said I am really sorry I let you down and that's on me I said you did what you were supposed to do. You wrote, you did this and you did that and I said I just didn't spend enough time on the multiple choice and that's on me so I said we will get it next time. They know when you are sincere and they know you know sometimes like Halloween I'll dress up and bring them treats or I mean they love that stuff. Sometimes you just gage the mood of the room and it's like ok we need a pick me up you know if its somebodies birthday ok lets sing. They just know you can tell if they've lost a job and they are real upset about it just let them vent I mean they know when they can come and talk to you. It's just they know when you don't like them they really do. There is just a way if you put up that wall it's never going to come down. You've got to be very vulnerable and I'll share stories about my kids, I know ya'll are so sick of hearing about my kids. Or I'll tell them stories about me. I forget what we were doing but I tell them the story about when I was in 7th grade in the choir and we used to practice like for funerals and stuff and the organ teacher had said like oh ok everybody stop and she pointed at me and said just you just you and I am thinking oh my god I am going to get a solo this is going to be so cool. After about 5 bars she went oh ok that's what it is and I just was like ok and they all went no way and I said way I can't sing. I said I can't carry a tune even if I had an octopus' arms I'd still be way back there I said don't worry about it. I

think if you share your vulnerabilities and your mistakes and own up when you make a mistake. I love when the kids catch a mistake you know Ms. oh man thank you and sometimes it's like the end of the day and I am like I did that all day long and nobody saw it. They'll pick it up so that's really cool and I think when they see that you're not some god or goddess in front of the room who is better than they are I think it makes a difference.

J: What are some methods, if any, that you use to keep students motivated or motivate them?

P3: It's constant; especially this year this group of AP students is something that I have never encountered. Just not getting it done, like waiting, the apathy is really high this year. For example, on Monday of this week I gave them their unit and I gave them their packet and I said ok lets start on Emerson's piece and we started going through it together and I am like ok well finish it up. We come in the next day and they had nothing done. Like nothing! I just kind of looked and I kind of walked around the room and I was like guys I shouldn't be having to have this talk with you we're in the fourth six weeks. I talked to you at the beginning of the year, I talked to you two more times before the Christmas break I said I shouldn't have to be telling you you've got to keep up or you are gonna to drown. I said I don't know how else to tell you I don't know how much more I can be blunt. It's just sometimes you just have to have account issues meeting with them. I use carrots to like I expect all of my students to take the AP exam. I don't care if they pass it or not I want them to sit for it there is so much research out there that shows that if they stick out the course and they sit for the exam in the long run they are better prepared for college. It's and it's shows better GPA better success you know less dropping out and whatever and so but getting them to sign up for test I mean some of them know they are not going to pass it, I know they aren't going to pass it but I want them to sit for it and it's expensive. So I'll be like ok if you sign up for the test we get to do test prep in class everyday but if you don't then guess what you get to do packets on your own and I am going to grade them and that's going to be rough. They all kind of go oh and I'll be like you know what if everybody in the class signs up for the test and everybody in the class shows up and takes the test cause its not enough just to sign up you gotta actually sit for the test then I'll buy pizza for everyone at the end of the year. We'll just have a real party in here and we'll just blow off the day and that's

something that we never do. They really enjoy that sometimes you know just putting little happy faces and wows and stickers it's kind of funny even in the AP classes what motivates them.

J: What do you think the best approach is for empowering students?

P3: I think the best way to empower kids is just keep reminding them that they can do it. That simple. I know it's hard give them the recognition the acknowledgement yeah this is not easy. I tell them this is the hardest class you are going to take in high school and I believe that about my course I really do. I say this is the hardest course you are going to take it's not easy but you can do it just take it step by step by step by step and just keep reiterating that. You just have to keep telling them.

J: Do you ask them what went well for them today?

P3: I do not so much at the end of the class a lot of the times at the end of the unit. It'd be like ok well what piece did you like what piece didn't you like. At the end of the year I always give them a survey ok what went well this year, what would you change, what would you add, was and I even break it down was the pacing ok. They are really honest they will give you really good feedback. Oh my god the first time I taught AP it was so hard it's just so different from everything else. Well for your first year you did really well and you're like ok. They were like well we wish we would have had more multiple choice questions and we wish that we would have done this and we wish that we would have done that. Ok then last year the kids all said that they wish they would have gotten more cold multiple choice so like usually what I'll do like right now we are doing the education packet so there's an AP quiz that goes with the Fredrick Douglas piece so they already have it. They can read it they can annotate it and you always use the pieces. They said no you need to give us stuff where we have never seen it before and we have to read it and we have to do it. We've been trying that this year to see if that works. Other times they will say yeah you know when you put us in groups and we had to agree on the right answer and then we went through it and we had to justify why it was the right answer that was really really helpful and you think ok good that worked and then you do it again the next year and they tell you that was the worst thing you ever did we didn't get anything out of it. You just

never know and sometimes they really complain about a book. Like this was 90 percent of the kids complained about this book we just won't read it again kind of thing.

J: Describe a time when you dealt with a difficult student and felt good about the outcome.

P3: Hm.. let's see. Sometimes you have a student who just shouldn't be in AP it's not that they are not smart but they are just not mature enough to take the class. You have to be there has to be a level of self-motivation for AP and they are in there because their friends are in there or they are in there because Mom and Dad want them in there. It's not that they are a difficult child but it is really difficult when you have to have that conversation with them and you have to say it's not that I don't want you in my room but I am looking out for what is in your best interest. You really need to drop the class, maybe next year you'll be ready to take it but right now in your junior year this just isn't working out. That's really hard. Some kids are like yeah yeah I know and other kids like they want to be in the class so bad but they just they can't do it. That's a hard discussion to have that's really hard. I have to let the parents know and that's really hard too because nobody wants to hear that my child's not doing well.

J: List and describe three teaching strategies that you use in this class and how you use them?

P3: Let's see well one strategy that I really really like to use with the kids is soap stone. What it is it's a way to take a non-fiction piece and break it into its components. So it's like the subject, which is the main idea and then the supporting ideas. The occasion what brought it about. The audience, the purpose, the speaker, what are the speaker's biases and the tone. Then what I do is I have them take that information. Ok you know when you read a really good introduction in an essay and it just kind of hooks you in this is the kind of stuff that you put in there. So then we translate what's on there into a really nice introduction paragraph with a thesis sentence for an essay and that seems to work really well for the kids. It's accessible its something easy for them to remember and it has a purpose. I did this, I am going to put this here and oh my essay score went up cause I had a good intro it wasn't just three sentences then you're out. Another strategy that I like to use once we are into the second semester, which is where we are now, is I have them use their ID numbers instead of their names and I actually let them be the

graders. I don't ever give like if it is first period, first period never gets to grade first periods essay. First period will grade fifth periods essay, fourth period will grade you know first periods essays. Fifth period will grade fourth period's essays. They get a lot out of that they really and truly do. The other thing that I like to do with them is to take let's say there is like a four an essay that scores a four. Let's break it apart and what three things can you do to improve that essay to make it a five because it just shows them it's not reinventing the wheel it's just tweaking. Oh you know if I would have added some transitions this would have flowed a lot better I would have scored better or if I had made my thesis more specific I would have scored a little bit higher or had I provided a little more explanation about this piece of evidence or a little more evidence about this. They get a lot out of it that's a really really good strategy. What else. On the multiple choice I really do like to put them in groups well that's one thing you'll notice my classroom we do everything in groups. I don't think that a child needs to be an island. There are certain things that I'll tell them like right now they are doing a dialectical journal for their Fredrick Douglas book and I am like you have got to work on that individually I said I'm sorry but if I get two and I look and it's like you have the same quote with the same rhetorical device four times what are the odds. I am going to know, you have to do that individually. When you're annotating when you're discussing pieces when we have something up on the video or we have an art piece of whatever it is, groups groups groups. I do think that cooperative learning is a really powerful strategy sometimes I'll try to explain something and I don't know how to explain it any different. Right it's like well it's this and its so obvious to me but obviously you're not getting it so then sometimes the kids can explain it a little bit better. That works really well. I do like to get them in groups and have them agree on the answer and justify it. It's interesting to see who are the leaders whose more persuasive and why and sometimes they'll get really mad because they'll get talked out of the right answer. I am like well why didn't you stand up for it why didn't you say that you have to stick to your guns sometimes. Just because three people said this and you said that you were right. I shouldn't have changed my answer. It's such a good learning experience so I do like to do those things.

J: What other experiences do you believe have contributed to your success as a recognized teacher?

P3: I don't know, that term recognized teacher is just awkward I think that I am a big believer in team work, collaboration, one thing I think that the teaching profession does that is awful is we kind of eat our young. Like we get these first year teachers and they get the toughest classes. They really, they've never taught the subject before because everything is so different. I do believe in mentoring and feeding and you know just being there. Hey don't worry about this or this is what I've done in the past, do you like it, do you have any ideas, what then and see cause a lot of times new teachers have some really creative ideas they just don't know how to implement it. It's kind of like well what's your idea ok well lets see what we can do with it. But mentoring is just so important I mean we have to. We have to.

J: Is there anything else about instructional communication in this course that you would like to share?

P3: I don't know (laughing) well I do like that our district has made it possible for us to meet as horizontal teams across the district so all the AP language teachers. We do share with one another and we do email and say hey I came across this really cool thing if you need something here it is or we will kind of bounce ideas off and I think that that is really helpful. It kind of gives you sometimes somebody has maybe not a piece that you would want to do but the delivery was awesome and so you go ok well I may not do that piece with it but I really like that strategy or I like that idea or I kind of like that context and I'll go ahead and you know incorporate that into something that I am doing.

J: I know you mentioned teaching this course for the past 4 years, is it offered both fall and spring semesters?

P3: It is a yearlong course. Our English courses are yearlong. It's the only one that offered by semester is dual credit and that's because it is through the community college. It's a yearlong course, which it needs to be it, really needs to be. I don't know how we teach semester courses to high school kids. They are not ready yet you know they are still babies they think they are all that but they are still babies. One thing I am excited about is I got selected to be AP reader this summer so I am going to go to Tampa and I am going to grade essays for 5 days. I've heard that

it is the best professional development that you can do. I am really looking forward to what I'll learn about the course and what I can do to be a better teacher. I think we always have to, I think if you sit back on your laurels and you say oh well I got this like you're done. We're always learning, I'm always trying to do things a little bit different. I'm certainly far from perfect. I just it's an ongoing.

J: I agree. Is there anything else you want to add or anything you'd like to share?

P3: I can't think of any I hope I've answered everything that you wanted I feel like I am letting you down. I feel like I repeated myself so much.

J: No, thank you very much! Thank you so much for your time.

J: I am from the College of Education and Human Development at [Texas A&M University-Corpus Christi] and I will be your interviewer today. I am working on a research project (dissertation) that focuses on the communication that occurs between teachers and students as it pertains to instruction; specifically, those communicative behaviors that you purposefully use in your classroom. To participate in this interview, you must: (A) be at least 18 years of age, (B) have been recommended by your principal or recognized as an award winning teacher (C) teach 11th or 12th grade and

P4: 11th or 10th grade

J: We will focus on the 11th grade class.

(D) You must have at least 3 years of experience.

P4: 21 years

J: Does this describe you?

P4: Yes, also the 11th grade classes I have those are AP classes, so the strategies I use in those class are going to be a whole lot different sometimes than the ones I am going to use in my regular class.

J: I would like to begin by asking you some questions about your experience with instructional communication in your classroom. I know that students have different learning styles as well as motivation for learning, but I just want to understand your experience/perception with instructional communication and the ways in which you use them in your classroom. Although you likely teach several courses, what will help me is if you can choose one specific course to reflect on today.

Share a little background on the course that you will be focusing on today.

P4: It is AP language and composition course we focus mostly on rhetoric. What is being said, to whom is it being said, how is it being said, and why is it being said. That's the backbone of everything we do in that course. Whether we are reading an essay, a speech, short story, a novel, we just finished James Baldwin Next Time the Fire, which is really interesting. Then before that we read Classic Slave Narratives by Henry Gates we focused on the narrative of Fredrick Douglas, slave, and we're getting ready to embark on Warriors Don't Cry. It's during the civil rights that focuses on the it's a story of one girl who was one of the Birmingham nine she went into the white school with some of her other African American classmates and the national guard was called out to help integrate it so that's what we are starting on next time. There is a heavy focus right now on civil rights literature from civil rights era because we are coming up on African American national month. That's what we are doing, we've also done a lot of short stories and excerpts from writings from pre-20th century because I try to give them a span of different syntax, language, that they can draw from because the focus of course the focus of the AP class is the AP test.

J: How often do you teach this course? Every year?

P4: This is the third year I've taught it, before that I was teaching the literature and composition it was the 12th grade.

J: Is it fall or spring?

P4: It is a full year, full year course.

J: Please describe what you do when you first walk into the class?

P4: I greet my class when I first walk in I always greet them. Ask them some pretty general questions about what's going on depending upon the time, is it a Monday, how's your weekend. I like to sort of let them know that I am interested in them, because I am. If there is, if they are kind of quiet, ok well this is what we are doing today and I always put my objectives up there on the board. I always communicate what we are doing on the board. I don't care who is my instructional leader it is just something that works for me. I've done that since the very beginning since I started teaching. I think actually that was something that my instructor at CCSU that was something that she, she was my, what do you call it, she over saw my student-teaching and I took several of her classes and I just loved her but it was something that she imparted to me and it's worked for me since way back when.

J: Do you use technology for this course?

P4: Yes I do. I sure do I try to keep up (laughing)

J: What do you use it for?

P4: That smart board, like I like to I'll put vocabulary words on there. Yesterday we were working with well actually all week long we've been working with the JFK inaugural speech from 1961 and so some of the rhetorical techniques he uses like parallelism I'll put an example. Antithesis, autonomy, I'll put the word and then the definition and then the example for that up on that board. Over here I projected the actual speech. I try to use both boards. I feel like the kids

are very visual and I am a visual learner so I want to see what it looks like and then oh well there's the president giving the speech and I hear it. I think it's really cool that we are able to pull up film clips from the actual time period and so they are looking at a piece of history. I bring in a lot of history into my class too because it is just English and History go together. That's how I use those. Also, on that board I can write on it and so I'll project like an exert from something that we are writing on or reading/working on and you know maybe I'll underline the example. Show them certain things within that piece; we use it for a lot of things. Of course they know how to use them better than I do. Whenever I have a question I have a term it's AAK – ask a kid and they'll usually fix anything I need (laughing)

J: What specific assignments do you require for the course?

P4: Specific assignments they always have the summer reading and that's pretty general. Read a book, you're going to do a journal, keeping track of things that you thought were interesting or whatever. That is always required, they do have homework, I'll give them rhetorical terms and literary terms that they have to know and they are tested on. I front-load all of the bones for the course in like the first six weeks because those things, the terms that we learn in the first six weeks we'll use them throughout. That is required. They do have required readings and I will sometimes give them like a letter from one of the presidents to his wife and they have to do the rhetorical analysis come back and then we go over it. Just it is all about rhetorical analysis in the AP language and comp.

J: Share with me how you present the content to the students? What teaching methods do you use most frequently?

P4: I do a lot of direct teaching. I feel like especially in the AP class, I have to direct teach first before I can let them do anything else because it is real specific the skills that they have to know for the test and plus it's just good sound teaching anyway. I think for the most part we do or I do direct teaching. Right now what I am having them do is I've ok so we have this speech JFKs speech right then we color code for say for example, example of repetition they are going to underline in red, rule of three. I give them the terms, we go over the terms. We read this we saw it I explain the terms like I said on the smart board and then what I did is I said ok you're going

to break into groups of three, you've got your legend, you've got your terms you've seen some examples, you've heard the speech. Now you're going to go through it and you're going to pick out those terms the persuasive techniques that are used. I gave them a couple of days to do that, because you know that's a lot for them to take into consideration. Then yesterday I, they got their speeches out and then I just went through and told them this was repetition, yeah.

J: Can you describe a favorite lesson and how you teach it?

P4: I would say that is one of my favorites I love it. That is one I like to do that and I'll do the same thing though say for example I went to this woman's APS class Sandra Poker she's awesome, love her. She like this, (showing example of exert) this is an exert from Annie Dillard Pilgrim Tinker Creek and so I'll give this to them and I have this little method ok over here left hand side you are going to put the focus, the lens what's going on in that particular paragraph and then what strategies does she use and how is it effective. We'll read this then I'll we'll read it together and then I send them on their own and they will have to sort of we have a legend putting metaphoric language in parentheses, circling diction and then we come together and we talk about it. Ok what did you find, how does it make you feel, what impact does it have on the reader. I really like doing this kind of stuff because I like to hear them think. I want to know what they are thinking.

J: What are some things that you do or say to help students learn?

P4: Well you know I do some one on one when they are working on their own and I see somebody struggling I'll go oh hey you know so what's going on? Just kind of talk to them a little bit, sometimes its sometimes it might be they are struggling with the language sometimes they just have other things going on and they can't focus you know so I, I guess because I always think back to ok what was going on with me when I was 16, 15 years old that would prevent me from focusing on a lesson. I think it's important to get down to the root of that is it instructional is it something they are not understanding or is it something else. They are teenagers, they are human, and in this socioeconomic demographic there's a lot of stuff that these kids are faced with, homelessness, hunger, all kinds of stuff. Just be human (laughs)

J: How do you help students experience success?

P4: Well in my regular class can I talk about my regular class, I have this one student and he's been you know he's kind of the typical struggling student. If he's having a hard time, he'll put his head down. He'll go oh man I am not going to do this whatever but I had this assignment where they had to write a persuasive essay right. So I give them I gave them an assignment sheet and it was from a movie that we saw and so the assignment is write an essay one page for or against an idea, quote you must provide the following and they have some vary specific things that they are supposed to do. What this student did is he on his paper he would put the bullet and he would accomplish that task then the next bullet and so what he came up with was something that I wanted exactly. That's exactly what I wanted him to do. I gave him a 100. I wrote a really positive thing on this paper but then I called him up I think it was in the beginning of the class period before I was giving these things back. I said you know Paul I wanted to show you something and so I pulled out his paper and I showed it to him and I said this was exactly what you are to do. Of course he thought when I was calling him up it was for something bad right (laughing) but I called him up and I said this was exactly what I wanted you to do. Make sure that you do this exactly cause you are getting, this is what you are wanting to do on the star test but I love it that you were very specific you followed directions and boom there you go. He told me he goes I've never gotten a 100 on a paper like this. I always try to give them a positive some positive reinforcement when ever they are writing, some thing good job and give them something specific could be enhanced with specific examples and an anecdote. I always want to give them maybe some constructive criticism but something very specific so that they know they can pull it out next time and go oh ok I think I need to do this because I didn't do it last time. I do that on their paper but when they really have done something well I want to pull them aside and tell them face-to-face. It's really hard to do that because I have so many things going on all at once but if I really focus on that because as a mother that's what I want my teachers to do with my kids when my kids were going to school you know they are grown and gone and now I've got grandkids but that's it. That – it's just that little human connection that ignites something bigger and maybe they never get a compliment their whole day. Maybe they never get a compliment. I just know that when I get a compliment it makes me feel good and so I want to do

that with these kids because I really care about, I care about their successes but I also care about their learning. That's what I do.

J: You talked a little bit about the next question, feedback. You described some ways that you provide feedback, what is the feedback timing?

P4: What I do ok so I always tell them this is going to take me maybe three days to get all these done and so when I am done and I've put them in the computer then I hand them back but I always take a few minutes to tell them make sure you read the notes because I know you took time to write this paper well I took time to read it and write these notes. There's learning in the notes so I'll give them a few minutes to do that. Then I'll ask questions so I have that sort of feedback and then if it's something that if it looks like it's a hot spot like they really want to or they are upset about it well I tell you what I'll try to appease them for a little bit but I tell them to come back and we will have a longer conversation cause I don't have the time to do that. It's just really quick but they have to know what they did well they don't agree with something they are not going to take anybody else's class time to argue that.

J: Share an experience where a student had that "ah ha" moment in regards to learning the content?

P4: Well with Paul with him I think that was because what it showed me is that he learned how to organize his thinking and he trusted first of all he had to trust me because I laid it all out here so if you lay it all out like that and if they do exactly and you know it wasn't a perfect paper because he had a lot of missed spelled words I think that probably in his home English is probably not the first language and he had a lot of those sort of verb tense issues and just things that you would expect. It wasn't a perfect paper but he followed the directions step by step by step and I think now he understood OH ok boom if I follow the directions and as simple as that sounds to us a lot of these kids they just will look at it and go ugh and they won't follow through. I guess because this happened recently that's why it is fresh in my mind.

J: Is that something you refer to or let others know (having that ah ha moment)? A learning experience for them to share?

P4: Yeah and well like today in my AP class, I'll jump back to the AP class, we were doing I had them read Donald Trump's inauguration speech. We are talking about the generalizations in his speech and I think that a lot of the kids realized there were two girls and they were sitting right there and they realized wow that the generalizations if one generalizes then it may be that they are doing it purposefully as to not give specific information. When we're working on these speeches and you're analyzing the rhetoric they never have done that before you know really before this class. I think they are taking these things and they are starting to think outward into the world about what how important rhetoric is and so they just started you could see their they were asking questions. What a minute. It sort of, it to me the light bulb I could see the light bulb go off then they could see that this speech it might sort of carry over into the generalizations something that is going to be very meaningful in their lives very soon. I don't know it was yeah I can see the light bulb going on that was today.

J: When communicating with your students what are some things you do nonverbally?

P4: When I communicate with the student's things I do nonverbally, well for one I like for them to know I'm listening. Give the outward appearance that I am listening because I think that is something that they also need to learn and so I will sit, I can sit in my chair over there sometimes and listen to them. I'll give them a nod; I don't like to interrupt them. I like to make eye contact. I don't know other than that nonverbally it's just courtesy of listening act like I'm paying attention because I certainly want them to do the same.

J: What are some things that you do or say specifically to show students that you care?

P4: Well today I brought them donuts and fruit. I tell them too. I just I think ya'll are doing great, good job, a lot of positive affirmations. How do I show them that I care, I gave a student a bed this year. You know when it froze a couple weeks ago; it just so happens that I had a bed that I needed to unload, cause my children are leaving me. I went downstairs to Communities in

schools and I asked them if they new anybody who needed a bed. As it turned out a student that I had last year he was sleeping on the floor and they needed a bed. I just couldn't see him sleeping on a floor that night and so she connected us and I said ok Johnny I am going to come and tell me when you want me to deliver this thing so my husband and I loaded it up and we drove it over to his house and he and his brother took it out of the truck. I don't know there are a lot of opportunities where you can show them that you care. I have a little girl in my fourth period class right now who is going through some things as far as being homeless, foster care and so she wrote something on a paper and I read it. They don't – it's so weird they don't expect that I read what they write. She wrote this thing and then when we were having sort of a slow moment in class, I asked her if she was doing ok. I said you know are you ok because you wrote that this was going on are you ok? She goes oh you read that, I said well yeah I read it and she said yeah I'm doing ok I said well if you need anything just let me know. I can't really get to involved unless she wants me to I can only give as much as she wants me to give. I mean they give you hints and you just in a quiet way have to, so but I always like in my classes when they are doing good I'll say gosh you guys are doing great you're really getting this.

J: Do you share your experiences when you were a student?

P4: Yeah. Not too much (laughs) just what I want them to know. I share things like we are working on these readings from civil rights and so I tell them when I was in school it wasn't too far away from the civil rights movements and so there were teacher who had these old ideas. I, we discuss some of the incidences in my honest to god experiences, words from a teacher who knew better about saying racist things because they say these words out in the hallway they use terms and those terms to me mean something different than the way they use them and the way they hear them. So we talk about that and explain how certain words bring with them all this hateful history and so yeah when it's relevant and education I will share. Do I share with things from my home life, that have absolutely nothing to do with what we are working on in class absolutely not, no there's got to be that barrier. I won't go there.

J: Do you ask the students what went well for them or what...

P4: Oh yeah! Let me show you what I do, I do! What I do is in the very beginning, oh my this is so messy (looking through a desk drawer) in the very beginning of the year I'll give them this little index card and I'll say ok write down who you are, expectations of the class, any personal goals, expectations of the teacher. Then like at the beginning of the second semester I gave it back to them and ok look these are your expectations has anything changed? I keep these and then at the end of the course the last part of maybe the last week of school I'll pull them out and say ok this was your expectation this was your goal did we reach our goals, did I fulfill your expectations. Yeah I try to keep these and then another thing that I do with my juniors is I have them write letters to their senior selves.

J: Oh that's neat.

P4: And I save them. These were my juniors from last year and see I have a little note there, distribute May 2017. So I give them back to them and they if I don't get them out like quick they start coming in like hey Ms. remember our letters (laughing) so yeah. So yes that's how we do.

J: What are some methods, if any, you use to keep students motivated or motivate them?

P4: Well I like to use a lot of humor in my class. I think to keep them motivated they have to know the end game not just like passing the STARR test but ok so you need this little piece of paper so that you can go on and do other things and especially what I have found with these kids because they face some pretty harsh realities is that and I tell them I said look guys you're not living you're not living life the way that you want to live it. You're pretty much living somebody else's life and somebody else's decisions but when you get to be 18 that's when you start that's when you're going to start calling the shots. Yu need to be prepared for opportunity that comes along so we got to stay the course. Sometimes you don't like doing what you have to do but guess what this is what we have to do so that you can move on and move forward in a positive trajectory. I like to bring in the our career counselor because she is pretty motivating, she can tell them what it is that they need and how what they do in here connects to that. Another something that I like to do is I like to bring in snippets of readings from say what have I used, if somebody who's famous bring in something well oh they used to do this they excelled in English and look

where they are now. I can't think of anybody right off the bat. I like to take things from what they know in popular culture and you know like that song T.I. and Rhianna Live your life – that's a pretty good song if you start listening to it line by line and how don't be discouraged by what other people say and blah blah blah and so I do stuff like that just so that they know it's not all just books and speeches. Really what English language arts is its all communication. Sometimes that helps if you get a kid who just hates doing what they are doing every day in here. It just sort of mixes it up and I think that keeps them motivated. I think I do a lot of that but I also use a lot of humor in my class too and because you know sometimes it just gets to be drudgery and you've got to lighten things up like bringing donuts. Candy and sometimes I'll just go if they are working on something I'll just walk along and give them a piece of candy on the desk piece of gum or something just out of the blue not for anything just because.

J: Do you ever have to get parents involved?

P4: Yes in fact that's what I was on my way to do when you walked in. Yeah I mean I do with kids who don't want to do, kids who are, I've really not had any behavior problems but I have attendance issues. Yeah so I'll call I will just if we are in class and everybody is working but I've got a kid who keeps coming to my class late I'll just get out my cell phone go out there and call a parent and then say hey you come here your dad wants to talk to you (laughing) cause it's immediate, it's direct and I just I think with attendance I just can't I don't have any time to fool around with that because if they are not here they are not learning. That's my biggest issue, as long as they are here I can work with them but I can't work with kids who don't show up or who show up late or who show up stoned. That's another something.

J: You mention no behavior issues but can you describe a time when you dealt with a difficult student and felt good about the outcome.

P4: Oh yeah always it's always in the beginning of the year because they are trying to save face look cool for their for their peers. I had a class that was my 7th period class just total wrong combination of kids and so you know I tried to give them the opportunity to self correct but if it looks like its not going to happen then I'll start moving em out. I will insist on that because we

are just wasting and we are impeding on other peoples learning. I can't deal with that. So what I did in the 7th period class is I kept and you really have to be very persistent bugging counselors and bug them and call up parents and say hey look this is what's going on in the class and you know your child has that STARR test coming up and everything that I am doing there is pointed at that STARR test and they are losing time and so they get on board real quick when it sounds like that. They'll ok the move and so I had those kids and they were like the worst kids. Its you know they were the worst behaving children but I had them moved and when they are put in like a different class where kids are like on the ball and stuff they change. They don't have their audience anymore and one of those kids in my 7th period was my little Paul who wrote that. I was really so proud of him and then I've got another girl who was just and she was in 7th period she had horrible attendance she stopped coming for like three weeks and then she just showed back up and I said uh uh no we are not gonna we're not going through this again and I had her moved and she volunteered to read it's just you know it's just total night and day when they don't have that audience. In a class like that I don't have time to give for instruction. It's all behavior management and that's a shame so you do what you do and you do it quickly and move on. After that happened then I – it's in control now we are doing good and we are moving ahead. On task.

J: List and describe three teaching strategies you use in this class and how you use them?

P4: Yeah I do small group work, ah man oh, what do I like to do. I you know I am actually the strategies that work that I think are successful are pretty old fashioned. I have them do a lot of writing, sort of like evaluating their performance. I like to do that that's a good strategy for me because then I can say ok well Paul you said that on this last assignment you had you did well because you followed directions and you you know look how it worked for you so I do a lot of self-reflection or I have them do self-reflection and evaluations on assignments. That's a good strategy. I don't know flash cards, I do a lot of flash cards because I feel like we have all this technology and that's awesome but I don't see how it's making them smarter. Yeah they can use they can do a power point they can do a prezzi but its like they are not ingesting and really synthesizing the information. When I do research I see just a whole lot of copy pasting and so I revamped my research so that now well guess what we are not doing research we're doing an

annotated bibliography or we are working on the presay instead of the big project. I like to break it down because all of those small steps I think there's more learning in that.

J: What other experiences do you believe have contributed to your success as a recognized teacher? Recommended teacher?

P4: Oh recommended OH. (laughing) I think it's just because I've stuck around for so long. I've taught in different places, I've taught in different environments. I started off at West Oso and I taught there and I felt my you know if I cut my teeth if anybody cuts their teeth there as a teacher they are probably going to do ok because it's really not your subject matter because you become the master of your subject matter but you also have to become a master at what society throws your way and how do deal with that are you going to fight it. If I think that the kids see me in the hallway and its so funny and they have told me this before, they think that I am a mean skinny white lady (laughing) and that's what they will tell me. Then they come into my class and it's a different experience I am not what they expected. What they see out there is not what they get in here. I think its because I just kind of keep it human. My own experience as a student I always try to put myself in their shoes. I was 15/16/17/18 years old at one time what was I thinking what was I feeling what was going on in my life that affected how I would sit in that desk and how I would and the decisions that I made. When a teacher gave me a kind word or some encouragement I mean I'll never forget a fourth grade I was in fourth grade and a substitute I handed him my assignment and a substitute called me over and his name was Mr. Penny and he he was a parole officer and he wore a suit and a tie. He called me over and he had black hair, I'm 53 years old and I still remember this. He called me over and he goes you know this was a really interesting story you're a really good writer. I get emotional when I think about that! That's what I remember. Sometimes it's not about what your teaching it's about how you're teaching. There are bigger issues that they learn in class and maybe some of that understanding opens up the door for better learning.

J: Is there anything else about instructional communication in this course that you would like to share?

P4: Yeah my I, I am a staunch advocate of very clear assignment sheets. What you are doing an example of what it looks like how it is supposed how you are supposed to do it what my expectations are and then ok if you have a question what is the route to go because all of my kids know my email. I give my AP kids only my AP kids my cell phone because we have some really big like during the summer when they are doing the summer reading assignment and they have a question I want them to communicate to me. I think that, the clear assignment sheets I can't get away it's something that is so simple but it's so important because you can't just say ok I want you to write a 5 paragraph essay persuasive about...41:13

Interruption from a student who walked by the classroom door – P4: Hey Mr. Beasley I like your turban it was a scarf now it's a turban you're pretty creative there. I like that you keep that poncho. I might get one! He's not even my kid.

Anyway, I just tell you what I want you to do and then you come back and I say oh no it's all wrong or you take it home and say hey mom I need help with this and your mom goes well ok what's the assignment well this is what my teacher told me. I that's just something that has worked for me it's a clear assignment sheet I am visual I also want to see an example of it. That's I will never move away from that oh and clear rules from the very beginning. Not too many you don't want to overwhelm them just some very basic things you do this we get along. That kind of stuff.

J: Any other thoughts to share?

P4: Thoughts to share... well about communication or about teaching?

J: Both

P4: Well I just think that teaching is becoming a more and more important and I fear that in the age of standardized testing that our teachers are going to know less and less if that makes any sense to you because it used to be when I was in school – I graduated in 1980 but when I was in school we learned the subject. We learned the subject. There was not a test that we were going to

have to conform to because our teacher's job depended on it. That's what I fear so if I could impart any wisdom to anybody who is thinking about getting into the classroom or teaching other teachers is that we really have teachers have to be the master of their subject. Maybe I need to teach other teachers how to teach and teach kids to become teachers but that's a concern of mine because I want my kids I want my grandkids in a classroom where the person has had a very well rounded education and they know their stuff. They know their craft not just how to pass a test so that's my beef.

J: Thank you very much for your time.

J: I am from the College of Education and Human Development at [Texas A&M University-Corpus Christi] and I will be your interviewer today. I am working on a research project (dissertation) that focuses on the communication that occurs between teachers and students as it pertains to instruction; specifically, those communicative behaviors that you purposefully use in your classroom. To participate in this interview, you must: (A) be at least 18 years of age, (B) have been recommended by your principal or recognized as an award winning teacher (C) teach 11th or 12th grade and (D) you must have at least 3 years of experience. Does this describe you?

P5: Yes.

J: I would like to begin by asking you some questions about your experience with instructional communication in your classroom. I know that students have different learning styles as well as motivation for learning, but I just want to understand your experience/perception with instructional communication and the ways in which you use them in your classroom. Although you likely teach several courses, what will help me is if you can choose one specific course to reflect on today.

Share a little background on the course that you will be focusing on today.

P5: I will say that probably the most recent course that has been added to my teaching career has been the IB senior English. The actual name of the course is language and literature HL. That is actually a two-year course. Year one is their junior year and year two is their senior year and I

happen to be their senior year teacher. I will say that it is a rigorous program and it can be challenging at times not just for the students but for the teachers as well because the IB program is designed where the students are required to fulfill specific assessments that are attached. Like in English we teach four parts of the syllabus and each part of the syllabus has some form of assessment attached to it and in the IB program you have internal assessments which are graded by teachers but IB monitors the grading and the scoring to make sure that we are in line with the requirements and then they have external assessments where the students either take an exam or they might write an essay in the case of English it's their written assignment where it's sent off to a grader somewhere in the world and that person or those people will grade the external assessment and give it the score.

J: What textbooks do you use for this course? Does IB give you the list of required texts?

P5: The beauty about the IB program well I should say yes and no what I mean is they the IB organization provides each teacher of a specific subject like in my case since it's English we have what's called there's two documents that we have to refer to one of them is prescribed literature in translation and then the other one is the prescribed list of authors. So there is specific requirements that we have to meet when we construct our syllabus for the course. Ok so Dr. Rose teaches year one and I teach year two so what IB wants is for us to focus on time periods, male and female authors, and regions of the world. So they don't want it to be heavily focused let's say on American literature or British literature. For example, I teach parts two and three what we do is we look at all of our works and we like to balance out how many female writers how many male writers so for example we are reading Ransom and that's an Australian author and the IB syllabus it's Oceania (I think that's the region of the world) we read Shakespeare's Macbeth that was Europe, England specifically. I know that Dr. Rose for her literature and translation part of the syllabus there are authors from Asia and Africa and so we balance it out.

J: Please describe what you do when you first walk into the class? How you set it up?

P5: It depends on what we are doing so for example if we are going to be discussing a text right we might start off the discussion where I'll start our discussion with focusing on specific sections

of the work and then based off of those sections that leads our discussion sometimes I'll ask the students you're in charge of leading the discussion so you have to choose what specific features of the text you want to focus on to show. When we were studying poetry it was a routine we had a specific poet that we were studying they had all the poems in their possession and they new they had to study them and when they walked in I would just randomly pick two students and you two were the ones who were going to take us through the analysis of the poem you would talk to us about any background information that you found on the poem you were going to interpret the poem. Other students were allowed to offer feedback or give their own interpretations because what I explain to them was the only way you are going to be able to do this for your assessment is if you just dig right in, dive right in and start picking it apart.

J: Do you use technology for this class?

P5: Yes as a matter of fact when, what I like to use the smart TV for you know the smart board is very effective because you can save your notes that you take and I like whenever we do discussions and we take notes on the smart board basically. What I like to do is save each template for each period and then we can compare. Ok fourth period this is what fifth period thought ok now let's talk about what fourth period or sixth period you know. Then there is a thread that each class that is weaved in within each class that is always interesting because lets say for example they all believe that Shames Hame one of the elements of his poetry was that he focused a lot on childhood innocence and nostalgia so they looked at the poems that they found that theme to be connected. The collection of poems that we studied.

J: What specific types of assignments are required for this course?

P5: Well ok as far as the way I understood it and the two assessments that the students do with me are the individual oral commentary discussion and then they sit for their exams in May but as far as assessments that we create Ms. Rose and I we try to gear those assessments towards practice for them on their actual IB assessments. For example if I test them, if you look on the board the plan is that next Thursday and Friday the students are going to do a timed writing on Ransom. The novel that we are studying right now. We may or may not get to it and I am

flexible as to when we do our writing but when I do give them the assessment I always choose an IB released prompt so that they can have familiarity with what the exams is going to look like. IB likes to give them three choices for their writing essays for the students when they write their essays. I like to do that, that's how I like to gear now do I also teacher created like whenever I am a firm believer in reading quizzes and I always tell them when I give you a quiz it's always going to be a writing quiz so I am always going to ask questions like how, why, what because that tells me you know if I see a student you know just writing like a mad women or mad man I know you've read but if you're just sitting there looking at the paper you know and I also use those quizzes to help us initiate our discussion as well.

J: Share with me how you present the content to your students? What teaching methods do you use most frequently?

P5: For example, let's see well think background on the poet or the author is significant so I'll ask them to do some research and find out ok what was what's the life of the poet or the author. What influenced the poet or the author? What is there style because that is another element in the IB syllabus? They are big on how do you know that the poet or author that you are studying is that poet or author like if you didn't have their name on the work would you know that this is a Shames Hamey poem? Stuff like that. That's one way I am also I tell the students I don't like to talk a lot as far as I don't mind beginning and initiating the process, it might be a video, when we studied Macbeth I showed them the Amy biography on Macbeth so that they could see what life was like back then because that's another element you have to explain to them what the society of that time period was like so I am you know I might do a video, background information, anything I can find even on YouTube, author's interviews I like to use that too because that also gives them an idea of what was the motivation that the author used to write the work. Those are just kind of some examples of how I present the material.

J: Can you describe a favorite lesson and how you teach it?

P5: Well you know what I'll go back to poetry because before I started teaching IB senior English I had experience with poetry with my juniors in AP but I feel that the one genre that I

always felt the weakest at was poetry ok. I'm trying to think of so for example what I'll do is I'll take a very simple poem and I will we'll read it together. I am a firm believer in reading the literature because I really think students need to listen to it right and then I'll ask them ok lets break this poem apart. You think this is a very simple poem but it is actually filled with and packed with a lot of information so then we will literally break it down line by line, stanza by stanza. Then at the end of the period though the students will be surprised because they can't believe that an 8-line poem actually was filled with a lot of information. One of the when we do comparison and contrast lessons there's two poems and one of them is To His Coin Mistress and the other one is My Last Duchess and I don't know if you are familiar with them but To His Coin Mistress is basically the speaker pleading to his beloved that he wants to have relations with her ok. He is very specific in his descriptions of how he would love her and uses all these wonderful so a lot of the time on the first reading of the poem the students will say Oh this is wonderful, oh he is so loving. But then when we actually go back and dive into it, Ah he's a jerk, how dare he but I love to do that because I always that's another way that I explain to students you always have to go back and revisit the work because on second reading and then on third reading uh huh yeah.

J: What are some things that you do or say to help your students learn?

P5: Life for example, so in this case I'll give you a perfect example it's not well it is with my IB seniors I have done this but ok one of the firm beliefs I have is sometimes a student does a better job of explaining the concept than I will. For example, the it's a booklet it's the applied practice; I love the applied practice resources because you can get them specific to text. For example, when we were studying Macbeth I would use the applied practice assessments as quizzes and reading quizzes because they are given the exert from the act and the scene right and then usually about 7 to 10 questions ok. What I would do sometimes is before I graded the quiz I would allow the students to collaborate and I would give them the instructions that you're allowed to collaborate in your group and justify your answer however if your group members convinced you that your answer is wrong and that their answer is right you can change it but I'm not going to honor your original answer because you chose to change it. If you stand firm in that your answer is correct then you have to keep it. I give them about lets say 10 to 15 minutes depending

on how many questions and how much time they could and you would be amazed at most of the students would perform better and their grades would improve because they had the opportunity to discuss the questions with each one and I know it works really well with my AP students when ever we do any AP practice I allow them to collaborate in the group and come to a consensus and I let them compare it. They get to grade their individual scores and then they get to grade the group score and most of the time the group score is higher than the individual and then eventually I taper off as the end of the year progresses because they are not going to be able to take this assessment as a group. I explain that to them, I say by the end of the year when it comes time to take the exam, you're going to feel more confident about yourself as you take the test.

J: Describe the ways that you provide feedback?

P5: Ok so what I do is sometimes it's instant feedback I'll just pick and I'll just say all right we can't go over every question but which questions were the ones that gave you the most difficulty. Let's say it's question number 2, Ms. Pam; I don't see why, why is the tone lets say, or the mood ominous. Ok lets look at the blind references do you see the words that the author chooses to use ok that's why. Oh well I was thinking it was this and that no go back. As a matter of fact on Tuesday when I was out for IB testing I had had my AP seniors practice one of the questions on the AP exam the question two is write an essay with an exert from a piece of literature like it might be a scene from a play, it might be an exert from a short story, it might be an exert from a chapter in a novel. What I always like to do is after they write the essay, I'll go over the prompt, we went over the passage and when we broke it up and I asked them ok this is exactly what they were looking for a lot of the students were like "ah I didn't even know that he was related to her or I didn't even get that she had new money" and I go now you have to understand I said I'm this is my job this is what I do for a living. I studied this but I want you to know that even I have to do two readings or three readings. Now I the first reading I picked up on most of the things but there were some things that I didn't pick up on until the second reading and I do that so that they can understand that reading literature isn't just reading literature once and I'm a firm believer you have to annotate the text. You have to! I tell them all the time it doesn't matter if English isn't going to be your major this is how you study in college by annotating a text.

J: Describe ways that you provide feedback to your students?

P5: It just depends on what I have done in the past and what I would like to do again this year is I would schedule individual conferences with students to talk about their writing and if there's any trends that we see or that I see let's say for example the student has difficulty with analyzing quotes or the elaboration of a quote or it might be that you're writing too much on summary and you're not writing on the actual analysis of the piece and that's what I try to and there's a rubric that is attached that we like to use the IB rubrics because after all if it's IB senior English they're going to be taking the exam.

J: Do they get to see the rubrics before hand?

P5: Oh yeah, mm-hmm, we always go over the rubric so that they know.

J: Share an experience where a student had that "ah ha" moment in regards to learning the content?

P5: I'll use, ok so for example I think a lot of the times the difficulty that students have in English is ok I understand that it's a specific literary element like let's say personification or diction or theme, but why does the author choose to if it's diction why does he choose to describe the character in this manner not in this manner so when you break down that text and you ask them ok so I'll give you a perfect example on Tuesday when we were going over the released question when we were, what I like to do is when students tell me well he characterized student as timid. Show me, give me the line references that prove what you're saying ok line so and so. Ok perfect, everybody see it, yeah ok. I like to do I like to give those students that moment to feel confident that what they are interpreting they can defend because that's what I tell them all, I tell them all the time. The beauty about writing a response to literature is if you can choose the right evidence you can defend your interpretation ok. Making the connections the question was and as a matter of fact let me see...this is what I am talking about this was the piece that we were looking over and the question was write an essay in which you analyze the authors depiction of three characters and their relationships among them pay particular attention to tone

and point of view. One of the things I had asked students was ok what literary element do you think you have to discuss, you already know that tone and point of view are going to be two literary elements that you have to and then I go remember college board isn't telling you, you have to know that you have to address this literary element. They give me a couple of options and then it's like characterization if it's talking about the relationships about amongst the characters and I said yeah I think characterization definitely but do they tell you, well why don't they tell you? Because they want you to you know its stuff like that ok. Another student said diction. I would agree, one of the issues that I think students have is sometimes if the language is difficult for them to understand they completely shut down. This whole first paragraph here is talking about this tutor who wants to speak to the person who is hiring him about what kind of pay that he is going to receive but he is too timid to approach the subject on so when we look at the lines ok notice ok lets talk about the three characters that are introduced within this first paragraph. If you notice the woman that he is speaking to he makes a comment about the manner of the large affable lady who sat there drawing a pair of soiled gloves through a fat jeweled hand. So I ask the students well what does that tell us about this particular character? Well Ms. Pam she has a fat jeweled hand. I said ok so what does that tell us and then one student well she's wealthy, ok good she is I would agree. What do you make of the word soiled? Dirty. Yeah ok well if she is a wealthy woman why would she be wearing a soiled glove? Oh yeah ok, so after a while the students understood that this is probably a woman who is new to this experience and this environment and I explain to them that she probably also may not know how to approach the subject of payment with the tutor as well and then I also explain to them that this woman is an American who is living in France and this one student said how do you know. Well it says here and Oxford acquaintance at Niece etc. Oh how do you know that Niece is a city in France, I said I don't know I just do. They go but that's not fair we don't know that – I said that guess what that's exactly what you are going to have to encounter you need to know your geography. All of these little experiences and I try to give them those ah ha moments ok and I tell them if you can prove it if you can show it to me then you know you're on to something.

J: You help them experience being successful and everyone gets to share that experience. When you are communicating with students what are some things you do nonverbally?

P5: For example I use remind. Would that be a good example? I am a firm believer in remind this is the first year I have ever used it because I am slowly but surely embracing technology. I mean other than in years past I used to utilize like the school website their emails stuff like that but this year I do utilize remind a lot. Well I've known about it for years and as a matter of fact over the summer a fellow teacher was doing curriculum writing had shared with me that she had used it and she loved it. She absolutely loved it and I finally said you know what this is just a different world as a student we never had this. I went to school what 20 somewhat years ago and I just said I am going to embrace this and I really like it because it's kind of interesting. I don't mind students emailing me that doesn't bother me and I always tell them if I don't get to you right away I'll get to you as soon as I have a moment to respond. What I like about remind because it is delivered in the form of a text students are so used to texting that it's them texting their teacher and if they have a specific question they can just message you personally and you can respond back and it works beautifully because sometimes in the text I'll have a student who says Ms. Pam I'm so sorry I don't have my lets say assignment that's due today may I turn it into you by the end of the day, ok that's fine or can I turn it into you tomorrow, ok that's fine or whatever. They don't feel I think it also takes away that feeling of being told no or maybe you're more approachable through text as you would be in person. Not in my case I feel but for some students or they are just too shy to ask you or too embarrassed to ask.

J: What are some things that you say or do specifically to show students that you care?

P5: Well for example I will make it a point when I first introduce myself to them and I am learning who they are when I'm writing down my seating chart I always ask them if you have a specific way you want me to pronounce your name please let me know because I don't know, I don't read minds. I tell them by the end of the first week if not by the second week of school I'll learn who you are. I'll know that you're Michael or Stephanie or Miranda or something like that. I tell them all the time I have 150 or more students that I have to get to know but I will make that first connection of ok I know who you are I know that you are so and so you know what I mean. Another thing that I do is I will ask them hey how's your day going. I feel that I am flexible with my syllabus so for example if they are feeling very overwhelmed I'll explain to them ok I know I said the due date for this assignment was Friday but I'll move it to Tuesday. I know that you

have a lot going on, some of ya'll are doing college applications and stuff like that so I'll tell them I don't mind moving the due date to the next day. I tell them if you have a problem with me or anything in the course all you have to do is come talk to me if you don't want to talk to me right after class, shoot me an email and say Ms. Pam can I see you during your conference period and some students will, like they'll come and they'll say here's what's going on. I am drowning, I've got so much going on I'm already failing I don't even know if I have a chance, what can I do. Moments like that and opportunities like that I feel help the student know that you care and I do and I do let them know about my personal life. How many children, I have two daughters. Where did I go to school, stuff like that.

J: Do you ask them what went well for them at the end of the course/class?

P5: I don't do it every day but for example with my IB seniors we just literally finished our individual oral commentaries the internal assessments. Tomorrow is my last one as a matter of fact during my conference period but when I came back into the classroom because I was out of the classroom for 6 days. When I came back, it's so hard, I mean it's nice being out of the classroom but I wasn't out of the classroom because I was taking a vacation. I was working but when I came back one of the first things I did before we started into our next study I gave them just an overall feedback on how the presentations went and then I also made it a point to specifically tell them I just have to share with you all these students completely blew me away and I am going to tell you why. Then I also said and so and so Beth she never says one word in class but on her IOC she was on fire. I explain how she was just talking nonstop and she was just very confident I said that's the Beth I'd like to see everyday but I get this Beth everyday so it was a nice change of pace. I'll explain about so of the funny moments that gave me a chuckle, you know some of ya'll forgot you know to say this so I feel like those types of feedback that I gave to them it kind of helped them to see ok it wasn't as bad as we thought they had done.

J: That kind of transitions into my next question, what are some methods, if any, you use to keep students motivated or motivate them?

P5: What, especially with seniors I would probably say that I always explain to them there is a light at the end of the tunnel. Remember that your end goal is graduation and you want to get into your dream school. I always explain to seniors and the beauty about AP and IB seniors is you can meet them before they come into your classroom. I always go into the IB junior English classes at the end of the year. I give them the syllabus; I tell them what their assignments is over the summer. I don't get to do that as much with the AP seniors but I can with the IB seniors and I always am honest with them and I tell them when I first meet them, fall semester of your senior year is going to kill you. Then I also at the beginning of their senior year you all go through these specific stages, you're excited about the beginning of the year, then you are stressed and overwhelmed, then you want to quit, I'm done I'm out, and then graduation comes and you're giddy and excited and you're out of here. I said you go through those emotions but the award at the end of the year is graduating, getting your diploma and then the icing on the cake is the IB diploma and then I explain to them the benefits of getting their IB diploma or if they don't get their IB diploma if they score well on the exam they can place out of like freshman English in college. If they don't place out of freshman English sometimes the university will give them credit towards another subject so I always tell them in everything I also explain to them everything that we do here is not in vein there is a purpose and a reason why we do everything. That's how I try to motivate them.

J: Describe a time when you dealt with a difficult student and felt good about the outcome?

P5: Yeah, ok um I am trying to think because some of it feels like I have so many. Well I'll tell you this, this year I probably have four or five students that are falling through the cracks and you do the usual have an individual conference with them, contact parents, contact the counselor you know ok I've tried this, I've tried that. Sometimes you have to go back to having an individual conference with the student but what I try to express to the student is I'm willing to help you but you have to be willing to help yourself. I am not going to give you all of your make up work at once, I'm choose to give it to you in chunks because if I get that first set then I know you are in and you'll continue to work for me. You're already feeling overwhelmed so why am I going to give you 20 assignments that you need to do for me. I would probably tell you I had this one student I am thinking of right now because he was the one who I just finished testing in the library earlier today. He approached me after the recording and he said ok Ms. Pam I know that

I'm behind and I want you to know that I am almost done, I'll be done with two more of my IB assessments so next week here's what I am going to have for you. And I said ok I appreciate that and then he said I am I want you to know that I'm going to really try and I said ok and then he said I know you probably don't believe me, kind of like in that sense, and I explained to him I said I know how you feel because your overwhelmed and you're stressed and guess what as a teacher I feel the same way. I said but I'm going to tell you what I tell myself I'm not telling you I have to do my job. I have to do it whether I want to or not. I said I understand where you are coming from because when you feel like you're drowning to the point where you're at the surface and you can't even pick yourself up from that surface it's sucks I said but if you're telling me that this is what you want to do then ok I accept it and hopefully I do get what you owe me. The fact that he wanted to talk about it and I didn't have to remind him made me feel like ok if he's initiating this conversation that means he's willing to work.

J: List and describe three strategies you use in this class and how you use them?

P5: Well for example I love group work or cooperative learning I think how ever you want to spin that one ok. I'm a firm believer in cooperative learning because for example sometimes when you group reluctant student with motivated students that reluctant students feeds off of the motivated student and he or she will accomplish a task and sometimes ok it's just accomplishing that task. It might be writing an alternate ending to a short story but instead of you and that person writing separate alternate ending I'm going to let you and that person work together and you have to decide who's actually going to write it or type it what words do we want to use what kind of ending we come to an agreement and a consensus. Cooperative learning is definitely one that I am a firm believer in. Another strategy that I would say would probably be using technology in your lessons because I have found that as detrimental as YouTube can be to some students YouTube is actually pretty effective in teaching because sometimes they have to see the way the story unfolds. I'll give you a perfect example, William Falkner's A Rose for Emily I love that short story I like it because I'm an English teacher I studied English but the nonlinear story line of that short story is very confusing for students. There is an actual short movie – it's like about 30 minutes that we used to have in one of our old literature, we used to have the VHS but it is on YouTube. We always spend about 3-4 days reading, analyzing, doing some kind of

writing and then when we are done with that I show them the video and they are just in shock because at the end of the short story the Ms. Emily has kept her beloved Homer Barren in this room locked up with his decayed body and he's in the form of having where he was embracing her and stuff like that and his night shirt is like literally attached to the bed because he's decomposed. When you read it and you picture it in your mind it's disgusting but then when you see it it's just so they don't show that aspect but they show the shock the corpse on the bed and then we talk about ok so what did you notice in the story it said this but in the movie and then some students will tell me I liked it better when I pictured it myself because it was a lot more grotesque than it was in the film. Then some students if you hadn't have showed us that Ms. Pam we would have never been able to see the story and how it unfolded. The way that the film portrays it I believe they have a linear plot line as apposed to the short story where it's nonlinear so that also helps with stuff like that. That's another incorporating technology, video, the document camera where they can see an image that's projected. Whether it's a stanza, it's a line from a short story or something like that. Then I would probably say the last strategy that I like to utilize is probably and this is probably going to sound very archaic but I love discussion I do I think once you engage them and you actually make it relatable to them. In Ransom we are it's actually a take on the Iliad and the two characters that it is focusing on is Achilles and Prim. When Achilles kills Hector in battle because Hector had killed Tropolis and what we learn if you've studied mythology is that he takes Hector's body and he drags his body in front for 11 days he's been desecrating the body. We talk about Achilles warrior spirit and we talk about his human characteristics and explaining to the students you know the idea that his rage and his anger and his need for wanting to avenge Tropolis' death and I'm not a soldier but I have heard of people that I know family members that I know friends that I know who have fought in a war and have that warrior like mentality that when you've seen things that people shouldn't see that you are filled with this rage and this anger. Well I can identify with him and all of a sudden that opens up a door to another conversation. I do I'm a firm believer in you have to and I like looking at the text I like asking them pick passages from the text that you feel are impactful and why are they significant and what do they reveal to us about to us as readers. We study this work ok why? Why is the author choosing to introduce Achilles to us as a man first before he introduces to us Achilles as a warrior because if you study mythology you really only know

Achilles background as a warrior not so much as a man but he's taking this you know so why is it. I am a firm believer in those discussions that you have in class.

J: What experiences do you believe have contributed to your success as a recognized teacher?

P5: Well I will probably tell you that I mean I don't know. Other than I feel that if a student walks into my classroom they know that I am invested in teaching them. My goal at the end of the year is did you feel like I gave you my all and that I wanted you to be successful. Did you feel like Ms. Pam cared and she was getting you ready for the next level. Like my juniors I always tell them I'm getting you ready for senior English. For my seniors I always tell them I'm getting you ready for college. I explain to them it's not just about studying it's about time management its about how you treat the courses its about you have the freedom that you've never experienced before. Right now your parents are telling you, you have to do this, you have to do that, now it's all you. Are you going to be able to handle that kind of freedom? I'm going to say that I think it's the rapport that I build with my students. Outside of the classroom, the fact that if I see them out lets say at Whataburger or the mall that they want to come up to me and say Ms. Pam what are you doing? Or when they come back and visit during Thanksgiving break or Christmas break or in May when they get out after their semester ends and they come and tell me we studied Emily Dickenson we did a whole unit and if it hadn't have been for our study on Emily Dickenson I would have never, everybody was so lost and remember those TPCas we hated doing those TPCAS but now I know why because I didn't have any problems analyzing. I like to hear that because it makes me feel like, it validates me as a teacher. Maybe it's the relationships that I build, maybe students feel like they are learning in my class that's what I want. I want a student to know they come in that I want to teach them. That it's not just me standing up here like a tree.

J: Is there anything else about instructional communication in this course that you would like to share?

P5: There's a lot, well I would probably say that I think there are those moments that you have and that you build relationships not only with the students but like with the class as a whole.

There are some classes that you just enjoy to start your day off or you enjoy to end your day or in the middle of the day with all the chaos you know if you ask the students ok I need you to take the next 20 minutes and I need you to read this passage and I need you to annotate and then we are going to start our discussion. That you could hear a pin drop because they are so engrossed like those are the moments that I feel wow I really do feel like they are getting something out of it. I also think that those ah ha moments when they get the analysis of the text when they understand ok now I know why she keeps on asking up where are the line references because when we write the essay we're going to have to back it up with our evidence from the text and you hear that a lot in English. Evidence from the text we need evidence from the text well that's why. Then they figure out that they are going to college that same evidence from the text, evidence from the text. That makes me feel like ok I'm doing something right.

J: Thank you very much for your time.

APPENDIX C

INSTRUCTIONAL COMMUNICATION STRATEGIES QUESTIONNAIRE

STUDENT DEMOGRAPHIC QUESTIONNAIRE
Instructional Communication in Secondary Education

Please take a few minutes to answer the following questions:

Name: _____ (Note: will be removed once consent is confirmed)

Age _____

Do you assent/consent to participating in this survey?

Yes _____ No _____

If you are 17 years of age or younger, have your parents signed the consent form?

Yes _____ No _____ I am 18 years or older _____

Male _____ Female _____ Transgender _____

Ethnicity and Racial Background _____

Grade Level Classification _____

Do you plan to go to college? Yes No Undecided

Directions: Please circle the number that best represents your feelings for the class you are currently sitting in. The closer a number is to the item/adjective, the more you feel that way.

A. I feel the class' content is:

- | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|-----------|
| 1. Bad | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Good |
| 2. Valuable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Worthless |
| 3. Unfair | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Fair |
| 4. Positive | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Negative |

B. My likelihood of taking future courses in this content area is:

- | | | | | | | | | |
|---------------|---|---|---|---|---|---|---|------------|
| 5. Unlikely | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Likely |
| 6. Possible | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Impossible |
| 7. Improbable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Probable |
| 8. Would | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Would Not |

C. Overall, the teacher I have in the class is:

- | | | | | | | | | |
|--------------|---|---|---|---|---|---|---|-----------|
| 9. Bad | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Good |
| 10. Valuable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Worthless |
| 11. Unfair | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Fair |
| 12. Positive | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Negative |

D. Were I to have the opportunity, my likelihood of taking future courses with this specific teacher would be:

- | | | | | | | | | |
|----------------|---|---|---|---|---|---|---|------------|
| 13. Unlikely | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Likely |
| 14. Possible | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Impossible |
| 15. Improbable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Probable |
| 16. Would | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Would Not |

Directions: Below are a series of descriptions of things some teachers have been observed doing in some classes. Please respond to the statements in terms of how well they apply to this teacher. Please use the following scale to respond to each of the statements:
Never = 1 Rarely = 2 Occasionally = 3 Often = 4 Very Often = 5

- _____ 1. Gestures while talking to the class.
- _____ 2. Uses monotone/dull voice when talking to the class.
- _____ 3. Looks at the class while talking.
- _____ 4. Smiles at the class while talking.
- _____ 5. Has a very tense body position while talking to the class.
- _____ 6. Moves around the classroom while teaching.
- _____ 7. Looks at the board or notes while talking to the class.
- _____ 8. Has a very relaxed body position while talking to the class.
- _____ 9. Smiles at individual students in the class.
- _____ 10. Uses a variety of vocal expressions when talking to the class.
- _____ 11. Uses examples to make the content relevant to me.
- _____ 12. Provides explanations that make the content relevant to me.
- _____ 13. Uses exercises or explanations that demonstrate the importance of the content.
- _____ 14. Explicitly states how the material relates to my career goals or to my life in general.
- _____ 15. Links content to other areas of content.
- _____ 16. Asks me to apply content to my own interests.
- _____ 17. Gives assignments that involve the application of the content to my career interests.
- _____ 18. Helps me to understand the importance of the content.
- _____ 19. Uses own experiences to introduce or demonstrate a concept.
- _____ 20. Uses student experiences to demonstrate or introduce a concept.
- _____ 21. Uses discussion to help me understand the relevance of the topic.
- _____ 22. Uses current events when teaching a topic.

Directions: Think about your current teacher and to respond to the following using a 7-point scale: 1 Strongly/Completely Agree 2 Agree 3 Agree Somewhat 4 Neither Agree nor Disagree 5 Disagree Somewhat 6 Disagree 7 Strongly/Completely Disagree

- _____ 1. My teacher has a hard time articulating his/her thoughts
- _____ 2. My teacher has a hard time coming up with appropriate examples to explain course concepts
- _____ 3. My teacher does not seem confident in he/her explanation of course concepts
- _____ 4. My teacher has a hard time explaining things in a simple manner
- _____ 5. The amount of information presented in our lessons can be overwhelming
- _____ 6. There is so much to learn during our lectures that I have a hard time keeping up in this class
- _____ 7. I feel flustered trying to keep up with the amount of information presented in our lectures
- _____ 8. Class lectures make me feel anxious because of the amount of information we are asked to learn all at one time
- _____ 9. In this class, my teacher first explains things and then stops so we can ask questions
- _____ 10. This teacher makes sure to ask questions to find out if we understand what we are learning
- _____ 11. This teacher takes the time to answer class questions if things don't make sense
- _____ 12. My teacher repeats things when we don't understand them
- _____ 13. My teacher's lectures are well organized
- _____ 14. Our class lectures are organized into specific, manageable content blocks
- _____ 15. My teacher makes class material easier to learn by teaching us one step at a time
- _____ 16. It is easy to follow along with the structure of my teacher's lessons
- _____ 17. My teacher expresses his/her beliefs.
- _____ 18. My teacher reveals personal information about his/her personal life.
- _____ 19. My teacher often talks about what he/she does on the weekends.
- _____ 20. My teacher seldom talks about him/herself.
- _____ 21. My teacher uses his/her family or friends as classroom examples.
- _____ 22. My teacher often gives opinions about current events.
- _____ 23. My teacher shares his/her dislikes and likes.
- _____ 24. My teacher presents his/her attitudes toward events occurring on campus.
- _____ 25. My teacher discusses his/her feelings.
- _____ 26. My teacher often talks about him/herself.
- _____ 27. My teacher often gives personal examples in class.
- _____ 28. My teacher seldom discusses family or friends.
- _____ 29. My teacher only discusses class related material.
- _____ 30. My teacher rarely discusses his/her personal life.
- _____ 31. My teacher gives his/her opinion about events in the community.
- _____ 32. My teacher is open with the class about his/her feelings.
- _____ 33. My teacher often talks about his/her family and friends.
- _____ 34. My teacher seldom expresses his/her beliefs.
- _____ 35. In thinking about my relationship with my teacher, I enjoy interactive with him/her.
- _____ 36. My teacher creates a feeling of "warmth" in our relationship.
- _____ 37. My teacher relates well to me.

- ___ 38. In thinking about this relationship, I have a harmonious relationship with my teacher.
- ___ 39. My teacher has a good sense of humor.
- ___ 40. I am comfortable interacting with my teacher.
- ___ 41. I feel like there is a “bond” between my teacher and myself.
- ___ 42. I look forward to seeing my teacher in class.
- ___ 43. I strongly care about my teacher.
- ___ 44. My teacher has taken a personal interest in me.
- ___ 45. I have a close relationship with my teacher.

Directions: These items are concerned with how you feel in general about taking classes in high school. Please circle the number toward either word which best describes your feelings. Note that in some cases the most positive score is a “1” while in other cases it is a “7.”

1. Motivated	1	2	3	4	5	6	7	Unmotivated
2. Interested	1	2	3	4	5	6	7	Uninterested
3. Involved	1	2	3	4	5	6	7	Uninvolved
4. Not stimulated	1	2	3	4	5	6	7	Stimulated
5. Don't want to study	1	2	3	4	5	6	7	Want to study
6. Inspired	1	2	3	4	5	6	7	Uninspired
7. Unchallenged	1	2	3	4	5	6	7	Challenged
8. Uninvigorated	1	2	3	4	5	6	7	Invigorated
9. Unenthused	1	2	3	4	5	6	7	Enthused
10. Excited	1	2	3	4	5	6	7	Not Excited
11. Aroused	1	2	3	4	5	6	7	Not Aroused
12. Not fascinated	1	2	3	4	5	6	7	Fascinated

Directions: These items are concerned with how you feel about this specific class. Please circle the number toward either word which best describes your feelings. Note that in some cases the most positive score is a “1” while in other cases it is a “7.”

1. Motivated	1	2	3	4	5	6	7	Unmotivated
2. Interested	1	2	3	4	5	6	7	Uninterested
3. Involved	1	2	3	4	5	6	7	Uninvolved
4. Not stimulated	1	2	3	4	5	6	7	Stimulated
5. Don't want to study	1	2	3	4	5	6	7	Want to study
6. Inspired	1	2	3	4	5	6	7	Uninspired
7. Unchallenged	1	2	3	4	5	6	7	Challenged
8. Uninvigorated	1	2	3	4	5	6	7	Invigorated
9. Unenthused	1	2	3	4	5	6	7	Enthused
10. Excited	1	2	3	4	5	6	7	Not Excited
11. Aroused	1	2	3	4	5	6	7	Not Aroused
12. Not fascinated	1	2	3	4	5	6	7	Fascinated