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The Effects of Teacher Read Audiobooks on Kindergarten Students'

Motivation and Desire to Read at Choice Time

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### Abstract

The purpose of this action research project was to determine if incorporating audiobooks read by teachers and school workers would increase students' desire and motivation to read. Twelve audiobooks read by teachers and school workers were introduced to students in a three week time period. For three weeks, the researcher introduced four audiobooks read by teachers and school workers at the beginning of the week. Students had the option to listen to these audiobooks on iPads during choice time. Data was collected through a qualitative survey and quantitative collection of the number of times students visited the reading corner. Analysis of the data collected suggests that audiobooks do increase some students' desire and motivation to read as the number of times students visited the reading corner increased. Along with this, the survey data revealed that some students showed increased positive feelings towards reading.

The Effects of Teacher Read Audiobooks  
on Kindergarten Students' Motivation and Desire to Read at Choice Time

Educators face the task of motivating students to read and fostering a desire to read books for pleasure. Even young students need encouragement and careful planning by teachers to develop a love of reading. It is important at the young age of five and six to develop the desire and motivation to read through activities at various times of the day. "Children need daily, in-school opportunities to enjoy reading and become immersed in reading as a lifetime activity" (Allington, 2001, Sanacore, 2004 as cited in Sanacore, 2006, p. 37). Students need to realize that reading can and should happen beyond the specific instructional reading time of the school day. Educators also desire students to think of reading as enjoyable and not as a chore or something that is required.

Looking beyond the traditional reading instructional time, many Kindergarten classrooms incorporate a time for the students to play and explore in various areas of the classroom. Depending on the classroom, this specific time of the day can be called playtime or choice time. For this action research project, the researcher will refer to it as choice time. During choice time, students are welcome to move around the room and learn through play areas. These areas can include but are not limited to: blocks, cars, puzzles, kitchen, reading corner, Legos, science table, art table, and more. This time of the day has the power to help motivate and create a desire in students to read. However, there is the challenge of getting students to choose the reading corner over other areas of choice.

Powell-Brown (2006) states that, "children love stories" (p. 84). When a teacher asks students if they would like a book read aloud to them, the students would be delighted to listen (Powell-Brown, 2006). Students enjoy having books read aloud to them; however, teachers do

not have the luxury of being able to sit down and read aloud to students at every choice time. Teachers use choice time to pull students to work one-on-one or pull a small group of students to work on various academic concepts. Teachers also roam the classroom during choice time looking for teachable moments, whether academic, social, or emotional. Audiobooks are a way to offer students a read aloud opportunity during a time when a teacher is not available to do it. Audiobooks can expose students to a variety of literature and allow them to practice foundational reading skills all while having fun listening to a story. Many young students, ages five and six, cannot read the text in books. Audiobooks create a way for these young students to follow an adult reading model. Audiobooks level the playing field so that all students can enjoy a book without being able to read the text by themselves. Students can explore new topics and deepen their imagination in ways that they normally would not be able to because they are just becoming readers themselves.

According to Powell-Brown (2006), a way to motivate elementary students is to “model your passion for literacy for your students” (p. 89). Educators can show their passion by sharing books that they enjoy. One way to do this during choice time is to have various teachers and school workers record themselves reading books and make the recording available to the students at choice time. This twist on audiobooks may help students want to read as well as foster the desire to read by emulating adults they know and admire. Students will see many of their teachers reading books they enjoy. As stated by Powell-Brown (2006), “if we, as adult readers, can demonstrate our love of books by being avid readers, both in and out of the classroom, perhaps we can convince our students that reading is an activity well worth pursuing” (p. 89). The overarching research question is, Does providing audiobooks, read by teachers and

school workers, in the reading corner during choice time increase students' desire and motivation towards reading/looking at books?

### **Literature Review**

Boeglin-Quintana and Donovan (2013) conducted a study in a diverse Kindergarten classroom. The researchers provided audiobooks on iPod shuffles. They desired to see the impact audiobooks had on their students during silent reading time. The researchers found that using iPod shuffles helped increase the Kindergarten students' motivation to read. Students were more engaged in the reading process as well as able to read for a longer amount of time (Boeglin-Quintana & Donovan, 2013). Boeglin-Quintana and Donovan (2013) found that incorporating the tool of technology into the classroom could help motivate learners.

“Technology is an excellent tool to motivate students because technological tools are engaging for students; if a student is engaged in an activity, they are more likely to participate on a recurring basis” (Lacina, 2008 as cited in Boeglin-Quintana & Donavon, 2013, p. 50). Educators want students to engage in reading activities, and through technology, students are more prone to do so.

Research has shown in the last 20 years that a top concern of educators in various classrooms and grade levels is the lack of student motivation. This lack of motivation is also one of the main problems that educators face while teaching (O’Flahavan, Gambrell, Guthrie, Stahl & Alvermann, 1992; Veenman, 1984, as cited in Edmunds & Bauserman, 2006). Teachers need to be ready to address this problem of decreased student motivation. Researchers state, “Motivation plays a major role in learning” (Edmunds & Bauserman, 2006, p. 414). If motivation is such a key part of our students' learning, educators need to find various ways to increase it in their classroom. “Motivation frequently makes the difference between learning that

is temporary and superficial and learning that is permanent and internalized” (Oldfather, 1993 as cited in Edmunds & Bauserman, 2006, p. 414). Reading is a skill that cannot be temporary, but one that is life-long. When Edmunds and Bauserman (2006) asked students what motivates them, the students responded that many teachers have motivated them. When teachers show excitement and a love of reading, students become motivated to read. The students also stated that when a teacher shared books with them they were motivated to read (Edmunds & Bauserman, 2006). Teachers need to be willing to share books that they have enjoyed reading to help motivate students to want to read.

Audiobooks are not a new technology that have been created in the last couple of years. Audiobooks started to become a part of libraries in the late 1970s and early 1980s (Chen, 2004). Since the beginning of audiobooks, people have questioned the value of them. Chen’s (2004) article, *Improving Reading Skills through Audiobooks*, sheds light to readers about the positives of incorporating and using audiobooks with learners. When a child listens to an audiobook it is similar to listening to a teacher reading in front of them (Chen, 2004). Audiobooks are a great solution to the times when a teacher is not available to do a live read aloud. “The ultimate goal of using audiobooks with school children is to improve their reading skills and increase their reading interest” (Chen, 2004, p. 22). Chen (2004) found that audiobooks are an extremely helpful way to motivate poor readers, reluctant readers, or struggling readers. Many struggling readers never want to read because it is hard and difficult. Parents and teachers may say it is like pulling out teeth to get some students to pick up a book and read. Audiobooks are a great way to help motivate those students to want to read. Another important fact that Chen (2004) addressed was the value in having students hold the physical book and follow along as they listen to the audiobook.

Nel (2000) states that educators cannot cut out free-play from their day. “Research demonstrates that academic learning need not be linked to formal instruction but can, instead, take place in a free-play setting” (Nel, 2000, p. 140). Students need unstructured time to learn. However, other educators push to do more time that is academic and less play time. Nel (2000) wants there to be a middle ground. Educators need to see that academic experiences happen in a choice time setting as well as the whole group instructional setting. There is importance in both structured academic learning and unstructured learning like choice time. “Literacy should be promoted with the understanding that while young children are capable of great intellectual feats, the adult’s role should not be one of instruction, but rather of modeling behavior, optimizing children’s play, and enriching the environment so that young children can learn simply because they want to” (Nel, 2000, p. 141).

Skouge, Rao, Boisvert (2007) point out that time spent reading for both pleasure and information is dropping due to the various media outlets available for students. Schools receive pressure from various groups to prepare students to be competitive for the job market (Skouge, Rao, & Boisvert, 2007). Educators hear the strong command to teach students how to read. It is becoming such a strong push that nurturing the love of reading in students is being completely ignored in the classrooms (Skouge, Rao, & Boisvert, 2007). If teachers ignore or are forced to ignore the task of helping students develop a love of reading, reading can easily become a chore and something students have to do, much less want to do. There is also an array of good literature available for students to read and for teachers to use in their classrooms. However, good literature is overlooked and not enjoyed because teachers are in a rush to teach reading (Skouge, Rao, & Boisvert, 2007). The researchers state that technology can serve a purpose in nurturing reading as a choice (Skouge, Rao, & Boisvert, 2007).



Wolfson (2008) wrote about how audiobooks help adolescent readers improve various reading skills as well as their motivation to interact with books. “Not only will students with literacy needs benefit from listening to audiobooks, but all students may find this experience worthwhile” (Wolfson, 2008, p. 106). Teachers need activities that reach all types of learners to help them engage with texts and foster their desire to read. Through audiobooks, students are given opportunities to appreciate books (Wolfson, 2008). Researchers also found that audiobooks could be used to motivate adolescent students’ interest on reading outside of the school setting (Beers, 1998; Hipple, 1995 as cited in Wolfson, 2008). Marchionda (2001) states that “listening to audiobooks could successfully be used to promote the habit of reading and create lifelong readers” (as cited in Wolfson, 2008, p. 111). The author of this article directly focuses on adolescent readers, but many of the arguments and reasoning correlate with Kindergarten students too. Kindergarten teachers have struggling students who do not like to go to the reading corner because reading on their own is difficult. All grade level teachers want to motivate students to become lifelong readers. This article helps one see that audiobooks can be a tool to do just that.

## **Methods**

### **Participants**

This action research project was conducted in a Kindergarten general education classroom in Sioux Falls, South Dakota. The class consists of 23 students, 13 girls and 10 boys. The ages of the participants range from five to six years old. The majority of the class is Caucasian and does not qualify for free and reduced lunch. One student in the class receives services for speech. The classroom also has an educational assistant for about 75% of the day.

### **Data Collection**

The focus of this study was to see if students' desire and motivation to read increased through incorporating audiobooks read by teachers and school workers in the reading corner during choice time. The researcher used both qualitative and quantitative data in order to see if students visited the reading corner more during choice time. In the researcher's eyes, visiting the reading corner correlates to students having a desire to read or being read to because they choose to visit that center during a time where they have many choices from which to choose. The qualitative data was incorporated through a small survey given to the students to understand students' feelings towards reading. Students took this survey twice during the project. The students completed it once before the intervention and once after the intervention had taken place in the classroom. Through this survey, the researcher would be able to see if students' attitudes and feelings towards reading changed. The quantitative data involved the researcher recording the number of times each student chose to go to the reading corner during choice time. The researcher chose both of these data collection processes to try to understand every angle of the research question. By using a mixed method data collection approach, the researcher was better able to determine if audiobooks in the reading corner fostered a desire and motivation to read.

The qualitative data was a survey (Appendix A) that students answered by coloring a face to show their feelings about reading and the reading corner. There were four questions total.

- I like to look at books.
- I like to read.
- I like to go to the reading corner during choice time.
- Reading is fun!

Students took the initial survey on January 19, 2018. First, the researcher explained the three different faces that appeared on the survey. The researcher also talked about the feelings

that correlated with each face. The students understood that the smiling face meant that they enjoyed or agreed with the question. The straight lined face meant they were in the middle. The student did not love, strongly agree, or disagree with the question. Finally, the frowning face meant they did not enjoy or did not agree with the question. The researcher read each question aloud to the entire class allowing each student enough time to color in the face that matched his or her feeling towards each question. Students took the survey for a second time on February 23, 2018. This was at the end of the data collection period and intervention.

Quantitative data used in this project was a documentation of the number of times each student went to the reading corner during choice time. During the pre and post data collection period and the intervention period, the researcher allotted three days of choice time. The other two days of the week were filled with various activities and lessons. The pre-intervention data was collected from January 8, 2018 through January 19, 2018, which was a two-week period. Data was collected for a total of six days during those two weeks. During this time, the researcher recorded which students visited the reading corner. The second documentation happened for two weeks after the intervention of the audiobooks. The same procedure happened as with the pre-intervention data collection. Again, the researcher made sure that choice time happened for a total of six days during those two weeks. February 12, 2018, through February 23, 2018, was the post data collection time period. Overall, the data collection and intervention started on January 8, 2018 and ended on February 23, 2018. There were two weeks of pre-data collection, three weeks of intervention, and two weeks of post data collection.

## **Findings**

### **Data Analysis**

A minimal amount of researcher bias was included during the data collection and intervention period of this research. It is important to note that the researcher was the teacher of the participants in the study. The researcher collected all of the data for the pre and post collection periods. This helped keep the data reliable and valid. The results that came from the study help the teacher gain knowledge on another approach of how to help all students foster a love and desire to read.

### Qualitative Data

The qualitative data collected for this study was done using faces on a survey for the young Kindergarten students. The researcher took the survey data and transferred it into a three-point scale. A three indicates that students colored the smiling face to the question. A two indicates that students colored the straight lined face to the question. A one indicates that students colored the frowning face to the question. The highest possible total for a student is twelve, which would equal a three for all four questions. The lowest possible total for a student is four, which would mean a one for all four questions.

Table 1

#### *Pre-Intervention Survey Results*

| Student | Question 1 | Question 2 | Question 3 | Question 4 | Total<br>(out of 12) |
|---------|------------|------------|------------|------------|----------------------|
| A       | 3          | 3          | 3          | 3          | 12                   |
| B       | 3          | 3          | 3          | 3          | 12                   |
| C       | 2          | 1          | 2          | 2          | 7                    |
| D       | 3          | 2          | 3          | 3          | 11                   |
| E       | 2          | 1          | 2          | 1          | 6                    |
| F       | 1          | 1          | 1          | 2          | 5                    |
| G       | 3          | 1          | 2          | 2          | 8                    |
| H       | 3          | 1          | 3          | 3          | 10                   |
| I       | 3          | 3          | 2          | 3          | 11                   |
| J       | 2          | 3          | 1          | 2          | 8                    |
| K       | 2          | 1          | 2          | 1          | 6                    |

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| L | 3 | 1 | 2 | 2 | 8  |
| M | 1 | 1 | 2 | 1 | 5  |
| N | 3 | 1 | 1 | 1 | 6  |
| O | 3 | 3 | 3 | 3 | 12 |
| P | 2 | 1 | 1 | 1 | 5  |
| Q | 1 | 1 | 1 | 1 | 4  |
| R | 3 | 3 | 2 | 2 | 10 |
| S | 2 | 3 | 3 | 2 | 10 |
| T | 3 | 3 | 3 | 3 | 12 |
| U | 3 | 3 | 2 | 2 | 10 |
| V | 2 | 3 | 2 | 3 | 10 |
| W | 3 | 3 | 2 | 2 | 10 |

Table 1 shows the results of the survey that each student took before the intervention took place in the classroom. Four students had very positive feelings towards reading before the intervention happened as they had the highest possible score. One student showed no interest in reading by coloring all of the sad faces for each question. This resulted in the lowest possible score of a four. The other students in the class scores ranged from 5-11. This shows that the students had a wide range of feelings towards reading.

Table 2

*Post Intervention Survey Results*

| Student | Question 1 | Question 2 | Question 3 | Question 4 | Total<br>(out of 12) |
|---------|------------|------------|------------|------------|----------------------|
| A       | 3          | 3          | 3          | 3          | 12                   |
| B       | 3          | 3          | 3          | 3          | 12                   |
| C       | 2          | 3          | 3          | 3          | 11                   |
| D       | 2          | 3          | 3          | 2          | 10                   |
| E       | 3          | 1          | 3          | 1          | 8                    |
| F       | 1          | 2          | 1          | 1          | 5                    |
| G       | 2          | 1          | 3          | 1          | 8                    |
| H       | 3          | 3          | 2          | 3          | 11                   |
| I       | 2          | 3          | 2          | 2          | 9                    |
| J       | 2          | 3          | 1          | 2          | 8                    |
| K       | 2          | 3          | 3          | 1          | 9                    |

|   |   |   |   |   |    |
|---|---|---|---|---|----|
| L | 2 | 2 | 2 | 2 | 8  |
| M | 1 | 1 | 1 | 1 | 4  |
| N | 3 | 1 | 3 | 1 | 8  |
| O | 2 | 3 | 1 | 3 | 9  |
| P | 2 | 2 | 2 | 2 | 8  |
| Q | 1 | 1 | 1 | 1 | 4  |
| R | 3 | 3 | 3 | 3 | 12 |
| S | 3 | 2 | 2 | 2 | 9  |
| T | 3 | 2 | 3 | 3 | 11 |
| U | 2 | 3 | 3 | 3 | 11 |
| V | 2 | 2 | 1 | 2 | 7  |
| W | 2 | 3 | 3 | 2 | 10 |

Table 2 displays the data from the survey that was given after the intervention took place in the classroom. The survey was the exact same as the survey given to the students before the intervention happened. Three students had very positive feelings towards reading as they had the highest possible score of a 12. Two students had strong feelings of dislike towards reading as they had the lowest possible score of 4. The rest of the students ranged from scores of 5-11.

Table 3

*Change from Pre to Post Survey*

| Student | Pre Survey Total<br>(out of 12) | Post Survey<br>Total<br>(out of 12) | Increase or<br>Decrease from<br>Pre to Post |
|---------|---------------------------------|-------------------------------------|---|
| A       | 12                              | 12                                  | 0   |
| B       | 12                              | 12                                  | 0   |
| C       | 7                               | 11                                  | +4  |
| D       | 11                              | 10                                  | -1  |
| E       | 6                               | 8                                   | +2  |
| F       | 5                               | 5                                   | 0   |
| G       | 8                               | 8                                   | 0   |
| H       | 10                              | 11                                  | +1  |
| I       | 11                              | 9                                   | -2  |
| J       | 8                               | 8                                   | 0   |
| K       | 6                               | 9                                   | +3  |
| L       | 8                               | 8                                   | 0   |

|   |    |    |    |
|---|----|----|----|
| M | 5  | 4  | -1 |
| N | 6  | 8  | +2 |
| O | 12 | 9  | -3 |
| P | 5  | 8  | +3 |
| Q | 4  | 4  | 0  |
| R | 10 | 12 | +2 |
| S | 10 | 9  | -1 |
| T | 12 | 11 | -1 |
| U | 10 | 11 | +1 |
| V | 10 | 7  | -3 |
| W | 10 | 10 | 0  |

As shown in Table 3, eight students indicated that they had increased positive feelings towards reading. These increases happened in all of the questions from enjoying reading to enjoying going to the reading corner. All four of the questions were influenced by the introduction of audiobooks in the reading corner. The highest increase was Student C who increased by four points.

Table 3 also shows that seven students had decreased positive feelings towards reading. However, when you pair the quantitative data with this qualitative data some of these students still made choices to go to the reading corner. Student O went to the reading corner two more times than before the intervention. This shows that even though the student's survey showed less positive feelings towards reading, the student's choices also show that the student does enjoy reading to some degree. In addition to students having increased and decreased positive feelings towards reading, eight students stayed the same. These students' scores ranged from the highest points possible, which was twelve, to the lowest score possible, which was four.

The researcher was surprised at the number of students who had a decreased positive feeling towards reading. One has to take in the consideration of the age of students and their ability to think about their feelings over a longer time period. Some of the participants may have

only been thinking about their feelings of reading that day and not understood to think about if their feelings had changed over time. The survey still gives good data for the researcher to use, but students' age must be considered and the influence it may have on the answers of the survey.

### Quantitative Data

The quantitative data was collected for six days pre-intervention and six days post-intervention. Table 4 shows the percentage increase, if there was any, from the pre to post data collection. No student chose to go to the reading corner fewer times after the audiobooks were implemented. The table shows students with no changes or a percentage increase of the number of times students choose the reading corner.

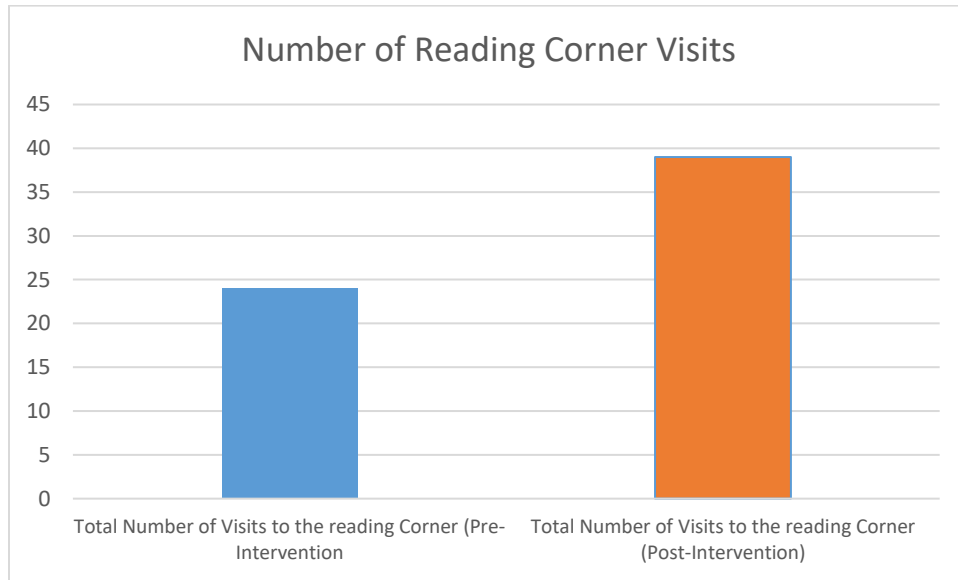
Table 4

#### *Before and After Intervention Data*

| Student | Number of Times Student Visited the Reading Corner (Pre-Data out of 6) | Percentage | Number of Times Student Visited the Reading Corner (Post Data out of 6) | Percentage | Change from pre to post |
|---------|--|------------|---|------------|-------------------------|
| A       | 2  | 33%        | 2   | 33%        | no change               |
| B       | 0  | 0%         | 3   | 50%        | 50%                     |
| C       | 2  | 33%        | 3   | 50%        | 17%                     |
| D       | 0  | 0%         | 0   | 0%         | no change               |
| E       | 0  | 0%         | 2   | 33%        | 33%                     |
| F       | 1  | 16%        | 2   | 33%        | 17%                     |
| G       | 1  | 16%        | 1   | 16%        | no change               |
| H       | 0  | 0%         | 0   | 0%         | no change               |
| I       | 2  | 33%        | 2   | 33%        | no change               |
| J       | 1  | 16%        | 2   | 33%        | 17%                     |
| K       | 0  | 0%         | 0   | 0%         | no change               |
| L       | 4  | 67%        | 4   | 67%        | no change               |
| M       | 1  | 16%        | 2   | 33%        | 17%                     |
| N       | 0  | 0%         | 0   | 0%         | no change               |
| O       | 1  | 16%        | 3   | 50%        | 34%                     |
| P       | 0  | 0%         | 0   | 0%         | no change               |
| Q       | 1  | 16%        | 1   | 16%        | no change               |



|   |   |     |   |     |           |
|---|---|-----|---|-----|-----------|
| R | 0 | 0%  | 1 | 16% | 16%       |
| S | 2 | 33% | 2 | 33% | no change |
| T | 0 | 0%  | 2 | 33% | 33%       |
| U | 1 | 33% | 2 | 33% | no change |
| V | 1 | 16% | 2 | 33% | 17%       |
| W | 3 | 50% | 3 | 50% | no change |



*Figure 1.* Total Number of Visits to the Reading Corner. This figure shows the increase in the number of times students choose to go to the reading corner during choice time.

Figure 1 displays the increase in visits to the reading corner after audiobooks were introduced. The students chose the reading corner 15 more times than before the intervention took place. This shows an 11% increase due to audiobooks being available in the reading corner.

Ten out of 23 participants showed an increased percentage of choosing to go the reading corner during choice time after the intervention. This indicates that adding audiobooks to the reading corner did help motivate some students to choose the reading corner over other areas of choice.

Student B struggles to read by himself. This student is low in reading and does not find enjoyment in reading books alone. However, the data showed that this student had a 50% increase. This indicates that providing audiobooks was a helpful tool to allow the student to read and feel successful in reading. It also shows that the student has a desire to read, but needed an intervention to help.

Students D, H, K, N, and P had no change in the number of times they choose to go to the reading corner. All of these students never went to the reading corner in both pre and post intervention. Some of these students do not enjoy reading. In many situations and activities that involve reading, these students lose enthusiasm, groan, and often complain.

Students K and P are individuals who love to build and work with their hands. Reading holds very little interest to them as blocks, Legos, and Lincoln Logs are more interesting and geared towards their learning style. These could be reasons why they chose to never go to the reading corner before or after the intervention of audiobooks.

Student L showed no change, but this was not concerning to the researcher. This particular student was going to the reading corner four times out of six, which is a good amount. The student maintained four times, which is a good sign that the audiobooks did not discourage the student from going to the reading corner. It also shows that students who went to the reading corner before the intervention still continued to go and expand their reading to include audiobooks as well as reading books on their own.

## **Discussion**

### **Summary of Major Findings**

Throughout this study, the findings conclude that providing audiobooks in the reading corner does increase students' desire and motivation to read. The quantitative data shows that

overall there was an increase in the number of times students chose to go to the reading corner. It also showed that it did not cause any student to go less. The qualitative data showed both an increase and a decrease in positive feelings toward reading. However, the researcher could correlate this towards reading becoming more difficult for some students, which could cause some decrease in positive feelings towards reading. Overall, the researcher concludes that audiobooks are a great way to help some students increase their reading time and create a more positive feeling towards reading. The researcher was pleased with the results and concluded that audiobooks are another avenue to help students in a particular classroom desire to read.

### **Limitations of the Study**

A limitation of this study was the availability of each of the audio recordings. Only two students at a time could listen to an audiobook. There were three different iPads available to the students. Therefore, six students could listen to an audiobook at one time. However, each iPad had four different books on them. If one student wanted to listen to a particular book, but the iPad with that book on it was being used the student had to wait or listen to another book. This could have influenced some students' choice to come to the reading corner because the book they wanted to listen to was unavailable.

Another limitation of the study was the age of the students and the survey. Students at this age level can struggle with being able to understand their true feelings. The survey could be an indication of their feelings on a particular day in correlation with reading. This is something to keep in mind when looking at the survey data.

### **Further Study**

The researcher would want to further study the results of continuing to add books every week. The researcher stopped adding new books after the intervention period. Therefore, during

the post data collection period some of the students had already listened to all of the audiobooks that were available. The participants may not have wanted to listen to the story again. However, what would have happened if the researcher had introduced two additional books that they had not listened to previously. Would some students have chosen to go to the reading corner more? A further study could be done on the amount of time an audiobook is available to students and the number of books that need to be available.

Another study could be done on the influence of teachers and school workers reading audiobooks compared to audiobooks read by strangers. Is the person who reads the book more important than having audiobooks available to students? There is not much research on this topic. This further research could lead to some interesting findings that would help teachers understand what really motivates the students to listen to audiobooks.

### **Conclusion**

The findings compiled from the collected data suggest that audiobooks read by teachers and school workers can have a positive impact on students' motivation and desire to read. Both the qualitative and quantitative data suggest that making audiobooks available to students benefits a variety of students. While some students did not show an increased desire and motivation, enough students were impacted positively through audiobooks that it would be worthwhile to implement in classroom settings. Teachers implement many different teaching strategies and instructional methods to reach all students and through this study, it is evident that audiobooks can be a successful addition to classrooms to reach all types of learners.

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## Appendix A

### Student Survey - Qualitative Data Collection

Name: \_\_\_\_\_

1. I like to look at books.



2. I like to read.



3. I like to go to the reading corner during  
choice time.



4. Reading is fun!

