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MOTIVATION TO READ IN THE MIDDLE GRADES

A Dissertation
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Literacy, Language, and Culture

by
Leslie Dawn Roberts
August 2019

Accepted by:
Dr. Jacquelynn A. Malloy, Committee Chair
Dr. Linda B. Gambrell
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Dr. Phillip Wilder

ABSTRACT

This study explored the reading motivations of sixth grade students. Results from the Motivation to Read Profile- Fiction/NonFiction survey (MRP-F/NF) (Marinak et al., 2017; Malloy et al., 2017; Parsons et al., 2018) exposed a decline in sixth grade students' reading motivation in both fiction and nonfiction texts. An item analysis revealed survey items relating to students' desire to "tell friends about good books" and "talk about books in groups" were considered items of low motivation.

As a result of the noticeable decline in reading motivation for sixth graders and the difficulty in understanding this decline based on the survey results, three problem statements were established. First, gaps in research remain in regard to how students in the middle grades describe what would make reading more enjoyable for them. Furthermore, there are few instruments that specifically measure middle grade students' motivation to read and also focus on discussion. Finally, a gap in knowledge exists from a researcher, practitioner, and design perspective regarding how instructional models of book clubs can support peer-to-peer discussion of books.

To address these gaps in research, the researcher selected a multiphase mixed method design in order to explore, measure, and address the problem of low reading motivation for students in sixth grade. A multiphase design examines a central problem or topic of interest through several phases of qualitative and quantitative research that builds on data discovered in earlier phases (Creswell & Plano Clark, 2011). Each phase then informs or guides the adjacent phases. For the purposes of this study, the researcher separated this study into three phases: Phase I - an exploratory qualitative phase; Phase II

– a quantitative instrument design phase, and; Phase III - a design-based case study phase.

At the conclusion of this study a retrospective analysis revealed four theoretical assertions: (a) Choice is important; (b) Peer-to-peer collaboration is influential; (c) Time and value are related; and students' (d) Self-concept is complicated. Students' reading motivation is positively influenced by their ability to participate in an authentic reading experience where they are free to select texts that appeal to them; given time to collaborate in peer-to-peer discussion through a format of their choice with conversational topics that interest them; and can openly and honestly review and recommend texts to others. Based on the results of this study, these authentic experiences may have a positive influence middle grade students' motivation to read.

Keywords: motivation to read, middle school, book clubs

DEDICATION

This dissertation is dedicated to all the students and teachers that I've had the pleasure of meeting and working with throughout my educational career. Thank you to all the teachers who taught and inspired me to go into education, the dedicated teachers I've worked with professionally, and the teachers who helped make this study possible through your generous participation. Thank you for allowing me to learn with and from you.

I also dedicate my research to the students. The young, the grown-up, those who are near-by, or far away, and those I have yet to meet. Everything I've learned about motivation, I've learned from you. Thank you for being my teachers.

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CHAPTER ONE: INTRODUCTION

The foundation of students' academic success generally relies on their proficiency to read (Logan, Medford, & Hughes, 2011). Additionally, research suggests that students' motivation to read is central to their overall success with reading (Morgan & Fuchs, 2007; Wigfield & Guthrie, 1997). Students who experience continued success with reading and who feel confident in their reading abilities demonstrate increased motivation, effort, and perseverance with reading than their peers (Curwood, 2013; Schunk, Meece, & Pintrich, 2012). However, research also asserts that the motivation for a student to read decreases with age (Baker & Wigfield, 1999; Ivey & Broaddus, 2001; McKenna, Kear, & Ellsworth, 1995; Wigfield, et al., 1997). It is further shown that as students get older, their opportunity to interact with peers or adults about their reading also decreases – whether by students' choice or incidental missed chances (Baker & Wigfield, 1999). These missed opportunities for discussion among peers who share similar reading interests could affect middle grade students' overall motivation to read.

Background of the Problem

The National Reading Research Center (NRRC), founded in the early 1990's, was a five year, federally funded initiative with the goal of achieving nationwide literacy by the year 2000. Spearheaded by Donna Alvermann at the University of Georgia, John Guthrie at the University of Maryland College Park, and a host of other renown researchers in the field of literacy, the NRRC produced a prolific amount of reading research throughout the early-to-mid 1990's. Because the primary objective of the

NRRC was to investigate students' acquisition of literacy and to consider how to promote engaged, motivated, independent readers (Alvermann & Guthrie, 1993), many studies that evolved from the NRRC incorporated reading motivation research. To achieve improved nationwide literacy by the year 2000, the NRRC named four problems contributing to the need to focus on nationwide literacy.

First and foremost, (1) too many Americans lack the ability and desire to read and write. Second, (2) the crisis in equality. There is a consistent and persisting disparity in reading achievement in the socially and culturally diverse student population. The third problem addresses (3) the nature of current reading instruction and connecting current research to impact widespread classroom practices. Finally, the (4) prevalence of decontextualized reading research. Too little is known about how readers construct meaning in school-based situations where students are required to read (Alvermann & Guthrie, 1993, pp. 1-2).

In direct response to the lack of desire to read and write, the nature of current reading instruction, and the prevalence of decontextualized reading research, a plethora of reading motivation research studies ensued. This research continued over the next few decades and produced a multitude of results.

One of the more recent research studies that focused on reading motivation is the creation of the Motivation to Read Profile- Fiction/Nonfiction (MRP- F/NF). Adapted from the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996), this large scale study measured students' motivation to read both fiction and nonfiction texts and the motivational trends for students in third through sixth grade (Marinak et al., 2017;

Malloy et al., 2017; Parsons et al., 2018). Data was collected from over 1,100 students in grades 3-6 across the country ($n = 1,104$), and the results were revealing. Student responses to the MRP-F/NF exposed a sudden decline in sixth grade students' reading motivation for both fiction and nonfiction texts. Figures 1.1 and 1.2 depict the motivation results for fiction and nonfiction for boys and girls in grades 3-6.

Figure 1.1:

Overall motivation results of fiction texts (boys and girls combined).

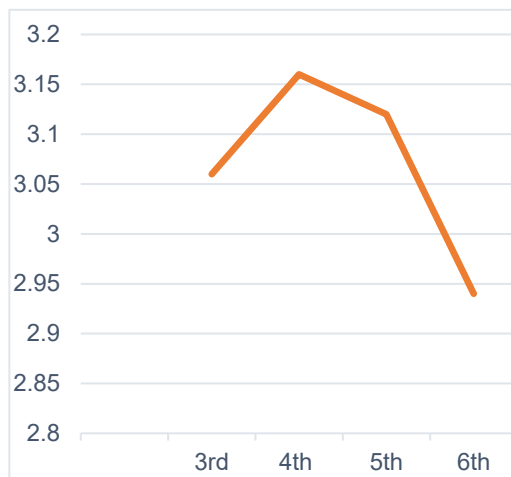
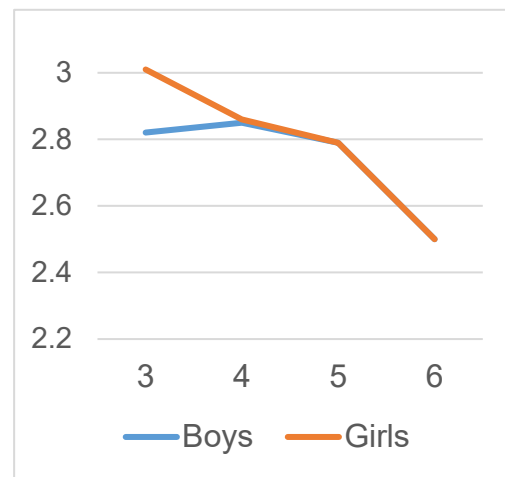


Figure 1.2:

Overall motivation results of nonfiction texts.



Figures 1.1 and 1.2. Motivation for reading fiction and nonfiction with boys and girls ($n = 1,104$).

Figure 1.1 shows the trends in motivation to read *fiction* texts for both boys and girls from third to sixth grade. Figure 1.2 shows the trends in motivation to read *nonfiction* texts and the differences between boys and girls from third to sixth grade (Malloy et al., 2017; Marinak et al., 2016; Marinak et al., 2017; Parsons et al., 2018).

The results from this study suggest that a students' motivation to read fiction texts actually increases between third and fourth grades. Conversely, a gradual decline in motivation for female students to read nonfiction texts took place between the third and fourth grades as well. This steady decline in reading motivation continued with both fiction and nonfiction texts across all students between the fourth and fifth grades. However, an abrupt decline in reading motivation occurred for all students between fifth and sixth grade for both fiction and nonfiction texts. This decline in reading motivation prompts a deeper look at the motivation that exists in the middle grades, specifically sixth grade.

The researcher conducted an item analysis of the data collected from sixth grade students involved in the MRP-F/NF (Marinak, et al., 2017). Of the 1,104 third through sixth grade students involved in the MRP-F/NF study, there were 182 sixth grade students (76 boys, and 106 girls) in Kindergarten through eighth grade schools from four different states (Marinak et al., 2017; Malloy et al., 2017; Parsons et al., 2018). Tables 1.1 and 1.2 depict the items from the surveys that had the highest number of students' self-reported responses of high reading motivation for fiction and nonfiction (Table 1.1) and the highest number of students' self-reported responses of low reading motivation for fiction and nonfiction (Table 1.2).

Table 1.1

MRP-Fiction/Nonfiction Item Analysis of High Motivation for 6th Grade Students

| Fiction | | Non-Fiction | |
|---|--|--|--------------------|
| <u>Self-Concept Items</u> | <u>Value Items</u> | <u>Self-Concept Items</u> | <u>Value Items</u> |
| #11 Reading FICTION is very easy for me. (M = 3.51) | #2 Reading FICTION is something I like to do often. (M = 3.25) | #3 When I come to a word in a NONFICTION book that I don't know, I can almost always figure it out. (M = 3.30) | |
| #3 When I come to a word in a FICTION book that I don't know, I can almost always figure it out. (M = 3.51) | | #11 Reading NONFICTION is very easy for me. (M = 3.19) | |
| #5 When I am reading FICTION books by myself, I understand everything I read. (M = 3.31) | | #5 When I am reading NONFICTION books by myself, I understand everything I read. (M = 3.10) | |
| #9 When my teacher asks me a question about a FICTION book I have read, I can always think of an answer. (M = 3.25) | | #9 When my teacher asks me a question about a NONFICTION book I have read, I can always think of an answer. (M = 3.02) | |
| | | #7 When I read NONFICTION, I think I am a very goof reader. (M = 2.95) | |

Note. Survey items are arranged from higher to lower mean score.

Table 1.1 represents the items associated with high reading motivation. The item analysis of the data obtained from the fiction/nonfiction study revealed that these survey items received a large number of responses from sixth grade students. It was discovered that most all the survey items relating to high reading motivation were self-concept items, which could indicate that sixth grade students' motivation to read is not necessarily dependent upon their ability to read.

Table 1.2

MRP-Fiction/Nonfiction Item Analysis of Low Motivation for 6th Grade Students

| Fiction | | Non-Fiction | |
|--|---|---|---|
| <u>Self-Concept Items</u> | <u>Value Items</u> | <u>Self-Concept Items</u> | <u>Value Items</u> |
| #1 I read FICTION not as well as my friends. (M = 2.60) | #6 I never tell my friends about good FICTION books I read. (M = 2.37) | #21 When I go to the library, I never look for NON FICTION books. (M = 2.04) | #18 When I have free time, I spend none of time reading NONFICTION. (M = 1.78) |
| | #18 When I have free time, I spend none of my time reading FICTION. (M = 2.38) | #19 Reading NONFICTION books is no fun at all. (M = 2.10) | #16 My friends think reading NONFICTION is no fun at all. (M = 1.89) |
| | #16 My friends think reading FICTION is no fun at all. (M = 2.48) | | #6 I never tell my friends about good NONFICTION books I read. (M = 1.89) |
| | #12 I think reading FICTION is not very important. (M = 2.57) | | |

Note. Survey items are arranged from lower to higher mean score.

The item analysis of the data obtained from the fiction/nonfiction study depicts several survey items pertaining to low motivation having a large amount of 6th grade student response. Table 1.2 represents the items associated with low reading motivation from that received high number of responses from 6th grade students. The item analysis revealed item #6 as a commonly self-reported item indicating low motivation in both fiction and nonfiction for both boys and girls. Item #6 was especially interesting to the researcher, because it was a low scoring item for boys and girls across all grade levels in the study (3-6).

The data from this analysis suggests that sixth grade students have a much higher self-concept of themselves as readers than of their value of reading. Of particular interest was how infrequently survey items relating to students' desire to "tell friends about good books" and "talk about books in groups" appeared in the item analysis or were considered a low motivation survey item. Prior research suggests the concepts of identity and socializing with peers are important for students in the middle grades (Bakhtin, 1981; McCarthey & Moje, 2002; Vygotsky, 1978), although sixth grade students' survey results contained a wide variety of responses pertaining to these concepts. If these students do not feel that being a reader is a valued trait, then talking about books with peers could be an unappealing prospect for them, even if it is something they would enjoy doing. Table 1.3 describes two of these F/NF survey items, item #6 and item #13 for both fiction and nonfiction and depicts the percentages of boys' and girls' responses for each rating.

Table 1.3

Percentage of Answers to Items #6 and #13 on the F/NF Survey

| <u>Survey Item</u> | <u>1 Rating</u> | <u>2 Rating</u> | <u>3 Rating</u> | <u>4 Rating</u> |
|---|---|---|---|---|
| #6 FICTION I tell my friends about good FICTION books I read. | I never do this (26% Boys; 29% Girls) | I almost never do this (26% Boys; 20% Girls) | I do this some of the time (41% Boys; 27% Girls) | I do this a lot (7% Boys; 24% Girls) |
| #6 NONFICTION I tell my friends about good NONFICTION books I read. | I never do this (45% Boys; 38% Girls) | I almost never do this (31% Boys; 32% Girls) | I do this some of the time (20% Boys; 25% Girls) | I do this a lot (4% Boys; 5% Girls) |
| #13 FICTION When I am in a group talking about FICTION books I have read, _____. | I hate to talk about my ideas (14% Boys; 7% Girls) | I don't like to talk about my ideas (28% Boys; 22% Girls) | I like to talk about my ideas (44% Boys; 40% Girls) | I love to talk about my ideas (14% Boys; 31% Girls) |
| #13 NONFICTION When I am in a group talking about NONFICTION books I have read, _____. | I hate to talk about my ideas (26% Boys; 14% Girls) | I don't like to talk about my ideas (26% Boys; 36% Girls) | I like to talk about my ideas (36% Boys; 38% Girls) | I love to talk about my ideas (12% Boys; 12% Girls) |

Note. ($n = 182$) 76 boys, and 106 girls. A score of 1 indicates low motivation, a score of 4 indicates high motivation

These results suggest that students do not particularly enjoy telling their friends about good books, nor are they completely against the idea either. Perhaps students do not feel comfortable telling their friends about good books, or they do not feel comfortable sharing their ideas about books in groups. A possible reason for these results could be there is no time or space in which students can participate in the discussion of

books. A possible solution to overcome this dilemma would be for teachers to create a space within the classroom in which the open discussion of books becomes a valuable activity which motivates students to want to participate. The results from the MRP- F/NF and the lingering questions concerning the data helping to shape the course of this research study.

Statement of the Problem

As a result of the noticeable decline in reading motivation for sixth graders and the difficulty in understanding this decline based on the survey results, three problem statements were established. First, gaps in research remain in regard to how students in the middle grades describe what would make reading more enjoyable for them. Furthermore, there are few instruments that are specifically designed to measure middle grade students' motivation to read and also focus on discussion as a potentially motivating factor. Finally, a gap in knowledge exists from a researcher, practitioner, and design perspective regarding how instructional models of book clubs can support peer-to-peer discussion of books. This gap in knowledge focuses on the correlation between middle grade students' motivation to read and the role of peer-to-peer discussion as a motivational factor.

Purpose of the Study

The identification of the preceding three problem statements led the researcher to develop three main purposes of this study. The first purpose of this study was to examine the ways that students in the middle grades are motivated to read and to determine whether the implementation of peer-to-peer discussion in the classroom could play an

integral role in improving their reading motivation. A second purpose of this study was to create a valid and reliable instrument that could be used to measure middle grade students' motivation to read. The final purpose of this study was to design and implement an instructional model in the classroom that would help facilitate reading motivation using peer-to-peer discussion over books as a motivating factor.

Methodological Approach

In order to address and explore these problem statements, the researcher selected a multiphase mixed method design. A multiphase design allows the researcher to examine these problems through several phases of qualitative and quantitative research. These phases are sequential and build on data discovered in earlier phases, which then informs or guides the adjacent phases (Creswell & Plano Clark, 2011).

Research Questions

The primary focus of this study revolved around middle grade students' motivation to read. Prior research indicates a wealth of ideas to help achieve higher levels of reading motivation in middle grade students. However, one notion that has consistently remained under-researched is the concept of peer-influence, socialization with peers, and the effects these components play in middle grade students' motivation to read. This led to the following three research questions:

1. How do sixth grade students describe their motivations for reading?
2. How can middle grade students' motivation to read be reliably and validly measured?

3. How can online and face-to-face book clubs be refined to support the reading motivation of sixth grade students?

The Researcher

Prior to beginning a doctoral program, the researcher worked as a sixth grade ELA teacher teaching both regular and accelerated students for four years. During this time, the researcher noticed the discrepancies between her students' motivation towards reading. Simultaneously, the school district that the researcher taught in followed a scripted curriculum that left little room for deviation and adaptation.

This background spurred the researcher's interest in exploring reading motivation in sixth grade students by giving them a voice and asking them what would make reading more enjoyable. Furthermore, the restrictions from a scripted curriculum prompted the researcher to take a decontextualized approach to reading instruction and to further interrogate classroom practices that could encourage students' reading motivation and that were easily implemented in conjunction with any curriculum.

Significance of the Study

There is general agreement in the field of literacy that motivation is critical to students' overall reading success (Morgan & Fuchs, 2007; Wigfield & Guthrie, 1997). Studies suggest that students who are motivated to read are more likely to engage in reading activities (Guthrie & Wigfield, 2000). Moreover, students who increase their time spent reading increase their overall success in reading (Guthrie & Humenick, 2004). Conversely, students' low reading motivation and unwillingness to participate in reading activities may play an important role in reading failure (Morgan, Fuchs, Compton,

Cordray, & Fuchs, 2008). Therefore, it is inherently clear that a students' motivation to read is significant to their overall success in reading.

Furthermore, prior research suggests that middle grade readers are particularly multidimensional and their motivation to read heavily relies on the kind of instructional environments in which they are asked to read (Ivey, 1999). Students in the middle grades especially need to see the purpose and meaning behind the reading and discussion they are expected to do in the classroom (Guthrie, Klauda, & Ho, 2013). When an assignment lacks a meaningful purpose, middle grade students are less motivated to contribute. Student-led discussion groups offer a meaningful context for students to engage in academic discourse about their reading (Goatley, Brock, & Raphael, 1995). Therefore, motivation, socializing with peers and student-led discussion groups are a promising avenue of instruction and play an important role in this study.

Key Terms and Definitions

The following terms are key terms which the researcher utilized to define and measure middle grade students' motivation to read:

- *Reading motivation* is defined as the beliefs, values, needs and goals students have towards reading (Guthrie & Wigfield, 1997).
- *Value of reading (V)* is defined as the relative 'attractiveness' the student places on reading (Gambrell et al., 1996). For the purposes of this study, Value is often abbreviated as *V*.

- *Self-concept of reading (SC)* is defined as a students' perception of themselves as a reader (Gambrell et al., 1996). For the purposes of this study, Self-Concept is often abbreviated as *SC*.
- *Discussion of reading (DOR)* is defined as the process in which a student internalizes and communicates their thoughts and feelings about a text with others. For the purposes of this study, Discussion of reading is often abbreviated as *DOR*.
- *Instructional Model* is defined as the practices and procedures that are being implemented and refined in order to approach the pedagogical goal of the design-based research.

Chapter Summary

Given the gaps in research, this study encompasses several phases to answer a complex series of questions. The intent of this study is to examine the ways that students in the middle grades are motivated to read and to determine whether the implementation of peer-to-peer discussion in the classroom could play an integral role in improving their reading motivation. This study was designed to seek the answers to the following research questions:

1. How do sixth grade students describe their motivations for reading?
2. How can middle grade students' motivation to read be reliably and validly measured?
3. How can online and face-to-face book clubs be refined to support the reading motivation of sixth grade students?

This first chapter included an introduction to the study by providing a background to the problem of reading motivation as well as a statement of the problem, the purpose and significance of the study, an overview of the methodological approach and definitions of key terms. This study aims to better understand the reading motivations of sixth grade students, how to reliably and validly assess students' reading motivation, and how to encourage reading motivation in the classroom through teaching practices that prompt peer-to-peer discussion about books.

Furthermore, this study is to lay the foundation for a research agenda that may take many years to achieve. Because there are currently more questions than answers in the field of reading motivation and middle grade students, the exploratory nature of this study should serve as a foundation for future research. The chapter that follows focuses on the theoretical perspectives that frame and outline this study as well as a review of the literature exploring reading motivation in students in the middle grades, prior reading motivation instruments, and motivation related to peer-to-peer discussion.

CHAPTER TWO

REVIEW OF THE LITERATURE

Students' ability to read directly affects their overall achievement in school (Logan, Medford, & Hughes, 2011; Morgan & Fuchs, 2007; Wigfield & Guthrie, 1997). Studies suggest that students who are motivated to read are more likely to engage in reading activities (Guthrie & Wigfield, 2000), which would increase their time spent reading and increase their success in reading (Allington & McGill-Frazen, 2003; Guthrie & Humenick, 2004). Students who experience continued success with reading and who feel confident in their reading abilities demonstrate increased motivation, effort, and perseverance with reading than their peers (Curwood, 2013; Schunk, Meece, & Pintrich, 2012).

However, research also asserts that the motivation for a student to read decreases with age (Baker & Wigfield, 1999; McKenna, Kear, & Ellsworth, 1995; Parsons et al., 2018; Wigfield et al., 1997). Students are generally more disengaged from reading activities in middle school than in elementary school (Guthrie & Davis, 2003; Parsons, et al., 2018), and can develop negative attitudes towards reading (McKenna et al., 1995). Prior studies indicate these negative attitudes tend to manifest around the sixth grade (Malloy et al., 2017; Marinak et al., 2016; Marinak et al., 2017). Therefore, the purpose of this research is to understand reading motivation with sixth grade students and to

develop and implement a book club instructional model to positively influence motivation to read in the middle grades.

The National Reading Research Center (NRRC), established in the early 1990's, was a five year, federally funded initiative to achieve the goal of nationwide literacy by the year 2000. The primary objective of the NRRC was to investigate children's and adolescents' acquisition of literacy and consider how to promote engaged, motivated, independent readers (Alvermann & Guthrie, 1993). From these two institutions, an abundance of reading motivation research ensued, including the creation of two of the most well-known reading motivation assessment instruments – the Motivation for Reading Questionnaire (MRQ; Wigfield & Guthrie, 1995) and the Motivation to Read Profile (MRP; Gambrell, Palmer, Codling, & Mazzone, 1996). This review will attempt to synthesize current reading motivation research and identify what still remains to be known in this area.

Theoretical Underpinnings:

Reading Motivation and Student-Discussion

The primary focus of this study is sixth grade students' motivation to read and the potential impact peer-to-peer social interaction could have on a student's motivation to read. Therefore, several theoretical frameworks guided the study. For the purposes of this research, *discussion* is described as the process in by which a student internalizes and communicates their thoughts and feelings about a text with others; the process of talking through a topic in order to share ideas or reach a general consensus. Students who participate in discussion around a similar topic have an opportunity to share their

knowledge with others in the group and to eventually reach a general consensus or create a new understanding about the topic. Students who feel passionately about a certain topic may experience a sense of increased value in their learning if that topic is the focus of the discussion, thus increasing their motivation to participate. The concept of increased reading motivation through the use of peer-to-peer discussion is supported by several sociocultural-based theories: *Social Development Theory*, *Communities of Practice*, and *Expectancy-Value Theory*.

Reading as a Social Practice

Student-led discussion is especially significant in Vygotsky's (1978) social development theory, which posits that students have the opportunity to learn from social interactions with others. As he states, "[l]earning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them," (Vygotsky, 1978, p. 88). Vygotsky suggests that learning is very much a social phenomenon and students' learning and overall development are interrelated (p. 84). Furthermore, student-led discussion gives students the opportunity to learn from one another's cultural and background knowledge. As Vygotsky states, "thought is not merely expressed in words; it comes into existence through them" (1986, p. 218). Therefore, middle grade students' overall literacy development is dependent upon their ability to participate in the various social communities that they inhabit (Casey, 2009; Ryan & Patrick, 2001).

Learning through peer-to-peer social interactions allows students to acquire information from others in the group who have more knowledge. This concept coincides

with Vygotsky's (1978) notion of the *more knowledgeable other* wherein another person holds a deeper understanding of a particular topic of interest and shares this knowledge during the interaction with others in a group. Additionally, this interaction provides the opportunity for the more knowledgeable other to deepen their understanding of their particular topic of interest by sharing what they know with others while gaining new perspectives. For example, within book clubs, some students possess stronger bodies of knowledge in various content areas than others. By sharing their knowledge of this topic with others, they could potentially deepen and refine their knowledge of the topic. Thus, these students who are considered to be the more knowledgeable other who are able to share their knowledge with others can build and create new knowledge within themselves as well. Vygotsky refers to this as interpsychological / intrapsychological learning where every function in learning and development appears twice: between people and within the individual. Vygotsky asserts that "[a]ny higher mental function necessarily goes through an external stage in its development because it is initially a social function...Any higher mental function was external because it was social at some point before becoming an internal, truly mental function" (1981, p. 162).

Book clubs as classroom communities of practice

The use of book clubs to initiate peer discussion in groups closely mirrors the tenets of *communities of practice*, which Lave & Wenger (1991) describe as "a set of relations among persons, activity, and world, over time and in relation to other tangential and overlapping communities of practice" (1991, p. 98) that promote thoughtful discussion and the creation of new knowledge among its members. Communities of

practice consist of groups of people who share a common interest and who deepen their knowledge or skill-level through regular interactions. Although these meetings are often informal, communities of practice are both integral and pervasive in our daily lives (Wenger, 1998). For those who are members of the community, their job is to continue learning and “refining their practices [to ensure] new generations of members” (Wenger, 1998, p. 7).

The organization of book clubs can reflect communities of practice in that the participating students are in groups who share an interest in their book topic and are able to communicate about that interest regularly. There is also a transfer of learning taking place within the community through members creating and sharing new knowledge with one another. When participating in book clubs and other communities of practice, students have the opportunity to create and refine their identity as a member of the group (Lave & Wegner, 1991; Packer & Goicoechea, 2000). Wenger (1998) notes the parallels among identity, practice, and membership within a community. Students’ identity within the community is defined as a *negotiated experience* where students’ “define who they are by the ways they experience themselves through their participation in a group,” (p. 149). In other words, the experiences generated by the community leave a lasting effect on an individuals’ identity. Identity can also be defined by the students’ participation in differing communities and the negotiation of the various forms of membership into one identity, which can be considered as a nexus of multimembership (Wenger, 1998, pp. 158-159). Group members categorize themselves as either ‘old-timers’ and ‘newcomers’ within the group. As Lave and Wenger describe it,

[I]legitimate peripheral participation provides a way to speak about the relations between newcomers and old-timers, and about activities, identities, artifacts, and communities of knowledge and practice. It concerns the process by which newcomers become part of a community of practice (1991, p. 29).

These terms “result from a search for a way [individuals] talk about social relations in which persons and practices change, re-produce, and transform each other” within a community (Lave, 1991, p. 68). Old-timers are those students who are familiar with the text or the discussion topic of the book and thus drive the main part of the conversations. Newcomers are students who may be novices on the particular topic of the book club discussion, yet learn through their observation and participation with the old-timers. The background knowledge a student brings to the community shapes their identity in a *learning trajectory* by defining where the student has been and where they are going within a community (Wenger, 1998). So too with the student-led discussion in a book club setting, students bring their own cultural and background knowledge on various topics to share and discuss with the other members in the book club.

Adolescent Reading Motivation in Online Book Clubs

When students have an opportunity to value the task of reading by choosing the text they read or the way they respond to it, their participation in these activities could potentially increase their reading motivation. Expectancy-value theory (EVT) suggests that expectations for success, task values and beliefs can contribute to motivation to complete a task or activity. Specifically related to reading, EVT defines the connection of one’s self-concept as a reader and the value held for reading (Eccles et al., 1983;

Eccles, Wigfield, Harold, & Blumenfeld, 1993b; Taboada, Tonks, Wigfield, & Guthrie, 2009; Wigfield, 1994). As Wigfield and Eccles suggest, “[a]n individual’s choice, persistence, and performance, can be explained by their beliefs about how well they will do on the activity and the extent to which they value the activity” (2000, p. 68).

Furthermore, EVT posits the more a student values a task, such as social interactions with peers on a topic of their choice, the greater their perceived expectancy for success. To that end, “individuals’ expectancies for success and the value they have for succeeding are important determinants of their motivation” (Wigfield, 1994, pp. 49-50).

Middle grade students generally find more value in tasks that allow them to participate with peers in social activities (Ryan & Patrick, 2001; Wentzel, 1999). This suggests that increased value could be found when students participate in the peer-to-peer social interactions and discussion found in a book club setting. Guthrie and Wigfield (1997) found students’ *social collaboration* with reading to be a dimension of intrinsic reading motivation alongside curiosity of the topic, students’ breadth of reading, and reading involvement. The productive social interactions students could have regarding a text of their choice using a discussion format could then influence their value of the task, their implications for success, and ultimately, their motivation to participate in the reading activity.

Research on Reading Motivation

The purpose of this review is to identify prior research in the areas of *reading motivation, motivational assessments, and implications for teaching practices* that promote reading motivation. Another area of research encompasses *adolescents’ identity*

development, the significance of *discussion*, and *book clubs* in classroom practice to bolster adolescents' development and motivation.

Reading Motivation

Reading motivation in students is characterized as the beliefs, values, needs, and goals they have towards reading (Guthrie & Wigfield, 1997) that signifies the relative 'attractiveness' the student places on the activity of reading (Gambrell et al., 1996). For the purposes of this research, *reading motivation* is defined as an internal driving force that makes students want to participate in the act of reading. In order for students to want to participate in reading, they need to place *value* on the task of reading and visualize themselves as readers. Gambrell and colleagues (1996) define a student's perception of themselves as a reader as their *self-concept*. Students' reading value and their self-concept are indicative of their overall reading motivation (Gambrell et al., 1996; Henk & Melnick, 1995; Wigfield, 1994).

Students' academic success strongly correlates to their reading proficiency (Bozack & Salvaggio, 2013; Morgan & Fuchs, 2007; Wigfield & Guthrie, 1997). This finding is attributable to the common intertwining of reading across all subject areas within the school curriculum (Conradi, Jang, & McKenna; 2014; Eccles et al., 1993b; Logan et al., 2011; Schiefele & Löweke, 2018; Taboada et al., 2009). Additionally, there is general agreement among educational scholars that students' motivation to read is crucial to their overall success in reading (Morgan & Fuchs, 2007; Wigfield & Guthrie, 1997). Therefore, as reading is important to achievement, and motivation is important to reading, a significant body of research on reading motivation developed over the past few

decades. The results of this research includes numerous quantitative, qualitative, and mixed method research designs. This research has yielded various results in an attempt to understand student's motivation to read, or lack thereof.

Attitudes toward reading. A widely recognized empirical study in the 1990's was a large-scale, nationwide investigation of students' attitudes towards reading. McKenna, Kear, and Ellsworth (1995) administered the Elementary Reading Attitude Survey (ERAS) to students in grades 1 through 6 ($n = 18,185$ U.S. students). The participants in this study were obtained through an extensive, stratified national sample. In an effort to generalize to the population, efforts were made to ensure the sample was representative of the population of the U.S in the 1990's. Included in this study were an equal proportion of boys and girls, which was within 1% of the national distribution; 9.4% African Americans, which was within 3% of the national distribution; and 6.2% Hispanic, which was within 2% of the national distribution.

The ERAS is a 20-item pictorial rating scaled survey that uses the cartoon character Garfield to represent students' attitudes towards reading, ranging from very happy to very sad (McKenna & Kear, 1990). The ERAS measured students' recreational reading (10 items) and academic reading (10 items). McKenna, Kear, and Ellsworth (1995) discovered several key factors in this study, with the first three findings relating directly to students' attitudes and reading motivation. The first major finding was that a decline in reading attitudes occurred across the grades and was especially prevalent with struggling readers. The second major finding is that a gender gap was revealed in reading with girls generally possessing more favorable attitudes towards reading and increased

reading motivation than boys. The third major finding was that students' attitudes towards both recreational and academic reading gradually became more negative as the grade levels increased. For recreational reading, this gap widened with the age of the reader. For academic reading, this gap remained constant (McKenna, et al., 1995). Furthermore, this finding appeared to be completely unrelated to the overall ability of the reader, suggesting this gap occurred independently regardless of ability and ethnicity.

These findings re-emerge numerous times in other empirical studies related to reading motivation and have paved the way for copious attempts to address motivational issues through research and teaching practices. The McKenna, Kear, and Ellsworth (1995) study occurred at the forefront of a surge of research and produced robust body of knowledge involving reading motivation. This research encompasses a variety of instruments, findings, and suggestions for teacher instruction, as will be described in later sections of this review. Many of the findings supported what was initially found in the McKenna study, but have also expanded upon their conclusions. Therefore, within this section, the researcher has separated prior research findings that reflect the three major findings of the McKenna, Kear, and Ellsworth (1995) study: *Reading motivation and self-efficacy*, *Gender differences in reading motivation*, and *Decline of reading motivation with age*.

Reading motivation and self-efficacy. Bandura (1997) describes self-efficacy as one's belief in their ability to succeed and accomplish a certain task. A student's self-efficacy in relation to their reading motivation could affect their belief of their success with reading. In other words, if students believe they could be successful at the task of

reading, their value of reading would increase. The increase of self-efficacy and value would yield an increase in motivation; this idea reiterates expectancy-value theory of motivation (Cartwright, Marshall, & Wray, 2016; Eccles, 1983; Guthrie et al., 2007; Schiefele, Schaffner, Möller, & Wigfield, 2012). This theory asserts that a student's overall value of a task and their belief of success at the task dictates whether or not they will attempt the task (Wigfield & Eccles, 2000). Therefore, a readers' self-efficacy directly affects their overall goals and values in regards to reading and could have a long-lasting effect on their reading motivation.

Reading motivation and goal setting. Deci and Ryan's (1985) Self-Determination Theory identifies the reasons why humans choose to participate in an activity or not as a part of their innate need for growth, social development, self-motivation, and ultimately, their personal well-being. SDT identifies several major types of motivation, the largest being intrinsic and extrinsic.

Students participate in the act of reading for multiple reasons. At times, the reasons for student's participation in the task of reading are external, such as grades or others' approval while at other times, reasons for student's participation in reading are internal, such as a desire to learn more about a particular topic (Conradi et al., 2014; Schiefele et al., 2012; Taboada et al., 2009). Prior research suggests internally driven students who participate in reading are genuinely more motivated and want to read rather than feel compelled to read based on outside forces (Ryan & Patrick, 2001; Schiefele & Löweke, 2018).

Intrinsic vs. extrinsic reading motivation. As students matriculate from elementary to middle school, their intrinsic motivation for reading tends to decrease while their extrinsic motivation increases (Guthrie & Davis, 2003). In other words, as students get older, they participate in reading more for improved grades or teacher approval rather than enjoying recreational reading. Extrinsic motivation can vary in its degree of autonomy. Students could complete a task in order to gain something for themselves, or to adhere to other's demands (Ryan & Deci, 2000). Extrinsically motivated students' intention for reading focuses on gaining something rather than reading for pleasure (Conradi et al., 2014; Marinak, & Gambrell, 2016; Schiefele et al., 2012; Wigfield & Guthrie, 1997). Additionally, students who struggle with reading lose their intrinsic motivation to read at a faster rate than competent readers do and can become more oriented towards extrinsic motivating factors (Harter, Whitesell, & Kowalski, 1992). Unfortunately however, students who possess a higher amount of extrinsic reading motivation may eventually experience a decrease in reading comprehension and success (Schaffner & Schiefele, 2007; Schiefele, 2009). When those external motivating factors are no longer present, prior research suggest those readers, driven by extrinsic motivation, no longer feel compelled to read on their own.

Intrinsic motivation is defined as the tendency for individuals to be innovative, to seek out challenges, and to explore and learn (Ryan & Deci, 2000). Intrinsic reading motivation specifically links to reading comprehension (Baker & Wigfield, 1999; Cartwright et al., 2016; Taboada, et al., 2009; Wigfield & Guthrie, 1997). Students, who are intrinsically motivated display an increased sense of curiosity, read a broader range of

books, enjoy challenge, and spend more time reading overall (Guthrie, Hoa, Wigfield, Tonks, & Perencevich, 2005; Schiefele & Löweke, 2018; Schiefele et al., 2012).

Conversely, external forces such as imposed goals or deadlines, pressured evaluations, and threats of failure (Ryan & Deci, 2000) can hamper intrinsic motivation.

Students with low reading motivation often demonstrate an unwillingness to participate in reading activities. This aversion to reading could lead to reading failure (Morgan, Fuchs, Compton, Cordray, & Fuchs, 2008). Reading failure often has damaging repercussions to other subject areas as well (Logan, et al., 2011). Although intrinsic motivation to read is generally indicative of stronger and longer-lasting reading motivation, positive effects from intrinsic motivation are only present if students' have low extrinsic reading motivation (Schiefele & Löweke, 2018). Therefore, the early promotion of intrinsic reading motivation may help to alleviate a decline in reading motivation as students matriculate through school (Schiefele & Löweke, 2018).

Although intrinsic motivation is a strong predictor of students' reading motivation, other various factors such as gender and age generally affects students' beliefs regarding their reading performance.

Gender differences in reading motivation. Research has also consistently shown that boys have lower motivation to read than girls (McKenna et al., 1995). This decline in motivation initially begins in the elementary grades (Marinak & Gambrell, 2010; Smith & Wilhelm, 2002) and continues through adolescence (Baker & Wigfield, 1999; Bozack, 2011; Fisher & Frey, 2012; McKenna et al., 1995; Wigfield & Guthrie,

1997). Marinak & Gambrell (2010) found that boys place a lower value on reading activities than girls, thus contributing to their overall lower motivation.

Many male students in the middle grades consider academic reading ‘uncool’ or they are a ‘nerd’ if they enjoy reading (Brozo, 2010). Males usually prefer a wider genre of literature and are mostly interested in books pertaining to various hobbies, sports, and informational resources (Schwartz, 2002). However, most reading selections made by the teacher for boys do not reflect their interests because boys tend to be not as vocal about what they want to read (Brozo, 2010). The overwhelming majority of literacy teachers are female and tend to select books they enjoy for the classroom, thus creating a dissonance between the books boys might prefer and the books boys encounter in the classroom (Bozack, 2011; Worthy, Moorman, & Turner, 1999). Some male students are also interested in using reading in a competitive manner in a socially-based setting (Henry, Lagos, & Berndt, 2012). Providing male students opportunities for social reading experiences and choice in their reading selections may lead to a more engaging reading environment.

Decline of reading motivation with age. Research suggests students’ reading motivation tends to decrease with age (Baker & Wigfield, 1999; McKenna et al., 1995; Wigfield et al., 1997). This finding occurred frequently in the review of research and has even expanded to include students from elementary to high school. The decrease in motivation occurs especially during first to fourth grade when students are becoming aware of their own performance in comparison with others (Edmunds & Bauserman,

2006; Guthrie & Wigfield, 2000). Reading becomes more of a task for students to do for the teacher rather than something they do for enjoyment.

Additionally, students are more disengaged from academic and recreational reading activities in the middle grades than in elementary school (Guthrie & Davis, 2003). Furthermore, studies have shown that as students get older, their opportunities to interact with peers or adults about their reading also decreases, whether through choice or circumstance (Baker & Wigfield, 1999). Studies suggest that when older students miss opportunities to engage in peer-to-peer social interaction and discussion with their peers about their reading, there could be adverse effects to their overall motivation to read.

Middle grade students and reading motivation. Students in the middle grades often display lower reading motivation than their elementary-aged counterparts are. Prior research has shown that this decline in reading motivation happens especially in the middle grades more so than any other age range (Ivey & Broaddus, 2001; Guthrie & Davis, 2003; McKenna et al., 1995; Parsons et al., 2018). Traditionally, students in the middle grades also show a decline in their ability to read and comprehend, a decline in their beliefs of the usefulness and importance of school activities (Wigfield et al., 1997), or even a decline in the student's willingness to work (Packer & Goicoechea, 2000). This steady decline of reading motivation supports the claim that students in the middle grades have a significant risk of low reading achievement.

Traditionally, middle grade students demonstrate a decline in their beliefs of the usefulness and importance of reading and school activities (Wigfield et al., 1997). Reading can become more of a task for students to do rather than something they value.

Research suggests that students are more disengaged from academic and recreational reading activities in the middle grades than in elementary school (Guthrie & Davis, 2003). Research has also consistently shown that boys tend to have lower motivation to read than girls did (McKenna et al., 1995). This decline in motivation also begins in the elementary grades (Marinak & Gambrell, 2010; Smith & Wilhelm, 2002) and continues through adolescence (Baker & Wigfield, 1999; Bozack, 2011; Fisher & Frey, 2012; McKenna et al., 1995; Wigfield & Guthrie, 1997).

Although there is a growing body of research regarding reading motivation and its relationship to adolescent development and social growth, numerous questions still remain in the current research study. This researcher envisions this study will advance the field of reading motivation, specifically regarding the motivations of students in the middle grades.

Motivation Assessments

Since the influx of reading motivation research spurred by the NRRC in the 1990's, there has been continuous development of instruments used to measure students' reading motivation. The importance of students' reading engagement and motivation has been a topic of interest for teachers and researchers for decades. Therefore, the ability to measure a student's engagement and motivation to read has been useful in understanding their overall motivation. This section focuses on the instruments developed to date to measure reading motivation, their revisions and adaptations, and the gap found in previous and currently used motivation instruments.

Children's Academic Intrinsic Motivation Inventory (CAIMI)

One of the initial instruments developed to assess student's motivation to read is the Children's Academic Intrinsic Motivation Inventory or CAIMI (Gottfried, 1985). This 122-item inventory originally developed for use with fourth through seventh grade students. The inventory separated the content areas of reading, math, social studies, and science. Each content area contained 26 items and a fifth subscale, which focused on student's general perception of school, contained 18 items. This inventory measured student's *enjoyment of learning, effort toward mastery, curiosity, persistence, task value, and the learning of difficult tasks* (Gottfried, 1985).

The CAIMI was adapted two additional times: The Young Children's Academic Intrinsic Motivation Inventory (Y-CAIMI) was adapted for use with students under the age of nine (Gottfried, 1990). Similar in structure to its predecessor, the Y-CAIMI reworded and reduced items to better suit younger students. The Y-CAIMI consists of 39-items that focused on the content areas of reading and math (12-items each), and contained two additional subscales for General (12-items) and Difficult (3-items) (Gottfried, 1990). The second adaptation, the Children's Academic Intrinsic Motivation Inventory – High School or CAIMI-HS, is identical to the CAIMI with a slight difference of content areas (Gottfried, 1998; Gottfried, Fleming, & Gottfried, 2001).

Although the CAIMI did target the age range of students that are the focus of this study (4th-7th grade), the instrument presented several limitations that prevented its use in the researcher's study. The first limitation is the length of the instrument, the 122-item survey could be too time consuming for students to complete. Additionally, because this

survey was initially created in 1985, it would need to be updated to include items current to students today.

Elementary Reading Attitude Survey (ERAS)

The Elementary Reading Attitude Survey (ERAS) was developed in the early 1990's as a way to measure student's attitudes towards recreational reading (24 items) and academic reading (15 items). The survey contained 39-items, a 4-point scale, and was accessible for students in grades first through sixth. The items used a pictorial rating using the cartoon character Garfield. Students rated their attitude towards recreational and academic reading by selecting one of the four Garfield pictures available for each item. The Garfield pictures ranged from very happy to very sad.

The concept for the ERAS derived from the idea that a student's attitude towards reading is a key factor affecting their overall reading success (McKenna & Kear, 1990). The ERAS was eventually shortened to include 20-items (10 recreational, 10 academic). In 1995, McKenna, Kear, and Ellsworth used the ERAS with a stratified sample of 18,185 student participants. One significant finding was that students' attitudes towards reading, both recreational and academic, decreased from first to sixth grade. One limitation from this study and the instrument was the inability to measure students' responses after sixth grade – did reading attitudes continue to decline? Because the ERAS focuses on grades 1-6, the trends in students' reading attitudes after sixth grade remain unknown.

Reading Self-Concept Scale (RSCS)

The Reading Self-Concept Scale (RSCS) is another self-assessment scale for use with both beginning readers and readers with 3-4 years of reading experience. For the purposes of this study, the RSCS was used with students in Years 1-5. Originally developed in New Zealand (Chapman & Tunmer, 1992), the RSCS consists of 50 survey items with 26 items being positively-written statements and 24 items being negatively-written statements. Students' responded to each item on a 5-point scale: (a) *no, never*; (b) *no, not usually*; (c) *undecided or unsure*; (d) *yes, usually*; (e) *yes, always*.

Over the course of four experiments with the RSCS, the researchers refined the instrument to include three subcomponents: perceptions of *competence* in reading, perceptions of *difficulty* with reading, and *attitudes* or feelings towards reading (Chapman & Tunmer, 1995). Additionally, the researchers reduced the number of items in the RSCS to 30 items, 10 items per subcomponent. Although this instrument had a full-scale reliability of .84 for the total sample, this instrument did present several limitations. The most important limitation was the age range of students used in the study, students in years 1-5. These age ranges were younger than the target range in the researcher's study.

Reader Self Perception Scale (RSPS)

Similar to ERAS and the RSCS, the Reader Self Perception Scale (RSPS) allowed for students to self-assess their attitudes towards reading (Henk & Melnick, 1995). This 33-item scale targets intermediate readers and assesses students on their *progress*, *observational comparison*, *social feedback*, and *physiological states*. This assessment derived specifically from Bandura's Self-Efficacy theory (1997) which posits that students' self-efficacy judgments can either motivate or inhibit their learning. In other

words, students' self-awareness of themselves as a reader greatly influences their overall value of reading.

The RSPS was designed for students in grades 4-6, which is close to the target age range of interest of this study. However, because the RSPS is based on Bandura's Self-Efficacy theory, it mainly focuses on students' self-concept of their reading abilities but it does not discuss student's value of reading. An instrument that is based on Expectancy-Value theory, which encompasses students' self-concept and value of reading, would be a preferable instrument to use in the classroom in order to influence instruction.

Motivations for Reading Questionnaire (MRQ)

The Motivations for Reading Questionnaire (MRQ) developed in 1995 by Wigfield and Guthrie as a response to the need for research in reading engagement and reading motivation. This questionnaire developed after an initial interview with a small group of students regarding how they described their own reading motivation. The results from those initial interviews produced a 53-item questionnaire consisting of seven dimensions of intrinsic and extrinsic reading motivation: *reading efficacy*, *reading challenges*, *reading curiosity*, *reading involvement*, *importance of reading*, *reading work avoidance*, and *competition in reading* (Wigfield & Guthrie, 1995). The MRQ was field tested with fourth and fifth grade students.

Additionally, the MRQ has been updated (MRQ-2; Wang & Guthrie, 2004) and adapted include a wider array of book genres. This assessment focuses on student's motivation to read informational text: Motivation for Reading Informational Books-School Questionnaire or MRIB-S (Guthrie, Klauda, & Ho, 2013). The questionnaire

contains 56 items total and also focuses on seven motivational dimensions: *intrinsic motivation, value, self-efficacy, peer value, devalue, perceived difficulty, peer devalue,* and *avoidance*.

Although the MRQ is one of the most well-known and widely distributed motivation instruments, this tool did not fit the scope of this study for several reasons. The most important limitation of the MRQ is the length and time required for students to complete. Because it encompasses so many subsets, the length of the MRQ, 53-items, it could be time-consuming for students to complete and take up too much class time during the study. Additionally, because the MRQ was composed after a small-group interview with students regarding their reading preferences, it is likely students' responses may have changed over the past 20 years. Therefore, a shorter and updated motivation instrument could be beneficial for students and teachers.

Reading Motivation Questionnaire (RMQ)

Similar to Wigfield and Guthrie's Motivations for Reading Questionnaire, the Reading Motivation Questionnaire or RMQ created by a research team in Germany for use with upper elementary students and was field tested with sixth grade students (Schiefele & Schaffner, 2016). This 34-item questionnaire focuses on seven dimensions of reading motivation. Of those seven dimensions, five stem from the MRQ: *curiosity, involvement, grades, competition, and social recognition*. The two remaining dimensions, *emotional regulation* and *relief from boredom*, were formed from other qualitative findings. This instrument was piloted with 833 sixth grade students ($n = 883$; 442 girls; 441 boys) near a large city in Germany.

The Reading Motivation Questionnaire for Elementary Students, or RMQ-E was adapted from the RMQ, but designed for use with first through third grade students (Stutz, Schaffner, & Schiefele, 2016). Therefore, the questionnaire consisted of 12-items and focused on four dimensions: *involvement*, *achievement*, *competition*, and *recognition*. The RMQ presented strong reliability and validity across the proposed dimensions of reading motivation, however there were several limitations within this study. The most important limitation is the population of only 6th grade students used during the pilot study. Although 6th grade was a focus of low motivation, students in the middle grades, seventh and eighth were also a focus. Additionally, similar to the MRQ, the RMQ consists of 34-items, making completion potentially difficult for students with low motivation for task-completion and time-consuming for teachers to implement in the classroom.

Self-Regulation Questionnaire-Reading Motivation (SQR-Reading Motivation)

The Self-Regulation Questionnaire- Reading Motivation or SRQ-Reading Motivation (De Naeghel, Van Keer, Vansteenkiste, & Rosseel, 2012) created based off of Self-Determination Theory that focused on students' recreational and academic reading motivation. This questionnaire contains 24-items and studies the relation between reading motivation, reading self-concept, reading behavior, and reading performance. This instrument consists of two autonomous types of reading motivation: intrinsic regulation, where the reader is participating in the task of reading because they enjoy it; and identified regulation, where the reader is participating in the task of reading because they think they enjoy doing so. Furthermore, this questionnaire contained two controlled

types of reading motivation: introjected, where the reader is participating in the task of reading because of feelings of guilt; and external regulation, where the reader is participating in the task of reading in order to acquiesce the obligations from others.

This questionnaire was field tested with 1,260 ($n = 1,260$) upper elementary Flemish students in fifth grade. De Naeghel and colleagues (2012) found that both recreational and academic reading are comprised of the two factors: autonomous and controlled motivation and both factors effect recreational and academic reading. Student participants were from 45 middle-class, average-achieving elementary schools in Belgium. The SQR-Reading Motivation survey had a Bentler's reliability rating of acceptable to good and moderate to strong positive correlations for validity. Many of the subscales of the SRQ-Reading Motivation survey were similar to the MRQ subscales (Wigfield & Guthrie, 1995); therefore the construct-validity was expected to be high. Although a formidable motivational instrument, there were several limitations: the population used in during the pilot of this instrument were homogeneous in that they were similar in socioeconomic status and academic performance. Furthermore, this study only used students in the fifth grade, which was below the targeted grade levels for this study.

Motivation to Read Profile (MRP)

The Motivation to Read Profile (MRP) developed in 1996 by Gambrell, Palmer, Codling, & Mazzoni. This instrument measures a student's motivation to read using the two factors: *self-concept* and *value*. Students' reading self-concept are their personal beliefs regarding their reading performance, and students' value of reading outlines how

much student values the task of reading. The original design of this tool was for use with students in second through sixth grade.

Since its original creation, the MRP has been adapted four additional times:

1. The Adolescent Motivation to Read Profile (AMRP) (Pitcher et al., 2007), designed for use with sixth through twelfth grade, again looks at the *self-concept* and *value* factors. Similar to the MRP, the AMRP consists of two parts, a 20-item quantitative survey and a 22-question conversational interview. The conversational interview is composed of 4-emphases that address technological, family, and out-of-school literacies (Pitcher et al., 2007). These 4-emphases include: (a) Narrative text, 3-items; (b) Informational text, 3-items; (c) General reading, 9-items; and (d) School reading in comparison to home reading, 7-items. Although this instrument did cover the targeted age range (6th-8th grades), the researcher found the focus of the AMRP very broad, covering seven grade levels and four additional emphases from the original MRP.
2. The Motivation to Read Profile-Revised (MRP-R) (Malloy, Marinak, Gambrell, & Mazzoni, 2013), designed for use with second through sixth grade, looked again at the *self-concept* and *value* factors, but updated the language and structure of the items from the original MRP.
3. The Me and My Reading Profile (MMRP) (Marinak, Malloy, Gambrell, & Mazzoni, 2015) was designed for use with Kindergarten through second grade and introduced a new factor, *literacy out loud*, in addition to *self-concept* and

value. The *literacy out loud* factor focuses on students sharing ideas from books with others and reading out loud. The discovery of this third factor introduced the idea that the use of literacy, either independently or with others, affects the students' motivation. Because the MMRP measures the motivation of beginning readers, literacy out loud focused on the idea of students sharing ideas from books with others and reading out loud;

4. The Motivation to Read Fiction and Nonfiction (MRP-F/NF) are two separate assessments that measure students' motivation to read fiction and nonfiction text in third through sixth grade. One remarkable finding from the data collected from the field tests of the MRP-F/NF ($n = 1,104$) was the decline of reading motivation in both fiction and nonfiction with 6th grade students. Figures 2.1 and 2.2 depict this decline in reading motivation from grades three to six for both fiction and nonfiction and for boys and girls.

Figure 2.1:

Overall motivation results of fiction texts (boys and girls combined).

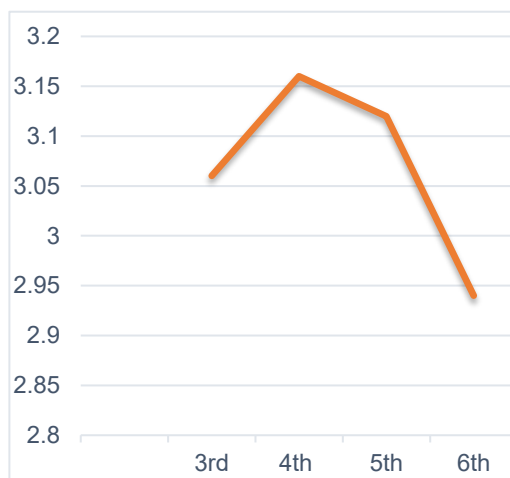
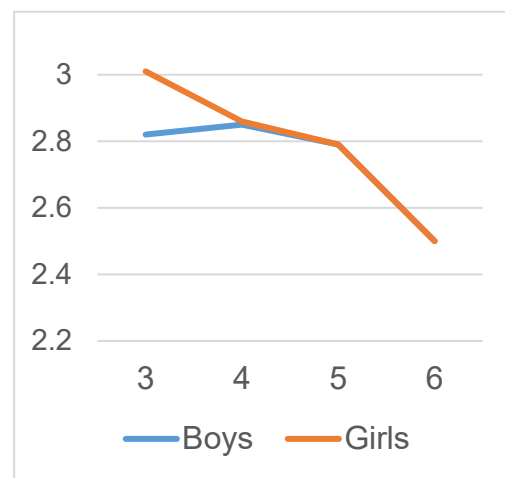


Figure 2.2:

Overall motivation results of nonfiction texts.



Figures 2.1 and 2.2. Motivation in fiction and nonfiction with boys and girls ($n = 1,104$). These figures illustrate the overall motivation to read fiction and nonfiction with boys and girls.

Figure 2.1 shows the trends in motivation to read fiction texts for both boys and girls from third to sixth grade. Figure 2.2 shows the trends in motivation to read nonfiction texts and the differences between boys and girls from third to sixth grade (Malloy et al., 2017; Marinak et al., 2016; Marinak et al., 2017; Parsons et al., 2018).

Although this data clearly depicts the need for further investigation with students in the middle grades to determine the cause for this abrupt decline in reading motivation, a review of motivational surveys proved there was no motivational instrument developed

specifically for students in the middle grades in conjunction with expectancy-value theory and discussion as a potential motivating factor. Additional prior research has shown that middle grade students in particular, experience a major decline in their motivation to read as they matriculate from elementary school (Baker & Wigfield, 1999; McKenna et al., 1995; Wigfield et al., 1997). This gap in the data and recent findings of the motivational dilemma in sixth grade students (Marinak et al., 2017; Malloy et al., 2017; Parsons et al., 2018) prompted the development of the *Middle Grades Motivation to Read Profile (MGMRP)* specifically for use with students in the middle grades - sixth through eighth.

Although, this data clearly depicts the need for further investigation with students in the middle grades, specifically sixth grade students, to determine what creates this decline in students' motivation to read. An item analysis of data obtained from the fiction/nonfiction study depicts several survey items pertaining to low motivation having a high number of 6th grade student response. Table 2.1 represents the item analysis and the items associated with low reading motivation that received high number of responses from 6th grade students.

The item analysis revealed item #6 as a commonly self-reported item indicating low motivation in both fiction and nonfiction for both boys and girls. Item #6 was especially interesting to the researcher, because it was a low scoring item for boys and girls across all grade levels in the study (3rd-6th). This finding prompted the researcher to delve a little deeper into this data as it negates prior research of the importance of social

collaboration with middle school students (Wentzel, 1999) and to look closer at the concept of discussion with reading.

Table 2.1

MRP-Fiction/Nonfiction Item Analysis of Low Motivation for 6th Grade Students

| Fiction | | Non-Fiction | |
|--|---|---|---|
| <u>Self-Concept Items</u> | <u>Value Items</u> | <u>Self-Concept Items</u> | <u>Value Items</u> |
| #1 I read FICTION not as well as my friends. (M = 2.60) | #6 I never tell my friends about good FICTION books I read. (M = 2.37) | #21 When I go to the library, I never look for NON FICTION books. (M = 2.04) | #18 When I have free time, I spend none of time reading NONFICTION. (M = 1.78) |
| | #18 When I have free time, I spend none of my time reading FICTION. (M = 2.38) | #19 Reading NONFICTION books is no fun at all. (M = 2.10) | #16 My friends think reading NONFICTION is no fun at all. (M = 1.89) |
| | #16 My friends think reading FICTION is no fun at all. (M = 2.48) | | #6 I never tell my friends about good NONFICTION books I read. (M = 1.89) |
| | #12 I think reading FICTION is not very important. (M = 2.57) | | |

Note. Survey items are arranged from lower to higher mean score.

Limitations of current motivation assessments. After reviewing previously created and currently used reading motivation assessments, two limitations warrant the creation of a new assessment for this study. The first limitation relates to the age range of

the students addressed within the assessments. Students in the middle grades, sixth through eighth, use the same assessments as either elementary students or secondary students. There is no assessment designed exclusively for use with students in the middle grades. As prior research from the MRP-Fiction/Nonfiction has shown, a noticeable decline in students' reading motivation manifests in the sixth grade. Considering this is the grade level that evidences the precipitous drop in students' reading motivation, sixth grade was specified as the focus of this study in order to gather more information on students' reading habits from a practitioner perspective. An instrument that focuses on teaching practices as they relate to difference in reading motivation may be more useful in determining promising approaches for teachers in sixth grade classrooms. Therefore, students in the middle grades should have a targeted and practitioner-friendly reading motivation assessment.

The second limitation relates to the concept of discussion as a potential motivating factor for students. Several reading motivation assessments focus on several factors that affect students' reading motivation, but none has discussion as a primary focus. Because prior research has identified peer-to-peer social interactions as being a motivating factor for students' in middle and high school, the researcher is interested to measure how peer-to-peer social interactions through a reading-based discussion affects students' reading motivation. This inquiry influences both the reading motivation instrument and the book club instructional model in Phases II and III.

Implications for Teaching Practice

Although reading motivation declines as students move from elementary to middle school, research suggests various methods in order for teachers to support their students' enjoyment of reading and help them become successful readers. Practices such as offering free-reading time (Krashen, 2005), targeting interesting topics (Conradi et al., 2014; Ivey & Broaddus, 2001; Taboada et al., 2009), providing for student choice (Fisher & Frey, 2012; Gilliam, Green, Wakefield, & Duke, 2014; Ivey, 1999; Ivey & Broddas, 2001), improving students' reading self-efficacy (Guthrie, et al., 2007), and creating a space for reading (Fisher & Frey, 2012) have all been shown to increase intrinsic motivation. Additionally, student collaboration and discussion have been shown to motivate students when incorporated in classroom practices. This section focuses on the teaching practices that influence students' motivation to read and includes: *Supporting students' connections to the text through choice*, *Readers' motivation in relation to interacting with others*, and the effect of discussion on *Readers' identity development*, and the impact of discussion and adolescent identity through *Book clubs* and *Virtual discussions*.

Supporting Students' Connections to the Text Through Choice

Students are more motivated to read when they can make personal connections to the text (Ivey, 1999). When students are able to use their reading to make connections to their everyday lives, they are able to respond to their reading as mature, literate individuals (Goatley, Brock, & Raphael, 1995). These personal connections to the text

are often more apparent to students when they are able to participate in a social discussion about the text and can learn about their peers' connections to the text.

Middle grade students are multi-faceted readers and their motivation to read relies heavily on the instructional environments when asked to read (Ivey, 1999). Students in the middle grades need to see the purpose and meaning behind the reading and discussion they do in the classroom. When an assignment lacks a meaningful purpose, students in the middle grades could be less motivated to contribute because they do not see the value in this specific task (Wigfield & Eccles, 2000). Students are more likely to see the value of reading when it connects to something they find meaningful within their everyday lives (Grisham & Wolsey, 2006).

Choice and its relation to reading motivation and value. Students often place higher value in the things that they can control (Wigfield & Eccles, 2000). Therefore, students would likely place higher value in reading if they are able to control the choice of the books they read (Fisher & Frey, 2012; Ivey, 1999; Ivey & Broddas, 2001). Recent research suggests the concept of choice in reading is so important for students, that its absence in the classroom often elicits feelings of apathy in students' participation. As Gilliam and colleagues (2014) state, "Excitement was either found in choice or not at all," (p. 13).

Oftentimes, students who struggle to find the motivation to read do not have the opportunity to choose their books, nor do they receive challenging, high-interest books that may be considered 'inappropriate for school' (Curwood, 2013). These 'inappropriate topics' could be deemed too violent, have references to sex/drugs, or may be books that

are already banned from the school library. A students' lack of academic reading motivation is often mistaken for an overall lack of reading motivation (Schiefele & Löweke, 2018; Schiefele & Schaffner, 2016). However, the ability for students to have a choice over their reading greatly affects their overall motivation. When students are free to choose books based on their interests, their motivation to read could increase.

Choice and gender. The majority of reading choices made by the teacher usually does not reflect male students' interests (Brozo, 2010). Additionally, many male students are disinterested in the books presented in classroom settings because they cannot relate to them (Brozo, 2010). Male students need opportunities to identify with the characters they are reading about (Henry et al., 2012). However, opportunities to connect with a character are difficult when their book selections are restricted. Schwartz (2002) suggests one way to engage boys in the books they read is to allow them to participate in the selection process for their book. In this way, male students would choose books that they can see themselves reflected in, or books that they can better relate.

Students' choice of reading is only one essential part of instruction that promotes engagement with reading. Choice could help students feel successful with the task of reading and choice also increases the value of reading. However, other components of instruction could add value to the task of reading by engaging students to participate in peer-to-peer discussions centered on the books they read. Prior research suggests that "reading is inherently a social activity" (Baker, 1999, p. 454). Without opportunities for discussion of reading in the classroom, students miss an integral piece of instruction.

Therefore, students need the opportunity to discuss the books they read in order to increase their motivation to read.

Readers' Motivation in Relation to Interacting with Others

Students' best reading comprehension occurs through a community of learners who construct knowledge together, rather than independent reading and learning (Pressley, 1998; Ryan & Patrick, 2001). Reading is a naturally generative social activity in that transactions between the reader and the text often occur within a socially-based classroom (Beach, 2000). Social interactions, rather than solitary reading, can facilitate intrinsic motivation with less confident readers (Guthrie & Wigfield, 2000; Wigfield & Guthrie, 1995). This idea closely follows Vygotsky's (1978) theory of social constructivism that postulates that students are better able to comprehend through their interactions with others. These social contexts could include casual peer-to-peer interactions or a whole-class or small-group discussion.

Beyond understanding that reading is a social experience is the knowledge that discussion about reading is an overtly social experience as well. Discussion of books enables readers to construct and share their understandings with peers (Baker & Wigfield, 1999). Students in the middle grades relish opportunities for discussion in order to learn about themselves and others (Grisham & Wolsey, 2006). Student voice is an integral component of understanding and experience with reading in the middle grades (Ivey, 1999). Student-led discussions, in particular, increases students' comprehension of reading, thus increasing their overall motivation to read. Whittingham & Huffman (2009) suggest that a socially-based reading curriculum creates reading enjoyment and

could increase a student's motivation to make sense of the books they read in order to talk about them with others.

Readers' Motivation Related to Identity Development

Students' identities are central to their participation in school (Packer & Goicoechea, 2000). Prior research suggests the concepts of identity and socializing with peers are important for students in the middle grades (Bakhtin, 1981; McCarthy & Moje, 2002; Packer & Goicoechea, 2000; Vygotsky, 1978). The opportunity for students to be active participants in the classroom through the creation and production of their ideas is vital to their identity formation (Packer & Goicoechea, 2000). Student-led discussion provides an opportunity for students to learn through the social interactions they have with one another and to create new ideas through their active participation in the classroom. The discussions adolescents have with one another often influence their identity construction through the severing of old ties and the creation of new connections with one another in a complex process of social negotiation (Finders, 1997). Adolescent students' identity is complex and ever-changing because it heavily influenced these social interactions with others.

Importance of adolescents' identity in literate practices. Identity outlines the ways in which others understand and interact with individuals. Moreover, an individual's identity not only dictates how others interact with them, but also shapes how they interact with others. For young adults who are still creating their identity within their worlds, their identity is best described as fragmentary, contradictory, and often in a transitory state of being (Mishler, 1999). Adolescent students' identity is complex and ever-

changing because social interactions with others and the students' exposure to various spaces heavily influences it (McCarthy & Moje, 2002). The unpredictable nature of adolescent students' identity is fluid and shifting as these students move from space to space and interact with a variety of people (McCarthy & Moje, 2002).

The theory of storm and stress. Many studies of adolescence allude to the theory of “storm and stress” with regard to their overall development. Hall (1904) was one of the first researchers to coin the term “storm and stress” and described it as the ‘difficult’ time adolescents have with themselves and the people around them. The concept of storm and stress came with three defining elements that adolescents experience: *conflict with parents, mood disruptions, and risk behavior* (Hall, 1904). This list of elements, however, is not indicative of the experiences of adolescents. Likewise, research has shown that not *all* adolescents even experience a time of storm and stress, nor do they *only* experience storm and stress. In fact, many adolescents are generally content with many of their relationships with others most of the time (Arnett, 1999). As individuals, adolescents may not appear to exhibit characteristics of storm and stress, but collectively, this group of young adults do display characteristics of growth and change.

Despite the criticisms of the storm and stress theory, many researchers conclude that this theory is not a myth and does in fact exist with adolescents in different forms (Arnett, 1999; Eccles, et al., 1993a; Finders, 1997). Eccles et al., (1993a) posits that many adolescents do experience difficulty during their development, but each adolescent experiences a different level of difficulty and these levels continuously fluctuate as the individual moves through adolescence. In response to Hall's (1904) three elements of

storm and stress, Finders (1997) created three myths of adolescence: *the myth of the universal adolescent*, *the myth of adolescence as a negative period*, and *the myth of severed ties with adults* (p. 121-122). Those three myths directly dispute the elements suggested by Hall (1904), but do not dispute the overall existence of the storm and stress theory within adolescence altogether.

If anything, these myths prove that there is no ‘universal adolescent’ as all adolescents experience the stage of *becoming* in different ways (Mosenthal, 1998). This suggests that there are no fixed stages or prescribed scripts when considering adolescent students’ identities and the creation of their identity (Finders, 1997). Although storm and stress is not predetermined for every young adult, adolescence is often marked as a time of exponential growth and change.

The evolution of adolescent identities through literacy. The fluid, ever-changing enigma of adolescent students’ identity connects with the characteristics of the individual’s outward appearance including their history, culture, and language (McCarthy & Moje, 2002). Adolescents often reconfigure, censor, or even repress their identities as a direct response to the struggles and the peer-to-peer social interactions they experience in their everyday life (Holland, Skinner, Lachicotte, & Cain, 1998). Adolescent students often construct their identities in relation to or in resistance of the socially dominant constraints of gender, race, culture, and social class (McCarthy & Moje, 2002, p. 234).

Gee (1996) posits first that multiple identities exist within individuals and that these identities are in a state of being foregrounded or backgrounded (Finders, 1997;

Knoester, 2009). These multiple identities or primary and secondary Discourses are the roles that individuals play when they encounter various situations. An individual may even contain a multitude of Discourses that are neither constrained, nor unchanging; permeable, nor impervious to outside forces (Holland et al., 1998). Adolescent students may invoke one Discourse at school or in front of their teacher yet portray a completely different and sometimes contrary Discourse at home or with friends (Finders, 1997; Gee, 1996). In addition, adolescents may ‘restory’ or rewrite themselves and their identities in order to narrate their world and play an integral part in their figured world (Holland et al., 1998; Thomas & Stornaiuolo, 2016). The creation and recreation of identity is especially prolific with adolescent students who often continue to *unlearn* and *relearn* various social and cognitive ideals as they matriculate through junior and secondary school (Finders, 1997).

Research suggests adolescence is a pivotal juncture in a young adult’s life wherein they renegotiate their past values and behaviors in exchange for the creation of a new identity and new literate practices to express their newfound identity. Literacy and literate practices are often the vehicle adolescent students choose to represent their identity (Moje, 2000). Through speaking and listening, or reading and writing, literate practices are often the ways in which students share their identity with others and manipulate their own identity.

The influence of adolescents’ identities through peer-to-peer social interaction. A person’s literacy reflects their forms of social interaction and ultimately, their identity (Bartlett, 2007; Black, 2006; Gee, 1996, Lankshear & Knobel, 2003;

McCarthy & Moje, 2002; Moje, 2000). Literacy, in and of itself, has shown to be a social practice (Bakhtin, 1981; New London Group, 1996; Street, 1984). Likewise, the texts that adolescent students' encounter cannot be separated from the social influences of their peers (Thomas & Stornaiuolo, 2016). Whether during the interpretation or construction of these texts, adolescent students use their social and cultural backgrounds to create meaning from texts. Adolescent students, socially influenced by their peers, generally undergo changes to their literacy acquisition and usage within certain spaces or domains. The social influences of peers permeate the multiple ways that adolescent students interact with literacy.

The literacies that adolescent students utilize often differ considerably from context to context: e.g., school, home, work, religious institution, language, script, cultural context, etc. (Bartlett, 2007). The components of literacy: reading writing, speaking, and listening, are skills that students continuously refine as they continue through school. Therefore, by the time students reach adolescence, their literacy skills have potentially experienced a myriad of changes and refinements (Bartlett, 2007). These stages of literacy development are constantly in flux as students attain more knowledge from school and from their peers (Moje, 2000). Therefore, literacy is not as a specific state of being. Rather, it is an ongoing, continual accomplishment for students that routinely alters or changes entirely (Bartlett, 2007, p. 53).

The identity created from a student's' literary practices is also an ongoing process of refinement and self-making through students' social interaction with peers (Bartlett, 2007). In other words - the link between literacy and identity cause it to be an ever-

changing state. Moreover, the relationship between literacy and identity is symbiotic—one component continuously affecting the other. As adolescent students mature and refine their literacy skills, so too does their identity shift in refinement as well.

Therefore, in order to support adolescent students' growth in literacy, it is advantageous to integrate their identity within literary practices that help them connect to the books they read through their participation in peer-to-peer social interactions within the classroom. One teaching practice that promotes this type of learning are book clubs.

Book Clubs

The primary goal with both book clubs and literature circles is to foster discussion among students and specifically promote student-led discussion. One of the most well-known descriptions of book clubs is from *The Book Club Connection* edited by McMahon and Raphael (1997). Book clubs contain four essential components: community share (i.e., whole class setting), reading, writing, and the actual book club discussion which consists of small, student-led discussion groups (McMahon & Raphael, 1997). The first essential component, community share, transpires within a whole class setting. Though it can take place at the beginning or the end of a book club structure, the main goal behind community share is to allow students the opportunity to engage in social interactions with the teacher about books or various topics (McMahon & Raphael, 1997) and to allow the teacher to meet with students as a whole group to generate discussion or clarify misconceptions (Raphael & McMahon, 1994).

The community share structure reiterates many theoretical underpinnings of the communities of practice framework. The teacher is seen as the 'old-timer' or the 'more

knowledgeable other' within book clubs (Lave & Wenger, 1991; Wenger, 1998).

Although the teacher is not the keeper of all the knowledge, they are the facilitator of knowledge or provide clarity to students. Book clubs, however, stress the importance of student-led discussion.

The second and fourth essential components a book club structure are reading and discussion. Reading and discussion reiterate the importance of social interactions found with book clubs since reading and the discussion of reading are social practices. Students create meaning from reading through interactions with the text and by conferring with others (McMahon & Raphael, 1997). Students can read independently and then share their thoughts regarding their reading through a literate discussion. The fourth essential component of a book club structure, student-led discussion groups, could offer a meaningful context for students to engage in academic discussion about their reading (Goatley, et al., 1995). Discussion of books enables readers to construct and share their understandings with peers (Baker & Wigfield, 1999). Prior research suggests that the social interaction students receive through peer-to-peer discussion that revolves around books has shown to increase the reading engagement and students' overall comprehension of the book (Ryan & Patrick, 2001; Wigfield & Guthrie, 1995). When students are able to convey their own reflections of the books they read through discussion, it helps to further their understanding and experiences with reading (Ivey, 1999).

Student voice can be found within the third essential component of a book club structure, writing. Writing within a book club structure can be a short, focused

opportunity or an extended opportunity. McMahon and Raphael (1997) developed three ways writing can occur in a book club structure: personal response which focuses on the readers' personal feelings and connections to the text, creative response which extends students' thinking beyond the text, and critical response which analyzes the text.

Although completed independently, writing connects seamlessly with the other essential components. Students can use what they have written during discussion or use the discussion to influence what they are writing. The four essential components of a book club are fluid and promote student interactions and literate discussions around a shared text.

The benefits of book clubs. Student-led discussion groups create a significant environment for students to engage in meaningful discussion about their reading (Goatley, et al., 1995). Book clubs operate similarly to a community of practice where students become more sophisticated in their discussion of books through participation with others (Wenger, 1998). Book clubs provide opportunities for students to have input in the books they read and discuss, which means conversations can focus on topics of interests. Also, through discussion, knowledge and understandings are constructed and shared with other members of the group.

Book clubs provide opportunities for students to have input with the books they read and discuss, which means conversations can focus on topics of interest. Through the use of discussion within a book club setting, students have the opportunity to create, improve, or add value to their knowledge from the insights they gain from their peers. The discussion between community members in a book club is deeper than just the

sharing of information; rather it is the transformation of existing knowledge to create new knowledge within the individual. Book clubs have the potential to be extremely motivating for disengaged or frustrated students because they are able to respond to the unique literary needs and interests that exist within each group (Casey, 2009). Students are able to interact with the text and other members in the book club and create new meaning and knowledge from these interactions.

Adolescent Students and Virtual Discussions

In the present day, adolescent students are frequently using technology to complete their day-to-day literary practices. Texting and social media connect students with one another and the outside world at any given time. Technology has the ability to create new opportunities for discussion within the classroom, and new spaces for discussion within the classroom (Curwood, 2013). Virtual discussion platforms allow students to talk with one another about books they read. These students can be communicating with other students in different classrooms, different schools, and even different states – either synchronously or asynchronously. Likewise, technology has now created an additional ‘space’ in which these conversations can take place. These new third spaces have the ability to transcend any physical time and space and allows students the opportunity to connect with others in a way that they may not have been able to do so before.

Because technology is readily available to students, schools, and districts, its incorporation in the classroom is becoming more and more inevitable. Virtual discussion and face-to-face discussion have many similarities and differences; students are able to

talk to one another regarding a plethora of subjects, yet students may miss out on many of the unspoken cues such as body language, facial expressions, sarcasm, and other non-spoken conversational signals during a virtual discussion. Conversely, because face-to-face discussions can only occur during school, students only have a limited window of time in which to participate in discussion. Any other thoughts, feelings, or ideas that occur outside of the school day changes by the time students' return to the discussion the next time. Therefore, virtual discussion and face-to-face discussion have many positives, and also some barriers teachers need to consider during its implementation in the classroom.

One of the drawbacks that prior research has identified regarding virtual discussions is the building of social relationships and whether they can develop as quickly online as in face-to-face discussions. Because many of the social cues go unnoticed in virtual discussions, participants often require more time to develop social relationships in comparison to participants in face-to-face discussions (Beach & Lundell, 1998). However, because virtual discussions can occur beyond the walls of the classroom, students can continue virtual discussions at home and may avoid this issue.

Just as adolescent students need to see the purpose and meaning behind the reading and discussion they are expected to do in the classroom (Guthrie, et al., 2013), they also need to see the purpose for using virtual discussions in the classroom as well (Beach & Lundell, 1998). Just like face-to-face discussions, virtual discussions also need to have an authentic audience for students to compose meaningful responses (Curwood, 2013). These purposes can be varied and multifaceted, but ensuring a purpose for

reading and discussion- both face-to-face and virtual, ensures a more meaningful discussion and a deeper sense of student learning.

Gaps in Research

Although the field of reading motivation has been methodologically studied and researched, many gaps still remain. Specifically, gaps in research remain with regard to how students in the middle grades describe what would make reading more enjoyable for them. The research lacks the voice of students to discover ‘what motivates you to read?’ This study will address that gap by asking as an initial research question: *How do sixth grade students describe their motivations for reading?* by going directly to the source and asking students to describe what would make reading a more pleasant experience.

Furthermore, even though numerous attempts to measure motivation to read, this review of motivation assessments instruments suggests a potential gap in the research. There is currently no instrument developed specifically for use with students in the middle grades with the focus of discussion as a potential motivating factor. This age range is usually included in instruments intended for secondary or elementary-aged students. This study will attempt to answer the second research question: *How can the researcher measure middle grade students' motivation to read reliably and validly?* through the creation of a practice-based motivation instrument that is designed specifically for students in the middle grades.

The final gap in research exists from a design perspective regarding the use of book clubs in the classroom. The third research question: *How can online and face-to-face book clubs be refined to support the reading motivation of sixth grade students?* focuses on the practicality, feasibility, and overall success of implementing online and face-to-face book clubs in the classroom as an instructional model to support reading motivation. This gap in knowledge exists from both a researcher and practitioner perspective – how could this instructional model best be implemented and is it a worthwhile model to promote motivation to read among middle grade students.

Chapter Summary

Reading motivation is an internal driving force that makes students want to participate in the act of reading. In order for students to want to participate in reading, they need to place *value* on the task of reading and visualize themselves as readers. Students reading value and their self-concept as readers are indicative of their overall reading motivation (Gambrell et al., 1996; Henk & Melnick, 1995; Wigfield, 1994). Middle grade students generally find more value in tasks that allow them to participate with peers in social activities (Ryan & Patrick, 2001; Wentzel, 1999). This suggests that increased value could be found when students participate in the peer-to-peer social interactions and discussion found in a book club setting.

Although the field of reading motivation has been methodologically studied and researched, many gaps still remain. Specifically, gaps in research remain with regard to how students in the middle grades describe what would make reading more enjoyable for them, which lacks the voice of students to discover ‘what motivates you to read?’

Despite attempts to measure motivation to read, there is a potential gap in the research; specifically, there is currently no instrument developed for use with middle grades students with a focus on discussion as a potential motivating factor. Finally, a gap in research exists from a design perspective regarding the use of book clubs in the classroom.

The following chapter presents the research methodology to answer the following questions to this research study:

1. How do sixth grade students describe their motivations for reading?
2. How can middle grade students' motivation to read be reliably and validly measured?
3. How can online and face-to-face book clubs be refined to support the reading motivation of sixth grade students?

The sections included in the next chapter will discuss the research design and the three phases of the mixed methods study. Each section of the three phases includes: (a) description of the research design; (b) the purpose of the phase; (c) the context of each phase including the recruitment, sampling, participants, and setting; (d) the detailed procedures; (e) the data collection procedures; (f) the analysis plan, and; (g) the interrelatedness of each phase with adjacent phases.

CHAPTER THREE

MULTIPHASE MIXED METHODS DESIGN

A mixed methods design generally employs a rigorous and expansive integration of qualitative and quantitative data to answer specific research questions in the social and behavioral sciences. Many major areas of social and behavioral sciences cannot be adequately investigated through one method of research; therefore, the use of multiple and mixed methods are desirable in order to examine the multi-layered problems that occur in the social and behavioral realm (Tashakkori & Teddlie, 1998). The ability to make choices within the mixed methods design is a tenet of mixed methods research that is appealing to many researchers (Creswell, 2007; Tashakkori & Teddlie, 1998). It is these choices that make mixed methods particularly applicable to the social and behavioral sciences, especially for practitioner-based education research.

Key aspects of mixed methods research occur in the data collection, data analysis, and triangulation. Mixed methods dictate that multiple forms of qualitative and quantitative data are collected, analyzed, and integrated throughout the study (Creswell, 2015; Tashakkori & Teddlie, 1998). Triangulation is defined as “the combination of two [...] sources in order to study the same social phenomenon” (Tashakkori & Teddlie,

1998, p. 41). Triangulation can occur across four different mediums including multiple forms of *data sources*, multiple *researchers* collaborating in a study, multiple *theoretical frameworks* that give perspective to a study, and multiple *methods* that allow an in-depth analysis to a research study (Denzin, 1978; Tashakkori & Teddlie, 1998). For the purposes of this research, the researcher chose to apply all four applications of triangulation across *data sources*, *researchers*, *theoretical frameworks*, and *methods* to ensure rigor and trustworthiness.

Rooted in practitioner-based research, and with a purpose of exploring sixth grade reading motivation and refining instructional practices toward supporting motivation, the research questions that guide this study are:

1. How do sixth grade students describe their motivations for reading?
2. How can middle grade students' motivation to read be reliably and validly measured?
3. How can online and face-to-face book clubs be refined to support the reading motivation of sixth grade students?

The complexity and interrelatedness of the research questions suggest the need for three phases of research be conducted and integrated. For that reason, a multiphase mixed methods design was selected as it offers a comprehensive approach to answering the research questions (Creswell, 2015; Creswell & Plano Clark, 2011).

Multiphase Mixed Methods

The researcher selected a multiphase mixed method design in order to explore, measure, and address the problem of low reading motivation for students in sixth grade.

A multiphase design examines a problem or topic of interest through several phases of qualitative and quantitative research. These phases are sequential and build on data discovered in earlier phases in order to address a central topic, theme, or problem more holistically (Creswell & Plano Clark, 2011). Each phase then informs or guides the adjacent phases. For the purposes of this study, the researcher disseminated the problem of low reading motivation for students in the middle grades into three phases: Phase I - an exploratory qualitative phase; Phase II – a quantitative instrument design/validation phase, and; Phase III - a design-based case study phase. Figure 3.1 depicts the three stages of this multiphase design.

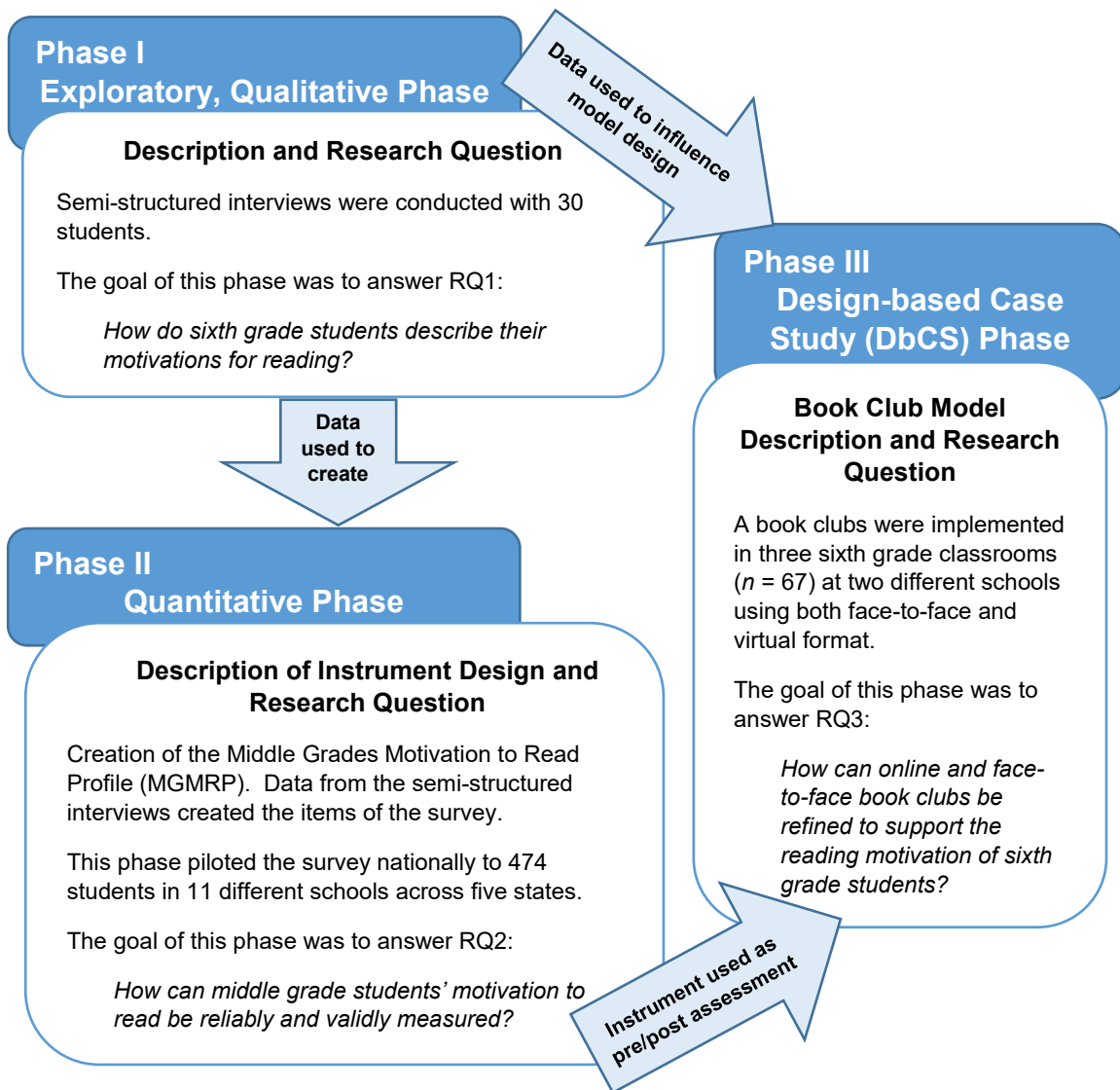


Figure 3.1. Multiphase Mixed Methods Design. This figure illustrates the various phases within a multiphase mixed methods design. Each phase includes the phase design, a brief description of the method, the corresponding research question, and the interrelatedness of each phase. Adapted from Creswell & Plano Clark (2011). Furthermore, Figure 3.2 illustrates the specific events that occurred during this research, from the beginning of Phase I to the end of data collection during Phase III. Each phase is interrelated with the adjacent phases in this study; therefore there is some overlap of Phases II and II within this time frame.

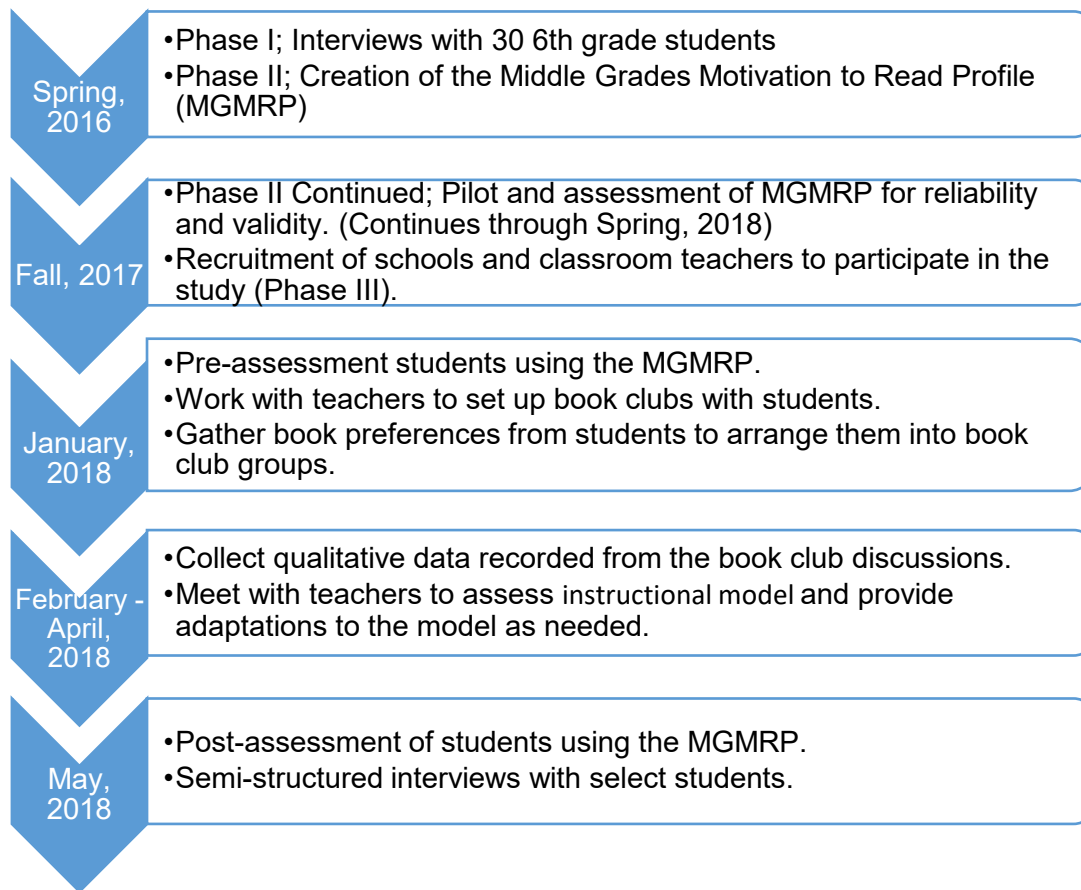


Figure 3.2. Timeline for Multiphase Mixed Method Design Study.

Due to the structure of this multiphase mixed methods study as three smaller studies, this chapter will present the methods for each separate phase in sequence. Each of the following phase descriptions includes: (a) description of the research design; (b) the purpose of the phase; (c) the context of each phase including the recruitment, sampling, participants, and setting; (d) the detailed procedures; (e) the data collection procedures; (f) the analysis plan, and; (g) the interrelatedness of each phase with adjacent phases.

Phase I- Exploratory, Qualitative

Overview of Phase I

Phase I was an exploratory, qualitative study of sixth grade students' motivation to read. This phase focused on the initial research question: *How do sixth grade students describe their motivations for reading?* Ivey and Broaddus (2001) suggest the possibilities for middle grade students' low reading motivation and engagement are endless and varied. Furthermore, they propose there is no 'big idea' that describes the reasons middle grade students display low reading motivation. In order to investigate the various causes for declining reading motivation in middle grade students', the researcher conducted interviews with thirty sixth grade students.

Most of the questions used in the interview were adapted from the Motivation to Read Profile conversational interview (MRP, Gambrell, et al., 1996) and based on expectancy-value theory (EVT), which focus on the factors of *self-concept* and *value*. Additional questions were included to address the factor of *discussion of reading* with others. The researcher added these questions based on reported findings of the MRP F/NF item analysis that suggest low scoring items are often related to students' value of reading and students' aversion to discussion of their reading (Marinak et al., 2016; Marinak et al., 2017). In addition, general exploratory questions that focused on reading habits, preferences, likes, dislikes, and the opportunities students have to participate in reading practices were included.

Alvermann (1998) made the claim that the voices of students in the middle grades are rarely heard when thinking about what motivates them to read. Students who possess

a general dislike for reading are rarely asked why they may have lower reading motivation and what the potential factors could be to help increase their reading motivation. Therefore, these semi-structured interviews served as an organic conversation between the researcher and sixth grade students in order to gain a deeper understanding of their self-described motivations for reading. The data gathered during this phase helped to inform and shape the survey development in Phase II and to outline the instructional model used in Phase III.

Exploratory, Qualitative Research Design

The purpose of Phase I was to address the initial research question: *How do sixth grade students describe their motivations for reading?* This qualitative phase consisted of exploratory, semi-structured interviews with 30 sixth grade students at a local 6th-8th grade middle school. Qualitative research involves the in-depth exploration of a central problem or phenomena. Unlike quantitative data, the purpose of qualitative data is not to generalize, but to provide a thorough understanding of this central problem or phenomena (Creswell & Plano Clark, 2011). Therefore, a small number of interview participants is desired for informational power. Creswell (2007) recommends 20 to 30 participants for a grounded theory study and this range of participants seemed prudent in order to approach a theoretical saturation of interview responses during the analysis (Creswell, 2015). The analysis of these interviews helped to inform the survey development in Phase II. Additionally, the thematic understandings gained from these interviews facilitated the initial construction of the instructional model used in Phase III.

Context of Phase I

The participants for Phase I were recruited at a local middle school using convenience sampling methods (Onwuegbuzie & Collins, 2007). The researcher initially contacted three middle school principals to elicit their interest in asking their teachers to participate in the research. The letter to principals is included in Appendix A. Of those three, one principal responded and nominated two sixth grade ELA teachers who would be interested in participating. The researcher interviewed 30 students; 11 boys and 19 girls during the students' ELA class period.

Phase I Procedures

Students in each class received an IRB consent form from their ELA teacher in order for to participate in the interviews. As an extra incentive, students' also received new books as a reward for returning their consent forms and participating in the interview. The researcher obtained the books as a donation from faculty members at the university. The researcher interviewed students intermittently across three weeks at the convenience of the teacher. The interviews occurred in the school's cafeteria or occasionally in the library. Interviewing students in the cafeteria allowed additional students to walk by between classes and see the books the researcher had available as an incentive for participation. This additional foot-traffic and student inquiry into the books prompted a higher return rate of consent forms and interview participation. The researcher recorded all the interviews on her iPad.

Data Collection

The researcher conducted the student interviews at the local middle school and recorded each interview for future analysis. Maintaining fidelity to the exploratory nature of Phase I, the researcher treated each semi-structured interview as a casual conversation with the student in order to build a rapport and trust. The questions for the interview were adapted from the MRP items and conversational interview that focus on the factors of *value for reading* and *self-concept as a reader*. Additional questions were included to address the factor of *discussion of reading* with one another. *General interest questions* concerning students reading habits, preferences, likes, dislikes, and opportunities with reading were also included. The researcher conducted, recorded, and transcribed each interview for future analysis. Table 3.1 presents a sample of interview questions used during Phase I. The complete interview protocol is included in Appendix B.

| |
|---|
| Table 3.1 |
| <i>Phase I: Sample Interview Questions by Construct</i> |
| <p>(V) How often do you read outside of school? -Do you choose to read outside of school or is this something you are required to do? -What kinds of books do you enjoy reading outside of school?</p> <p>(SC) Do you think you are a good reader? -Why or why not?</p> <p>(DOR) Do you ever read with anyone else? -Out loud or read the same book? -Why or Why not?</p> <p>(GEN) What would make reading more enjoyable for you?</p> |
| <i>Note.</i> The questions were aligned with Value for Reading (V), Self-Concept as a reader (SC); Discussion of Reading (DOR) or questions of general interest (GEN). |

Data Analysis

These Phase I interviews were transcribed, analyzed, and coded using a sophisticated, multi-leveled coding scheme. Each of the three levels of coding were checked for consistency with fellow literacy researchers to increase the trustworthiness of the findings. After each level in the coding process, the researcher would confer with 3-4 literacy researchers and determine a consensus on the code names, themes, and tags that were the most prominent in students' interview responses. Figure 3.3 depicts the coding scheme used to analyze students' interview responses.

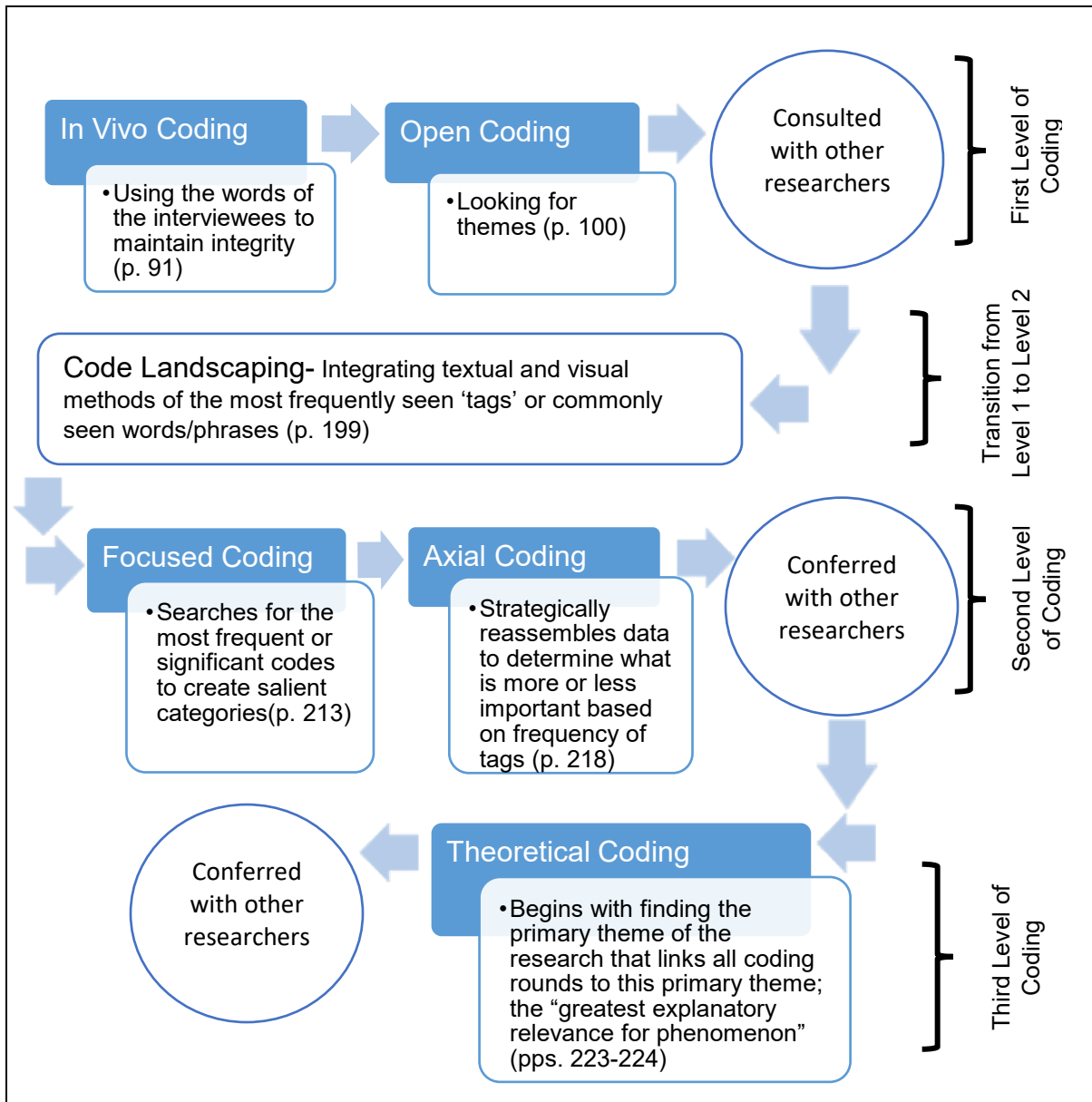


Figure 3.3. Phase I Multi-levelled Coding Scheme. Adapted from Saldana, (2013)

During Level I of the analysis, the researcher used a combination of Open coding (Saldana, 2013, p. 100) and In Vivo coding (p. 91) that uses the exact words from the students’ transcriptions. The researcher then created a table for each question and recorded the students’ responses. Next, the researcher looked through students’

responses to each question for themes within the students' words (Open coding) and created general themes to encompass students' responses.

Next, the researcher used a coding technique known as Code Landscaping to transition from Level I to Level II of the analysis (Saldana, 2013, p. 199). Code Landscaping allowed the researcher to thematically color-code students' responses in each table in order to see similar and recurring themes among students' responses to each question. By thematically color-coding students' responses, the researcher was able to view the coding structures topographically to visualize the recurring themes that were revealed throughout students' interview responses.

The Level II analysis procedures used a combination of Focused and Axial coding. After creating all the general themes through Open coding and Code Landscaping, the researcher formed salient categories, known as Focused coding. Focused coding inspects each of the codes and tags revealed in Level I to determine possible thematic structures. The researcher used Axial coding to rearrange the codes within each thematic category. The categories would later influence the major themes in the Level III analysis. This combination of Focused and Axial coding allowed the researcher to search for the most frequent or significant codes to create salient categories (Saldana, 2013, p. 213) and then strategically reassemble the data to determine what is more or less important based on frequency of tags used (p. 218).

The Level III analysis used a Theoretical coding technique that followed the tenets of Grounded Theory. This coding scheme allowed the data to guide the thematic coding by finding the primary theme of the research grounded in the data. This theme

ultimately links all coding levels to this primary theme, the “greatest explanatory relevance for phenomenon” (Saldana, 2013, pp. 223-224). Because the primary theme of this research was motivation to read, all other coding levels, themes, and codes also revolve around the primary theme of motivation (Theoretical coding). After the researcher analyzed each question during the three levels of coding, the codes were checked for consistency with other literacy researchers. The themes that arose from Level III of analysis were eventually used to create the questions for the survey.

Interrelatedness of Phase I with Adjacent Phases

The prominent themes that emerge from this final level of analysis will inform the construction of the motivation survey that will address research question two in Phase II. Additionally, these themes will be important to the development of the instructional model that will be implemented in Phase III.

Phase II- Quantitative

Overview of Phase II

Phase II was a quantitative study that sought to answer the second research question: *How can middle grade students' motivation to read be reliably and validly measured?* This phase addressed the need for a motivation instrument that is specifically developed for use with students in the middle grades that measures motivation to read and includes a factor for discussion of reading. This middle grade assessment, named the Middle Grades Motivation to Read Profile (MGMRP), is grounded in the qualitative data gathered in Phase I and serves as a pre/post- measure in Phase III of the study.

Quantitative Research Design

In order to develop a valid and reliable measure of reading motivation for students in the middle grades, Phase II focused on the creation of the MGMRP survey. This phase addressed the second research question: *How can middle grade students' motivation to read be reliably and validly measured?* The Middle Grades Motivation to Read Profile (MGMRP) gives students in the middle grades (6th-8th) a chance to answer honestly and anonymously about their reading habits and preferences. The MGMRP also allows teachers to gain a better understanding of their students' reading motivation, which could impact future instructional plans and goals.

Phase II Item Development

Themes from the Phase I interviews informed the development of items included in the MGMRP. To maintain similarity to related motivation profiles, such as the MRP-R, the MMRP and the MRPF/NF, the MGMRP was based in the Expectancy-Value Theory (EVT) of motivation. The EVT theory of motivation posits that students' expectations for success and task value are related. The constructs of *self-concept as a reader* (students' personal beliefs about themselves as readers and their reading habits), and *values of reading* (the amount students' value/do not value the task of reading), are two of three constructs that make up this survey's construction. The third construct, *discussion of reading*, was one that was confirmed in the student interviews as a thematic category. Students were asked about discussion of reading based on prior research results (MRPF/NF; Marinak et al., 2016; Marinak et al, 2017). These three constructs served as the basic frame for the survey construction.

Based on the results of the Level III analysis from Phase I, which generated salient themes related to reading motivation based on the response of the 30 students interviewed, an item pool was generated. Items for the MGMRP underwent three levels of analysis with revisions and vetting by fellow literacy researchers and experts in motivation survey construction. Colleagues were asked to review the items and to judge each item's clarity and unidimensionality.

Once items were determined, the variety of response structures was considered. Because an online platform, Qualtrics (<https://www.qualtrics.com/>) was being used, multiple item response structures would be available, such as Likert-like scaling, multiple choice, multiple answer, continua, and short response. Each survey item was rewritten in 3-4 different formats and sent to fellow literacy researchers to select the wording format for each item they believed was the clearest. Literacy researchers were also encouraged to provide reasoning for their item selection.

Context of Phase II

Because the purpose of quantitative research is to be able to generalize data, a larger number of participants is desired (Creswell & Plano Clark, 2011). Beatty and Willis (2007) recommend 5-15 participants per item and estimating a survey that was in the range of 20 items, as are the related instruments, 100-300 participants would provide sufficient power. In order to include participants that represented middle schoolers across the United States, a combination of volunteer and snowball sampling techniques (Onwuegbuzie & Collins, 2007) was employed. The researcher recruited teachers to participate by connecting with administrators and teachers of acquaintance, sharing the

survey with other literacy researchers, and sending the survey to local middle school principals and reading coaches.

In addition to volunteer sampling, the researcher used snowball sampling by inviting teacher participants to share the survey with other teachers whose students met the criteria outlined in the survey (6th-8th grade students in an ELA class), thereby allowing participants to recruit other participants. When initially contacting potential participants, the researcher used the promise of a class-specific report of student reading motivation as a way to entice teachers to allow their students to participate.

Field Testing

The researcher conducted a field test of the MGMRP to determine the reliability of the survey items and response structures. To reach an audience sufficient to support statistical analyses, the survey used a digital platform, Qualtrics (<https://www.qualtrics.com/>) for national distribution.

Each participating teacher received an email that included the Qualtrics link and a QR code, in case students were using smartphones or tablets instead of laptop or desktop computers. The teachers were asked to set aside about 20 minutes to allow students to access the survey and read the instructions. The instructions at the beginning of the survey informed students of their rights of participation according to the IRB protocol. The instructions also informed students that their responses were confidential and that there were no right or wrong answers. The researcher was interested in what motivated them to read.

The student responses were recorded in a Qualtrics accessible report in the form of a spreadsheet that could be downloaded for analysis. In an effort promote student anonymity while completing the survey, five demographic survey items included: (a) students' grade level, (b) gender, (c) students' state of residence, (d) school attended, and (e) their ELA teacher's last name. The demographic data provided by the students allowed the researcher to separate the data by teacher and school to distribute results to individual teacher-participants. This included a class composite of students' scores, an item analysis of student data separated by gender, and an analysis of responses with suggestions for classroom practice. It was the researcher's hope that this sharing of data would help highlight classroom practices that promote motivational learning and perhaps increase the willingness of other teachers to participate in future MGMRP survey field testing and data collection.

Data Analysis

Data were analyzed using SPSS data analysis software version 24.0 (IBM Corp, 2016). Descriptive statistics such as means and standard deviations by item and constructs were determined. Reliability using Cronbach's alpha (1951) was conducted to determine the consistency of items with constructs. An exploratory factor analysis (EFA) was conducted to verify factor structures.

Interrelatedness of Phase II with Adjacent Phases

Previous research and the Phase I interview responses suggested a need for an instrument to examine the relationship between middle grade students' reading motivation and discussion of reading. The MGMRP was designed to fill this gap in the

scope of previous reading motivation measurement instruments by focusing on students in the middle grades and the effect of discussion as a potential motivating factor. Many items in the original item pool for the MGMRP were developed from responses to the Phase I interviews, thus integrating the qualitative analysis with the item construction.

Because the MGMRP will explore the relationship between students' discussion of books and their reading motivation, it will serve as an instrument to determine the impact of peer-to-peer social interaction and discussion on middle grade students' reading motivation in Phase III. The researcher will use the MGMRP as a pre- and post-assessment during Phase III of this multiphase mixed methods study.

Phase III- Design-Based Case Study (DbCS)

Overview of Phase III

Phase III of the multiphase design used a Design-based Case Study (DbCS) approach that employed a repeated implementation and systematic refinement of an instructional model toward a pedagogical goal. This phase addressed the final research question: *How can online and face-to-face book clubs be refined to support the reading motivation of sixth grade students?* by implementing a book club in both face-to-face and virtual meetings to foster student-led discussion. Design-based approaches in general are a preferred approach when an instructional model is not yet fully understood in terms of addressing a desired outcome goal; rather, a promising version of an instructional model is designed and refined across several iterations of implementation. Additionally, the nature of design-based studies allows the researcher to be an active participant/observer in the study and work with the student-participants and teachers in

the classroom. This allows the researcher to collaborate with teachers and make adaptations to the model as needed in a particular teaching context. The researcher, in collaboration with the teacher, documents and monitors the progress of these adaptations, as well as any *inhibiting* and *enhancing* factors, and to document the overall affect they have on the pedagogical goal.

Design-based Case Study

Phase III employs a blended approach known as Design-based Case Study (DbCS) (Deaton & Malloy, 2017) that applies tenets of Design-based and Case Study research. DbCS merges the practicality and innovation of design-based research (DBR) with the attention to protocol in data collection of case studies (CS). Therefore, DbCS integrates the systematic implementation and the adaptation of an instructional model with the bounded and consistent case study approach of collecting, analyzing, and sharing data (Deaton & Malloy, 2017; Reinking & Bradley, 2008). Similar to case study research, DbCS involves in-depth data collection, various sources of data (Creswell, 2007) and triangulation across the data set (Stake, 2005). In this study, refinements of the model were noted within and across three cycles (book clubs 1, 2, and 3); two platforms (face-to-face and virtual); and three different classrooms. In Phase III, the researcher collected multiple sources of qualitative and quantitative data routinely and systematically over time that would inform these multi-leveled analyses.

The book club model was implemented in three sixth grade classrooms ($n = 67$) at two local schools throughout an academic semester. Throughout the semester, the book clubs occurred in three cycles, or three 4-5 week intervals, where students worked in

small groups according to a common book choice. The book clubs used both face-to-face (F2F) and virtual student-led discussions, or Virtual Book Clubs (VBC), about a shared book. Book clubs took place daily for about 15-20 minutes; students were either participating in discussion F2F or virtually or participating in independent reading. This allowed students the opportunity to have both discussion and reading time in class. On the days the students met for discussion, the researcher observed. At the end of each week, the researcher informally met with the teachers to assess the progress of the book club model, to identify factors that enhanced or inhibited progress toward the pedagogical goal, and to note and address any problems that may have surfaced during the week.

The allure of Design-based research and DbCS is the ability to modify the instructional model according to the enhancing and inhibiting factors identified as the instruction progresses (Howell, Butler, & Reinking, 2017). After each week of students' daily book club meetings, the teacher and the researcher discussed potential adaptations of the model. For example, if the teacher or researcher noticed inhibiting factors to discussion or progress toward the goal, they collaboratively agreed on an adaptation to overcome the inhibiting factors. These weekly assessments of potential adaptations, known as micro cycles, occurred within each of three book club cycles or units of analysis (UA). They helped to refine the model with the expectation of meeting the pedagogical goal of increased reading motivation (Deaton & Malloy, 2017). Figure 3.4 is an overview of the DbCS approach from beginning to the end of a study.

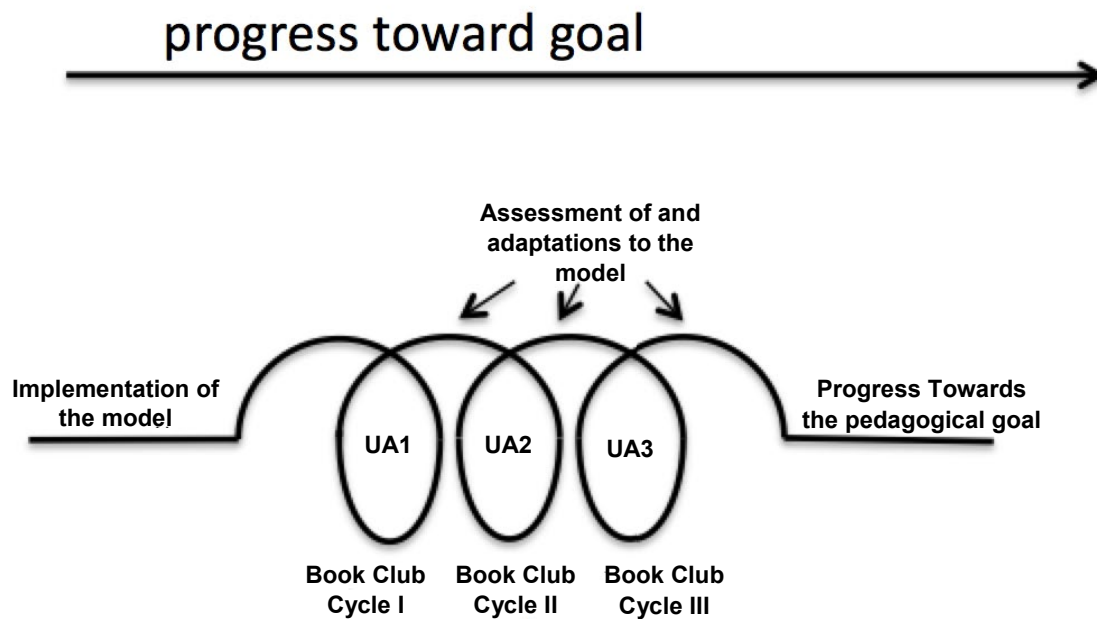


Figure 3.4. Overview of Design-based Case Study timeline. Adapted from Deaton and Malloy, (2017).

This study looked at three different classrooms that participated in two forms of discussion, both face-to-face book club discussions (F2F) and virtual book club discussions (VBCs), the researcher analyzed four cases bounded by a “place” and time (Yin, 2014). The four cases, or subunits (Deaton & Malloy, 2017), involved in this study were the three sixth grade classrooms where the F2F book clubs met and the online book clubs (VBCs). Additionally, each of the three participating classrooms served as individual cases where the model was being refined.

Context of Phase III

The participants in the book clubs are sixth grade students from two different schools located in the southeastern United States. Participants were recruited through a

combination of convenience and purposive sampling (Cohen, Manion, & Morrison, 2011) from two local school districts. The researcher was interested in obtaining students from sixth grade classrooms in both an elementary/middle school setting (kindergarten-through-sixth grade) and a middle school (sixth-through-eighth grade). Data from the MRP F/NF study included sixth-grade participants from kindergarten-through-eighth grade schools only; therefore, the researcher wanted to include both school contexts in the study in order to explore any influences of school structure on peer discussion or reading motivation.

School context. The first school participating in this study, O’Connell Middle School, is a sixth-through-eighth grade school in Clark County School District (all names used in this study are pseudonyms). O’Connell is located in a rural-fringe region of the southeastern United States. According to the National Center of Education Statistics (n.d.a), a school located in the rural-fringe boundary is “less than or equal to five miles from an Urbanized Area and/or less than 2.5 miles from an Urban Cluster” (para. 11). Data from the 2016-2017 school year indicates a total of 826 students were enrolled at O’Connell, including 416 males, 410 females, and 270 sixth grade students. The demographics for O’Connell Middle School for the 2016-2017 school year were; 5% Asian, 6% Hispanic, 8% Black, 76% White, and 5% two or more races (NCES, n.d.b). O’Connell Middle School is not considered a Title I school.

State-level reading scores for 2018, which was the year this study was conducted, reported that 269 6th grade students at O’Connell Middle School were assessed with 50.9% of students scoring “Meets or Exceeds Expectations”; 1,221 6th grade students in

the Clark County School District were assessed with 40.5% of students scoring “Meets or Exceeds Expectations”; and 58,402 6th grade students in the state were assessed with 39.9% of students scoring “Meets or Exceeds Expectations.” These data suggest that O’Connell Middle School had a significantly higher percentage of students performing at “Meets or Exceeds Expectations” than the rest of the state.

Two teachers, Ms. Peterson and Ms. Lane, volunteered their classrooms to participate in the study. The researcher, having met the principal of O’Connell Middle School and Ms. Peterson and Ms. Lane during the Phase I interviews, contacted the principal in October, 2017 after obtaining IRB permission for Phase III. The researcher discussed the possibility of conducting a book club with Ms. Peterson and Ms. Lane that required technology access for the virtual groups and a willingness of teachers to make time for regular book clubs and to meet weekly with the researcher. The principal agreed and gave permission to move forward in contacting Ms. Peterson and Ms. Lane to query them regarding their interest in the study.

The second school was Shylo Elementary School, a prekindergarten-through-sixth grade school in Lakeland County School District. Shylo Elementary is also located in a rural-fringe part of the southeastern United States (NCES, n.d.a). According to the National Center of Education Statistics, data from the 2016-2017 school year indicates a total enrollment of 494 students, 249 male, 245 female, and 62 sixth grade students. The demographics for Shylo Elementary School for the 2016-2017 school year were less than 1% Native American/Alaskan Native, 1% Asian, 10% Black, 3% Hispanic, 80% White,

and 5% two or more races (NCES, n.d.b). Shylo Elementary School is not a Title I school.

State-level reading scores for 2018, which was the year this study was conducted, indicate that 71 6th grade students at Shylo Elementary School were assessed with 60.6% of students scoring “Meets or Exceeds Expectations”; 220 6th grade students in the Lakeland County School District were assessed with 57.7% of students scoring “Meets or Exceeds Expectations”; and 58,402 6th grade students in the state were assessed with 39.9% of students scoring “Meets or Exceeds Expectations.” Data reveals that Shylo Elementary School also had a significantly higher percentage of students performing at “Meets or Exceeds Expectations” than the rest of the state.

One teacher and sixth-grade classroom from Shylo Elementary participated in this study. The principal of Shylo Elementary School responded to the researcher’s request for participation and gave permission to contact the school’s reading coach for a meeting in December, 2017. At that meeting, the researcher met with the reading coach and Ms. James who willingly agreed to volunteer her classroom to participate in the study beginning in January, 2019.

Classroom Context: O’Connell Middle School – Ms. Peterson. Ms. Peterson had been teaching a combination of middle and elementary students in the Clark County School District for 19 years. Although she had never used book clubs with her 6th grade students, she was familiar using a book club format when she taught 3rd grade. In those book clubs, she reports that choice, discussion, and guided reading questions were the main focus of the teaching strategy. Her main goal with using book clubs with her 6th

grade students in the present study was to “hook” her students on reading, introduce them to other genres, and have students bring their outside interests into their classroom discussion of books. She also confessed that while the school has district-issued Chromebooks, she does not feel she uses them frequently and desired more instructional strategies that integrate technology in a meaningful way.

Ms. Peterson’s classroom had 27 students – 11 males and 16 females. This class was her Accelerated ELA 6th class and they met in the morning. During the initial meeting with Ms. Peterson, she recommended this class participate in the study because she believed they would be more likely to participate and cause fewer behavior problems. There were no emergent bilingual students and no students were pulled out for special programs during the ELA block. Out of these 27 students, 25 returned IRB permission forms, resulting in a total of 9 males and 16 females as participants. Although all 27 students participated in the book clubs, data was only retained and analyzed on these 25 permissioned students.

Classroom Context: O’Connell Middle School – Ms. Lane. Ms. Lane has also been teaching in the Clark County School District and other nearby districts for 21 years and 15 of those years were spent teaching high school literature. Ms. Lane also has never used a book club teaching format with her students, but has participated in book clubs herself. Her main goal with using book clubs with her 6th grade students was to have them participate in a deeper discussion about books that goes beyond the literal meanings, summaries, or critiques of the book. “Some students are so literal [when they read a book]. I want them to get to a higher level [and] see beyond the critique”

(interview, February 8, 2018). Unlike Ms. Peterson, Ms. Lane feels very comfortable with students using their Chromebooks for extended activities such as note-taking and creating a Google Slides presentation to accompany a book that students read in the fall.

Ms. Lane's classroom had 25 students – 10 males and 15 females. This class was also her Accelerated ELA 6th class and they met in the morning during the same class period as Ms. Peterson's. Similar to Ms. Peterson, Ms. Lane also recommended this class for participation in the study because she believed they would be more likely to participate and cause fewer behavior problems. This classroom was situated across the hallway from Ms. Peterson's classroom, so the researcher was easily able to visit Ms. Lane's class after spending time in Ms. Peterson's class. It was agreed by the two teachers that the first 15-20 minutes of Ms. Peterson's classroom be devoted to book club and the last 15-20 minutes of Ms. Lane's classroom be devoted to book club. There were also no emergent bilingual students and no students were pulled out for special programs during the ELA block. Out of these 25 students, 18 returned IRB permission forms, which left the total of 7 males and 11 females. Although all 25 students participated in the book clubs, data was only retained and analyzed on these 18 permissioned students.

Classroom Context: Shylo Elementary School – Ms. James. Ms. James has been teaching in the Lakeland County School district and other surrounding districts for 16 years. Although Ms. James has been teaching 6th grade for several years, this was the second year for her to teach ELA. Because last year was her first year teaching 6th grade ELA, she tried a book club approach as a teaching technique and found it very successful with her students. The book club format that Ms. James used had all students reading the

same text, however students were separated into small groups that promoted discussion based on the specific roles students were assigned within each group. Because Ms. James had great success with a book club teaching technique last year, she was very interested to use book clubs again, although she did express concern that there were no specific questions/literature roles assigned to students and that students were reading different books (field notes, January 19, 2018). Ms. James also expressed concern for book cycle II because she already had a nonfiction book planned for students to read (interview, December 14, 2017). However she was relieved to know that the book club format in this study was adaptable to teachers' needs because of the flexibility allowed through the DbCS research design employed in this phase.

Ms. James' classroom had 24 students – 13 males and 11 females. Because Shylo Elementary School is a prekindergarten-6th grade school, Ms. James had the same students for most of the day as their 'homeroom' teacher. This group of students changed classes for math and science while Ms. James taught ELA to two different groups of 6th grade students. Ms. James' students had their ELA block at the end of the day. There were no emergent bilingual students and one student was pulled out for speech two days per week on Monday and Wednesday during the ELA block. Out of these 24 students, all 24 returned IRB permission forms. Ms. James was adamant about all students participating in book club, and because she saw the same group of students most of the day, she had the opportunity to remind students to return their IRB forms several times. Therefore, all 24 students participated in the book clubs and data were retained and analyzed on all 24 permissioned students.

There were 52 students from the two classrooms at O'Connell Middle School and 24 students from the one classroom at Shylo Elementary school. Students in the selected classrooms participated in both face-to-face (F2F) and virtual book clubs (VBC) through the use of individual district-issued Chromebooks in each classroom setting. Although all 76 students participated in the book clubs, only the data for the 67 IRB permissioned students was retained ($n = 67$). Three cycles of the book club took place; Table 3.2 outlines the two schools, three classrooms, and three cycles in this phase.

Table 3.2

Cycles of the Book Club Model

| | O'Connell Middle School <i>n</i> = 52 students | | | | Shylo Elementary School <i>n</i> = 24 students | |
|--|--|---|---|---|--|---|
| | Ms. Peterson <i>n</i> = 27 students | | Ms. Lane <i>n</i> = 25 students | | Ms. James <i>n</i> = 24 students | |
| Cycle 1 (MGMRP Pre- assessment) | VBCs <i>n</i> = 8 students | F2Fs <i>n</i> = 19 students; 5 groups | VBCs <i>n</i> = 11 students | F2Fs <i>n</i> = 14 students; 4 groups | VBCs <i>n</i> = 12 students | F2Fs <i>n</i> = 12 students; 3 groups |
| Cycle 2 | VBCs <i>n</i> = 11 students | F2Fs <i>n</i> = 9 students; 3 groups | VBCs <i>n</i> = 13 students | F2Fs <i>n</i> = 12 students; 4 groups | VBCs <i>n</i> = 11 students | F2Fs <i>n</i> = 12 students; 3 groups |
| Cycle 3 (MGMRP Post- assessment) | N/A | | N/A | | F2Fs <i>n</i> = 23 students; 7 groups | |
| <p><i>Note.</i> The teachers at O'Connell Middle School could not participate in the third book club cycle due to time constraints from statewide testing and end-of-the-year procedures. Therefore, they missed completing the MGMRP post-assessment.</p> | | | | | | |

Role as researcher. Design-based and DbCS research fosters a naturally collaborative environment between the researcher and the classroom teacher (Reinking & Bradley, 2008). Teachers know their students best; therefore it is important for the classroom teacher to provide input when it comes to adjusting instructional practices, particularly those that are refinements of the instructional model being implemented. The collaborative nature of this research allows the researcher to immerse herself in the classroom and create a workable instructional model that revolves around authentic teaching contexts, which is a paramount tenet of design-based research (Reinking & Bradley, 2008). Therefore, it is imperative that the researcher work collaboratively with the classroom teachers in each of the three classrooms participating in the study.

The three teachers involved in this study actively monitored their students' progress during the book clubs, which helped the researcher identify inhibiting factors and develop enhancing factors. After each week of daily student discussions in their book club groups, the researcher met with each teacher and discussed potential adaptations to the model as they continued to note the overall progress of the book clubs throughout the semester. For example, if the teacher or researcher noticed any inhibiting factors to discussion or to the overall progress of the instructional model, they would collaboratively agree on an adaptation to overcome these inhibiting factors. The researcher would note any changes that occurred after implementing an adaptation to the model. The collaborative nature of these refinements to the model was integral to the overall success of the study with the focus on the pedagogical goal: *Support the reading motivation of sixth grade students.*

Instructional model. The researcher selected a book club model, adapted from Raphael and McMahon (1994) and McMahon and Raphael (1997), to serve as a template for the model with the goal of supporting the reading motivation of sixth grade students. The discussion between community members in a book club can be deeper than just the sharing of information; rather it sets the stage for a transformation of existing knowledge to create new knowledge within the individual (Malloy & Gambrell, 2011).

According to McMahon and Raphael's (1997) text, *The Book Club Connection*, book clubs contain four components: (a) community share (i.e., whole class setting); (b) reading; (c) writing, and; (d) a discussion that consists of small, student-led discussion groups. The first component, community share, usually takes place during a whole-class setting. For the purposes of this study, the researcher chose not to include the community share component of the book club structure. This was due to the limited time constraints within the classroom environment. The teachers were encouraged to incorporate their current classroom teaching focus into the book club discussions, which they were able to do on their own.

The second, third, and fourth components a book club structure are reading, writing, and discussion. These three components rely on the peer-to-peer social interactions found within a book club setting. Reading and the discussion of reading is a social experience (Ryan & Patrick, 2001; Wigfield & Guthrie, 1995). Students create meaning from reading through interactions with the text and by conferring with others (McMahon & Raphael, 1997). One of the ways students interact with others about the shared book was through the third component of writing. For those students who

participate in VBCs, their writing was through the typed responses regarding their book and comments to others' responses. Students in the F2F groups were required to bring written notes of their ideas to their group discussion. Both types of groups, F2F and VBCs, wrote a book recommendation as each cycle ended. These four components of the book club model were fluid and flexible within this study. Their sole purpose was to promote student interactions and literate discussions around a shared text as well as complement the current classroom instruction.

Edmodo and virtual book clubs (VBCs). For this study, the students in the three selected classrooms participated in both face-to-face (F2F) and virtual book club (VBC) settings through the use of district-issued Chromebooks in the classroom. It was an objective for students to have opportunities to interact in both platforms throughout the study. Students' Chromebooks had access to the digital platform, Edmodo, where the VBCs took place. Edmodo is a free, student-friendly website similar to Facebook so it would feel familiar to students and they could potentially be more willing to participate using this type of platform (Kongchan, 2008). However, unlike Facebook, Edmodo is both private and safe because teachers control the content seen by users, control the users by restricting their comments, monitor the discussion between users, or unsubscribe students who continually break the rules set by the group (Balasubramanian, Jaykumar, & Fukey, 2014). Teachers are able to create accounts for each class and group that generates a unique code for students to join their selected group. No one is able to join a class or group without this unique code. Teachers are then able to divide their classes

into smaller groups depending upon the book they are reading by ensuring each group has their own, unique group code.

Previous studies using Edmodo suggest that this digital media platform supports students' interaction and increases their autonomy for learning (Sanders, 2012). Students are able to put as little or as much effort into their comments as they choose; therefore, they are in control of how much they interact with their peers and how deeply they reflect on their reading. Although students participating in the VBCs have an allotted amount of time in class where they can participate in a digital book club discussion by posting their reflections on books and commenting on other's reflections, they can also enjoy the ease of access to Edmodo outside of the classroom to engage in this type of digital discussion. Edmodo is an asynchronous format, which allows students to post and read responses at their leisure.

This ease of access presents advantages over traditional classroom discussion techniques (Balasubramanian et. al, 2014) because it allows students to thoroughly compose a response to the literature and to other students within the book club discussion instead of feeling rushed or put 'on the spot'. Additionally, students could potentially put more thought into their individual responses because they know other students will read and scrutinize their responses in the group (Beach & Lundell, 1998). Therefore, the amount of effort in students' responses could potentially increase while they anticipate the reaction they might get from others.

Digital anonymity. Students register for Edmodo by creating a customizable profile they can use to join the identified book club groups during the study. To protect

the anonymity of students and allow students to discuss books freely without judgment from peers, students used pseudonyms to create their profile. The anonymity created amongst community members in a digital environment could be beneficial to students who may feel uncomfortable talking face-to-face. Students are able to engage with their reading and respond to others when they choose and avoid feeling singled out in a classroom setting. Additionally, as Malloy and Gambrell (2006) pointed out, "... if you are male or female, popular or marginalized... [s]hy students may feel safe expressing opinions on the Internet that they would never express in person" (p. 483).

Because the range of topics varies listwise in a virtual discussion board as opposed to the more sequential topical exchange in a face-to-face discussion, typically quiet students are more likely to find a topic that interests them and would be able to participate in a particular topic of interest (Beach & Lundell, 1998). 'Conversations' in asynchronous online formats do not occur as do the sequential conversations that unfold in person. A student posts a response to the story and then reads the comments of other students. Some of these initial responses to the book serve as topical threads that engage others in responding in a version of conversation that has a jagged timeline – as if several conversations were occurring simultaneously. Therefore, the ability for students to conduct book club discussion in a virtual environment could be beneficial to students who benefit from anonymity, response time, or variety of topics by increasing their value of the book club discussions and their overall motivation to read.

Other research suggests that anonymity in virtual discussion boards could have an adverse effect on students' participation (Beach & Lundell, 1998). This research found

that anonymity was associated with hostile, antisocial behavior by some individuals who intended to provoke or insult other participants in the virtual message. The authors propose that because these students felt protected by their digital anonymity, social consequences no longer applied, and members who wished to offend or hurt others could do so freely. Contrary to these negative findings, and because of the monitoring affordances offered through the Edmodo platform, the researcher trusted the digital environment and the potential to offer some positive outcomes for students.

Ultimately, the researcher is interested to see how book clubs function in a virtual environment with the added benefit of student anonymity compared to the traditional, face-to-face book club setting. However, the researcher is interested in the refinement of book clubs in the both the face-to-face and virtual environments.

Phase III Procedures

Phase III began in January 2018 and continued through the end of the 2018 school year. This allowed three iterations, or cycles, of the book clubs to take place. However, the researcher's preparations with classroom teachers began during the fall semester of 2017. Figure 3.5 depicts a timeline of the entire DbCS.

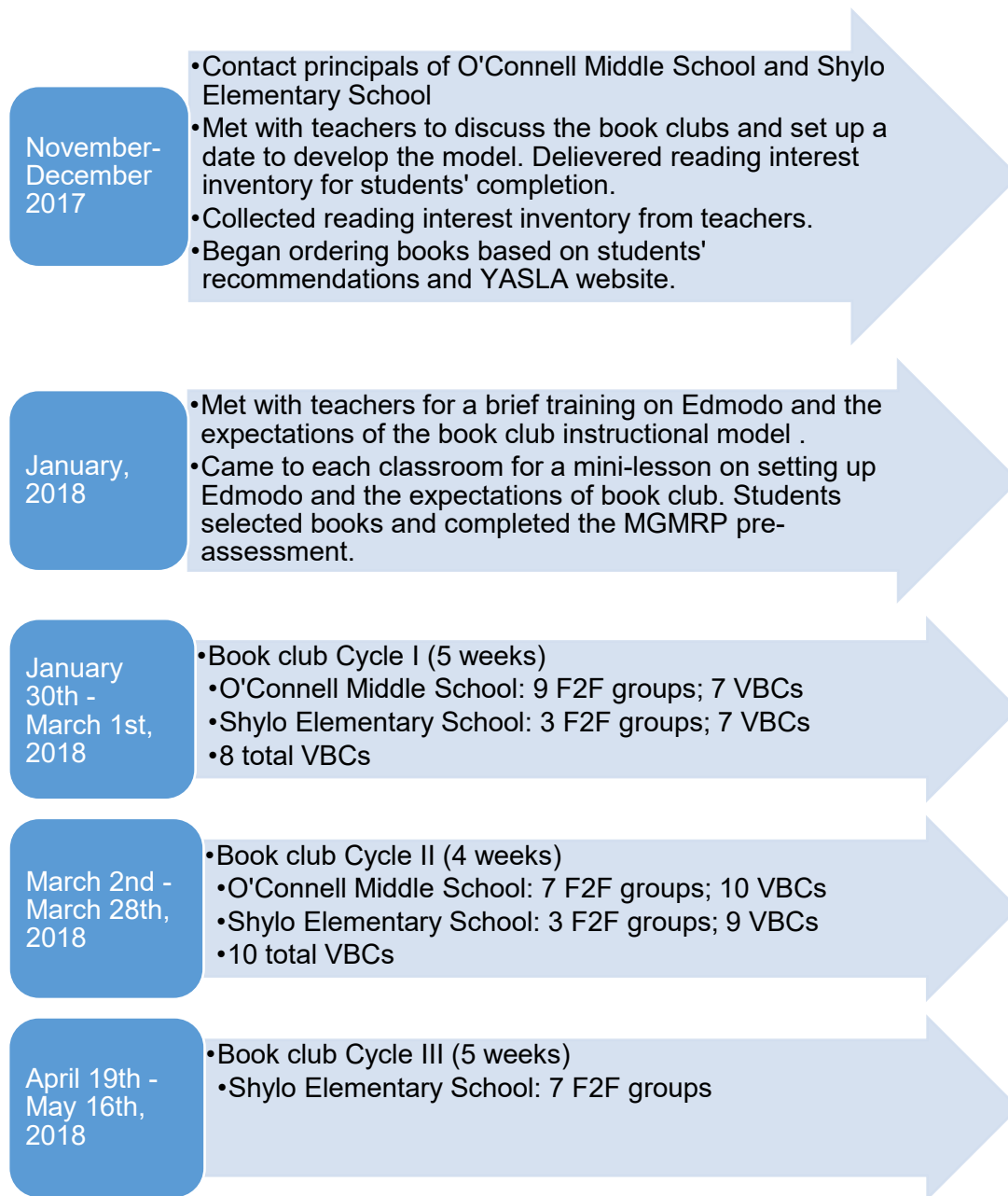


Figure 3.5. Timeline of DbCS Book Clubs

The researcher initially met with Ms. Peterson, Ms. Lane, and Ms. James in Fall, 2017. These meetings were a brief introduction to the idea of a book club and the set-up and procedures of the day-to-day classroom experience. Most importantly, this meeting was designed to ensure teacher's willingness to participate in this study by allowing the researcher to become an active participant in each of the teacher's classrooms. The researcher again met with each teacher for a more in-depth professional development in early Spring, 2018 before the book club study began. These brief sessions provided suggestions for ways that the teachers could structure book clubs in their classroom, incorporate classroom teachings into book club discussions, and how teachers could navigate virtual book clubs through the online platform, Edmodo.

One of the main incentives for teacher participation in this study was the promise of books for their classroom libraries. After the completion of the book clubs, the researcher would donate the group sets of books used in Phase III to the classrooms of the teachers participating in the study. The researcher received a grant from the university to purchase books for students participating in the book club that allotted 50 new books to teachers at the completion of the study. However, in order to gauge students' interests in the books they would read during the book clubs, the researcher created a reading interest inventory to determine their preferences in various reading-based topics. These topics helped to guide the researcher in selecting a list of books to purchase for students to read during book club. Figure 3.6 depicts the reading interest inventory given to students. Copies of these inventories were given to teachers during the initial meeting (late Fall, 2017).

| | | | |
|--|----------------------|--------------------------|---------------------------|
| Reading Interest Inventory | Teacher: | | |
| Name _____ | Date _____ | | |
| Please <input checked="" type="checkbox"/> all that apply. | | | |
| 1. Do you like to read? | | | |
| _____ yes _____ sometimes _____ no | | | |
| 2. What kinds of texts or genres do you like to read? (<input checked="" type="checkbox"/> all that apply.) | | | |
| _____ animals | _____ science | _____ true stories | _____ series books |
| _____ fantasy | _____ biographies | _____ science fiction | _____ game manuals |
| _____ mysteries | _____ poetry | _____ drama | _____ how to |
| _____ myths | _____ folktales | _____ plays | _____ scary stories |
| _____ humor | _____ graphic novels | _____ historical fiction | _____ sports |
| _____ comics | _____ survival | _____ autobiographies | _____ other (please list) |
| _____ based on movies | _____ adventure | _____ classics | |
| _____ realistic fiction | _____ multicultural | _____ diversity | |
| 3. Of the texts that you <input checked="" type="checkbox"/> , list your top 5. | | | |
| (1) _____ | (3) _____ | (5) _____ | |
| (2) _____ | (4) _____ | | |
| 4. Who is your favorite author? | | | |
| 5. What is your favorite book? Favorite magazine? | | | |
| 6. What book would you like to read? | | | |
| 7. What helps you to choose a book or other text to read? (Use the back if needed). | | | |

Figure 3.6. Reading Interest Inventory. Adapted from Opitz, Ford, and Erikson, (2011).

After receiving the reading interest inventory responses from the teachers, the researcher noted categorized topics, and selected/purchased books. Books titles were accessed from the Young Adult Library Services (YASLA) website, specific recommendations from students, and Young Adult literature blogs. Books were ordered during the winter break of December 2017.

The instructional model that is refined in design-based research focus on achieving a desired pedagogical goal while documenting the adaptations to the model in order to achieve this goal (Reinking & Bradley, 2008). Therefore, these instructional model generally begin with only a few essential elements so that only those refinements that are necessary in each classroom context are added. Table 3.3 lists the initial essential elements that constituted the initial prototype of the book club model.

| Table 3.3 | | |
|--|--|--|
| <i>Essential elements of the initial book club model prototype</i> | | |
| Element | Function | Frequency of Use |
| Read the book | Students must have a designated time in class to read their books. | 15-20 minutes; 3 days per week |
| Decide pacing | Students must collaboratively decide on the pacing of their book throughout the course of the book club cycle. This pacing will help keep students on track for reading and discussion so that all books are finished in time and discussion is around the same part in the book. It is especially important for VBCs who do not meet in person. Students were initially given a blank calendar to help decide pacing. Students could have also used their school-issued agenda or a calendar on Edmodo. | Beginning of the book club cycle |
| Sticky notes for writing | All students must use sticky notes while reading their book so they have something to bring with them to discussion, whether F2F or while typing responses on the VBC. Sticky notes can include thoughts or questions on particular parts in the book, or reminders of enjoyable parts students would like to discuss. | Every day as needed during the book club cycle |
| Meeting with your group at the appropriate time | Students must have a designated meeting time during class to meet in their book club groups for discussion. This designated time allows students to meet F2F or to logon to Edmodo and complete posts through the VBC. | 15-20 minutes; 2 days per week |
| Writing a book recommendation | As the book club concluded, students wrote an individual recommendation of the book that was then posted on a website. Students from all three classes were able to read the reviews. | At the conclusion of each Cycle. |

Adaptations to these elements, which occur whenever inhibiting factors are determined, can refine this initial prototype of the instructional model as the micro cycles and units of analysis proceed. Enhancing elements, or instructional practices that seem to refine the

model toward the pedagogical goal of engaged reading, were noted during weekly meetings and maintained in future iterations. Documenting these enhancing and inhibiting factors is vital during data collection, as are the adaptations of the model and effectiveness of the adaptations in ameliorating inhibiting factors.

The researcher visited each class during the initial week of the study for a short introduction and mini-lesson. During the introduction and mini-lesson, the researcher introduced the study, allowed students to create a profile on Edmodo, had students select books for their first book club book, and completed a pre-assessment of reading motivation using the MGMRP through Qualtrics.

Introducing the study. As a participant in a DbCS, the researcher plays an active role in the instructional implementation and data collection process. Therefore, it is vital to be transparent with students by introducing herself as a researcher who is collaborating with classroom teachers and the expectations of the book clubs. The researcher introduced the instructional model, handed out IRB forms to students, and used a PowerPoint presentation to outline general book club procedures, behavior expectations, and the process of creating a profile on Edmodo using their Chromebooks. Although not all students would be in a VBC initially, all created an Edmodo profile with the expectation of eventually being in a VBC. The Edmodo platform also enabled students to acquire other materials they needed from the researcher throughout the duration of the study, such as links to the MGMRP, the Google forms link to select books, and the website for their book recommendations.

Edmodo profiles. While creating their Edmodo profiles, students were encouraged to use pseudonyms in order to remain anonymous. The researcher suggested that students select characters names based on their favorite book, TV, or movie character. Students could personalize their profile by selecting a profile picture or avatar to accompany their name. The researcher kept track of who each student was through an excel spreadsheet, as students used their real name and the name of their school when creating their login name and password. This enabled the researcher to keep track of students' login information and their actual identity. This also helped to mitigate any technical issues students might have when logging on to Edmodo if they forgot their information. Also, the researcher was interested in the concept of anonymity and its potential impact on the book club discussion, socialization, and overall reading motivation.

After students created their profiles on Edmodo, they were able to join the 6th grade virtual book club the researcher created for their group. By entering a unique, six-digit code students were able to join any group a teacher created on Edmodo, thus making communication safe and private. When students logon to Edmodo, they all see the same 'class home page' before selecting their specific assigned book group. This 'home page' is where all students, regardless of school or book club group, could find any information or keep in contact with the researcher if they were unable to speak with her face-to-face. Figure 3.7 is a screen shot of the Edmodo home page for the 6th grade book club group.

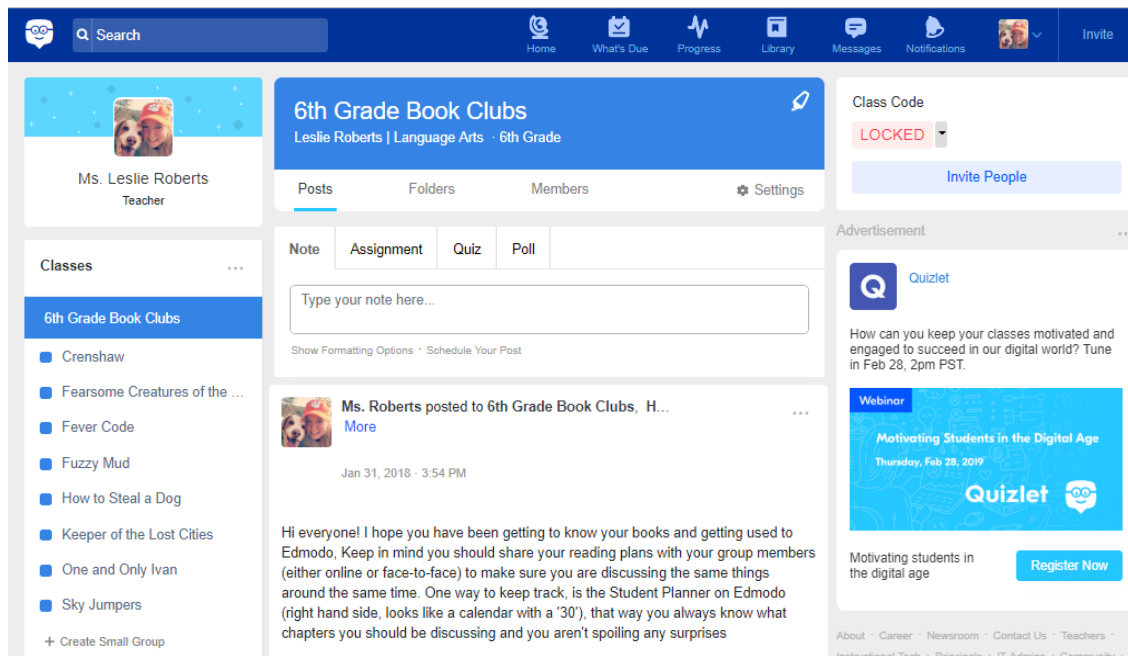


Figure 3.7. Screenshot of Edmodo Homepage.

Selecting books. Students were then prompted to open the link to the researcher-created Google Form in order to select books they would like to read for their book club. The Google Form listed each book with a picture and description so students could peruse the offerings and read the descriptions of each book. Students were prompted to select 3-5 books they would be interested in reading. It is important to note that the books students selected were not ranked in any particular order of preference, therefore all students did read a book of their choice, but it may not have been their most preferred choice.

Choice was always a factor in determining whether students were to stay with a book or change to a different book. After receiving their book, students were given a week to decide if they would like to stick with the book they received or change books,

depending on whether the book they wanted was still available. After students selected their books, the researcher separated the students into different book club groups based on their book choice and assigned the group as either a face-to-face book club (F2F) book club or a virtual book club (VBC). The researcher attempted to have an equal number of F2F book clubs in each classroom, but the grouping process depended on students' book selections. If students at two different schools wanted to read the same book, they would need to be in a VBC in order to discuss the book with one another across schools. Each book club group consisted of 3-4 students per group. The book selection and grouping process repeated after each book was finished throughout three cycles during the spring, 2018 semester.

Baselines of reading motivation. After the selection process, students completed the MGRMP pre-assessment on Qualtrics to gauge their initial motivation to read. The link to the MGMRP pre-assessment was provided on their Edmodo homepage. Students completed the MGMRP pre-assessment as a whole class; however, for students who were absent that day, the researcher ensured the pre-assessment was completed later in the week. This initial class introduction, mini-lesson, book selection, and MRMP pre-assessment was completed in all three classrooms during January 2018.

Book club pacing. Once students were in their book club groups, they collaboratively created a timeline for when to read and discuss certain chapters of their books. This timeline allowed students who participated in the VBCs to be at approximately at the same place in discussion with one another. The book clubs took place every day for about 15-20 minutes. The students would read for 15-20 minutes

three days per week and participate in book club discussion for 15-20 minutes two days per week. The researcher worked collaboratively with the classroom teachers to determine the best days to accommodate their schedule. Table 3.4 is the book club schedule for the three teachers in Cycle I.

| Table 3.4 | | | | | |
|---|------------------------------|---|------------------------------|---|------------------------------|
| <i>Cycle I book club schedule</i> | | | | | |
| Teacher | Monday | Tuesday | Wednesday | Thursday | Friday |
| Ms. Peterson | Students read from 8:15-8:35 | Students meet in groups (F2F or VBCs) from 8:15-8:35* | Students read from 8:15-8:35 | Students meet in groups (F2F or VBCs) from 8:15-8:35* | Students read from 8:15-8:35 |
| Ms. Lane | Students read from 8:45-9:05 | Students meet in groups (F2F or VBCs) from 8:45-9:05* | Students read from 8:45-9:05 | Students meet in groups (F2F or VBCs) from 8:45-9:05* | Students read from 8:45-9:05 |
| Ms. James | Students read from 1:00-1:20 | Students meet in groups (F2F or VBCs) from 1:00-1:20* | Students read from 1:00-1:20 | Students meet in groups (F2F or VBCs) from 1:00-1:20* | Students read from 1:00-1:20 |
| <i>Note.</i> *Researcher visited the classrooms on the days students were meeting for book club discussion. | | | | | |

It is important to note that because this instructional model is taking place in a teachers' classroom, flexibility of scheduling is imperative, especially considering the parameters of each teacher's daily class schedule and the different school district schedules. For these reasons, the researcher and the teachers worked closely together to ensure

timeliness and adaptability of the model. Three iterations of the book club were planned to enable almost all of the students to participate in both face-to-face and virtual book clubs.

Students then participated in daily reading and/or book club discussion time in their classrooms for both F2F and VBCs. Students participating in VBCs in each classroom would have their discussion online through a process of commenting and responding to others' comments during the time the F2F groups were meeting. Students participating in the VBCs could potentially be in a book club with students from a different school.

The researcher observed student interactions of students in both groups during the meeting times and maintained field notes. Selected F2F group discussions were audio recorded, rotating such that all groups were recorded at some point in the cycle. Records of online activity and comments/responses were maintained as a record of the VBC interactions. These book group meetings continued twice weekly through each cycle, around four to five weeks, depending on students' progress with the book.

Student artifacts -- book recommendations. After four to five weeks, as students finished their books, they were asked to create a book recommendation using a researcher-generated website. This website, housed on a Wix website platform, would allow students the opportunity to view all the books and recommendations and to make a decision about the new books they would select for the next book club iteration. Using the original Google Form, students selected new books for the next book club cycle. The

researcher then created new book club groups and the process of the 15-20 minute reading and meetings resumed.

Post-assessment of reading motivation. Near the end of the semester, the student participants at Shylo Elementary completed the MGMRP post-assessment to determine the overall effectiveness of the book clubs. It is important to note that students at O'Connell Middle School were unable to complete the MGMRP post-assessment due to time constraints from standardized testing and other end-of-the-year activities and procedures. Additionally, the researcher conducted brief semi-structured post-instruction interviews with students from all three classrooms. Students were selected based on teacher recommendations and students' availability. This allowed for a qualitative exploration of student responses to book clubs and motivation to read while a member of a book club.

Data Collection and Analysis Procedures

There were several sources of data collected from Phase III, including both quantitative and qualitative data types. The quantitative data includes the results of the MGMRP. This assessment served as a measure of the pedagogical goal of motivation to read. Qualitative sources include interviews, field notes, audio recordings, and student written discussions in Edmodo. These sources were required to document the refinements of the model toward the pedagogical goal. The analysis of these data sources allowed the researcher and teachers to identify enhancing and inhibiting factors and to determine adaptations of the model within and across cycles.

Pre/Post Middle Grades Motivation to Read Profile (MGMRP) scores. All students completed the MGMRP pre-assessment and one classroom (Shylo Elementary) completed the MGMRP post-assessment. The MGMRP is a 25-item survey based on expectancy-value theory and Phase I responses as described in Phase II. At the beginning of the first book club cycle, students completed the pre-assessment of the MGMRP on Qualtrics through a link posted on the Edmodo website using their Chromebooks. The instructions at the beginning of the survey informed students of their rights of participation according to the IRB protocol. The instructions also informed students that their responses were confidential and that there were no right or wrong answers.

Students completed the post-assessment of the survey through a link posted to the Edmodo website that students accessed using their Chromebooks. The post-assessment was completed after students completed the third cycle of the book club. Student responses were recorded in a Qualtrics accessible report in the form of a spreadsheet that could be downloaded for analysis. Data were analyzed using SPSS data analysis software version 24.0 (IBM Corp, 2016). Descriptive statistics such as means and standard deviations by item and constructs were determined. Reliability using Cronbach's alpha (1951) was conducted to determine the consistency of items with constructs. Differences between pre and post assessment for the Shylo classroom were calculated using an independent-samples t-test.

Teacher interviews. Teachers were interviewed at the beginning of the semester. The interview was a semi-structured protocol where each teacher was asked the same three questions: (a) how long have you been teaching; (b) have you used book clubs

before, and if so, in what capacity; and, (c) what do you want to achieve through using book clubs with your students? These interviews were conducted at the beginning of the semester during the book club professional development with teachers. Because these interviews were informal and more conversational in nature, they were not recorded but the researcher took field notes during the conversation, which lasted about 10-15 minutes. After the interview, the researcher member-checked with the teachers by summarizing the field notes to the teacher to ensure accuracy of their responses.

Audio recordings. The researcher collected qualitative data from the book club discussions through audio recordings of individual face-to-face book club meetings. These recordings were collected from each of the three classrooms two times per week. To ensure each group was being recorded, the researcher kept a record of each group that was recorded per week and was sure that all groups were recorded at least 1-2 times throughout the book club cycles. The researcher transcribed and analyzed each of the audio recordings. These audio recordings were analyzed concurrently with the Edmodo transcripts.

Edmodo transcripts. Additionally, the researcher accessed written transcripts of the VBC discussions that took place through the Edmodo website. The researcher included these transcripts with the audio F2F transcripts in ongoing qualitative analysis. Transcripts from both the F2F and VBCs were analyzed using a constant comparative method (Charmaz, 2014), which is detailed in more depth in the Phase III section of Chapter 4.

Observations and field notes. The researcher collected field notes in each classroom while the F2F and VBC meetings were occurring. The researcher would often sit with individual F2F groups as a passive participant, or ask questions to those students participating in VBCs regarding their progress with the book and the overall discussion taking place online. These observations and field notes were analyzed and triangulated with the F2F and VBC transcripts. Additionally, the researcher met weekly with teachers to discuss the book clubs and any adaptations to the model. Notes of these conversations were included in the observational notes and analyzed during the implementation to gain and understanding of the adaptations to the model that were implemented.

Student artifacts. The student-created book recommendations were included in the analysis of the data. These recommendations served as additional evidence of students' overall feelings about a particular book.

Student interviews. The researcher conducted semi-structured post-instruction interviews with 20% of the permissioned students of each class ($n = 14$) total. Each of the three teachers was asked to recommend students to complete the interviews with the researcher. Table 3.5 lists the interview questions the researcher asked during the student post-instruction interviews during the conclusion of the book clubs in Phase III. Each interview was audio recorded, transcribed, and analyzed using a multileveled coding process that is detailed in Phase III of Chapter 4. Interviews lasted about 10-15 minutes per student.

Table 3.5

Phase III Student Post-Instruction Interview Questions

What did you think of the book clubs we did in class?

-Why did you feel that way?

How did you feel about the book clubs compared to what your teacher did before?

-Was it better or worse?

-Why do you think this?

How did you feel about completing the book reviews after finishing each book?

-Did you find them helpful to complete?

-Did you read anyone else's book reviews?

-Why or Why not?

Would you want to do book clubs again in the future?

-Why or Why not?

What would make book clubs/reading better for you?

What would you change about reading in your class?

-What makes you say this?

Did you prefer F2F or VBCs?

-Why is this?

Ethical Considerations

As with any endeavor in social research, ethical concerns and protection of the participant's identity are of the utmost importance. This study was designed to protect participants' identity and to avoid any ethical risks to participants in all three phases. Each of the three phases in this study uses a separate set of participants; therefore International Review Board (IRB) approval was acquired for the three sets of participants involved in this study. Students in Phases I and III were provided with consent forms and

students in all three phases were given a student assent that notified them of their rights for participation in the study. Students' knowledge of their rights and participation in the study is an important ethical consideration in social research (Fowler, 2013). Student names, pseudonyms, and other potentially identifying information was kept confidential, and data from all three phases were kept securely on a password-protected computer.

Students in the Phase I interviews completed and returned the parent-signed IRB consent form in order to participate. Students were read the student assent before participating in the interview. The student assent reiterated the purpose of the study and reminded students of their right as participants to continue with the study or to “walk away” at any time.

Participants in Phase II of the study did not complete an IRB consent form as the use of the motivation survey in the classroom was considered normal educational practice under IRB's Exemption Category 1

(<https://www.clemson.edu/research/compliance/irb/b1exemption.html>). Instead, permission was sought from principals and links/QR codes were sent to teachers to use with their students. A student assent form was included in Qualtrics before students completed the survey. No individually identifying information was collected from the survey participants.

Phase III had a similar IRB protocol to Phase I that included both parent-signed consent forms and student assent forms. One thing to note about the Phase III participants is that several students in two of the classrooms did not turn in their consent forms before the end of the study. Phase III was a classroom-based study; therefore, all

students still participated. However, data was only collected and analyzed from those students who were permissioned to participate in this study. Transparency, honesty, and detailed attention to the protection of the participants was paramount to this study. In this way, ethical risks were potentially avoided.

Validation and Legitimation

Mixed methods goes far beyond the mere use of qualitative and quantitative data in a research study. Rather, mixed methods can be viewed as research method that “combines elements of qualitative and quantitative research approaches [including] data collection, [data] analysis, inference techniques, [and even viewpoints] for the purposes of breath and depth of understanding” (Johnson, Onwuegbuzie, & Turner, 2007, p. 123). Here, mixed methods is juxtaposed as a methodology that includes inference techniques and viewpoints steeped in both qualitative and quantitative data, rather than just a method for collecting and analyzing data.

Creswell and Plano-Clark (2011) outlined six core characteristics of mixed methods research, including: (a) the collection and analysis of both qualitative and quantitative data; (b) mixes, integrates, or links the two forms of data by combining, merging, or embedding them either concurrently or sequentially; (c) gives priority to either one or both forms of data (depending upon the research emphasis); (d) the use of these procedures in either a single study or within multiple phases of a larger study; (e) frames these procedures within a theoretical lens; and, (f) combines any of these procedures into a research design that directs the plan for conducting the study (p. 5). It is through this triangulation of qualitative and quantitative data (Tashakkori & Teddlie,

1998), the implementation of mixed methodological viewpoints (Johnson et al., 2007), and the sufficient mixing within the research design (Creswell & Plano-Clark, 2011) that multiple forms of data are intricately gathered and analyzed. Therefore, trustworthiness of the data is more than likely achieved in this process.

Creswell and Plano-Clark (2011) identify several scenarios that would warrant the use a mixed methods research design. These scenarios could include *An explanation is needed to explain the initial results*; or that the initial *Exploratory findings need to be generalized*. After further exploration, it may be determined that *One data source may be insufficient*, therefore *Multiple research phases are needed to understand a research objective* (pp. 8-11). These scenarios mirror the same crucial reasons why the researcher determined a mixed method design was the most comprehensive method to answer the research questions proposed in this study. Phase I was an exploratory phase; the initial data from this phase needed to be statistically generalized in Phase II through the creation of the survey, which used students responses in Phase I to create survey items. To further understand the knowledge gained from the interviews in Phase I and the survey results in Phase II, the researcher determined that more sources of data would be needed to fully understand the concept of middle school students' motivation to read. Therefore, the book club instructional design in Phase III attempted to holistically address the research objective while simultaneously intertwining the knowledge gained from the subsequent phases.

Chapter Summary

This purpose of this study is to investigate the impact of book club discussion, social collaboration, and peer-to-peer socialization and how these influence middle grade students' reading motivation. This chapter outlines and details the three phases of this study: Phase I- Exploratory, Qualitative Phase; Phase II- Quantitative Phase; and, Phase III- Design-based Case Study (DbCS) Phase. Each phase was designed to answer separate research question:

1. How do sixth grade students describe their motivations for reading? *Phase I- Exploratory, Qualitative Phase*
2. How can middle grade students' motivation to read be reliably and validly measured? *Phase II- Quantitative Phase*
3. How can online and face-to-face book clubs be refined to support the reading motivation of sixth grade students? *Phase III- Design-based Case Study (DbCS) Phase*

Each of the phases included: a (a) description of the research design; (b) the purpose of the phase; (c) the context of each phase including the recruitment, sampling, participants, and setting; (d) the detailed procedures; (e) the data collection procedures; (f) the analysis plan, and; (g) the interrelatedness of each phase with adjacent phases. It is through this systematic plan of data collection and analysis that the researcher has gained the knowledge of middle grade students' reading motivation. The chapter that follows will detail the analysis and findings from the three phases and how these findings contribute to the research questions.

CHAPTER FOUR

RESEARCH FINDINGS

The purpose of this study is to closely examine the reading motivation of sixth grade students. The objectives of this study were to explore the reading preferences of sixth grade students; to develop and refine a motivational survey for middle grade students; and to implement and refine an instructional model with the goal of increased reading motivation. This chapter presents the findings from the data collected during the three phases of this multiphase mixed-methods study: An exploratory, qualitative phase in which 30 sixth grade students were interviewed for the purposes of understanding the reading preferences and motivations of these sixth grade participants; a quantitative phase for developing a motivational survey based on the Phase I interview responses, and; a design-based case study phase that employed a book club model using both face-to-face and virtual meeting groups.

This chapter focuses specifically on the findings from the three phases: thematic results from the 30 interviews with students in Phase I; descriptive statistics, reliability, and an exploratory factor analysis in Phase II; and, progress towards the pedagogical goal and refinements of the instructional model in Phase III. In order to better understand sixth grade reading motivation and the related instructional practices that support reading motivation, the following research questions guide this study:

1. How do sixth grade students describe their motivations for reading?
2. How can middle grade students' motivation to read be reliably and validly measured?

3. How can online and face-to-face book clubs be refined to support the reading motivation of sixth grade students?

The findings for each phase are discussed in sequence in the following sections.

Moreover, the integration of each phase will be discussed with the connections to prior and following phases.

Phase I

The following section will present the data and results of Phase I, an exploratory, qualitative study, which addressed the initial research question; *How do sixth grade students describe their motivations for reading?* Using convenience sampling methods (Onwuegbuzie & Collins, 2007), the participants for Phase I were recruited at a local middle school located in the southeastern United States. A total of 30 students, 11 boys and 19 girls were interviewed during the students' ELA class period over the span of three weeks. Each interview in Phase I was recorded and transcribed, which resulted in 198 pages of typed transcriptions, or approximately 6.5 hours of interview recordings. These interviews were analyzed, and coded using a sophisticated, multi-leveled coding scheme. Each of the three levels of coding were reviewed for consistency with fellow literacy researchers to increase the trustworthiness of the findings.

Level 1 Coding Procedures and Analysis

During Level I of the coding and data analysis, the researcher consolidated and quantized data from student's responses, and then arranged this data into codes that would, in later levels, form questions for the MGMRP survey. In Level 1 the researcher created tables for each interview question and used the words from the students'

transcriptions (In Vivo coding) to assign codes (Open coding) to any themes found within the transcriptions. The researcher cross-examined all tables to highlight codes within the tables and to color-code similar codes and student responses during the transition from Level 1 to Level 2 (Code Landscaping).

Table 4.1 is a sample from the first level of coding using Open and In Vivo coding schemes and the transition between Levels one and two, Code Landscaping. The remainder of the Phase I data tables are located in Appendix C. In the following excerpt, these two coding approaches were used to analyze students' responses ($n = 30$) to the first interview question, "Do you enjoy reading and why?"

Table 4.1

Phase I: Level 1 and Code Landscaping Qualitative Analysis of Data for Interview Question #1

Question 1: Do you Enjoy Reading and Why?

| <u>Student</u> | <u>In Vivo Student Responses</u> |
|-------------------|---|
| S1 | Yes; Imagine yourself as somebody else |
| S2 | Yes; Go to another magical place |
| S3 | Yes; When I get into a good series that I like |
| S4 | Yes |
| S5 | It depends on the book |
| S6 | No; Rather watch a movie. Mom says I haven't found the right book yet |
| S7 | Yes, very much; [I love] the mystery, there's always the cliffhanger |
| S8 | Yeah; Not exactly stressful, more enjoyable than other stuff, [I can] get into something |
| S9 | Mhmm; It's quiet and calming and I get to do it with my friends so that makes it more fun |
| S10 | Yes; When I was little, I loved to read. [However, recently] I've lost my ability to read [because of] homework and chores. I still read, it's not like I don't read. |
| S11 | Yes; It puts you in the characters point of view |
| S12 | Not really; It's just not fun, I'd rather be outside playing ball |
| S13 | A lot; Takes me out of my world and takes me to a different one that I might enjoy better |
| S14 | It depends on the book, something I can't put down |
| S15 | Yes; But it depends on what book I like to read |
| S16 | Yes; Interesting to read from different authors. [I'm interested in] other things, depending what they are, but I still like to read. |
| S17 | Yes; It's entertaining, it's good to do |
| S18 | Yes; When I'm at home, I can escape my younger siblings |
| S19 | Some books, shorter books, more action |
| S20 | Yes; It's almost like a movie. Like a picture, you can make the scenes in your head. |
| S21 | Yes; It lets me explore and I can just think of whatever I want to when I read |
| S22 | It depends; I like being able to visualize what [I'm] reading. Not graphic novels, just some visuals helps me to visualize the setting better. |
| S23 | Depends on what I'm reading; If I'm forced to read. I don't like to read, but if I have the time, I'll read. Don't like being forced to read |
| S24 | It depends, but mostly; If I'm not really into the subject, I might not like it, But if it's something I know/interested in, it would be better to read. |
| S25 | Yeah; I do it whenever I have free time, every other day |
| S26 | Yes; [but used to not like it because of a bad bullying experience] |
| S27 | Yes; It's fun and it's fun to predict and see in your head what's happening |
| S28 | I don't like reading the books where there's no pictures. If I sit and read for an hour and keep on reading and reading, you get kind of bored. |
| S29 | Yes; I like how you can go in the book and just go wherever you want and read about it |
| S30 | Depends on the book |
| Level One: | Escaping into another world (7); Depends on the book if it appeals to the student or not (7); Reading is boring (4); Visualize in your head (3); No time- but still enjoy it (2) |

Note. This sample depicts students' answers to Question #1.

Simultaneously, the researcher sent tables of unanalyzed student responses to other literacy researchers to gauge which parts of the students' transcriptions seemed noteworthy or important enough to assign codes in light of research question one. This was done to explore the potential codes that would emerge from the data and reduce any researcher bias. The codes suggested by the literacy researchers was then compared to the researcher list. No adjustments to the codes from Level 1 were made at this point. The coding list that emerged from the Level I analysis was further analyzed during the two-part procedure of Level 2 coding and analysis. Table 4.2 illustrates the pre-collapsed list of the researcher's codes before Focus coding and analysis in Level 2.

Table 4.2

List of Codes from Level 1 (Pre-Collapsed)

| | |
|--|---|
| <p>Question 1: Do you enjoy reading and why? Escaping into another world (7); Depends on the book if it appeals to the student or not (7); Reading is boring (4); Visualize in your head (3); No time- but still enjoy it (2)</p> | <p>Question 2: What kinds of books do you enjoy reading? Popular series- HP (8), Percy Jackson (3), Divergent (3), Hunger Games (3) (15); Series books (generic) (12); Fiction/fantasy/drama (8); Does not enjoy non-fiction (4); Graphics (2)</p> |
| <p>Question 3: Do you get to read in school? What and When? No 'set' time during ELA class (24); Yes (15); Sometimes (9); Not Really (3)</p> | <p>Question 4: Do you read outside of school? How often? What kinds of books do you read outside of school? Yes, choose to (19); Yes, required to (9); Not really/not much (4); Limited time outside of school (4); No (1)</p> |
| <p>Question 5: Do you think you are a good reader? Why? Yes- vocabulary knowledge (6); Yes- Difficulty of book (6); Yes- duration of reading (5); Yes- pace of reading (4); Not out loud (4); Yes- Test scores (4)</p> | <p>Question 6: Do you ever read with anyone else? Out loud or the same book? Still read to family members (7); Read by myself (7); Used to read with others (6); Talking to/reading with others (3); Share/persuade (2)</p> |
| <p>Question 7: Do you read out loud in class? Do you enjoy it? Why or why not? Volunteer to read out loud- I like it, confidence (15); No, don't like it- embarrassed (7)</p> | <p>Question 8: Do you talk about the books you read with anyone? Who? Yes- casual conversations (13); Yes- share parts/persuade (11)</p> |
| <p>Question 9: Do your friends enjoy reading? How do you think they feel this way? Yes- reading role model (13); No- rather do other things (8); No-boring (5); Yes- recommendations (3)</p> | <p>Question 10: Do you ever talk about the books you are reading with your friends? Why or why not? Suggest books (8); Not really/Sometimes (7); Share parts (5); No (4)</p> |

| | |
|--|---|
| <p>Question 11: Do you ever have the chance to talk about the books you are reading with your friends in class? (TIME)</p> <p>No-time in class (3); Yes-time in class (3); Limited time outside of school (2)</p> | <p>Question 12: What would make reading class more enjoyable for you?</p> <p>Choice (8); Talking to/reading with others (5); Quiet, comfy places (4); Time in class (4); Recommendations (4); No forced time/assignments (3)</p> |
| <p>Question 13: Given the opportunity, do you think you would talk about the things you are reading with your friends? Why or why not?</p> <p>Share/persuade (8); Interact with peers (7); Yes, but it depends on my peers attitude toward reading (5); See other's perspectives (4); Find new books (3); Depends on the book (2)</p> | <p>Question 14: What is something you wish your reading teacher knew about your reading habits?</p> <p>Talking to/reading with others (2); Time in class (2); No forced time/assignments (2)</p> |
| <p>Miscellaneous Responses</p> <p>No forced time/assignments (6); Choice (6); Limited time outside of school (3); Recommendations (2); Talking to/reading with others (1)</p> | |
| <p><i>Note.</i> Codes are arranged by survey questions. Numbers in parentheses note the amount of participants who responded to this code.</p> | |

Level 2 Coding Procedures and Analysis

Level 2 used two coding processes: Focused coding and Axial coding. After a list of codes was generated during the Level 1 analysis, they were arranged into a table for Focus coding (see Table 4.3 for the focused-list of codes). During Focus coding, codes were rewritten to form I-statements; this was done to keep the codes consistent across all questions. Additionally similar codes were combined to avoid repetition, these were noted with asterisks in Table 4.3.; the number of asterisks indicates the number of codes that were combined. The most commonly occurring codes were highlighted. The number of times the codes were used in participants' responses is noted in parentheses. This process of coding enabled the researcher to search for the most frequent or significant codes to create salient categories that would be used during Axial coding. A total of 47 codes were created during the Focus coding process.

These focused-codes were then arranged by category in a new table (Table 4.4); a total of five categories were created. These five categories included: *Time*; *Self-Concept*; *Friends' Value*; *Personal Value*; and *Social Reading*. Codes were arranged from most-commonly occurring to least-commonly occurring within each category. The purpose of this part of the coding process, or Axial coding, was to determine whether there were some codes that were more or less important based on frequency of codes within each category (Saldana, 2013, p. 218). Table 4.4 was then sent to fellow literacy researchers to check for consistency: in particular, colleagues were asked to determine whether there were codes that could be combined, or whether some codes did not fit into the assigned category, and whether there was an emergence of a different category. No changes were

suggested, but as a result of the Focus and Axial coding in Level 2 a total of 47 codes and five categories were created as seen in table 4.4. The researcher then cross examined the categorical arrangements in preparation for Level 3 coding.

Table 4.3

List of Codes from Focus Coding (Level 2)

| | |
|---|--|
| <p>Reading allows me to escape into another world (7) It depends on the book if it appeals to me or not (7) Reading is boring (4) Reading allows me to visualize in my head (3) I don't have time to read- but I still enjoy it (2) I enjoy reading popular series books (generic) (12) I enjoy reading fiction/fantasy/drama books (9) I do not enjoy reading non-fiction books (4) I like reading books with graphics (2) Although there is time to read during school, there is no 'set' time to read during ELA class (46)* Sometimes I have time to read in school (9) I don't really have time to read in school (4) I choose to read outside of school (19) I'm required to read outside of school (9) I don't really read outside of school (5)* I have limited time to read outside of school (4) I think I'm a good reader because I prefer difficult books (6) I think I'm a good reader because I've always been a reader (5) I think I'm a good reader because I have a large vocabulary (5) I think I'm a good reader because I can read quickly (5) I think I'm a good reader because I have high test scores (5) I think I'm a good reader, but not if I read out loud (4) I read by myself (8) I used to read with others (7) I still read to family members (10)* I feel confident reading out loud in class (14) I'm embarrassed reading out loud in class (8) My friends do not enjoy reading, they'd rather do other things (8)</p> | <p>I know my friends enjoy reading because they model good reading behavior(s) (15) My friends do not enjoy reading, they think it's boring (5) I know my friends enjoy reading because they give me recommendations of books to read (3) I have casual conversations about the books I read (11) I share parts of the books I read or persuade others to read the things I'm reading (26)*** I don't really talk about the things I'm reading (16)** We don't have time in class to talk about things we're reading (3) We have time in class to talk about the things we are reading (3) There is a limited amount of time outside of school to talk about the things I am reading (5)* I would enjoy having a choice when reading (14)* I would enjoy talking to/reading with others (15)*** I do not enjoy being forced to read at a certain time and/or do not enjoy forced reading assignments (14)** I would enjoy having time in class to read (7)* I would enjoy having quiet, comfy places to read in class (4) I would enjoy talking about the things I read so I could have recommendations of books to read (10)** I would enjoy sharing my books with others or persuading others to read the things I'm reading (8) I would enjoy talking about the things I read, but it depends on my peers attitude toward reading (5) I would enjoy talking about the things I read so I can see other's perspectives on books (4) I would enjoy talking about the things I read, but it depends on the book we are reading/talking about (2)</p> |
|---|--|

Note. Highlighted codes represent the higher frequencies in each category. Numbers in parentheses reflect the number of responses per code. Asterisks represent where one*, two**, or three*** codes were collapsed into the named code.

Table 4.4

Codes Categorically Arranged from Axial Coding (Level 2)

| Social Reading | Time | Self-Concept | Personal Value | Friends' Value |
|--|--|---|---|--|
| <ul style="list-style-type: none"> • I share parts of the books I read or persuade others to read the things I'm reading (26)** • I don't really talk about the things I'm reading (16)** • I would enjoy talking to/reading with others (15)** • I have casual conversations about the books I read (11) • I would enjoy talking about the things I read so I could have recommendations of books to read (10)** • I still read to family members (10)* • I would enjoy sharing books or persuading others to read the things I'm reading (8) • I read by myself (8) • I used to read with others (7) • I would enjoy talking about the things I read, but it depends on my peers attitude toward reading (5) • I would enjoy talking about the things I read so I can see other's perspectives on books (4) | <ul style="list-style-type: none"> • Although there is time to read during school, there is no 'set' time to read during ELA class (46)* • I choose to read outside of school (19) • Sometimes I have time to read in school (9) • I'm required to read outside of school (9) • I would enjoy having time in class to read (7)* • There is a limited amount of time outside of school to talk about the things I am reading (5)* • I don't really read outside of school (5)* • I don't really have time to read in school (4) • I have limited time to read outside of school (4) • We don't have time in class to talk about things we're reading (3) • We have time in class to talk about the things we are reading (3) | <ul style="list-style-type: none"> • I feel confident reading out loud in class (14) • I'm embarrassed reading out loud in class (8) • Reading allows me to escape into another world (7) • I think I'm a good reader because I prefer difficult books (6) • I think I'm a good reader because I've always been a reader (5) • I think I'm a good reader because I have a large vocabulary (5) • I think I'm a good reader because I can read quickly (5) • I think I'm a good reader because I have high test scores (5) • I think I'm a good reader, but not if I read out loud (4) • Reading is boring (4) • Reading allows me to visualize in my head (3) • I don't have time to read- but I still enjoy it (2) | <ul style="list-style-type: none"> • I would enjoy having a choice when reading (14)* • I do not enjoy being forced to read at a certain time and/or do not enjoy forced reading assignments (14)** • I enjoy reading popular series books (generic) (12) • I enjoy reading fiction/fantasy/drama books (9) • It depends on the book if it appeals to me or not (7) • I do not enjoy reading non-fiction books (4) • I would enjoy having quiet, comfy places to read in class (4) • I would enjoy talking about the things I read, but it depends on the book we are reading/talking about (2) • I like reading books with graphics (2) | <ul style="list-style-type: none"> • I know my friends enjoy reading because they model good reading behavior(s) (15) • My friends do not enjoy reading, they'd rather do other things (8) • My friends do not enjoy reading, they think it's boring (5) • I know my friends enjoy reading because they give me recommendations of books to read (3) |

Level 3 Coding Procedures and Analysis

Level 3 of the coding process (Theoretical coding) finds the primary themes and links all coding rounds to these primary themes. The five categories created during Axial coding in Level 2 were rephrased to create five themes that answer the initial research question; *How do sixth grade students describe their motivations for reading?* The researcher noted that saturation occurred due to the eventual repetitive nature of students' interview responses during coding and analysis. Table 4.5 depicts the five main themes that arose during the Phase I data analysis. The researcher generated rationales to accompany each of the five themes.

| |
|---|
| Table 4.5 |
| <i>Phase I Themes from Interview Data</i> |
| <p>Social Reading Depends on Others' Participation</p> <ul style="list-style-type: none"> • Students would enjoy sharing reading with peers (Ivey, 1999). However, students' participation is dependent upon their peers' participation. This could indicate students' concern of how others view them (Ryan & Patrick, 2001). <p>Time for Reading is Limited</p> <ul style="list-style-type: none"> • Students do not have 'set' time in class to read. Rigor has increased; class reading time has decreased. <p>Ability Does Not Equal Enjoyment</p> <ul style="list-style-type: none"> • Students are aware of their abilities as a reader. Students are clear on what they think makes someone a good reader or not a good reader. <p>Choice is Important</p> <ul style="list-style-type: none"> • Most students valued choice (Ivey & Broaddus, 2001) and expressed a desire to choose what they read, when they read, and how they were assessed on their reading. <p>I am Aware of my Friends as Readers</p> <ul style="list-style-type: none"> • Students know if their friends are readers or not. Students' whose friends do not enjoy reading did not necessarily <i>hate</i> to read, but would prefer other activities instead. |
| <i>Note.</i> The text in bold are the themes, the bulleted text is the researcher-generated rationales |

Social reading depends on others' participation. An initial discovery was students would enjoy sharing what they are reading with their friends. There were 120 of the 401 Focused code responses that alluded to this, which represents 30% of the thematic findings. Twenty-six responses indicated that students are already sharing what they read with their friends, and an additional 13 responses suggest that they would enjoy sharing what they read with others. As one student stated, "Yeah, that would be fun cause we never really get the chance to talk about books during class"

[S29_3/15/17_Interview]. Another student, when considering discussions about books with their friends, offered, “Probably yeah, to see others perspectives, balance it out so you understand [the book] more thoroughly” [S8_3/9/17_Interview].

Five students stated that they would only feel comfortable participating in tasks that their peers would also be willing to participate in too. When queried about their willingness to talk about the things they are reading with their friends, some students were apprehensive: “Yeah, I would be okay with sharing but I wouldn’t want to start. Everyone else must participate” [S11_3/20/17_Interview]; “It depends on how [my friends] are. [Whether they would like it or not]” [S5_3/9/17_Interview].

Time for reading is limited. Results from the student interviews suggest that students in the middle grades feel they would participate more with reading if they had independent time during school, considering that their time after school is generally limited. This finding accounted for 114 responses, or 28% of the Focused code responses. Of the 30 participants, there were 46 responses that stated that the time allotted for reading during ELA class was dependent upon the completion of other work; therefore, there was no *set time* for students to read. “We really don’t have a time set aside to read. When I get finished, I read my book” [S15_3/16/17_Interview]. Even when students did get time during ELA class to read, some students felt distracted and unable to read. “Yes, we usually get some free time [in class to read] but everyone plays on their tablets so it’s loud and I can’t read that much” [S23_3/15/17_Interview].

For those students who are not able to read during ELA class, they were able to find small pockets of time during their day to read. Several students were able to find

time to read during other classes. One student responded, “[I read] for directed research; 30 minutes, every day” [S1_3/9/17_Interview]. Other students were able to find other free times during their day to engage in reading. One student stated, “...I get to school early and read in the library” [S18_3/14/17_Interview]. Another student responded, “When I’m...on the bus...I scoot next to the window and I’ll read” [S26_3/20/17_Interview]. Several other students were able to find some time to read just before bed, “[I read] almost every night before I go to bed – a few chapters” [S21_3/15/17_Interview]; “[I] usually read before I go to bed, that’s my main reading time every night” [S22_3/15/17_Interview].

Ability does not equal enjoyment. When students’ were questioned regarding their abilities as a reader, all students ($n = 30$) responded in the affirmative that they believed they were good readers. However, students’ reasoning for what makes someone a good reader was varied. Factors about what makes one a good reader ranged from perceptions of fluency, comprehension levels, testing ability, difficulty of the text, number of books read, and length of books read. One student responded, “Yes [I think I’m a good reader]. I can read fast and understand the words. I prefer to read out of my level to make it grow” [S13_3/13/17_Interview]. Another student affirmed, “Yes, I think I’m pretty good [at reading]. My scores last year were pretty good and I have an A in this [ELA] class” [S19_3/20/17_Interview]. A third student said, “I read a lot. I like to believe I’m a good reader” [S2_3/16/17_Interview].

Additionally, while students’ reasonings for what makes a good reader were varied, students’ rationale for what makes a poor reader varied only slightly. Some

students were aware of their short-comings regarding their abilities as readers. Factors that make one a poor reader centered around students' fluency both out loud and during silent reading, and their ability to comprehend the vocabulary used in the text. One student responded to the same question, "Yes. I'm a good reader in my head, just not out loud" [S6_3/9/17_Interview]. Another student affirmed their struggles with reading fluency, "Yes and no [I'm a good reader]. I'm in academic support for reading and spelling. I can read, I'm just a very slow reader" [S3_3/9/19_Interview]. Another student cited vocabulary knowledge affecting their ability as a reader, "I would say for the most part [I am a good reader]. If there's a word I don't understand, probably the next few sentences will be about that word, so I'll end up figuring it out" [S27_3/14/17_Interview].

Choice is important. Results suggested that students would value books more if they were able to find a book they could 'get into' or even read some of their favorite books in class. These allusions to personal value for reading accounted for 68 of the 401 Focused code responses, or 17%. One student stated, "[I enjoy reading] when I get into a good series that I like" [S3_3/9/17_Interview]; "[Reading would be more enjoyable if we could] read our own books in school and fully understand them" [S21_3/15/17_Interview].

Students often place higher value in the things that they can control (Wigfield & Eccles, 2000). Therefore, students would likely place a higher value on reading if they are able to choose books they read and assignments they completed in response to the books (Fisher & Frey, 2012; Ivey, 1999; Ivey & Broddas, 2001). In 14 of the responses,

students described their aversion to being forced to complete reading activities at a certain time or to a certain place, “[Reading class would be more enjoyable if we weren’t] being forced to read at a certain time, or a certain amount [of pages] or to get to a certain place [in the book] at a certain time” [S30_3/16/17_Interview]. Other students expressed their displeasure at forced reading assignments, “I wish we weren’t forced to do the reading log” [S11_3/20/17_Interview]; “We have reading logs and we have to get it done or it affects our grade. I don’t like being forced to read” [S23_3/15/17_Interview]. Some students mentioned the idea of more freedom with their reading assessments, “[Reading class would be more enjoyable if we could] choose the books you wanted to read, maybe one general quiz at the end to make sure we read it or not. [Reading class would be more enjoyable if we could] choose any book we wanted, but we had to read a book. Maybe 100-300 pages [in length]” [S22_3/15/17_Interview].

I am aware of my friends as readers. An additional finding suggested students had varied perceptions of their friends as readers. While these 31 responses only accounted for 8% of the Focused coded responses, it seemed appropriate to separate friend value from personal value. Eighteen responses suggest that friends did enjoy reading; however, in the 13 responses that indicate that friends *did not* enjoy reading, it was not because they *hated* reading, but would rather do something else. Some of the preferred activities students would rather participate in were multimodal activities, i.e. being outside, playing sports, playing video games, and so forth. “I don’t think they like reading as much. Most of them are athletes like me, so they go outside and play more” [S19_3/20/17_Interview].

Other preferred activities revolved around the students' social lives and a disconnect appeared to emerge between a students' academic and social life. For example, one student responded, "Two of my friends are in love with reading and some of my friends just pass on it. [My friends who don't like reading] like communicating and texting on their phones rather than reading a book" [S25_3/20/17_Interview].

A third preferred activity revolved around students' preference to be passively entertained through T.V. or movies. For example, one student answered, "I don't think [they] like reading either. T.V and movies are just more fun" [S6_3/9/17_Interview].

Integration of Phase I to Other Phases.

The findings from Phase I ultimately shaped the generation of survey items in the Middle Grades Motivation to Read Profile (MGMRP) survey created during Phase II. The coding scheme developed across the three levels allowed the researcher to quantize the codes and to develop items for the MGMRP item test bank. The MGMRP was used as a pre- and post- assessment for the students participating in the book club model during Phase III.

A listing of how recurring codes from students' responses helped to shape the item pool for the Middle Grades Motivation to Read Profile is provided in Table 4.6.

Table 4.6

Itemization Process: Theoretical Coding (Level 3)

| <u>Theme</u> | <u>Codes</u> | <u>Potential Questions</u> |
|--------------|---|--|
| Self-Concept | <ul style="list-style-type: none"> • I'm not good at reading out loud (2) • I'm a good reader because I have high test scores • I'm a good reader because I prefer difficult books (1, 3, 4) • I feel confident reading out loud (2) • I'm embarrassed reading out loud (2) • I'm a good reader because I've always read (1, 3) • I'm a good reader because I have a large vocabulary (1, 5) • I'm a good reader because I can read quickly • Enjoyment does not equal ability (6, 7) | <ol style="list-style-type: none"> 1. I (don't) enjoy reading. This sounds: 2. I don't mind reading out loud in class. This sounds: 3. I feel like I'm a good reader. This sounds: 4. I feel like I'm a good reader because I prefer difficult books. This sounds: 5. I feel like I'm a good reader because I have a large vocabulary. This sounds: 6. Even though I am not a good reader, I still enjoy reading. This sounds. 7. Even though I am a good reader, I do not enjoy it. This sounds: |
| Value | <ul style="list-style-type: none"> • I enjoy popular series books (1, 7, 8) • I would like graphics with books (1, 8) • I do not enjoy non-fiction (1, 8) • I do enjoy fiction/fantasy/drama books (1, 8) • Quiet, comfy places would make reading class more enjoyable (1, 4) • I wish we had choice on what to read (1, 8) • Reading allows me to escape into another world (1, 5) • It depends on the book if it appeals to me or not (1, 6) • Reading is boring (1, 10, 11) • Reading allows me to visualize in my head (1, 5) • I wish there was time in class to read (3) • My friends would rather do other active activities than read (9, 10) • My friends think reading is boring (9, 10) • I have limited time to read outside of school (2) | <ol style="list-style-type: none"> 1. I read often. This sounds: 2. I still enjoy reading; I just do not have time for it after school any more. This sounds: 3. I wish we had more independent reading time in school. This sounds: 4. Reading would be more enjoyable if we had a comfy place to read. This sounds: 5. I enjoy reading because it allows me to escape into another word. This sounds: 6. It depends on what kind of book it is for me to really enjoy it. This sounds: 7. I enjoy reading popular series books. This sounds: 8. We get a choice of what we get to read in the classroom. This sounds: 9. My friends would rather do more active activities than read. This sounds: 10. My friends do not enjoy reading. This sounds: |

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> • There's no 'set' time to read during ELA class (3) • I don't like having forced time/assignments for reading (12) • I prefer to read by myself (14) | <p>11. I enjoy reading. This sounds:</p> <p>12. I would rather do more active activities than read. This sounds:</p> <p>13. Reading would be more enjoyable if we didn't have assignments with the book. This sounds:</p> <p>14. I enjoy reading with my classmates. This sounds.</p> |
| Discussion of Reading | <ul style="list-style-type: none"> • I enjoy sharing/persuading others to read (1) • I share the things I read for academic purposes • I don't really share the things I read (1) • I enjoy talking to/reading with others (6) • I would like to talk about the things I read, but it depends on my peers' attitude toward reading (3) • I would enjoy seeing other's perspectives (5) • I would enjoy interacting with peers about their reading (2) • My friends are reading role models by sharing/persuading me to read (7) • I wish I had recommendations of books to read (4) | <p>1. I enjoy sharing the things I am reading with others. This sounds:</p> <p>2. I enjoy persuading others to read the things that I am reading. This sounds:</p> <p>3. I would like to talk about the things I read with my classmates, but it depends on if they would listen or care. This sounds:</p> <p>4. I would like to have recommendations of books to read from others. This sounds:</p> <p>5. I would enjoy hearing my classmates' perspectives on books they read. This sounds:</p> <p>6. I enjoy talking to my classmates about our reading. This sounds:</p> <p>7. My friends tell me about the things they read. This sounds:</p> |
| <p><i>Note.</i> Numbers that appear after the codes in the 'Codes' column correspond to the survey items in the 'Potential Questions' column.</p> | | |

Furthermore, the findings from Phase I influenced the design of the book club model in Phase III. For example, the theme of having time to read at school influenced the book clubs in Phase III by allowing students time during class to read and participate in the virtual and face-to-face discussion groups. Additionally, with the integration of the virtual book clubs, students may also participate in discussion during a time that is most convenient to them, whether that time is during or after school.

The notion of choice was implemented during Phase III by providing options for books that students could read when participating in the book clubs. Students initially chose topics of interest through the reading interest inventory, chose their book from a pre-selected list of 50 books on a Google Form to read for their book club, chose what topics to of interest from the book to talk over during the book club discussions with their group, and were ultimately able to form their own opinion on their book through the book reviews that were completed at the end of the book club cycle.

Phase II

The following section will present the results of Phase II, a quantitative study, that addressed the second research question; *How can middle grade students' motivation to read be reliability and validly measured?* The codes generated during Phase I of the analysis were used to create items in the MGRMP survey. During Phase II, the researcher distributed the MGMRP survey to 474 participants to determine the validity and reliability of the instrument. In order to reach a wide audience, participants completed the survey through Qualtrics (<https://www.qualtrics.com/>). Responses were downloaded as a .csv file and then uploaded SPSS for analysis.

Frameworks for Item Development

The codes that were developed in Phase I were reworded as statement formats to become items in the MGMRP survey. Because the interview questions used in Phase I were based on Expectancy Value Theory (EVT) and adapted from the conversational interview component of the MRP (Gambrell et al., 1996) there were two initial subconstructs that framed the MGMRP survey: *self-concept as a reader*, and *value of reading*. During Level 3 of the Phase I coding process, several students mentioned the importance of discussion and peer-to-peer interaction as a potentially motivating factor. This led to the creation of a third factor in the survey, *discussion of reading*, operationalized as students' discussion of their thoughts and feelings about a text with others. The survey items were arranged into the three factors during the Level 3 of the Phase I coding process. Table 4.6 depicts that itemization process where codes become the survey items for the MGMRP survey.

A total of 21 survey items were sent to fellow literacy experts. Survey items were vetted for clarity and to ensure unidimensionality, or one salient intended meaning. The researcher cross-examined all literacy researchers' responses to the item selection. There were several discussions regarding the wording of the survey items; only 12 of the 21 items had complete agreement from the four literacy experts. Ultimately, the researcher vetted these items with additional motivational survey experts and confirmed the suitability 25 potential items for the MGMRP survey. These newly vetted survey items were arranged to fit the three proposed constructs for the MGMRP survey.

Question formats included on the MGMRP. The final 25 survey items (see Appendix D) are structured in three different question formats; 17 items with a “sounds-like-me” 5-point Likert scale (Likert, 1932) format; three items with a 4-point multiple choice format, and; five items with a 5-point continuum format. Five additional items were included on the survey to collect demographic data on student participants. These five demographic survey items include: (a) students’ grade level, (b) gender, (c) students’ state of residence, (d) school attended, and (e) their ELA teacher’s last name. The demographic data provided by the students allowed the researcher to analyze the data while still maintaining anonymity for individual students’ responses. Additionally, the demographic data allowed the researcher to separate the data by teacher, school, and grade level to distribute results to individual teacher-participants. The survey can be accessed at the following link:

https://clemonshealth.az1.qualtrics.com/jfe/form/SV_cCtH9Z5Lv4NAefr

Likert items. Allen and Seaman (2007) suggest including a minimum of a five-point scale in order to ensure an instrument’s reliability. Although a seven-point scale could slightly increase the reliability of a particular item, the most reliable items are those with a continuous scale with an easily identifiable scale of options (Allen & Seaman, 2007). Ultimately, the researcher decided on 5-point Likert scale items as opposed to 7-point items to increase the probability that student participants would read all options and select the one that they identify with the most. The researcher believed that increasing the response options might overwhelm some readers and reduce the reliability of their responses.

Possible response selections for Likert survey items ranged from “Nothing like me” to “Very much like me”. The median response, “I have no opinion” was selected because of the simple language and small word count. Figure 4.1 is an example of questions on the MGMRP based on this five-point Likert scale.

1. I choose reading over other activities. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. I have trouble figuring out new words. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Talking about books helps me to understand them better. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Figure 4.1. Sample Likert Questions from the MGMRP.

Note. Item 1 is a Value question; Item 2 is a reversed-scored Self-Concept question; Item 3 is a Discussion of Reading question.

Multiple Choice items. The MGMRP includes three multiple choice items. Unlike the Likert and continuum questions, the multiple choice items were based on a 4-point scale. These items were created by consolidating multiple similar codes into three questions in an effort to keep the entire MGMRP survey shorter. As a result, the three

multiple choice questions contain elements of more than one of the three factors of the MGMRP survey (*self-concept, value, and discussion of reading*) and allowed the researcher to explore complicating or competing motivations. Figure 4.2 presents two of the three 4-point multiple choice questions on the MGMRP.

18. *Select the response that best describes you and your reading habits.*

- I'm not a good reader and I don't enjoy reading.
- Even though I'm a good reader, I don't enjoy reading.
- Even though I'm not a good reader, I enjoy reading.
- I'm a good reader and I enjoy reading.

19. *Select the response that best describes you and your reading habits.*

- I'm good at reading out loud and I enjoy doing it.
- Even though I am not good at reading out loud, I enjoy doing it.
- Even though I am good at reading out loud, I do not enjoy doing it.
- I am not good at reading out loud and I do not enjoy doing it.

Figure 4.2. Sample Multiple Choice Questions from the MGMRP.

Note. Item 18 is a Self-Concept / Value question; Item 19 is a reversed-scored Self-Concept / Value / Discussion of Reading question.

Continuum items. The MGMRP includes five continuum items. Similar to the Likert items, these items were also based on a 5-point scale. Students responded to these questions using the sliding bar feature on Qualtrics to accurately depict their answer. Therefore, the resulting scores from these items are on a continuous scale from zero as

the lowest possible score to five as the highest possible score. Students' scores could be represented as whole numbers or decimals. Figure 4.3 is an example of questions on the MGMRP based on this five-point continuum scale.

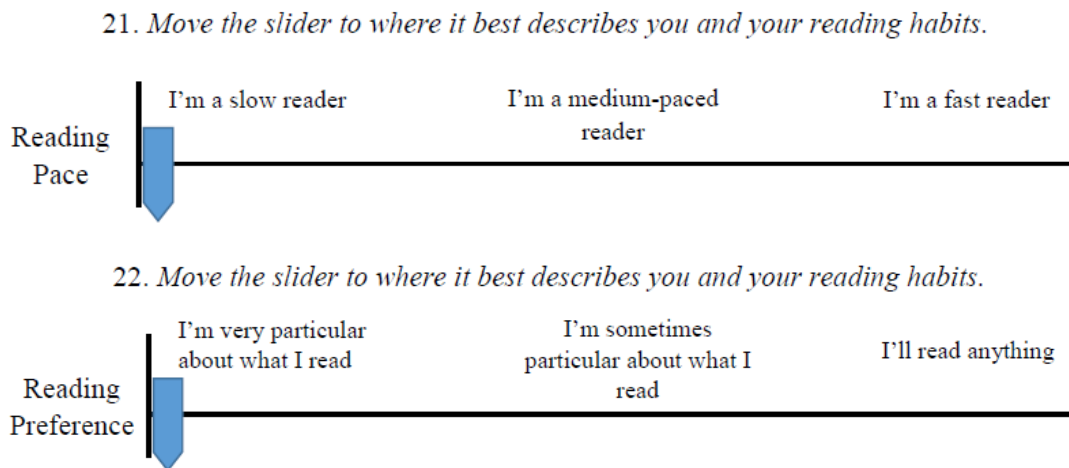


Figure 4.3. Sample Continuum Questions from the MGMRP.

Note. Item 21 is a Self-Concept question; Item 22 is a Value question.

Scaling to measure motivation. Survey items each used an ordinal rating scale where responses were ranked from least to most motivated. Items used either a 5-point ordinal rating scale for Likert and Continuum questions (22 total items) or a 4-point ordinal rating scale for Multiple Choice questions (3 total items). Possible scores for the MGMRP could range from 20-122.

Additionally, the MGMRP includes several items that are reversed-scored from most motivated to least motivated. These items were included in an effort to improve the reliability of students' responses. Items that are reverse scored are depicted in Table 4.7 with an asterisk.

Table 4.7

MGMRP Scoring Guidelines

| Item Number | 1st Response | | 2nd Response | 3rd Response | 4th Response | 5th Response |
|------------------------------|------------------------------------|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 1. Likert | 1 | | 2 | 3 | 4 | 5 |
| *2. Likert | 5 | | 4 | 3 | 2 | 1 |
| 3. Likert | 1 | | 2 | 3 | 4 | 5 |
| *4. Likert | 5 | | 4 | 3 | 2 | 1 |
| 5. Likert | 1 | | 2 | 3 | 4 | 5 |
| *6. Likert | 5 | | 4 | 3 | 2 | 1 |
| 7. Likert | 1 | | 2 | 3 | 4 | 5 |
| *8. Likert | 5 | | 4 | 3 | 2 | 1 |
| 9. Likert | 1 | | 2 | 3 | 4 | 5 |
| *10. Likert | 5 | | 4 | 3 | 2 | 1 |
| 11. Likert | 1 | | 2 | 3 | 4 | 5 |
| 12. Likert | 1 | | 2 | 3 | 4 | 5 |
| *13. Likert | 5 | | 4 | 3 | 2 | 1 |
| *14. Likert | 5 | | 4 | 3 | 2 | 1 |
| 15. Likert | 1 | | 2 | 3 | 4 | 5 |
| 16. Likert | 1 | | 2 | 3 | 4 | 5 |
| 17. Likert | 1 | | 2 | 3 | 4 | 5 |
| 18. Multiple Choice | 1 | | 2 | 3 | 4 | |
| * 19. Multiple Choice | 4 | | 3 | 2 | 1 | |
| 20. Multiple Choice | 1 | | 2 | 3 | 4 | |
| 21. Continuum | 0 | 1 | 2 | 3 | 4 | 5 |
| 22. Continuum | 0 | 1 | 2 | 3 | 4 | 5 |
| 23. Continuum | 0 | 1 | 2 | 3 | 4 | 5 |
| 24. Continuum | 0 | 1 | 2 | 3 | 4 | 5 |
| 25. Continuum | 0 | 1 | 2 | 3 | 4 | 5 |
| Total | | | | | | 120 |

Note. *Denotes items that are reverse-scored.

Participants and Context

The researcher used a combination of volunteer and snowball sampling techniques (Onwuegbuzie & Collins, 2007) to gain a sufficient number of middle school participants from across the United States. To reach a national audience, the survey used a digital platform, Qualtrics (<https://www.qualtrics.com/>), for distribution. The researcher acquired a total of 474 student participants across five different states for field testing the MGMRP survey in Phase II. Figure 4.4 depicts the distribution of the student participants.

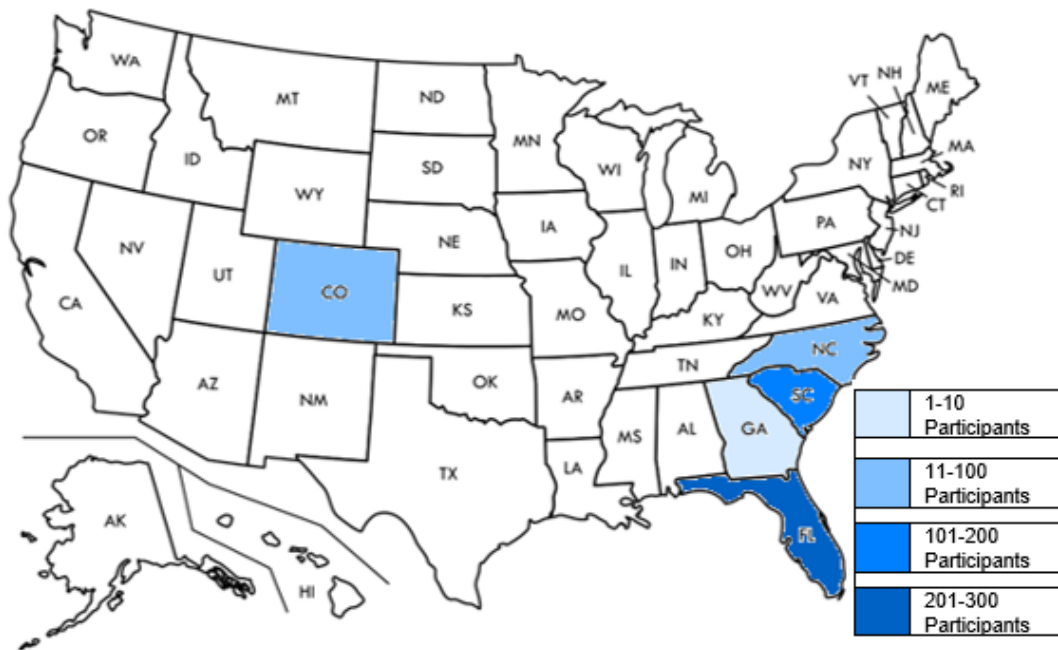


Figure 4.4. States with MGMRP Field Testing Participants in Phase II

The 474 participants exceeded the recommended 5-15 participants per item (Beatty, 2007; Harrell, Lee, & Mark, 1996; Sprangers et al., 1998; Streiner & Norman, 2003;

Wild et al., 2005) and coincided with Converse and Presser’s (1986) more general suggestion to acquire as many participants as possible. The 474 participants allowed over 23 participants per item. Table 4.8 provides an overview of the location and demographics of the 10 participating schools across five different states. Table 4.9 details the distribution of participants across grade levels and genders. After students completed the MGMRP survey, responses were recorded in a digital spreadsheet that was downloaded for analysis.

Table 4.8

MGMRP Field Testing Participants: Overview of Participating Schools

| State | Number of Students | | | School Characteristics | | |
|------------------|--------------------|---------|---------|------------------------|------------|---------|
| | Grade 6 | Grade 7 | Grade 8 | Locale | Grade Span | Type |
| Colorado | 39 | 0 | 0 | City | 6-12 | Public |
| Florida 1 | 0 | 36 | 5 | Suburban | 6-8 | Public |
| Florida 2 | 70 | 0 | 0 | City | K-8 | Public |
| Florida 3 | 20 | 33 | 30 | City | PK-8 | Private |
| Florida 4 | 18 | 13 | 10 | Suburban | PK-8 | Private |
| Georgia | 8 | 0 | 0 | Suburban | 6-8 | Public |
| North Carolina | 0 | 0 | 34 | Rural | K-12 | Charter |
| South Carolina 1 | 87 | 0 | 0 | Rural | 6-8 | Public |
| South Carolina 2 | 24 | 0 | 0 | Rural | PK-6 | Public |
| South Carolina 3 | 15 | 15 | 17 | Rural | 6-12 | Charter |
| Total | 281 | 97 | 96 | | | |

Table 4.9

MGMRP Field Testing Participants: Distribution across Genders and Schools

| Grade | Male | Female | Choose not to say | Total |
|-------|------|--------|-------------------|-------|
| 6 | 126 | 153 | 2 | 281 |
| 7 | 36 | 58 | 3 | 97 |
| 8 | 43 | 51 | 2 | 96 |
| Total | 205 | 262 | 7 | 474 |

Findings

Data were analyzed using SPSS data analysis software version 24.0 (IBM Corp, 2016). A total of 474 participants were in the study with 205 males (43%), 262 females (55%), and 7 participants who chose not to disclose their gender (2%).

Descriptive statistics. An analysis was conducted on the 25 individual survey items. A descriptive analysis of the item responses indicates a mean range of 1.9 – 3.9. Standard deviations ranged from 1.04 – 1.54. Whole scale reliability testing using Cronbach’s alpha (1951) revealed a whole scale reliability of $\alpha = .796$. To increase reliability, six items were deleted (items 10, 13, 23, 24, and 25) which resulted in an α of .823 for 19 items. These 19 items were included in the exploratory factor analysis.

Exploratory factor analysis. An exploratory factor analysis was conducted on the 19 reliable items of the MGMRP. Using an oblique rotation, this factor analysis resulted in four constructs, which accounted for 50.1% of the variance. Factor loadings

for each construct ranged from .41 to .78 (Factor 1); .51 to .69 (Factor 2); and .47 to .70 (Factor 3). Table 4.10 (p. 33) depicts the item loadings for each of the three constructs. There were no negative Eigenvalues as evidenced in the scree plot in Figure 4.5.

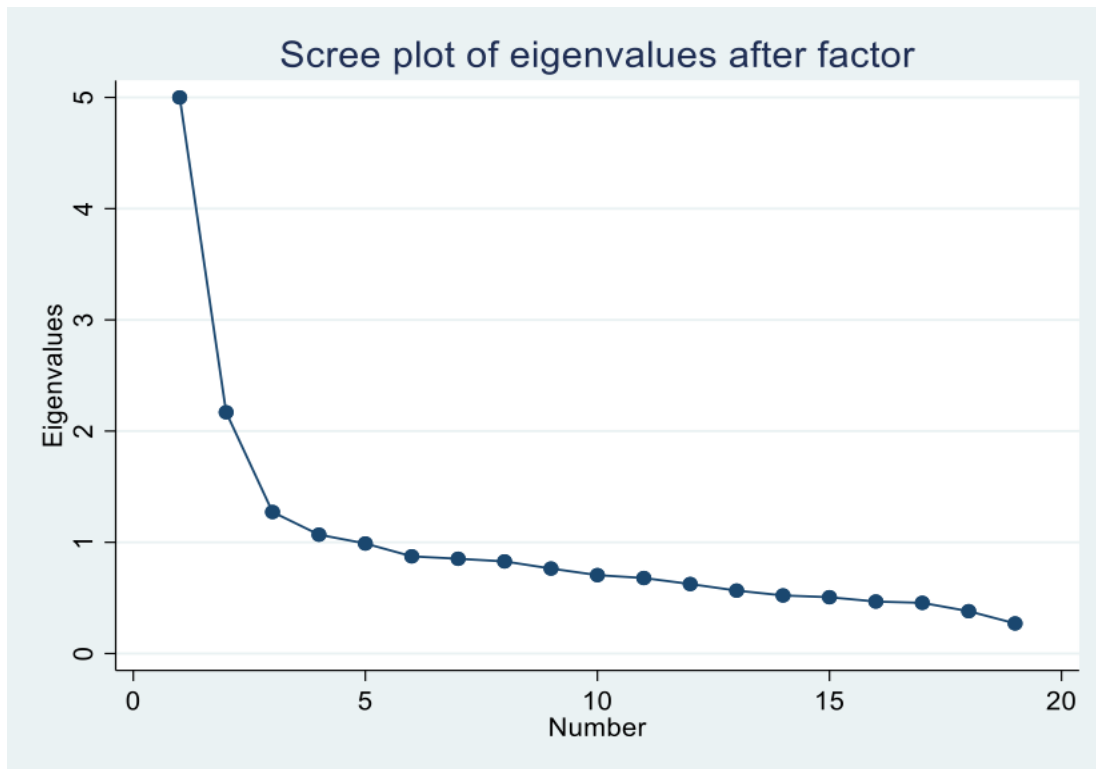


Figure 4.5. Eigenvalues for Four Factor Analysis

As the fourth factor in the analysis included only one item, item 22 (I'm very particular about what I read; I'm sometimes particular about what I read; I'll read anything), the researcher decided to include only the first three factors for scale reliability factors as there must be more than 1 item for scale analysis.

Scale reliability. A test of scale reliability for the 18 items that were identified as forming the three factors was conducted. Each of the three factors was assessed individually revealing a Cronbach's (1951) alpha of 0.80 for the *Personal Reading Value* factor (7 items), an α of 0.78 for the *Social Text Response* construct (8 items), and an α of 0.42 for the *Self-Concept* construct (3 items). When considering all 18 items that were supported in the factor analysis, a Cronbach's alpha of $\alpha = 0.83$ was revealed. According to DeVellis (2012), reliabilities can be rated as follows:

| | | | |
|----------------|------------|----------------|--------------|
| 0.9 or greater | Excellent | 0.6 - < 0.7 | Questionable |
| 0.8 - < 0.9 | Good | 0.5 - < 0.6 | Poor |
| 0.7 - < 0.8 | Acceptable | $\alpha < 0.5$ | Unacceptable |

Further reliability testing generated a Cronbach's alpha (1951) of $\alpha = .83$ for the 18-item MGMRP pre/post instrument. Table 4.10 depicts the three factors, their items, and a unifying descriptor for the construct titles: Personal Reading Value, Social Text Response, and Self-Concept. The scale reliabilities are included as Cronbach (1951) alphas.

| Table 4.10 | | | |
|--|---------|---------|------------|
| <i>EFA Factor Loadings: MGMRP</i> | | | |
| Rotation Method | | Oblique | Uniqueness |
| Variance Accounted for after Rotation | | 50.1% | |
| Item Loadings | | | |
| Factor 1 Personal Reading Value $\alpha = .80$ | Item 1 | 0.66 | 0.54 |
| | Item 4 | 0.83 | 0.30 |
| | Item 6 | 0.56 | 0.61 |
| | Item 7 | 0.69 | 0.44 |
| | Item 8 | 0.55 | 0.58 |
| | Item 18 | 0.78 | 0.32 |
| | Item 20 | 0.41 | 0.69 |
| Factor 2 Social Text Response $\alpha = .78$ | Item 3 | 0.64 | 0.58 |
| | Item 5 | 0.60 | 0.43 |
| | Item 9 | 0.53 | 0.50 |
| | Item 11 | 0.69 | 0.49 |
| | Item 12 | 0.52 | 0.57 |
| | Item 15 | 0.53 | 0.49 |
| | Item 16 | 0.66 | 0.50 |
| | Item 17 | 0.51 | 0.61 |
| Factor 3 Self-Concept $\alpha = .42$ | Item 2 | 0.70 | 0.45 |
| | Item 19 | 0.47 | 0.54 |
| | Item 21 | 0.61 | 0.43 |

These 18 items, comprising a three-factor scale, would be used for pre/post-test purposes. The 7 non-scalable items (items 10, 13, 14, 22, 23, 24, and 25), having practical utility value for teachers in learning more about their students' motivational perceptions and preferences, would be reserved as a supplemental classroom assessment resource.

After an analysis of the items within each factor, the researcher generated a description for each construct based on the items that were included. Figures 4.6, 4.7, and 4.8 list the MGMRP survey items separated by construct and include the corresponding description. The following section includes a rationale for how each description was generated based on the items that were included in the construct.

| | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|-----------------|------------------|-------------------|---------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <p>1. I choose reading over other activities. This sounds:</p> <table border="1"> <tr> <td>Nothing like me</td> <td>Somewhat like me</td> <td>I have no opinion</td> <td>Like me</td> <td>Very much like me</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table> | Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <p>4. I think reading is boring. This sounds:</p> <table border="1"> <tr> <td>Nothing like me</td> <td>Somewhat like me</td> <td>I have no opinion</td> <td>Like me</td> <td>Very much like me</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table> | Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me | | | | | | | | | | | | | | | | | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | |
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me | | | | | | | | | | | | | | | | | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | |
| <p>6. If a book seems too difficult to read, I won't try to read it. This sounds:</p> <table border="1"> <tr> <td>Nothing like me</td> <td>Somewhat like me</td> <td>I have no opinion</td> <td>Like me</td> <td>Very much like me</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table> | Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <p>7. I wish we had more time for independent reading in school. This sounds:</p> <table border="1"> <tr> <td>Nothing like me</td> <td>Somewhat like me</td> <td>I have no opinion</td> <td>Like me</td> <td>Very much like me</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table> | Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me | | | | | | | | | | | | | | | | | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | |
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me | | | | | | | | | | | | | | | | | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | |
| <p>8. I don't have time to read outside of school. This sounds:</p> <table border="1"> <tr> <td>Nothing like me</td> <td>Somewhat like me</td> <td>I have no opinion</td> <td>Like me</td> <td>Very much like me</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table> | Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <p>18. <i>Select the response that best describes you and your reading habits.</i></p> <ul style="list-style-type: none"> <input type="radio"/> I'm not a good reader and I don't enjoy reading. <input type="radio"/> Even though I'm a good reader, I don't enjoy reading. <input type="radio"/> Even though I'm not a good reader, I enjoy reading. <input type="radio"/> I'm a good reader and I enjoy reading. | | | | | | | | | | |
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me | | | | | | | | | | | | | | | | | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | | | | | | | | | | | | | | | |
| <p>20. <i>Select the response that best describes you and your reading habits.</i></p> <ul style="list-style-type: none"> <input type="radio"/> My friends do not tell me about the things they read and I do not share book recommendations with them. <input type="radio"/> Even though my friends tell me about the things they read, I do not share book recommendations with them. <input type="radio"/> Even though I share book recommendations with my friends, they do not tell me about the things they read. <input type="radio"/> My friends tell me about the things they read and I share my book recommendations with them. | | | | | | | | | | | | | | | | | | | | | |

Figure 4.6. Construct 1: Personal Reading Value.

Note. Item 4, Item 6, and Item 8 are reverse-scored questions.

Construct 1: Personal reading value. Items that loaded into factor 1 were categorized as *Personal Reading Value* questions. These items discuss students' personal attitudes towards reading, such as valuing reading overall other activities or willingness to read despite challenges. These items include:

- Item 1: I choose reading over other activities.
- Item 4: I think reading is boring.
- Item 6: If a book seems too difficult to read, I won't try to read it.
- Item 7: I wish we had more time for independent reading in school.
- Item 8: I don't have time to read outside of school.
- Item 18: Select the best response: I'm not a good reader and I don't enjoy reading; Even though I'm a good reader, I don't enjoy reading; Even though I'm not a good reader, I enjoy reading; I'm a good reader and I enjoy reading.
- Item 20: Select the best response: My friends do not tell me about the things they read and I do not share book recommendations; Even though my friends tell me about the things they read, I do not share book recommendations with them; Even though I share book recommendations with my friends, they do not tell me about the things they read; My friends tell me about the things they read and I share my book recommendations with them.

| | |
|--|---|
| <p>3. Talking about books helps me to understand them better. This sounds:</p> <p>Nothing like me Somewhat like me I have no opinion Like me Very much like me</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> | <p>5. I like to talk about the things I read with my friends. This sounds:</p> <p>Nothing like me Somewhat like me I have no opinion Like me Very much like me</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> |
| <p>9. The assignments we do with books help me to think more deeply about them. This sounds:</p> <p>Nothing like me Somewhat like me I have no opinion Like me Very much like me</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> | <p>11. I enjoy hearing my classmates' perspectives on the things they read. This sounds:</p> <p>Nothing like me Somewhat like me I have no opinion Like me Very much like me</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> |
| <p>12. I have been taught how to discuss books in groups. This sounds:</p> <p>Nothing like me Somewhat like me I have no opinion Like me Very much like me</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> | <p>15. I enjoy persuading others to read what I am reading. This sounds:</p> <p>Nothing like me Somewhat like me I have no opinion Like me Very much like me</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> |
| <p>16. I enjoy reading with my friends. This sounds:</p> <p>Nothing like me Somewhat like me I have no opinion Like me Very much like me</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> | <p>17. I would talk about the books I read if my friends would talk about the books they read too. This sounds:</p> <p>Nothing like me Somewhat like me I have no opinion Like me Very much like me</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> |

Figure 4.7. Construct 2: Social Text Response.

Construct 2: Social text response. Items that loaded into factor 2 were categorized as *Social Text Response* questions. These items all revolve around the social aspects of reading, whether it's discussing books with peers, reading with friends, sharing portions of the things students' read with one another, or completing activities with books in a group. These include:

- Item 3: Talking about books helps me to understand them better.
- Item 5: I like to talk about the things I read with my friends.
- Item 9: The assignments we do with books help me to think more deeply about them.
- Item 11: I enjoy hearing my classmates' perspectives on the things they read.
- Item 12: I have been taught how to discuss books in groups.
- Item 16: I enjoy reading with my friends.
- Item 17: I would talk about the books I read if my friends would talk about the books they read too.

2. I have trouble figuring out new words. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. Select the response that best describes you and your reading habits.

- I'm good at reading out loud and I enjoy doing it.
- Even though I am not good at reading out loud, I enjoy doing it.
- Even though I am good at reading out loud, I do not enjoy doing it.
- I am not good at reading out loud and I do not enjoy doing it.

21. Move the slider to where it best describes you and your reading habits.

Reading Pace

Figure 4.8. Construct 3: Self-Concept.

Note. Item 2 and Item 19 are reverse-scored questions.

Construct 3: Self-Concept. Items that loaded into factor 3 were categorized as *Self-Concept* questions. These items all relate to students' concept of themselves as readers and their personal awareness of their reading abilities. These items include:

- Item 2: I have trouble figuring out new words.
- Item 19: Select the best response: I'm good at reading out loud and I enjoy doing it; Even though I am not good at reading out loud, I enjoy doing it; Even though I am good at reading out loud, I do not enjoy doing it; I am not good at reading out loud and I do not enjoy doing it.
- Item 21: I'm a slow reader, I'm a medium-paced reader, I'm a fast reader.

Descriptive, non-scalable items. The seven descriptive, non-scalable items that were removed from the reliability and validity analysis of the MGMRP for low item reliabilities were still retained on the measure for their utility-value for teachers. Although these items had low reliabilities as measures of motivation, they were still descriptively useful for teachers to learn more about their students' reading habits and preferences. Figure 4.9 lists the seven descriptive, non-scalable items. The following section includes suggestions for how the scalable items could be of use for teachers.

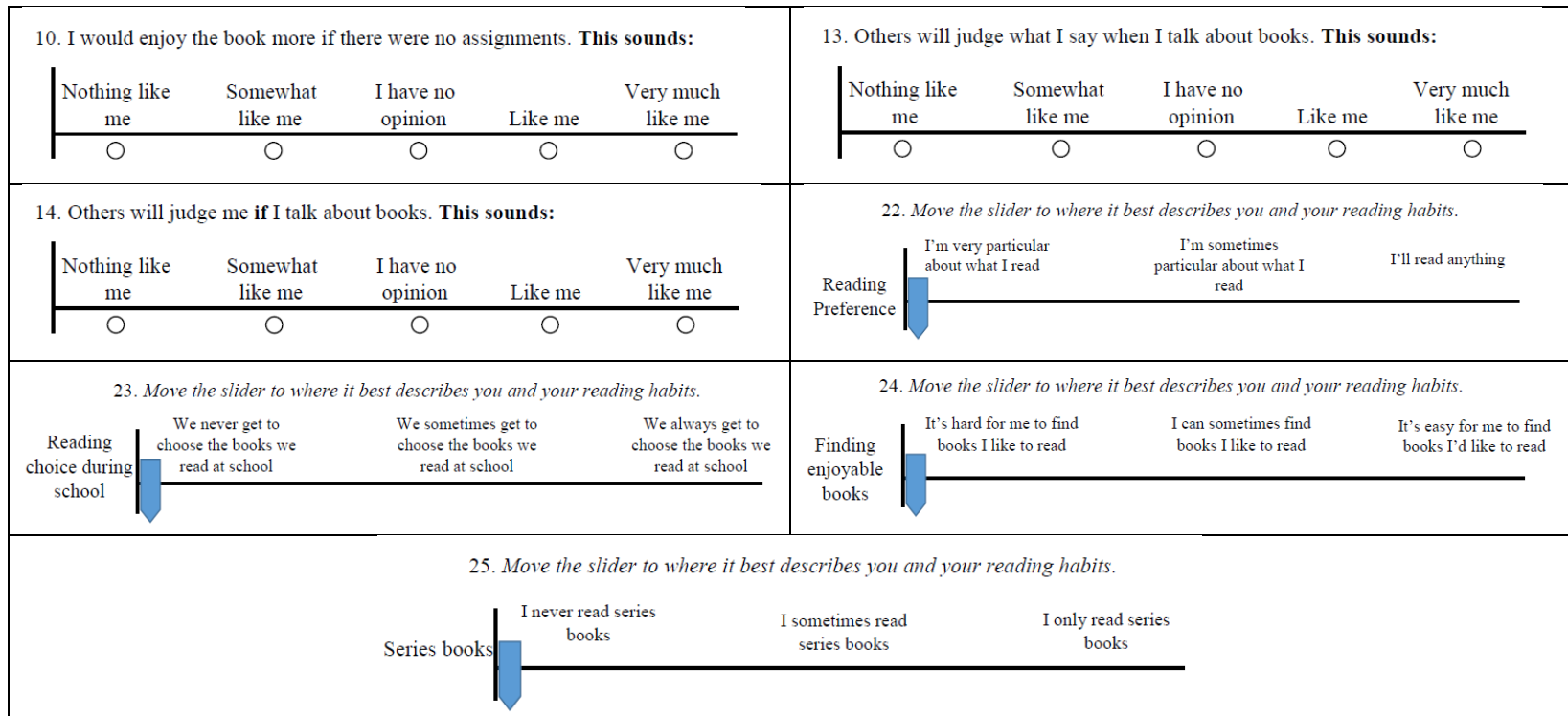


Figure 4.9. Descriptive, Non-scalable Items.

Note. Item 10, Item 13, and Item 14 are reverse-scored questions.

Although these items had low reliability, the seven descriptive, non-scalable items from the MGMRP survey contain valuable information for teachers to understand their students' reading habits and preferences. Item 10 (I would enjoy the book more if there were no assignments), provides teachers with an indication of the effects of accountability on reading enjoyment for their students. Teachers could use this information to re-think the assignments that they currently use to accompany classroom texts, or provide students the option to choose their assignments to supplement classroom reading.

The next two items, Item 13 (Others will judge what I say when I talk about books), and Item 14 (Others will judge me if I talk about books) offers teachers valuable insight into their students' outlook regarding social reading and discussion. For teachers who are interested in integrating more peer-to-peer discussion with their students during reading, these two questions give teachers insight that could influence teaching and behavior management practices. These questions could also help teachers when grouping students.

The last four items, Item 22 (I'm very particular about what I read; I'm sometimes particular about what I read; I'll read anything); Item 23 (We never get to choose the books we read at school; We sometimes get to choose the books we read at school; We always get to choose the books we read at school); Item 24 (It's hard for me to find books I like to read; I can sometimes find books I like to read; It's easy for me to find books I'd like to read); and Item 25 (I never read series books; I sometimes read series books; I only read series books) all relate to students' preferences to book choice. When teachers

have a general understanding of their students' preference of books, they could help provide recommendations of additional reading selections for students, create a classroom library full of options their students enjoy, or simply allow students more opportunities to choose books to read in the classroom.

MGMRP data distributed to teacher-participants. As an incentive for to allow their students to complete the MGMRP survey, teachers received a classroom composite of their students' responses on the MGMRP. This data included a class composite of their students' scores, an item analysis of the top five and bottom five student responses for the whole class, and an item analysis of the top five and bottom five responses separated by gender. Additional notes that highlight practices currently supporting students' reading motivation and suggestions for classroom practices to increase reading motivation were included. By sharing the classroom composite, teachers could learn from their students' responses to think through the practices that support reading motivation.

Additionally, with this increased awareness of their students' reading preferences and habits, teachers would be more mindful about considering motivation when planning their instruction. Moreover, as a benefit to the researcher, an increased awareness of the MGMRP could increase the willingness of other teachers to participate in future MGMRP survey field testing and data collection using snowball sampling techniques (Onwuegbuzie & Collins, 2007).

Data for classroom analysis was completed for 11 teachers in 17 classrooms.

Figure 4.10 is an excerpt from a classroom analysis sent to a teacher-participant. The entirety of this data report is provided in Appendix E.

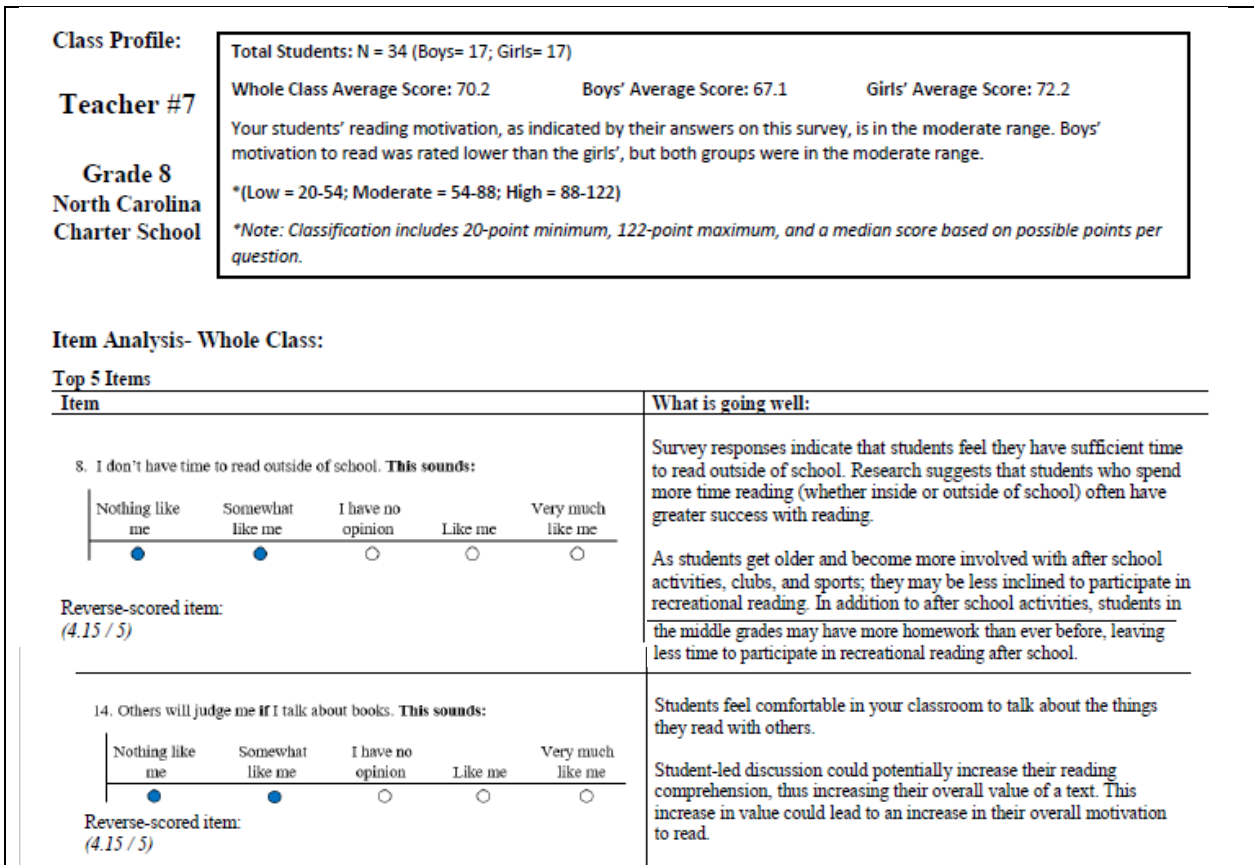


Figure 4.10. Sample Classroom Analysis Composite.

Item analysis. Of the 474 participants who completed the field testing of the MGMRP, five items of high motivation and five items of low motivation were identified for all participants. Table 4.11 depicts the items of high motivation and low motivation for all field participants.

Table 4.11

MGMRP Item Analysis for Overall Field Participants

| <u>Higher Motivation Survey Items</u> | <u>Lower Motivation Survey Items</u> |
|---|---|
| #2 *I have trouble figuring out new words. This sounds nothing like me. (Likert) (M = 3.90) | #22 I'm very particular about what I read. (Continuum) (M = 1.97) |
| #14 *Others will judge me if I talk about books. This sounds nothing like me. (Likert) (M = 3.88) | #10 *I would enjoy the book more if there were no assignments. This sounds very much like me. (Likert) (M = 2.22) |
| #13 *Others will judge what I say when I talk about books. This sounds nothing like me. (Likert) (M = 3.65) | #24 It's hard for me to find books I like to read. (Continuum) (M = 2.35) |
| #6 *If a book seems too difficult to read, I won't try to read it. This sounds nothing like me. (Likert) (M = 3.59) | #5 I like to talk about the things I read with my friends. This sounds nothing like me. (Likert) (M = 2.38) |
| #18 *I'm a good reader and I enjoy reading. (Multiple Choice) (M = 2.81) | #16 I enjoy reading with my friends. This sounds nothing like me. (Likert) (M = 2.47) |

Note. Higher motivation items are arranged from higher to lower mean score. Lower motivation items are arranged from lower to higher mean score.

*Reverse-scored items.

Findings from this item analysis suggest that students possess a higher Self-Concept of themselves as readers (based on the prevalence of item #2 as a positive motivating item) and have a lower Value of reading when it comes to peer-to-peer socialization with books (based on the prevalence of item #5 and #16). This overall item analysis was later cross-

checked against individual teacher-participants throughout schools, classrooms, grade levels, and genders.

Additionally, the item analyses that were completed for each of the 17 classrooms, were cross-checked to the item analysis that was completed for the overall field participants ($n = 474$). The researcher noted similar patterns in high and low motivation items. For the top five high motivational items; (a) Item 2, (b) Item 14, (c) Item 13, (d) Item 6; and, (e) Item 18, 88% of classrooms had similar items as their top five high motivational items. For the bottom five low motivational items (a) Item 22, (b) Item 10, (c) Item 24, (d) Item 5; and, (e) Item 16, all 17 classrooms had similar items as their bottom five low motivational items.

Influence and integration of Phase II with adjacent phases. The findings from Phase II provide a reliable and useful resource for teachers to their middle grade students' reading motivation and discussion of reading. The analysis of the students' interview responses in Phase I were used to develop the item pool for the MGMRP. This instrument was later used during the design-based study in Phase III as a pre- and post-assessment of reading motivation that would indicate whether progress was made towards the pedagogical goal.

Phase III

The following section will present the data and results of Phase III, a design-based case study, which addressed the third research question; *How can online and face-to-face book clubs be refined to support the reading motivation of sixth grade students?* Using a combination of convenience and purposive sampling methods (Cohen, Manion, &

Morrison, 2011; Onwuegbuzie & Collins, 2007), the participants for Phase III were the students in three sixth grade classrooms from two local schools ($n = 67$). These schools were located in two different, nearby school districts, and both school districts were located in the southeastern United States.

The researcher implemented a book club instructional model using both face-to-face and virtual meetings to foster student-led discussion in the three sixth grade classrooms. Phase III used a Design-based Case Study (DbCS) approach that employed a repeated implementation and systematic refinement of the book clubs in order to achieve the pedagogical goal of increased reading motivation (Deaton & Malloy, 2017). The book clubs took place in each classroom every day for about 15-20 minutes over the course of three iterations, from January-May, 2018. There were four cases, or subunits, involved in this study, the F2F book clubs who met in the three sixth grade classrooms and the online book clubs (VBCs).

The students would read for 15-20 minutes three days per week and participate in book club discussion for 15-20 minutes two days per week. The researcher met weekly with each teacher to discuss potential adaptations to the instructional model. These potential adaptations occurred during or between the three book club cycles or units of analysis (UA) and helped to refine the model with the expectation of meeting the pedagogical goal (Deaton & Malloy, 2017). Figure 4.11 is an overview of the DbCS approach from beginning to the end of a study.

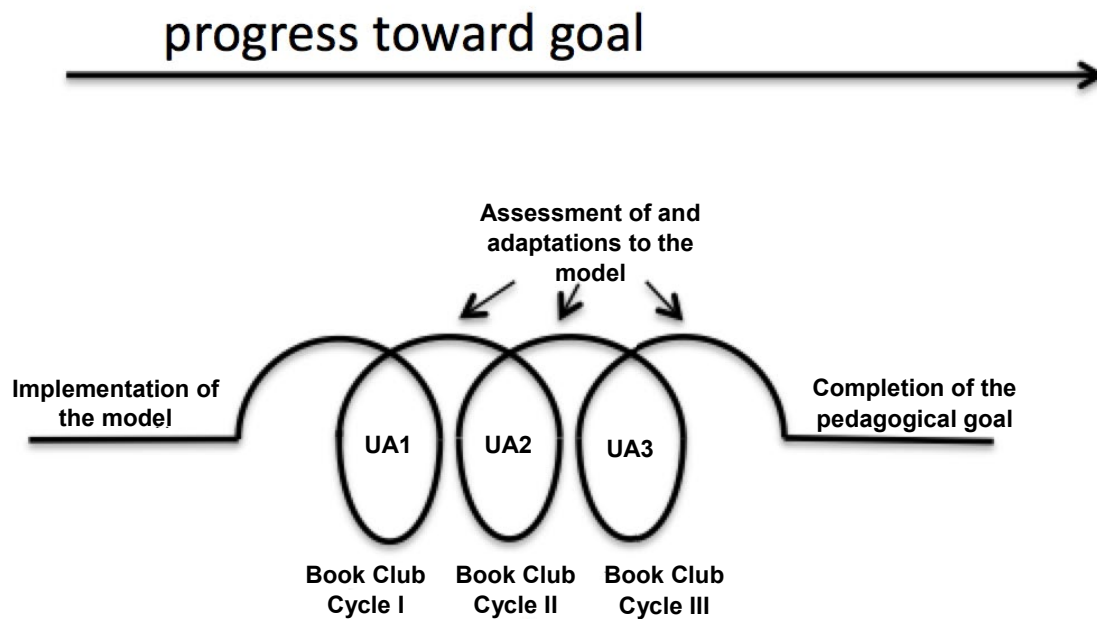


Figure 4.11. Overview of Design-based Case Study Timeline. Adapted from Deaton and Malloy, (2017).

The systematic approach of data collection and analysis, as outlined by DbCS included informal weekly meetings with teachers and bi-weekly observations and audio recordings of each classroom. This protocol for data collection, or unit of analysis protocol (UAP) acted as a guideline for the researcher to refine the instructional model and assess its overall progress towards the pedagogical goal (Deaton & Malloy, 2017). The UAP also enabled the researcher the ability to collect several sources of data including both quantitative and qualitative data types.

Triangulation of Collected Data

Quantitative sources included the pre- and post- assessment results from the MGMRP survey. Qualitative sources included interviews, field notes, audio recordings,

student written discussions in Edmodo, and student artifacts. All sources of data collected were combined into two categories, Classroom Observational Data and Pre-Post- Instruction Data. These two categories were analyzed separately using a constant comparative analysis (Charmaz, 2014; Glaser, 1965; Strauss & Corbin, 1990). This method of analysis allowed the researcher to explore every dimension of the data collected and consider the variations, similarities, and connections among the data (Charmaz, 2014, p. 182).

The reason for separating the data into these two categories was to analyze all relevant data that focus on the same main point (Glaser, 1965). For the purposes of this study, the data collected either: (a) assesses the students' interactions with one another during the book club (classroom observational data), and/or (b) analyzes the progress toward the pedagogical goal (pre- post- implementation data and post-instruction focal student interviews). Figure 4.12 depicts the triangulation of all data collected in Phase III.

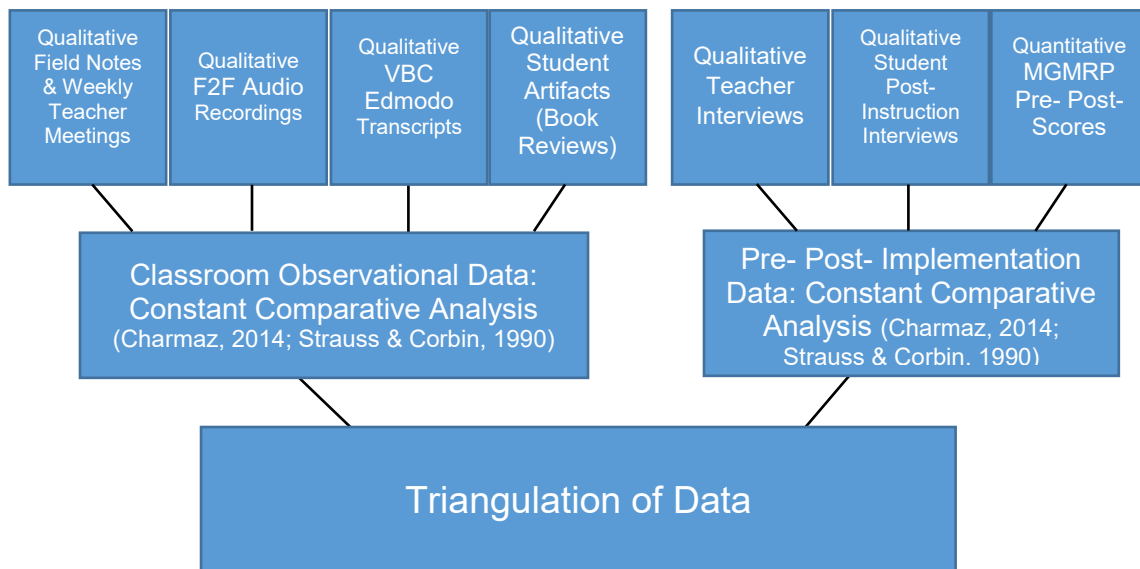


Figure 4.12. Overview of the Triangulation of Phase III Data.

Measures of the instructional model. Classroom observational data included notes of informal weekly meetings with teachers, field observations, audio recordings, Edmodo transcripts, and student artifacts. These were iteratively analyzed to document refinements of the model across the cycles using a constant comparative analysis (Charmaz, 2014; Glaser, 1965; Strauss & Corbin, 1990). In particular, factors that were noted to enhance or inhibit student reading motivation were noted. The inhibiting factors led to discussions between the teachers and researcher to determine modifications that would ameliorate the inhibiting factors.

The researcher’s field notes consisted of the weekly meetings with teachers and classroom observation field notes. The weekly meetings with teachers were informal and notes for these were taken during or shortly after the conversations. These notes were combined with the researcher’s classroom observation field notes. The unit of analysis

protocol (UAP) was followed during the collection of field notes, which served as a guide for how to collect and maintain observational notes. Field note-taking followed a systematic approach including an initial collection of short jottings of notes while the researcher was in the classroom and an elaboration of field notes outside of the field notes shortly thereafter. This UAP during the collection of field notes followed the recommendations of Yin (2014, pp. 21-22), which resulted in 28 pages of field notes kept in a researcher notebook.

The second piece of classroom observational data were the audio recordings of the bi-weekly F2F book club meetings. Each audio recording in Phase III was recorded and transcribed, which resulted in approximately 12 hours of audio recordings. The third piece of classroom observational data were the Edmodo transcripts from the bi-weekly VBC book club meetings. The digital conversations were downloaded from Edmodo (<https://new.edmodo.com/>) and transcribed, which resulted in 110 pages of typed transcriptions. The researcher would often sit with individual F2F groups as a passive participant, or ask questions to those students participating in VBCs regarding their progress with the book and the overall discussion taking place online in an effort to enhancing the conversations students were having with one another.

Three pieces of classroom observational data: field notes, audio recordings, and Edmodo transcripts, were analyzed and coded using a two-leveled coding scheme including Open coding (Saldana, 2013, p. 100) and Focused coding (Saldana, 2013, p. 213). Field notes and transcriptions were read through multiple times, and Open coding occurred as simple jottings and annotations of the conversations that occurred in the

classroom. Focused coding looked through these annotations to look for patterns and potential themes. The student artifacts, the book reviews, while not coded, were included in the constant comparative analysis of the classroom observational data.

Measures of the pedagogical goal. The pre- and post-implementation data were analyzed to determine progress toward the pedagogical goal. This data included student post-instruction interviews and MGMRP pre- post- survey results. Unlike the constant comparative analysis of the classroom observational data, this data gathered at the beginning and the end of the implementation was analyzed at the conclusion of the study.

Post-instruction interviews with students were conducted with 20% of the population of student participants ($n = 14$) and were recorded and transcribed, which resulted in approximately 2.5 hours of interview recordings. These interviews followed the same two-leveled coding scheme as the classroom observational data: Open coding (Saldana, 2013, p. 100) and Focused coding (Saldana, 2013, p. 213). Field notes and transcriptions were read through multiple times, and Open coding occurred as annotations of notable responses that answered interview questions. Focused coding looked through these annotations to look for patterns and potential themes.

The third piece of pre- post- data was the quantitative pre- post- MGMRP scores. Although all students completed the MGMRP pre-assessment, only one class completed the MGMRP post-assessment to complete a comparative analysis and monitor students' progress towards increased reading motivation over time. An item analysis was conducted on each classroom's pre-assessment to provide more information each subunit's motivational context. An independent-samples t-test was conducted to compare

the means of the pre- and post-assessment in Ms. James' classroom to determine progress toward the pedagogical goal of increased motivation.

Refining the Instructional Model

The continuous collection of data and iterative analysis of field notes, audio recordings, Edmodo transcripts, and student artifacts aided with the systematic refinement of the instructional model by identifying the inhibiting and enhancing factors that affected the progress towards the pedagogical goal. Although these adaptations were implemented for all four subunits (three face-to-face classrooms and virtual book club format), the need for these adaptations varied from context to context. Table 4.12 depicts the complete list of inhibiting and enhancing factors, adaptations, and their impact to the model. Table 4.13 depicts the inhibiting and enhancing factors, adaptations to the model, and unexpected outcomes separated by subunit (context).

Table 4.12

Adaptations to the Book Club Model

| | Adaptations <i>What was changed?</i> | Justification <i>Why this was changed?</i> | Findings <i>How this affected the model</i> | Implications <i>Use in the following cycle(s)</i> |
|---------|---|--|--|---|
| Cycle 1 | *Created book marks with discussion topics | Teachers were initially concerned there were no text-based questions for students to answer during discussion | Students used the book marks when they were stuck during discussion | Continued use in the following cycles |
| | *Created a Wix website for students' book recommendations | Data from Phase I indicated that students would like book recommendations from their friends | Students at O'Connell Middle School used the Wix website to create their book recommendations. Students at Shylo Elementary were unable to use the Wix website | Continued and modified use during the following cycles |
| | Created calendars for students to keep track of reading and discussion topics | "I'm on '42 days ago' Wait, did you read past this? Page 43? I'm on 35? Then I can't talk." (Last Kids on Earth_F2F_2/1/2018) | Students often used their calendar to know what they were supposed to read and discuss each day | Continued use in the following cycles |
| | Decreased the amount of time (per cycle) from 5 weeks to 4 weeks | "I finished the book the first week of getting it. Me too." (Fever Code_VBC_2/15/2018 - 2/22/2018) | Students would have a shorter cycle for the second and book club third iterations. However, students were rushed during the second iteration, so this was modified again | Modified during the following cycles |
| Cycle 2 | *Created a Google website for students' book recommendations | Students at Shylo Elementary who were unable to use the Wix website were able to use the Google website to create their book recommendations | In order for students to add their recommendation to the Google site, they were given access to edit the website and edited portions that were not supposed to be edited | Continued and modified use during the following cycles |
| | *Increased the amount of time (per cycle) from 4 weeks to 5 weeks | This time of the year began student-standardized testing, so students were unable to devote time to book club discussions in class | Students needed more time to complete their book and discussions | Continued use in the following cycle |
| Cycle 3 | *Shifted all groups to face-to-face discussion | Students from O'Connell Middle were unable to participate in Cycle 3 | All students from Shylo Elementary participated in a face-to-face discussion format | |

Note. *Adaptations made during the cycle.

Table 4.13

Inhibiting/Enhancing Factors Separated by Subunit

| Subunit | Inhibiting Factors <i>Factors impeding progress towards the pedagogical goal.</i> | Enhancing Factors <i>Factors aiding progress towards the pedagogical goal.</i> | Adaptations <i>What was changed?</i> | Unexpected Outcomes |
|---------------------------|--|---|---|--|
| All four subunits | Collaboration: Students had difficulty initiating conversations about their books. | | Created book marks with discussion topics (Cycle 1) | |
| | | Choice: Students valued choice when it came to book selection and reading assignments. | Created a Wix website for students' book recommendations (Cycle 1) | |
| | Time: During cycle two, students began standardized testing, which impeded the amount of time they could devote to book club. | | Increased the amount of time (per cycle) from 4 weeks to 5 weeks (Cycle 2) | |
| Ms. Peterson, Ms. Lane | Time: During cycle 1, students in Ms. Peterson's and Ms. Lane's classrooms finished their books quickly, within 1-2 weeks after receiving them. | | Decreased the amount of time (per cycle) from 5 weeks to 4 weeks (Cycle 1) | |
| Ms. James | Collaboration: The Wix website (created during cycle 1) was blocked by the internet in Lakeland School District. | Choice: Students valued choice when it came to book selection and reading assignments. | Created a Google website for students' book recommendations (Cycle 2) | |
| | Collaboration: Because Ms. James' class was the only class participating during cycle 3, they switched to all F2F groups. | | Shifted all groups to face-to-face discussion (Cycle 3) | |
| Virtual Book Clubs (VBCs) | Collaboration: Students in VBCs often had a difficulty maintaining a schedule of which chapters to read and discuss. | | Created calendars for students to keep track of reading and discussion topics (Cycle 1) | |
| | | | | Collaboration: Post-instruction interviews revealed that they preferred a F2F book club over a VBC. |

Enhancing Factors

The implementation of *choice* helped to facilitate an environment in which sixth grade students' motivation to read is increased. During this study, students had the opportunity to choose the initial genre(s) of books to be included in the book club, choose the books they would like to read for book club, and choose how they wanted to review their book at the end of the book club cycles. The tenet of choice was an enhancing factor that permeated many facets of the book club model – from students' participation to their assignment with the book.

Inhibiting Factors and Unexpected Outcomes

Two main inhibiting factors were identified, and one unexpected outcome was revealed during/after the book club model. The first inhibiting factor was *time*. Although adaptations were made to the instructional model to overcome this inhibiting factor, the issue with *time* seemed to manifest itself regardless during each book club cycle for each subunit no matter what adaptation was created. There was either too much time or too little time to devote to the book club. Furthermore, the classes at the two different sites, O'Connell Middle School and Shylo Elementary School, seemed to require different needs of time at different times. Time was ultimately the inhibiting factor that caused the two subunits from O'Connell Middle School, Ms. Peterson and Ms. Lane, to need to opt out of book club cycle three.

A second inhibiting factor was *collaboration*. *Collaboration* was a significant inhibiting factor for students participating in a VBC owing to the fact that they were not face-to-face, so each time conversations began; they always seemed to revert back to

asking where everyone was in their reading. The main reason for this was because students did not want to “spoil” the book by sharing a part before their peers had a chance to read it. The following conversation took place between all four students in the VBC. The post was initiated by Dirk S. with three students responding to the initial post [one student’s conversational piece has been redacted due to a lack of IRB permission]. All names used are pseudonyms created by the students.

Dirk S. to How to Steal a Dog Feb 6, 2018, 1:11 PM: I just got to the part where she stole Willy. I thought it’d be harder but I guess I was wrong. I also really like this part. What’s your favorite part, though?

Nina O. Feb 8, 2018, 8:28 AM: what page are you on? I believe that we should next read too page 120 please do not pass that nor spoil anything please...

Dirk S. to Nina O. Feb 8, 2018, 12:57 PM: I’m now starting chapter 11.

Moon W. Feb 8, 2018, 8:43 AM: I shall not spoil anything for you guys.

(How to Steal a Dog_2/6/18 - 2/8/18_VBC)

Although more prominent in VBCs, *collaboration* continued to be an inhibiting factor for face-to-face groups as well. The following conversation took place from an audio recoding of a F2F book club meeting between three students.

Student 1: “I’m on ’42 days ago”

Student 2: “Wait, did you read past this? Page 43?”

Student 3: “I’m on 35?”

Student 1: “Then I can’t talk.”

(*Last Kids on Earth*_2/1/18_F2F Ms. James’ Class)

Adaptations were made to the model to help overcome the obstacles created by the inhibiting factor of *collaboration*.

Unexpected Outcome. An unexpected outcome was revealed towards the end of the study during the student post-instruction interviews. Out of the 14 students interviewed, all 14 students preferred the face-to-face discussions compared to the online discussions. Several students found the task of communicating virtually more difficult than face-to-face, “It was a lot easier to do [being in a face-to-face book club]” [James_S4_5/23/18_Interview]; “You can actually understand [the other students] a little better” [James_S3_5/23/18_Interview].

Additionally, some students recognized the allure of communicating virtually, yet still preferred a face-to-face discussion, “You know how most kids like to text people, I like to talk in person instead” [Peterson_S6_5/24/18_Interview]; “I liked being able to talk about [the books] online because we got to meet other people [from other schools], except online” [James_S3_5/23/18_Interview]. This outcome went against the initial presumption that students would prefer the VBCs to the F2F format.

Adaptations

The need for adaptations changes from iteration to iteration with the initial iteration requiring the most adaptations to the instructional model. Because of the continuous collection of data and iterative analysis of field notes, audio recordings, Edmodo transcripts, the majority of these adaptations occurred *in situ* or during the

implementation cycle (UA). Adaptations included: Conversation book marks, creation of the Wix and Google websites for students' book reviews, adjustments to time and groups, and the creation of reading/discussion calendars. In the sections that follow, the findings from each of the four subunits including the adaptation and justification are described in detail.

Adaptations for all Subunits

Inhibiting Factor: Collaboration

As seen in all four subunits students sometimes struggled with discussion topics while either initiating discussion or maintaining discussion about the book. The following conversation took place from an audio recoding of a F2F book club meeting between three students.

Student 1: "So, do you have any other notes?"

Student 2: "It's an awesome book so far."

Student 3: "Yeah."

(Mysterious Benedict Society_2/6/18_F2F Ms. Peterson's Class)

Adaptation: Conversation book marks. As evidenced by the preceding conversation, students often ran out of things to say. This finding was prevalent in all four subunits very early on in the implementation cycles. Therefore, the researcher created book marks for students with discussion topics and sentence starters to help students initiate and maintain conversation in their F2F and VBC groups. Figure 4.13 is the front and back image of the conversation book mark distributed to students.

6th Grade Book Club



Conversation Sentence Starters

“I” Statements:

- “I wonder...”
- “I think...”
- “I noticed...”
- “I agree with... because...”
- “I disagree with... because...”
- “I predict... will happen because...”
- “This (part/character) reminds me of... because...”

“Tell Me More” Questions:

- “Why do you think...?”
- “How do you know...?”
- “Tell me more.”
- “Talk to me about what you are thinking.”
- “Can you tell me a bit more?”
- “Do you agree/disagree with...?” “Why?”
- “Why...?”

“Questioning the Book” Questions:

- “Why did (the character) ...?”
- “What happened when...?” “Why?”
- “Why is...?”
- “Why was (character/place/object) important to the book?”

“What’s Your Opinion” Questions:

- “What did you like/dislike about the book?”
- “What would you have done differently if you were (the character)?”
- “Did you expect...?” “Why or why not?”
- “What did you think about...?”

Figure 4.13. Conversation Book Marks.

These book marks were printed on colored cardstock paper and were laminated for students' long-term use. Additional book marks were given to students in future book club cycles.

Following the implementation of the conversation book marks, students' conversations in both F2F and VBCs seemed to pick up with more students participating and adding to the conversation. The following conversation took place between all four students in the VBC. The post was initiated by Darth V. with three students responding to the initial post. All names used are pseudonyms created by the students.

Darth V. to Keeper of the Lost Cities Feb 27, 2018, 8:27 AM: so what do you think of the splotching tournament is it to much like the Harry Potter ?

Billibob J. Feb 27, 2018, 1:12 PM: "the splotching tournament was really really cool.

Hope F. Feb 27, 2018, 1:34 PM: It is like Harry Potter, all the magic. The Splotching Tournament was indeed cool."

Oliver Q. Mar 1, 2018, 9:04 AM: It's not magic, remember?

Hope F. Mar 1, 2018, 1:16 PM: Well yes, everyone learns their abilities.

(Keeper of the Lost Cities_2/27/18 - 3/1/18_VBC)

Enhancing Factor: Choice

As a form of authentic assessment and adhering to the theme of offering choice to students through books and assignments, students were expected to complete a review of their book at the completion of each book club iteration. These book reviews were meant

to serve as a recommendation for other students participating in the book clubs to read and guide their selections for the second and third book club iterations.

Adaptation: Creation of the Wix website. In order for other students to use these book reviews to guide their choices, these book reviews needed to be in a place/format accessible to all four subunits. The researcher created a website using Wix (<https://www.wix.com/>) for students to create their book reviews and access the book reviews written by students in the other subunits. Figure 4.14 is a screenshot of the homepage for the 6th Grade Book Club Book Reviews website created on Wix. Figure 4.15 is a sample of a book review created by a student participant using the Wix website.



Figure 4.14. Wix Website for Book Reviews.

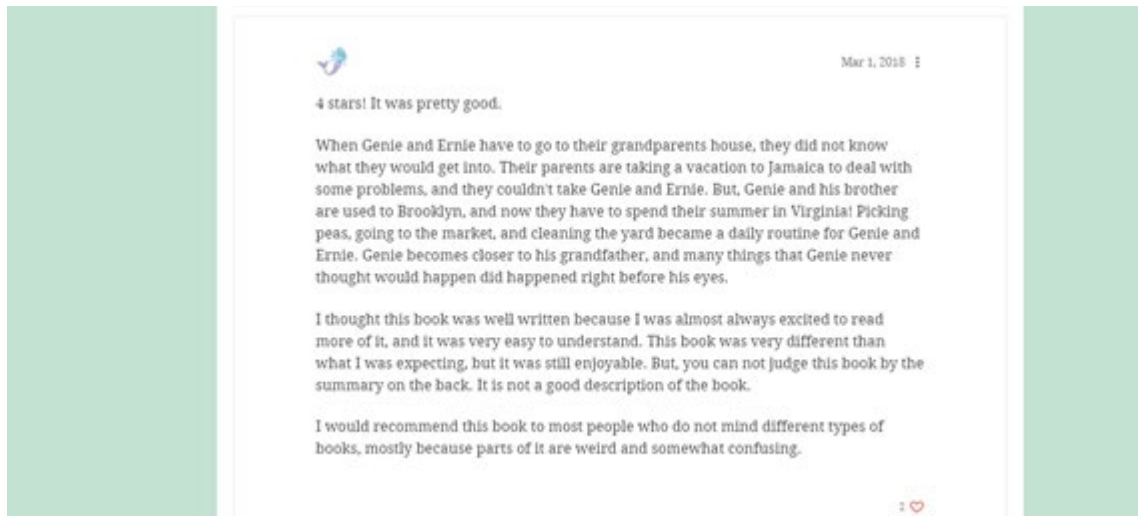


Figure 4.15. Sample Book Review.

Students had the choice to rate their book as they please (1-5) and were required to provide a justification for their review. Students also had the choice to recommend this book to others. The 6th Grade Book Club Book Reviews Wix website can be accessed at the following link: <https://lrober34.wixsite.com/mysite/reviews/>.

Inhibiting Factor: Time

Time was an inhibiting factor that permeated each of subunits for almost all three cycles of the book club. Although adaptations were made to accommodate the book clubs, time was a continuous inhibiting factor. One way that time was adapted to accommodate all four subunits during the instructional implementation was during book club cycle two. This cycle coincided during student's standardized testing, and therefore had to be adjusted from four weeks to five weeks. However, the original planned time allotted for each book club cycle was five weeks, so this did not interfere with the overall implementation of the instructional model.

Findings for the Subunits at O'Connell Middle School:

Ms. Peterson's and Ms. Lane's Classrooms

The findings for the two teachers at O'Connell Middle School, Ms. Peterson and Ms. Lane are mostly combined due to the similarities that necessitated their adaptations for the instructional model. O'Connell Middle School is a sixth-through-eighth grade school. Students generally have six periods per class day with each class period meeting for 65 minutes. Therefore, students in Ms. Peterson's and Ms. Lane's classrooms also met for ELA for 65 minutes per day.

Subunit 1: Ms. Peterson's Classroom

Ms. Peterson's 6th grade class at O'Connell Middle School consisted of 27 students who participated in the book clubs, and 25 students who were IRB permissioned. Therefore, qualitative data was only analyzed on the 25 participants, 9 males and 16 females. Ms. Peterson's students were the first group at O'Connell Middle School to participate in book club during their 1st period for 15-20 minutes. They met at the beginning of 1st period before Ms. Lane's class

MGMRP assessment. Students in Ms. Peterson's class completed the MGMRP pre-assessment. Students had a mean score of 75 out of a possible 122, which was in the moderate scoring range. An item analysis was completed to identify items of high and low motivation. Table 4.14 depicts the items of high and low motivation.

Table 4.14

MGMRP Item Analysis for Ms. Peterson's Class

| <u>Higher Motivation Survey Items</u> | <u>Lower Motivation Survey Items</u> |
|---|---|
| #6 *If a book seems too difficult to read, I won't try to read it. This sounds nothing like me. (Likert) (M = 4.52) | #22 I'm very particular about what I read. (Continuum) (M = 1.88) |
| #18 I'm a good reader and I enjoy reading. (Multiple Choice) (M = 3.58) | #10 *I would enjoy the book more if there were no assignments. This sounds very much like me. (Likert) (M = 1.88) |
| #4 *I think reading is boring. This sounds nothing like me. (Likert) (M = 4.26) | #9 The assignments we do with books help me to think more deeply about them. This sounds nothing like me. (Likert) (M = 2.23) |
| #2 *I have trouble figuring out new words. This sounds nothing like me. (Likert) (M = 4.12) | #19 *I am not good at reading out loud and I do not enjoy doing it. (Multiple Choice) (M = 1.86) |
| #7 I wish we had more time for independent reading in school. This sounds very much like me. (Likert) (M = 3.98) | #1 I choose reading over other activities. This sounds nothing like me. (Likert) (M = 2.37) |

Note. Higher motivation items are arranged from higher to lower mean score. Lower motivation items are arranged from lower to higher mean score.

*Reverse-scored items.

A review of the item analysis from Ms. Peterson's class indicated that students did value reading and, for the most part, possessed a positive self-concept of themselves as readers. Item #18 (I'm a good reader and I enjoy reading) and item #7 (I wish we had more time for independent reading in school) indicate students increased value of reading and that they enjoy reading during school. However, item #1 (I do not choose reading over other activities) indicates that students would still prefer to participate in other non-

reading activities. Item #22 (I am very particular about what I read) could suggest that some students often have difficulty selecting a book they would enjoy and would instead prefer to participate in other non-reading activities. Additionally, item #9 (The assignments we do with books *do not* help me to think more deeply about them) and item #10 (I would enjoy the book more if there were no assignments) specify that students have a strong aversion to assignments associated with reading.

Due to constraints with time during the end of the year, including student standardized testing, pre-planned school field trips, and a student-teacher being assigned to the classroom, Ms. Peterson opted out of the third iteration of the book club cycle and did not complete the MGMRP post-assessment. Despite the lack of post-assessment scores from Ms. Peterson's class, this lack of score is in itself data that alludes to time constraints in the classroom.

Teacher-initiated enhancements to the instructional model. In order to adapt the instructional model to best suit each teacher's individual needs, teachers were encouraged to refine the book club in any way. As a way to create more grades for students, Ms. Peterson used her writing workshop on Friday's as a way for students to write and reflect about their book. These reflections were helpful for students during weekly discussions about their book and for students' book reviews at the completion of their book.

Ms. Peterson also had a student-teacher from the local university who was completing her teaching placement in Ms. Peterson's class. During the two weeks that the student-teacher led the classroom full-time, meetings for book club became less

frequent toward the end of cycle two. This eventually led to and aided the decision for Ms. Peterson to opt out of the third cycle of the book club.

Subunit 2: Ms. Lane's Classroom

Ms. Lane's 6th grade class at O'Connell Middle School consisted of 25 students who participated in the book clubs, and 18 students who were IRB permissioned. Therefore, qualitative data was only analyzed on the 18 participants, 7 males and 11 females. Ms. Lane's students were the second group at O'Connell Middle School to participate in book club during their 1st period for 15-20 minutes. They met towards the end of 1st period after Ms. Peterson's class.

MGMRP assessment. Students in Ms. Lane's class completed the MGMRP pre-assessment. Students had a mean score of 71 out of a possible 122, which was in the moderate scoring range. An item analysis was completed to identify items of high and low motivation. Table 4.15 depicts the items of high and low motivation.

Table 4.15

MGMRP Item Analysis for Ms. Lane's Class

| <u>Higher Motivation Survey Items</u> | <u>Lower Motivation Survey Items</u> |
|---|---|
| #2 *I have trouble figuring out new words. This sounds nothing like me. (Likert) (M = 4.40) | #10 *I would enjoy the book more if there were no assignments. This sounds very much like me. (Likert) (M = 1.72) |
| #18 I'm a good reader and I enjoy reading. (Multiple Choice) (M = 3.12) | #22 I'm very particular about what I read. (Continuum) (M = 1.75) |
| #4 *I think reading is boring. This sounds nothing like me. (Likert) (M = 3.86) | #23 We never get to choose the books we read at school. (Continuum) (M = 2.00) |
| #6 *If a book seems too difficult to read, I won't try to read it. This sounds nothing like me. (Likert) (M = 3.81) | #1 I choose reading over other activities. This sounds nothing like me. (Likert) (M = 2.21) |
| #14 *Others will judge me if I talk about books. This sounds nothing like me. (Likert) (M = 3.65) | #9 The assignments we do with books help me to think more deeply about them. This sounds nothing like me. (Likert) (M = 2.37) |

Note. Higher motivation items are arranged from higher to lower mean score. Lower motivation items are arranged from lower to higher mean score.

*Reverse-scored items.

A review of the item analysis from Ms. Lane's class indicated that students did possess a positive self-concept of themselves as readers and mostly valued reading. Item #2 (*I do not* have trouble figuring out new words) and item #6 (*Even* if a book seems too difficult, I'll *still* try to read it) allude to student's increased self-concept of themselves as readers. Additionally, item #14 (*Others won't* judge me if I talk about books) suggests that students feel a level of comfort in their abilities to read and discuss books in class.

Similar to Ms. Peterson's class, item #9 (The assignments we do with books *do not* help me to think more deeply about them) and item #10 (I would enjoy the book more if there were no assignments) specify that students have a strong aversion to assignments associated with reading.

Similar to Ms. Peterson's class, Ms. Lane's class also experienced time constraints during the end of the year, including student standardized testing and pre-planned school field trips. Therefore, Ms. Lane also opted out of the third iteration of the book club cycle and did not complete the MGMRP post-assessment. However, similar to Ms. Peterson, the researcher believes that the lack of post-assessment scores from Ms. Lane's class is in itself data that alludes to time constraints experienced in the classroom throughout the year.

Teacher-initiated enhancements to the instructional model. In order to adapt the instructional model to best suit each teacher's individual needs, teachers were encouraged to enhance the lesson to meet their needs. Similar to Ms. Peterson, Ms. Lane also added a component to the book clubs in order to have more products to assess students and provide more grades. Ms. Lane had each student create a series of Google slides to accompany their book review and provide a visual representation of their book and their review. Students presented their Google slides during class.

Inhibiting/Enhancing Factors for Subunits 1 & 2

Inhibiting factor: Time. It was observed that several students finished their books within the first one to two weeks of getting it. While this was an exciting finding, the researcher noticed an increase of disengagement in the book club discussions from

students who had finished their books early. “I already finished my book, can I read another one?” [Ms. Peterson’s Class_2/1/18_Field Notes]. The following conversation took place between three students in the VBC. The post was initiated by Harry P. with two students responding to the initial post. All names used are pseudonyms created by the students.

Harry P. to Fever Code Feb 15, 2018, 1:05 PM: what page are you guys on?

Elsylum L. Feb 20, 2018, 8:45 AM: I finished the book in the first week of getting it.

James R. Feb 22, 2018, 8:16 AM: i finished it too

(Fever Code_2/15/18 - 2/22/18_VBC)

Adaptation: Decreased time from book club cycle 1. Therefore, as an adaptation to the instructional model, the researcher decided to decrease the amount of time students spent in their book clubs from five weeks (cycle 1) to four week (cycle 2). This adaptation was eventually reversed during the middle of cycle 2 from four weeks back to five weeks to accommodate student testing, field trips, etc. See Table 4.12 for a more accurate timeline of when adaptations occurred.

Findings for the Subunit at Shylo Elementary School:

Ms. James’ Classroom

Ms. James’ 6th grade class at Shylo Elementary School consisted of 24 students who participated in the book clubs. All 24 students were IRB permissioned, therefore qualitative data was analyzed on all 24 participants, 13 males and 11 females. Although Ms. James held her ELA class later in the afternoon, Shylo Elementary School is a

kindergarten-through-sixth grade school and Ms. James had the same students for most of the day as their ‘homeroom’ teacher. These students switched classes for math, science, and attended “Specials” daily. Students generally have six periods per class day with about 65 minutes devoted to ELA. However, Ms. James had more flexibility with her schedule considering she kept the same group of students for the majority of the school day.

Inhibiting/Enhancing Factors

Inhibiting/Enhancing factor(s): Collaboration/Choice. As previously mentioned, students were expected to complete a review of their book at the completion of each book club iteration using a researcher-created Wix website for students to create their book reviews and access the book reviews written by students in the other subunits. Unfortunately, the Wix website was a platform the Lakeland School District did not allow access to as a part of their internet privacy protection policy. Therefore students in Ms. James’ classroom were unable to access or post book reviews using the Wix website.

Adaptation: Creation of the Google Site. To mitigate this problem, the researcher created a second website for students to use using a Google Sites platform (<https://sites.google.com/g.clemson.edu/6thgradebookclub/home>). The Google Sites website linked to a Google form where students could leave a 1-5 rating of their book, a headline or title for their review, a summary of their book, a justification for their review, and a recommendation for their book. Figure 4.16 is a screenshot of the homepage for the 6th Grade Book Club Book Reviews website created on Google Sites. Figure 4.17 is a

sample of the ratings and headlines created by students rating *A Wrinkle in Time* using the Google Sites website.

6th Grade Book Club

Book Reviews

Read through the book descriptions and reviews to see your classmates' opinion of the books.
To post a review, click on the book's picture. To read other's reviews, click the link underneath each book's picture.
An example review has been completed for Wonder.

Example Book Review for Wonder

5 Stars! A must read!

Wonder, by R.J. Palacio, is the story of August (Auggie) Pullman. Auggie's face is horribly disfigured from birth. Because of his deformities, he has avoided going to a 'mainstream' school, until now, his 5th grade year. Despite his exterior, Auggie wants to feel like just another normal kid. However, Auggie and his classmates soon learn why he is an extraordinary kid both inside and out.

Figure 4.16. Google Sites Website for Book Reviews.

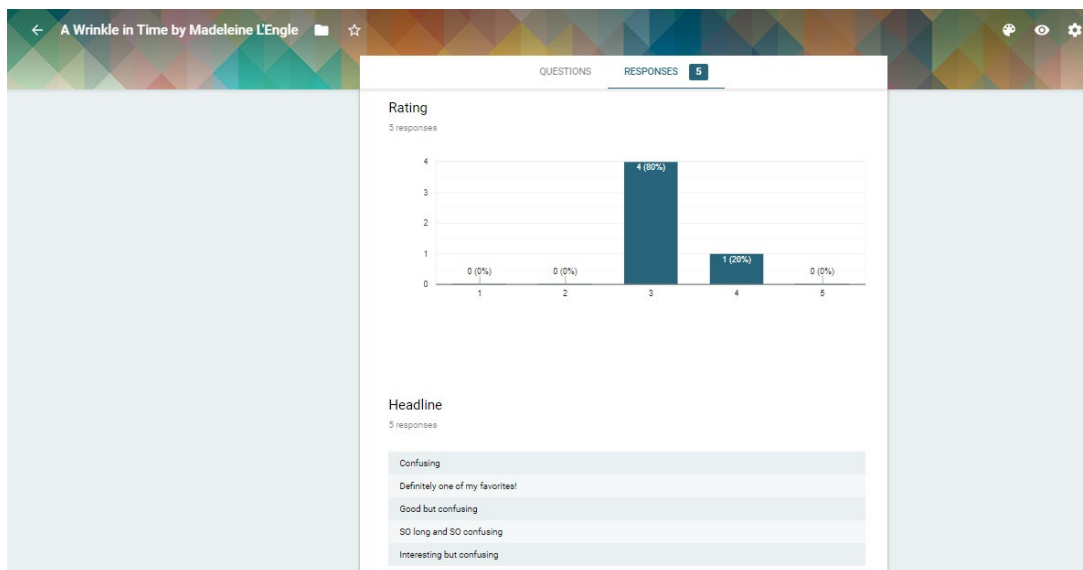


Figure 4.17. Sample Rating Scale and Headline for *A Wrinkle in Time*.

After the creation of the Google Slides Website, students at O'Connell Middle School were permitted to use either website to leave their book review. Even though the restricted access to the Wix website created an inhibiting factor, the creation of the Google Sites website was able to transform this to an enhancing factor with the implementation of choice for students.

Although the Google Sites website helped to overcome the inhibiting factor of the restricted use of the book reviews website for Ms. James' class, it was not an ideal platform. In order for students to access the Google forms completed by other students to read others' reviews, all students needed a certain amount of access to the Google forms. This unlimited access would cause students to inadvertently access and edit other student's reviews by accident, which caused for the deletion of a few students' book reviews.

Inhibiting factor: Collaboration. During the third book club cycle, because only the students in Ms. James' class were participating in the book clubs, students were regrouped into all F2F book club groups. This restructuring of students also left some book club groups with only 2-3 students instead of the preferred 4.

MGMRP Assessment

Students in Ms. James' class completed the MGMRP pre-assessment. Students had a mean score of 69 out of a possible 122, which was in the moderate scoring range. An item analysis was completed to identify items of high and low motivation. Table 4.16 depicts the items of high and low motivation.

Table 4.16

MGMRP Pre-Assessment Item Analysis for Ms. James' Class

| <u>Higher Motivation Survey Items</u> | <u>Lower Motivation Survey Items</u> |
|---|---|
| #14 *Others will judge me if I talk about books. This sounds nothing like me. (Likert) (M = 4.13) | #1 I choose reading over other activities. This sounds nothing like me. (Likert) (M = 1.75) |
| #13 *Others will judge what I say when I talk about books. This sounds nothing like me. (Likert) (M = 3.88) | #10 *I would enjoy the book more if there were no assignments. This sounds very much like me. (Likert) (M = 2.04) |
| #23 We always get to choose the books we read at school. (Continuum) (M = 3.65) | #24 It's hard for me to find books I like to read. (Continuum) (M = 2.13) |
| #18 I'm a good reader and I enjoy reading. (Multiple Choice) (M = 2.88) | #22 I'm very particular about what I read. (Continuum) (M = 2.15) |
| #12 I have been taught how to discuss books in groups. This sounds very much like me (Likert) (M = 3.46) | #25 I never read series books (Continuum) (M = 2.27) |

Note. Higher motivation items are arranged from higher to lower mean score. Lower motivation items are arranged from lower to higher mean score.

*Reverse-scored items.

A review of the item analysis of the pre-assessment from Ms. James' class indicated that students did possess a positive self-concept of themselves as readers and mostly valued reading. Item #14 (Others *won't* judge me when I talk about books) and item #13 (Others *won't* judge what I say when I talk about books) allude to student's increased self-concept of themselves as readers and suggests a positive classroom environment for students to experience books. Additionally, item #12 (I have been

taught how to discuss books in class) suggests that students feel a level of comfort in their abilities to read and discuss books in class.

Similar to the previous subunits, item #10 (I would enjoy the book more if there were no assignments) specify that students have an aversion to assignments associated with reading. Furthermore, item #24 (It's hard for me to find books I like to read) and item #22 (I'm very particular about the things I read) allude to students' difficulty in finding books that would appeal to them. This could lead to a decrease in students' value of reading and overall reading motivation.

Ms. James' class also completed the MGMRP post-assessment. Students had a mean score of 71 out of a possible 122, which was still in the moderate scoring range, but two points higher than the pre-assessment completed before the book club model. An item analysis was completed to identify items of high and low motivation and an independent-samples t-test was completed for the classroom that completed both the pre- and post- assessments to examine the differences between the pre- and post- assessment. Table 4.17 depicts the items of high and low motivation.

Table 4.17

MGMRP Post-Assessment Item Analysis for Ms. James' Class

| <u>Higher Motivation Survey Items</u> | <u>Lower Motivation Survey Items</u> |
|---|---|
| #13 *Others will judge what I say when I talk about books. This sounds nothing like me. (Likert) (M = 4.19) | #1 I choose reading over other activities. This sounds nothing like me. (Likert) (M = 2) |
| #14 *Others will judge me if I talk about books. This sounds nothing like me. (Likert) (M = 4.13) | #22 I'm very particular about what I read. (Continuum) (M = 2.11) |
| #23 We always get to choose the books we read at school. (Continuum) (M = 3.85) | #10 *I would enjoy the book more if there were no assignments. This sounds very much like me. (Likert) (M = 2.13) |
| #8 *I don't have time to read outside of school. This sounds nothing like me. (Likert) (M = 3.69) | #24 It's hard for me to find books I like to read. (Continuum) (M = 2.17) |
| #2 *I have trouble figuring out new words. This sounds nothing like me. (Likert) (M = 3.56) | #19 *I am not good at reading out loud and I do not enjoy doing it. (Multiple Choice) (M = 1.81) |

Note. Higher motivation items are arranged from higher to lower mean score. Lower motivation items are arranged from lower to higher mean score.

*Reverse-scored items.

A review of the item analysis of the post-assessment from Ms. James' class indicated only a slight change of items between the pre- and post- assessments. Of the high scoring items, item #18 (I'm a good reader and I enjoy reading) and item #12 (I have been taught how to discuss books in groups) from the pre-assessment were replaced with item #8 (I have time to read outside of school) and item #2 (I do not have trouble figuring

out new words). This change suggests that students may feel a bit more confident in their reading ability by devoting extra time to the task of reading outside of school.

Of the low scoring items, item #25 (I never read series books) from the pre-assessment was replaced with item #19 (I am not good at reading out loud and I do not enjoy doing it). This change suggests that students may still feel unsure of their reading abilities when it comes to reading out loud.

Teacher-initiated enhancements to the instructional model. In order to adapt the instructional model to best suit each teacher’s individual needs, teachers were encouraged to enhance the lesson to meet their needs. Ms. James used some of her students’ book reviews and discussion posts as grades. Therefore, students had specific requirements when it came to the discussion posts on Edmodo, such as citing page numbers and using the book mark conversation starters to help them decide what to post. For students meeting in a F2F book club, they were asked to write down a “post” or a conversation topic that was discussed during their F2F discussion and turn it in for a grade.

Findings for Subunit 4: Virtual Book Club (VBC)

Inhibiting Factor: Collaboration

As a part of a design-based research, the instructional model is reduced to the *sine qua non*; or only the essential elements that enable the book clubs to be implemented. For the purposes of this study, blank calendars were distributed to students so they could decide on their own pacing for reading and discussing the book. Figure 4.18 is a sample of the calendar prototype that was distributed to students during the first book club cycle.

Name: _____

Book I'm reading:

Edmodo Username:

| JANUARY 2018 | | | | | | |
|--------------|-----|-----|-----|-----|-----|-----|
| SUN | MON | TUE | WED | THU | FRI | SAT |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

Figure 4.18. Book Club Calendar for Cycle 1

Students were expected to discuss with their groups and decide on a pacing schedule for reading and discussing the book. However, this expectation was difficult for students who did not meet face-to-face to collaborate and virtual discussions often revolved around what page numbers everyone was currently reading. The following conversation took place between all four students in the VBC. The following conversation took place between all four students in the VBC. The post was initiated by Batman W. with two students responding to the initial post. All names used are pseudonyms created by the students.

Batman W. to Fuzzy Mud Feb 1, 2018, 8:29 AM: What page are you guys on?

Spongebob S. Feb 1, 2018, 8:32 AM: 18

Batman W. Feb 1, 2018, 8:33 AM: I'm on 19. How many pages a night do you want to read?

owings L. to Batman W. Feb 1, 2018, 1:12 PM: Im on page 21 and I am on chapter 5

owings L. to Batman W. Feb 1, 2018, 1:16 PM: Do you like this book

Spongebob S. Feb 1, 2018, 8:33 AM: wanna do it by chapters. Like one or two a night

Batman W. to Spongebob S. Feb 1, 2018, 8:33 AM: Sure

Spongebob S. to Spongebob S. Feb 1, 2018, 8:34 AM: how many should we do a night

Batman W. to Spongebob S. Feb 1, 2018, 8:34 AM: Two?

Spongebob S. to Spongebob S. Feb 1, 2018, 8:35 AM: sure sounds good

(Fuzzy Mud_2/1/18_VBC)

As evidenced in this one discussion post, the concept of page numbers was brought up multiple times by multiple participants. Even during a slight deviation from the conversation when owings L. asked Batman W. if they liked this book, the conversation immediately switched back to concerns over page numbers.

Adaptation: Creation of Reading/Discussion Calendars

As an adaptation to this inhibiting factor, the researcher created book club calendars for reading and discussion pacing for each book group in cycles 2 and 3.

Figure 4.19 is a sample of a revised book club calendar that was distributed to students during the second and third book cycles.

Book: **Fuzzy Mud**

Name: _____

| March 2018 | | | | | | |
|------------|--------------------------------------|---|--------------------------------------|--------------------------------------|---|----------|
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| 4. | 5. | 6. Receive Books! Read Chapters 1-3 | 7. Read/Discuss Chapters 4-6 | 8. Read/Discuss Chapters 7-9 | 9. Last chance to change book! Notify me through Edmodo if you would like to change book before today! Read/Discuss Chapters 10-12 | 10. |
| 11. | 12. Read/Discuss Chapters 13 & 14 | 13. Read/Discuss Chapters 15 & 16 | 14. Read/Discuss Chapters 16 & 17 | 15. Read/Discuss Chapters 18 & 19 | 16. Read/Discuss Chapters 20 & 21 | 17. |

Figure 4.19. Sample Book Club Calendar for Cycle 2 & 3

Measuring Progress toward the Pedagogical Goal

The pedagogical goal, increased reading motivation, was assessed through both quantitative and qualitative assessments. Quantitative data included the pre/post scores of the MGMRP of students in Ms. James' classroom. Qualitative data include post-instruction interviews with students in all three classrooms.

MGMRP: Independent-Samples T-Test

Out of the three participating subunits, Ms. James' classroom was the only one that has pre- and post- MGMRP scores as both Ms. Peterson and Ms. Lane elected to opt out of the third book club iteration. After Ms. James' students completed the MGMRP post-assessment, an independent-samples t-test was conducted on the two scores. This assessment was selected in place of paired sample t-test because individual student data was anonymized in the Qualtrics platform. The independent-samples t-test compared the means of the pre- and post-assessment for one classroom.

Additionally, the data set presented unequal sample sizes between Time 1 (pre) and Time 2 (post), so a simple t-test would have been ineffective to judge the significance (p value). The MGMRP pre-assessment in Ms. James' class consisted of 24 participants and the post-assessment only contained 16 participants. This was again due to the constraints of students needing to complete end-of-the-year projects and tests, several student absences, and one student who moved away during the semester. Therefore, independent-samples t-test was judged to be the most effective method to compare the MGMRP pre-assessment scores and the MGMRP post-assessment scores in Ms. James' class.

Similar to field testing, students completed the MGMRP pre- and post-assessment survey through Qualtrics (<https://www.qualtrics.com/>). Responses were downloaded as a .csv file and then uploaded SPSS version 24.0 (IBM Corp, 2016) for analysis. Figure 4.20 illustrates the descriptive statistics and Figure 4.21 depicts the independent-samples t-test for the pre- and post- MGMRP assessment with Ms. James' students.

Group Statistics

| | Time | N | Mean | Std. Deviation | Std. Error Mean |
|-------|------|----|---------|----------------|-----------------|
| Total | Pre | 24 | 69.1667 | 12.93635 | 2.64062 |
| | Post | 16 | 70.9875 | 14.37098 | 3.59275 |

Figure 4.20. Descriptive Statistics for the Pre- and Post- MGMRP Assessment for Ms. James' Students.

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | |
|-------|-----------------------------|---|------|------------------------------|--------|
| | | F | Sig. | t | df |
| Total | Equal variances assumed | .140 | .711 | -.417 | 38 |
| | Equal variances not assumed | | | -.408 | 29.894 |

| Sig. (2-tailed) | t-test for Equality of Means | | | t-test for Equality of ... | |
|-----------------|------------------------------|-----------------------|--------------------------|--|--|
| | Mean Difference | Std. Error Difference | 95% Confidence ... Lower | 95% Confidence Interval of the ... Upper | |
| .679 | -1.82083 | 4.36384 | -10.65496 | 7.01329 | |
| .686 | -1.82083 | 4.45878 | -10.92823 | 7.28656 | |

Figure 4.21. Independent-Samples T-Test for the Pre- and Post- MGMRP Assessment for Ms. James' Students.

Because of the discrepancy with the two sample sizes, the independent-samples t-test was conducted using Levene's Test for Equality of Variances. Findings indicate there was a not a significant difference in the MGMRP pre-assessment scores ($M = 69.17$, $SD = 12.94$) and the MGMRP post-assessment scores ($M = 70.99$, $SD = 14.37$) conditions; $t(38) = -.417$, $p = .679$. However, the difference in sample size likely affects the overall p-value.

Although these results suggest no significant difference between the MGMRP pre- and post-assessment scores with Ms. James' students, there was a slight increase in the overall mean score ($M = 69.17$) and ($M = 70.99$). This increase in scores from pre- to post- indicates slight progress toward the pedagogical goal. Additionally, due to time constraints of the overall implementation of the instructional model and the complexity of

motivation as a construct, significant changes in students' motivation to read would be challenging.

Student post-instruction interviews. Post-instruction interviews with students were conducted with 20% of permissioned student participants ($n = 14$). Each of the three teachers was asked to recommend students to complete the interviews with the researcher so that each subunit was represented in analysis. Teachers were asked to select students who were available on the day of the interviews and who might be forthcoming. There was not an equal number from each teacher; there were five students from Miss Peterson's class, three from Miss Lane's class, and six from Miss James' class. Each interview was audio recorded, transcribed, and coded using a two-level coding process of Open and Focused Coding. Codes were analyzed using a constant comparative analysis (Charmaz, 2014; Glaser, 1965; Strauss & Corbin, 1990).

Analysis of the post-instruction interviews with students revealed three thematic structures from Open and Focused coding (Saldana, 2013). In the Open coding, there were 43 significant statements regarding students' perceptions of being motivated to read, respond to books, or discuss books with their peers. These responses were then used to generate themes in the focused coding to indicate aspects of the instructional model that helped students to approach the pedagogical goal of increased reading motivation.

Three main themes emerged from the focused coding and included (a) *significance of choice*, which was also an enhancing factor of the instructional model (47% of the responses); (b) *value of students' participation* (30% of the responses), which supports the unexpected outcome of students' preference of face-to-face

discussions to the online discussions; and, (c) *importance of peer-to-peer discussion* (23% of the responses). Figure 4.22 depicts the three thematic findings from students' post-instruction interviews as well as evidence from the interviews to corroborate and illustrate these themes.

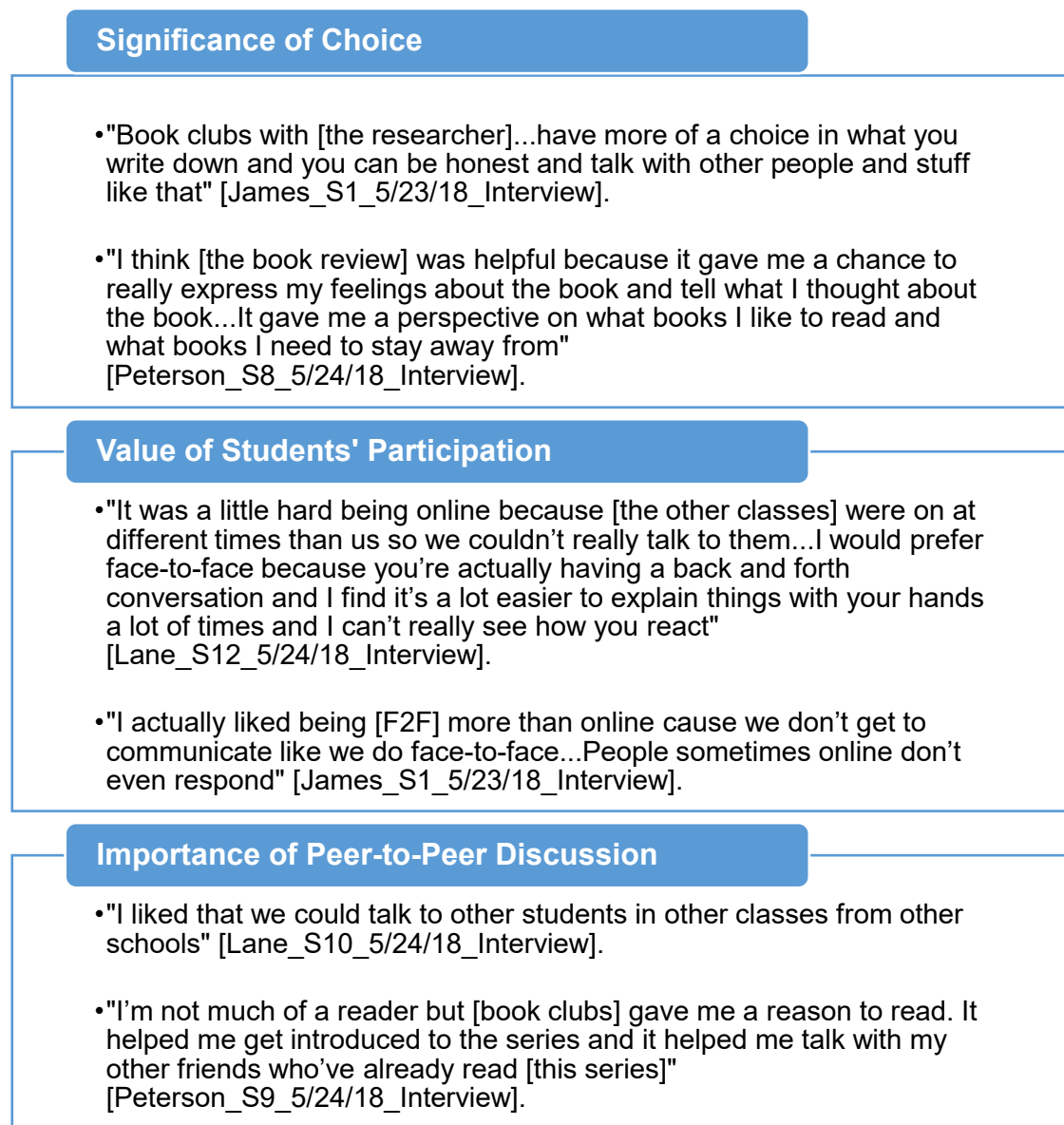


Figure 4.22. Thematic Findings from Students' Post-Instruction Interviews.

Chapter Summary

This chapter presented the findings from the data collected during the three phases of this multiphase mixed methods study: the thematic results from the 30 interviews with students in Phase I; descriptive statistics, reliability, and the exploratory factor analysis in Phase II; and, the progress towards the pedagogical goal and refinements of the instructional model in Phase III. These findings included: the results from the exploratory qualitative Phase I where 30 sixth grade students were interviewed for the purposes of understanding their reading preferences and motivations. These results provided a foundation which supported the remainder of the research study and heavily influenced the succeeding phases. The results from the quantitative Phase II included the development of the MGMRP motivational survey based on the Phase I interview responses, the field testing, and integration into Phase III as a pre- post- assessment. The results from the Design-based Case Study in Phase III that employed book clubs using both face-to-face and virtual meeting groups. This phase applied both qualitative and quantitative data collection and analysis through the refinement of the book club model towards the pedagogical goal by identifying the inhibiting factors and creating adaptations within each of the four subunits.

The triangulation of all three phases is the focus of the following chapter. Chapter Five will reveal the key findings from the results of this study and the implications related to future research. Chapter Five describes results of the three phases and the correlation to the theoretical assertions meant to influence future pedagogical implementations of the instructional model (Gravemeijer & Cobb, 2006).

CHAPTER FIVE

DISCUSSION

The purpose of this multiphase mixed method study was to better understand the reading motivation of sixth grade students. This study aimed to closely examine the reading motivation of students in the middle grades. More specifically, this study sought to (a) give voice to sixth grade students regarding their reading preferences and how those preferences influence their motivation to read; (b) create a motivational survey that reliably and validly measures the reading motivation of students in the middle grades; and, (c) conduct and effectively refine a book club model using both face-to-face and virtual meeting groups with the goal of increased reading motivation.

Summary of the Major Findings

In this multiphase mixed methods study, the researcher collected a variety of qualitative and quantitative data throughout each phase. This data included: (a) 30 semi-structured interviews with 6th grade students from a local middle school; (b) quantitative data from 474 completed MGMRP surveys from students across the country; and, (c) interviews, observations, field notes, pre- post- survey data, and student artifacts from three local classrooms. This study was designed to answer the following three research questions:

4. How do sixth grade students describe their motivations for reading?
5. How can middle grade students' motivation to read be reliably and validly measured?

6. How can online and face-to-face book clubs be refined to support the reading motivation of sixth grade students?

From this study, four pedagogical assertions emerged that were developed retrospectively after the conclusion of the multiphase mixed methods study using a cross phase analysis (Gravemeijer & Cobb, 2006; Stake, 2005). These four assertions include: (a) Choice is important; (b) Peer-to-peer collaboration is influential; (c) Time and value are related, and; (d) Self-concept is complicated. These more integrated findings will be discussed after addressing each research question.

This chapter reports on and discusses the findings from each phase of this multiphase mixed methods study and how each phase satisfactorily addressed each research question. In addition, the overall pedagogical assertions are be presented. Specifically, this chapter discusses the three research questions, their connections to prior research, and implications for future research.

Addressing the Research Questions

The following discussion is presented according to each research question and the findings associated with them. Because this study occurred in three integrated phases, the discussion describes this integration across the three phases as well. Following the presentation of the findings from the three research questions, the overall connecting themes and pedagogical assertions are discussed. This chapter concludes with implications for practice and future research as well as the limitations of this study.

Research Question One: How Do Sixth Grade Students Describe Their Motivations for Reading?

Phase I of this multiphase mixed methods study was an exploratory qualitative investigation of sixth grade students' motivation to read. This phase focused on the initial research question: *How do sixth grade students describe their motivations for reading?* This phase addressed the need to better understand the reading motivations of sixth grade students by giving a voice to these students who, as Alvermann (1998) claims, are rarely heard.

Semi-structured interviews were conducted with thirty 6th grade students in an effort to determine their reading preferences and motivation. Questions for the semi-structured interview were derived from the Motivation to Read Profile conversational interview (MRP, Gambrell, et al., 1996) and grounded in expectancy-value theory (EVT), which focus on the factors of *self-concept* and *value*. Additional *discussion of reading* questions were added to the semi-structured interview based on the reported findings of the MRP F/NF item analysis that suggest low scoring items are often related to students' value of reading and students' aversion to discussion of their reading (Marinak et al., 2016; Marinak et al., 2017). These questions were included to explore whether a link exists between peer-to-peer discussion and increased reading motivation.

The thirty semi-structured interviews yielded five thematic results that were reiterated throughout the remainder of the study. These themes include: (a) Time for reading is limited; (b) Ability does not equal enjoyment; (c) I am aware of my friends' as readers; (d) Choice is important; and, (d) Social reading depends on other's participation. Table 5.1 depicts the five themes generated from Phase I and the researcher-created rationale to accompany each theme.

| |
|---|
| Table 5.1 |
| <i>Phase I Themes from Interview Data</i> |
| <p>Social Reading Depends on Others' Participation</p> <ul style="list-style-type: none"> • Students would enjoy sharing reading with peers (Ivey, 1999). However, students' participation is dependent upon their peers' participation. This could indicate students' concern of how others view them (Ryan & Patrick, 2001). <p>Time for Reading is Limited</p> <ul style="list-style-type: none"> • Students do not have 'set' time in class to read. Rigor has increased; class reading time has decreased. <p>Ability Does Not Equal Enjoyment</p> <ul style="list-style-type: none"> • Students are aware of their abilities as a reader. Students are clear on what they think makes someone a good reader or not a good reader. <p>Choice is Important</p> <ul style="list-style-type: none"> • Most students valued choice (Ivey & Broaddus, 2001) and expressed a desire to choose what they read, when they read, and how they were assessed on their reading. <p>I am Aware of my Friends as Readers</p> <ul style="list-style-type: none"> • Students know if their friends are readers or not. Students' whose friends do not enjoy reading did not necessarily <i>hate</i> to read, but would prefer other activities instead. |
| <i>Note.</i> The text in bold are the themes, the bulleted text is the researcher-generated rationales |

Social reading depends on others' participation. Of these five themes, *Social reading depends on others' participation* was the most frequently occurring code and accounted for 120 of the 401 Focused code responses, or 30% of the thematic findings. The social aspects of reading, while varied, appeared frequently during the semi-structured interviews with students. Out of the 120 responses revolving around *social reading*, 26 responses, or 22%, indicated that students already share parts of the things they read with others or try to persuade others to read the things they are reading.

Although 16 responses, or 13%, suggested that students did not talk about the things they are reading, 15 additional responses (13%) agreed that they would enjoy talking to/reading with others if they had the opportunity to do so. Because of the frequency in students' responses concerning their desire or aversion to reading with or talking to others about their reading, it is evident that the social aspects of reading are impactful for students.

Students in the middle grades generally find more value in tasks that allow them to participate with peers in social activities (Ryan & Patrick, 2001; Wentzel, 1999). This suggests that increased value could be found when students participate in the peer-to-peer social interactions and discussion found in a book club setting. Guthrie and Wigfield (1997) found students' *social collaboration* with reading to be a dimension of intrinsic reading motivation alongside curiosity of the topic, students' breadth of reading, and reading involvement. The productive social interactions students could have regarding a text of their choice using a discussion format could then influence their value of the task, their implications for success, and ultimately, their motivation to participate in the reading activity.

Time for reading is limited. The second most frequently occurring theme, *Time for reading is limited* accounted for 114 responses, or 28% of the Focused code responses. Although this theme was the not the most frequently occurring, it did have the highest amount of responses for a particular code. Out of the 114 responses revolving around *time*, there were 46 responses, or 40% of students who stated that the time allotted for reading during ELA class was dependent upon the completion of other work;

therefore, there was no *set time* for them to read. Despite students' limited access to time, 19 responses, or 17% indicated they were able to find time to read during school, it is evident that time, or a lack thereof was a concern for many students. Time continued to be problematic during Phase III of the study as an inhibiting factor.

Ivey and Broaddus (2001), Krashen (2005; 2011), and Marinak and Gambrell (2016) recommend more time be devoted for students to participate in free reading during class. While there is conflicting research on the evidence of the most effective way to structure free voluntary reading, as evidenced from this study, students are often unable to participate in reading outside of school. Time devoted to free voluntary reading is the most effective when students are given access to a variety of books, when the teacher is also participating in reading, or when certain books have been promoted (Krashen, 2005).

Ability does not equal enjoyment. The third and fourth themes, *Ability does not equal enjoyment* and *Choice is important* each accounted for 68 responses or 17% of the Focused code responses. For *Ability does not equal enjoyment* all students ($n = 30$) agreed to the belief that they were good readers. However, their rationale for what makes someone a good reader was varied. These rationales ranged from perceptions of fluency, comprehension levels, testing ability, difficulty of the text, number of books read, and length of books read. Interestingly, students' reasonings for what makes a poor reader varied only slightly. Factors that make one a poor reader centered around students' fluency both out loud and during silent reading, and their ability to comprehend the vocabulary used in the text. Although all students ($n = 30$) believed they were a good

reader, only some students were aware of their short-comings regarding their abilities as readers, which impacts their Self-Concept of themselves as readers.

Students participate in the act of reading for multiple reasons. At times, the reasons for student's participation in the task of reading are external, such as grades or others' approval while at other times; reasons for student's participation in reading are internal, such as a desire to learn more about a particular topic (Conradi et al., 2014; Schiefele et al., 2012; Taboada et al., 2009). Prior research suggests internally driven students who participate in reading are genuinely more motivated and want to read rather than feel compelled to read based on outside forces (Ryan & Patrick, 2001; Schiefele & Löweke, 2018). Conversely, students' lack of academic reading motivation is not indicative for their overall lack of reading motivation (Schiefele & Löweke, 2018; Schiefele & Schaffner, 2016).

Choice is important. The fourth theme, *Choice*, also accounted for 68 responses, or 17% of the Focused code responses. Out of the 68 responses 16 responses, or 24% of students stated that they would enjoy having a choice when reading. An additional 12 responses or 18% of students replied that they enjoy reading a variety of popular series books. Many other students reported having specific books that they enjoyed reading as well, which indicates that most students would enjoy reading books of their preference. Another interesting finding was that many students reported an aversion to having forced reading time and/or forced reading assignments. This finding accounted for 16 responses, or 24% of students would like a choice when it comes to the times they can read or the assignments that accompany their reading. Students' desire for choice

extends beyond just the types of books they read; it also affects their reading habits and assessments/assignments. Choice continued to be notable theme during Phase III of the study as an enhancing factor.

Prior research suggests that students often place higher value in the things that they can control (Wigfield & Eccles, 2000). In relation to reading, students would likely place higher value on reading if they are able to control the choice of the books they read (Fisher & Frey, 2012; Ivey, 1999; Ivey & Broddas, 2001), the time they participate in reading (Krashen, 2005), or the assignments they complete with their reading. Therefore, choice of reading can be enacted in a multitude of ways; the time students have to read, the assignments students complete, the activities students participate in, and so forth.

I am aware of my friends as readers. The final theme *I am aware of my friends as readers*, was an extension of the findings related to students' value of reading, but directed towards their peers. Students are aware of their peers' values toward reading. This finding accounted for 31 of the 401 Focused code responses, or 8% of the thematic findings. Of those 31 responses, students' reports of their friends' preferences were split – 18 responses indicated their friends enjoyed reading and 13 responses indicated their friends did not enjoy reading. For the 13 responses indicating that their friends *did not* enjoy reading, it was not because they *hated* reading, but would rather do something else. Some of the preferred activities students would rather participate in were multimodal activities, i.e. being outside, playing sports, playing video games, and so forth.

The social perceptions adolescent students have regarding their school, social climate, and peers' preferences often influence students' academic goal orientations

(Anderman, & Anderman, 1999). This finding closely mirrors the idea that students are concerned with how others view them and may participate in self-handicapping practices such as limiting their participation and quality of discussion (Urdan, Midgley, & Anderman, 1998). The texts that adolescent students' encounter may not be easily separated from the social influences of their peers (Thomas & Stornaiuolo, 2016). The social influences of peers permeate the multiple ways that adolescent students interact with literacy.

These five themes were instrumental to other phases in the study. These findings later influenced the development of the MGMRP and greatly influenced the development of the design-based research in Phase III. This is noted through the ties that exist between the findings and the extant literature as described in the following sections. Furthermore, the findings generated through Phase I answer the research question by giving a voice to the sample of sixth grade students who participated in the study through the interviews that prompted them to describe what would make reading more enjoyable and motivating. Through the use of students' words during the In Vivo coding (Saldana, 2013) and analysis, the researcher ensured the authenticity of students' voice throughout Phase I.

Research Question Two: How Can Middle Grade Students' Motivation to Read Be Reliably and Validly Measured?

Phase II was a quantitative study that sought to answer the second research question: *How can middle grade students' motivation to read be reliability and validly measured?* This phase addressed the need for a motivation instrument that is specifically

developed for use with students in the middle grades that measures motivation to read and includes a factor for discussion of reading. This middle grade assessment, named the Middle Grades Motivation to Read Profile (MGMRP), is grounded in the qualitative data gathered in Phase I and serves as a pre/post- measure in Phase III of the study.

Themes from the Phase I interviews informed the development of items included in the MGMRP. To maintain similarity to related motivation profiles, such as the MRP-R, the MMRP and the MRPF/NF, the MGMRP was based in the Expectancy-Value Theory (EVT) of motivation. The researcher distributed the MGMRP survey to 474 student participants across five different states for field testing to determine the validity and reliability of the instrument. In order to reach a wide audience, participants completed the survey through Qualtrics (<https://www.qualtrics.com/>). The final 25 survey items (see Appendix D) are structured in three different question formats; 17 items with a “sounds-like-me” 5-point Likert scale (Likert, 1932) format; three items with a 4-point multiple choice format, and; five items with a 5-point continuum format. Five additional items were included on the survey to collect demographic data on student participants.

Data were analyzed using SPSS data analysis software version 24.0 (IBM Corp, 2016). A total of 474 participants were in the study with 205 males (43%), 262 females (55%), and 7 participants who chose not to disclose their gender (2%). Scale reliability testing using Cronbach’s alpha (1951) revealed a whole scale reliability of $\alpha = .796$. This level of reliability is judged to be good (DeVellis, 2012) and would be suitable for

general purposes. To increase reliability, six items were deleted (items 10, 13, 23, 24, and 25) which resulted in an α of .823 for 19 items.

An exploratory factor analysis was conducted on the 19 most reliable items of the MGMRP. Items loaded into four factors; however, because the fourth factor in the analysis included only one item, the researcher decided to include only the first three factors as scale reliability requires more than 1 item for analysis. A test of scale reliability for the 18 items that were identified as forming the three factors was conducted. Each of the three factors was assessed individually revealing a Cronbach's (1951) alpha of 0.80 for the *Personal Reading Value* factor (7 items), an α of 0.78 for the *Social Text Response* construct (8 items), and an α of 0.42 for the *Self-Concept* construct (3 items).

The 18 items comprised a three-factor scale that has demonstrated validity and a scale reliability of 0.83. This addresses the research question that motivation to read can be validly and reliably measured and this 18-item portion of the MGMRP was suitable for use in pre/post implementation assessment. The seven non-scalable items (items 10, 13, 14, 22, 23, 24, and 25) have practical utility value for teachers in learning more about their students' motivational perceptions and preferences.

Item 10 (I would enjoy the book more if there were no assignments), provides teachers with an indication of the effects of accountability on reading enjoyment for their students. The next two items, Item 13 (Others will judge what I say when I talk about books), and Item 14 (Others will judge me if I talk about books) offers teachers valuable insight into their students' outlook regarding social reading and discussion. The last four

items, Item 22 (I'm very particular about what I read; I'm sometimes particular about what I read; I'll read anything); Item 23 (We never get to choose the books we read at school; We sometimes get to choose the books we read at school; We always get to choose the books we read at school); Item 24 (It's hard for me to find books I like to read; I can sometimes find books I like to read; It's easy for me to find books I'd like to read); and Item 25 (I never read series books; I sometimes read series books; I only read series books) all relate to students' preferences to book choice. When teachers have a general understanding of their students' preference of books, they could help provide recommendations of additional reading selections for students, create a classroom library full of options their students enjoy, or simply allow students more opportunities to choose books to read in the classroom.

The creation and field testing of the MGMRP survey addressed the research question: *How can middle grade students' motivation to read be reliability and validly measured?* through the creation of an instrument with an initial scale reliability of $\alpha = .796$ and an increased scale reliability of 0.83 with 18 items. This phase also accomplished the need for a motivational survey that focuses on students in middle grades, based on discussion as a motivating factor, and has utility value for teachers.

Research Question Three: How Can Online and Face-to-face Book Clubs be Refined to Support the Reading Motivation of Sixth Grade Students?

Phase III of the multiphase design used a Design-based Case Study (DbCS) approach that employed a repeated implementation and systematic refinement of a book club instructional model in order to achieve the pedagogical goal of increased reading

motivation (Deaton & Malloy, 2017). This phase sought to answer the final research question: *How can online and face-to-face book clubs be refined to support the reading motivation of sixth grade students?* by implementing the book clubs in both face-to-face and virtual meetings to foster student-led discussion. This phase addressed the need to understand the practicality, feasibility, and overall success of implementing online and face-to-face book clubs in the classroom as an instructional model to support reading motivation.

The book clubs in this study employed both face-to-face and virtual discussions in which students were able to participate freely in student-led discussion about a shared book. In total, three sixth grade classrooms participated in this phase, two from O'Connell Middle School (a sixth-through-eighth grade middle school) and one teacher from Shylo Elementary School (a prekindergarten-through-sixth grade elementary school). The book clubs took place in each of the four subunits every day for about 15-20 minutes over the course of three iterations, from January-May, 2018. A systematic approach to data collection and analysis, or unit of analysis protocol (UAP) acted as a guideline for the researcher to refine the instructional model and assess its overall progress towards the pedagogical goal (Deaton & Malloy, 2017) included informal weekly meetings with teachers and bi-weekly observations and audio recordings of each classroom. The UAP also enabled the researcher the ability to collect several sources of data including both quantitative and qualitative data types including field notes, audio recordings, student written discussions in Edmodo, and student artifacts. The pre/post

MGMRP survey results and post-instruction interviews with students served as a measure of the progress towards the pedagogical goal.

The continuous collection of data and iterative analysis of field notes, audio recordings, Edmodo transcripts, and student artifacts aided with the systematic refinement of the instructional model by allowing the researcher and classroom teachers to identify the inhibiting and enhancing factors that affected the progress towards the pedagogical goal. The inhibiting factors include: *Collaboration* and *Time*; the enhancing factor identified was *Choice*. Table 5.2 depicts the complete list of inhibiting and enhancing factors, adaptations, and their impact on the model.

Table 5.2

Adaptations During Book Club Model

| | Adaptations <i>What was changed?</i> | Justification <i>Why this was changed?</i> | Findings <i>How this affected the model</i> | Implications <i>Use in the following cycle(s)</i> |
|---------|---|--|--|---|
| Cycle 1 | *Created book marks with discussion topics | Teachers were initially concerned there were no text-based questions for students to answer during discussion | Students used the book marks when they were stuck during discussion | Continued use in the following cycles |
| | *Created a Wix website for students' book recommendations | Data from Phase I indicated that students would like book recommendations from their friends | Students at O'Connell Middle School used the Wix website to create their book recommendations. Students at Shylo Elementary were unable to use the Wix website | Continued and modified use during the following cycles |
| | Created calendars for students to keep track of reading and discussion topics | "I'm on '42 days ago' Wait, did you read past this? Page 43? I'm on 35? Then I can't talk." (Last Kids on Earth_F2F_2/1/2018) | Students often used their calendar to know what they were supposed to read and discuss each day | Continued use in the following cycles |
| | Decreased the amount of time (per cycle) from 5 weeks to 4 weeks | "I finished the book the first week of getting it. Me too." (Fever Code_VBC_2/15/2018 - 2/22/2018) | Students would have a shorter cycle for the second and book club third iterations. However, students were rushed during the second iteration, so this was modified again | Modified during the following cycles |
| Cycle 2 | *Created a Google website for students' book recommendations | Students at Shylo Elementary who were unable to use the Wix website were able to use the Google website to create their book recommendations | In order for students to add their recommendation to the Google site, they were given access to edit the website and edited portions that were not supposed to be edited | Continued and modified use during the following cycles |
| | *Increased the amount of time (per cycle) from 4 weeks to 5 weeks | This time of the year began student-standardized testing, so students were unable to devote time to book club discussions in class | Students needed more time to complete their book and discussions | Continued use in the following cycle |
| Cycle 3 | *Shifted all groups to face-to-face discussion | Students from O'Connell Middle were unable to participate in Cycle 3 | All students from Shylo Elementary participated in a face-to-face discussion format | |

Note. *Adaptations made during the cycle.

Enhancing factor. *Choice* was an enhancing factor that permeated many facets of the book clubs – from students’ participation to their assignment with the book. Students are more motivated to read when they can make personal connections to the text (Ivey, 1999). When students are free to choose the books they read in class, they may experience success with the task of reading. Moreover, choice also increases the value of reading; however, choice in reading is often thought of as just choice of text, when in actuality, choice can extend beyond students’ self-selection of books. In the context of the book clubs, students’ option for choice extended to *choice of text, choice of discussion topics*, and their *choice in writing a book recommendation*.

Inhibiting Factors. Two inhibiting factors and one unexpected outcome were revealed during/after the book club implementation. The first inhibiting factor was *time*. Although adaptations were made to the model to overcome this inhibiting factor, the issue with *time* seemed to manifest itself regardless during each book club cycle for each subunit no matter what adaptation was created. Krashen (2005) stated that it is more effective to provide small increments of time per day to students to participate in free reading rather than devoting large amounts of time once or twice per week. To inspire the student to continue reading outside of school or pursue other small pockets of time, free reading time given in small dosages are more effective (Krashen, 2005).

The second inhibiting factor was *collaboration*. *Collaboration* was a significant inhibiting factor for students participating in a VBC owing to the fact that they were not face-to-face, so each time conversations began, they always seemed to revert back to asking where everyone was in their reading. However, it was difficult for students to

collaborate whether they were F2F or in a VBC. Adaptations were made to the model to help overcome the obstacles created by the inhibiting factor of *collaboration*.

Traditionally, middle grade students demonstrate a decline in their beliefs of the usefulness and importance of reading and school activities (Wigfield et al., 1997). This would be especially true when students consider the participation of others in their discussion group. According to Anderman and Anderman (1999), students' social perceptions of others often influences their academic goal orientations.

The implementation and systematic refinement of the book clubs in Phase III addressed the research question: *How can online and face-to-face book clubs be refined to support the reading motivation of sixth grade students?* through the identification of both enhancing and inhibiting factors and providing adaptations that promote progress towards the pedagogical goal.

Theoretical Assertions

At the conclusion of this study, data from all three phases were analyzed using a cross-phase retrospective analysis, which allowed the researcher to "...analyze this comprehensive data set systematically while simultaneously documenting the grounds for particular inferences" (Gravemeijer & Cobb, 2006, p. 38). Additionally, the retrospective analysis of all data "...scrutinizes, and...looks for patterns that may explain the progress of students" (Gravemeijer & Cobb, 2006, p. 44). A cross-phase analysis (Stake, 2005) revealed four pedagogical assertions. These four assertions include: (a) Choice is important; (b) Peer-to-peer collaboration is influential; (c) Time and value are related; (d) Self-concept is complicated. Figure 5.1 lists the four pedagogical assertions generated

from this study and the data leading to those assertions. These assertions are depicted here as an integration of the discussion presented in this chapter and serve to both summarize and postulate the major findings of this research.

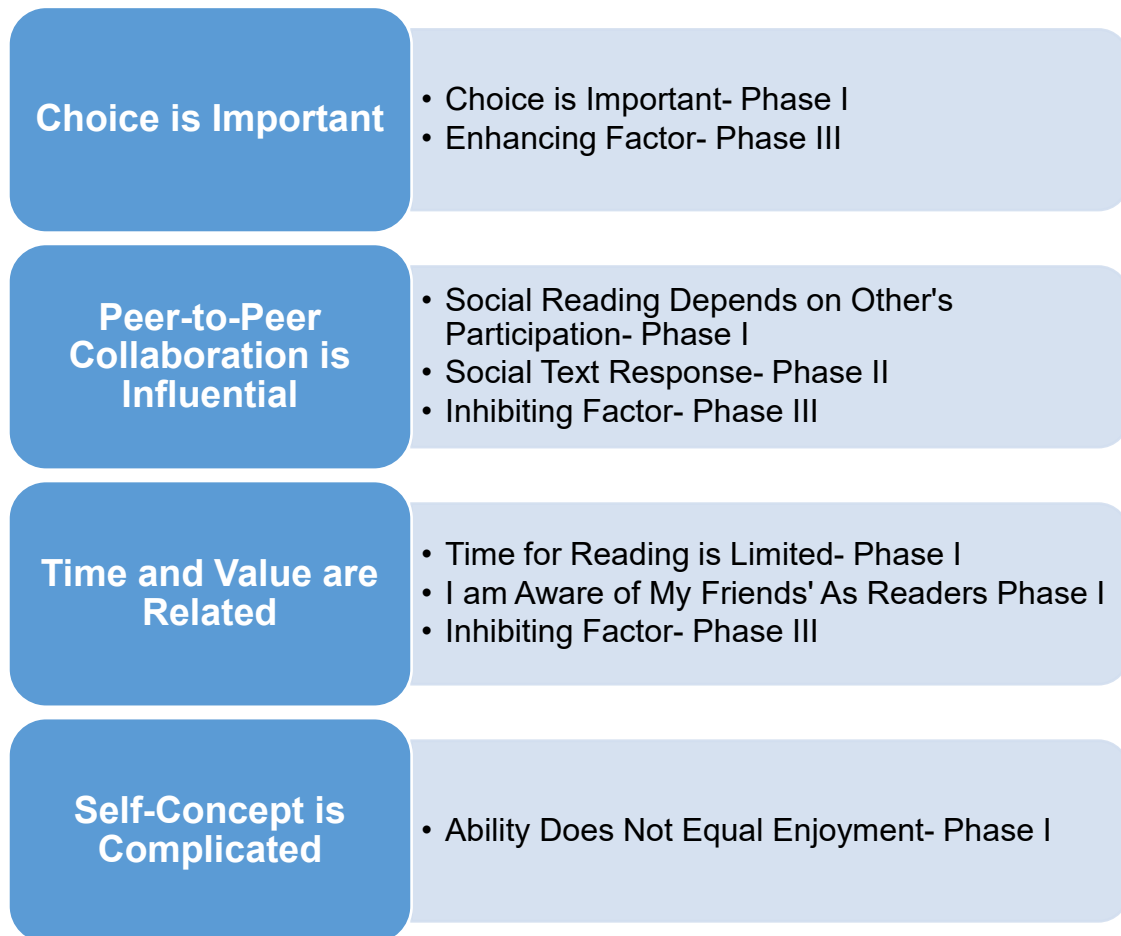


Figure 5.1. Four Pedagogical Assertions from the Multiphase Mixed Methods Study.

Limitations of the Study

With any research study that is completed predominately in the classroom and revolves heavily around the student-teacher-researcher interaction, there exists many

possible threats to the overall validity. The researcher attempted to identify several possible threats to validity as outlined in Shadish, Cook, and Campbell, (2002) and outlined the plans used to minimize these threats, thus attempting to increase the trustworthiness within the study.

The largest threat to internal validity this study offered was the attrition factor of the two teachers opting out of the third iteration of the book clubs during Phase III. In an effort to continue the study and maintain a cordial relationship with all teachers involved, the researcher decided to continue the study and remain transparent during the data collection, analysis, and reporting. The absence of the two classrooms for the third iteration also affected the data collection of the MGMRP post-assessment. However, through the triangulation of data with post-instructional interviews, and data collected from the one class of post-assessment score, the researcher believes an adequate amount of data was collected.

A possible threat to the statistical conclusion validity were the extraneous variance in the experimental settings. During any school-based data collection, it is possible that any number of factors, e.g. fire drill or inclement weather, could interrupt data collection. To minimize this threat, the researcher took great care to plan data collection around any preplanned events such as assemblies, field trips, standardized testing, and so forth. Despite the meticulous planning efforts for data collection, there were days data collection was interrupted or altered due to changing schedules with district student testing, differing inclement weather days for the two school districts in Phase III, or the changes in dates for assemblies and field days.

Two threats to construct validity that were identified are the *novelty and disruption effects* during Phase III, and students' *reaction to the experimental situation* in all three phases. The first threat to construct validity, novelty and disruption effects is defined as the newness of a treatment or component of an instructional model that may influence the results of the study. This threat to validity was most prominent during the DbCS implementation in Phase III. One component of the instructional model was the opportunity for students' participation in an online book club discussion with students from other classrooms or other schools. The ability for students to talk to or interact with students with whom they are unfamiliar, may affect students' conversation or their initiative to participate. In an effort to lessen this threat to validity, the researcher became a passive participant in the VBCs. The researcher actively monitored the VBCs, queried students who were responding during class about their conversations in the VBC, posted a question when there was a prolonged lull in conversation, or sent personal reminders to individual students.

In addition to the novelty of the VBC, the nature of the DbCS could be considered a novelty for students who have not participated in a classroom-based study before. The researcher's presence, for them, could be a novelty and/or disruption effect. To minimize this effect, the researcher was in the classroom as much as possible and therefore seen as another instructor to students. This helped to minimize the disruption as seeing the researcher in the classroom and eventually became commonplace to the students.

The second threat to construct validity, reaction to the experimental situation, is defined as participants responding in a way they believe the researcher wants. Although

there is no guaranteed way to avoid this threat, several plans were enacted in each phase to help minimize this threat to validity and increase the overall trustworthiness of the study. During Phase I, the casual conversation-like nature of the semi-structured interviews with students helped the researcher to build rapport and trust with the student participants. In Phase II, students who participated in the field testing of the MGMRP were presented with a student assent at the beginning of the MGMRP assessment that asks students to be honest about their experiences. This assent also guaranteed students' anonymity and their ability to exit the interview at any time. During Phase III, the researcher was sure to collect a variety of data from students including audio/virtual recordings, pre-post survey results, post-instruction interviews, and observations and field notes. Additionally, data from Phase III came from the weekly interactions with the three teacher-participants in the DbCS study. Through this triangulation of multiple forms of data, the researcher minimized threats to validity.

Implications for Future Research

The current study presented a closer examination into the reading motivations of sixth grade students. The findings of this study could be further explored and disseminated in a multitude of ways. One of the components to the study the researcher is interested in strengthening is the MGMRP survey. While this instrument did possess a good scale reliability for the overall survey (DeVellis, 2012) and is considered useful for teachers interested in learning more about their students' reading motivation and preferences, the items on the survey could be strengthened to achieve a higher reliability within each of the three constructs (Personal Reading Value $\alpha = .799$; Social Text

Response $\alpha = .776$; and, Self-Concept $\alpha = .415$). Of particular interest is the third construct, Self-Concept, which contains only three items. Options to strengthen this construct would be to create additional items or to separate current items within the survey into two or more additional items. Furthermore, the three four-point items on the MGMRP were difficult to assess and compare the means of the items during an item analysis. A further step in refining the instrument would be to ensure these items are no longer multi-dimensional and contain five answer choices.

Another need in future research is to further explore the virtual book club component with other avenues of discussion technology. Post-instruction interviews from students indicated they all preferred face-to-face book clubs because of the difficulty in collaboration or the often one-sided discussion that the asynchronous format of Edmodo provided. Research options could include exploring other digital technologies or implementing a hybrid book club model that bridges the F2F and VBC formats.

Conclusion

This study explored the reading motivations of sixth grade students. This study was designed to investigate and understand student responses to the MRP-F/NF survey (Marinak et al., 2017; Malloy et al., 2017; Parsons et al., 2018), which exposed a decline in sixth grade students' reading motivation for both fiction and nonfiction texts. An item analysis revealed survey items relating to students' desire to "tell friends about good books" and "talk about books in groups" were considered low motivation survey items.

As a result of the noticeable decline in reading motivation for sixth graders and

the difficulty in understanding this decline based on the survey results, three problem statements were established. First, gaps in research remain in regard to how students in the middle grades describe what would make reading more enjoyable for them. Furthermore, there are few instruments that specifically designed to measure middle grade students' motivation to read and also focus on discussion as a potentially motivating factor. Finally, a gap in knowledge exists from a researcher, practitioner, and design perspective regarding the use of an instructional model in the classroom that revolves around peer-to-peer discussion of books. This gap in knowledge focuses on the correlation between middle grade students' motivation to read and the role of peer-to-peer discussion as a motivational factor.

To address these gaps in research, the researcher selected a multiphase mixed method design in order to explore, measure, and address the problem of low reading motivation for students in sixth grade. A multiphase design examines a central problem or topic of interest through several phases of qualitative and quantitative research that builds on data discovered in earlier phases (Creswell & Plano Clark, 2011). Each phase then informs or guides the adjacent phases. For the purposes of this study, the researcher broke this study down into three phases: Phase I - an exploratory qualitative phase; Phase II – a quantitative instrument design phase, and; Phase III - a design-based case study phase.

The findings indicate that students' value and self-concept of themselves as readers ultimately is influenced by the amount of time and offering of choice in regard to reading. Students' reading motivation is positively influenced by their opportunities for

collaboration and discussion, but in a format that is suited to their choice. Baker and Wigfield (1999) stated that as students mature, their opportunity to interact with peers or adults about their reading also decreases – whether by students’ choice or incidental missed chances (Baker & Wigfield, 1999). Therefore, the opportunities for reading discussion should be supplemented by the teacher in the classroom context.

Opportunities for students to participate in an authentic reading experience where students are free to select the texts that appeal to them, the conversational topics that interest them, and can openly and honestly review and recommend these texts to others, should positively influence middle grade students’ motivation to read.

APPENDICES

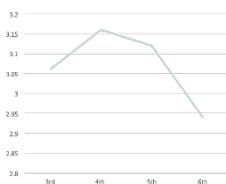
Appendix A

Phase I Letter to Principals

January 9, 2017

Dear Principal's Name,

As a doctoral student in the College of Education at Clemson University, I have been interested in the reading motivation of middle school boys. My advisor, Jackie Malloy, and I recently reported on our findings of a reading motivation profile of students in grades 3 through 6. Here's what we found in our survey of over 1,200 students from across the country about their overall reading motivation:



As you can see, motivation to read takes a noticeable slide in sixth grade. Having been a sixth grade teacher prior to entering the doctoral program, I am very interested in finding solutions, particularly as motivation and achievement are so closely tied.

With your permission, I would like to pilot a middle grades version our 3rd-6th grade motivation profile with your middle school students. This would involve contacting your English teachers to request their participation by allowing me to administer the profile to their students. I would then conduct a conversational interview with some of the students to explore the efficacy of the profile and to help refine intervention ideas. This could all be done in one class period for each teacher. I will, of course, complete requirements for district level and university level IRB.

It is my goal that this tool will be not only useful to researchers as we work toward designing interventions, but will be useful to your teachers to examine their students reading motivation more closely, or as an assessment for an SLO.

I hope that you can find time for my advisor and me to come and talk with you about this project and look forward to the opportunity to work with you, your teachers and your students.

I look forward to your reply,

Leslie D. Roberts

Appendix B

Phase I Student Interview Protocol

Hello, my name is Leslie Roberts. It is _____, 2017 and I am here with _____ who is in _____ grade.

Directions:

So, _____ I am going to ask you a few questions about your reading.

There are *no* right or wrong answers. I just want to know what you think.

I want you to think about each question, and then give your most honest answer

(V) Do you enjoy reading?

-Why or Why not?

- What are some books that you enjoy reading?

-Do you get to read these books during school?

(V) How often do you read outside of school?

-Do you choose to read outside of school or is this something you are required to do?

-What kinds of books do you enjoy reading outside of school?

(SC) Do you think you are a good reader?

-Why or why not?

(DOR) Do you ever read with anyone else?

-Out loud or read the same book?

-Why or Why not?

(DOR) Do you ever have to read out loud in class?

-Do you enjoy it?

-Why or Why not?

(DOR) Do you ever talk about the books that you are reading to anyone?

-Who do you talk about them with?

(DOR) How do your friends feel about reading, do they enjoy it?

-Why do you think they feel that way?

(DOR) Do you ever talk about the books you are reading with your friends?

-Why or Why not?

-Do you ever have the opportunity to talk with your friends about the books you are reading?

(Implications for Research) What would make reading more enjoyable for you?

(Implications for Research) Given the opportunity, do you think you would talk about the books you are reading with your friends?

-Why or Why not?

Directions:

That's all the questions I have for you today.

Is there anything else you would like to add that would give me a better idea about your reading habits?

Thank you for talking with me today about your reading.

Appendix C

Phase I Level I Data Tables

Exploratory Procedure (Saldana pg. 63 & 141) - Using multiple coding techniques in various ways to “see what happens” or comes up

Level One Coding:

Open Coding- Looking for themes (Saldana, pg. 100)

In Vivo- Using the words of the interviewees to maintain integrity (Saldana, pg. 91)

Transition from Initial to Level Two Coding:

Code Landscaping- Integrating textual and visual methods (color coding) of the most frequently seen ‘tags’ or commonly seen words/phrases (Saldana, pg. 199)

Level Two Coding:

Focused/Axial Coding- Searches for the most frequent or significant codes to create salient categories (pg. 213) and strategically reassemble data to determine what is more or less important based on frequency of tags (pg. 218)

Level Three/Final Coding:

Theoretical Coding- Follows in Grounded Theory- begins with finding the primary theme of the research that links all coding rounds to this primary theme; the “‘greatest explanatory relevance’ for phenomenon” (pgs. 223-224)

Directions for each Round

Initial Coding (Open and In Vivo Coding):

The initial coding process uses the words from the students' transcriptions (In Vivo coding). The researcher created a table for each question and recorded the students' responses. Next, the researcher looked through students' responses for each question for themes within the students' words (Open coding) and created general themes.

Transition from Initial to Level Two Coding:

The researcher color coded similar student responses and created a theme. Color coding also helped the researcher to look across all questions and see what recurring themes continuously showed throughout (Code Landscaping).

Level Two Coding:

After all general themes have been created and color coded, the researcher will create salient categories which will later form the questions of the survey (Focused Coding). The researcher will then rearrange the themes within each category (Axial Coding) to create the questions for the survey.

Level Three Coding:

Because the primary theme of this research was motivation to read, all other coding rounds, themes, and codes also revolve around the primary theme of motivation (Theoretical Coding).

| Question 1: Do you enjoy reading and why? | |
|---|--|
| S1 | Yes; Imagine yourself as somebody else |
| S2 | Yes; Go to another magical place |
| S3 | Yes; When I get into a good series that I like |
| S4 | Yes |
| S5 | It depends on the book |
| S6 | No; Rather watch a movie. Mom says I haven't found the right book yet |
| S7 | Yes, very much; [I love] the mystery, there's always the cliffhanger |
| S8 | Yeah; Not exactly stressful, more enjoyable than other stuff like school, [I can] get into something (*learn new things) |
| S9 | Mmhmm; It's quiet and calming and I get to do it with my friends so that makes it more fun |

| | |
|---------------------------|---|
| S10 | Yes; When I was little, I loved to read, come home and fall asleep reading. [However, recently] I've lost my ability to read [because of] homework and chores. I still read, it's not like I don't read |
| S11 | Yes; It puts you in the characters point of view |
| S12 | Not really; It's just not fun, I'd rather be outside playing ball |
| S13 | A lot; Takes me out of my world and takes me to a different one that I might enjoy better |
| S14 | It depends on the book, something I can't put down |
| S15 | Yes; But it depends on what book I like to read |
| S16 | Yes; Interesting to read from different authors. [I'm interested in] other things, depending what they are, but I still like to read |
| S17 | Yes; It's entertaining, it's good to do |
| S18 | Yes; When I'm at home, I can escape my younger siblings |
| S19 | Some books, shorter books, more action |
| S20 | Yes; It's almost like a movie. Like a picture, you can make the scenes in your head. |
| S21 | Yes; It lets me explore and I can just think of whatever I want to when I read |
| S22 | It depends; I like being able to visualize what [I'm] reading. Not graphic novels, just some visuals helps me to visualize the setting better. |
| S23 | Depends on what I'm reading; If I'm forced to read. I don't like to read, but if I have the time, I'll read. Don't like being forced to read |
| S24 | It depends, but mostly; If I'm not really into the subject, I might not like it, But if it's something I know/interested in, it would be better to read. |
| S25 | Yeah; I do it whenever I have free time, every other day |
| S26 | Yes; [but used to not like it because of a bad bullying experience] |
| S27 | Yes; It's fun and it's fun to predict and see in your head what's happening |
| S28 | I don't like reading the books where there's no pictures. If I sit and read for an hour and keep on reading and reading, you get kind of bored. |
| S29 | Yes; I like how you can go in the book and just go wherever you want and read about it |
| S30 | Depends on the book |
| Round One: Open Coding | Escaping into another world (7); Depends on the book if it appeals to the student or not (7); Reading is boring (4); Visualize in your head (3); No time- but still enjoy it (2) |

| Question 2: What kinds of books do you enjoy reading? | |
|---|--|
| S1 | Wonder- other points of views (series), mystery- 'Famous Last Words', scary |
| S2 | series- Nerds, Animals, doesn't like depressing books |
| S3 | Percy Jackson; Ashes Like Fire; Fire Like Ice- series books |
| S4 | Harry Potter |
| S5 | drawing books |
| S6 | |
| S7 | biographies, mysteries, Harry Potter, Hardy Boys, Trixie Belton |
| S8 | anything fantasy, but not non-fiction |
| S9 | History |
| S10 | series- Ghosts, drama |
| S11 | Divergent series, Queen of Kentucky, - [likes series books because it] follows a pattern |
| S12 | Diary of a Wimpy kid |
| S13 | Inheritance series, Aragon, graphic novels, classics |

| | |
|---------------------------|---|
| S14 | Wonder, does not like non-fiction |
| S15 | mystery, fiction |
| S16 | Harry Potter, Percy Jackson, Hunger Games, Divergent, Twilight. Mostly likes the 'big' [popular] series. |
| S17 | Harry Potter, 39 Clues, fantasy, mystery. I like series books because it's not just one book you can read once and it's over. [Keeps going]. |
| S18 | sci-fi, fiction, Selection series. It's not really a specific genre, I'll just pick up a book and decide to read it. |
| S19 | action, pretty much any kind of sports I play, Tim Tebow, football, basketball, soccer |
| S20 | Hunger Games, Divergent |
| S21 | adventure books, Grimm stories. I prefer individual books over series books. |
| S22 | Percy Jackson, Harry Potter. I really enjoy series books that have a lot of information in them- you're done with one book, you're not done with the whole story. |
| S23 | I like series books because I think they're more interesting. I anticipate the next book. The Selection series. |
| S24 | Diary of a Wimpy Kid, Harry Potter, series books |
| S25 | Wonder, A Dog's Purpose, "fun books" |
| S26 | Harry Potter, Bones, Dork Diaries. I read with my younger sister before bed. |
| S27 | Historical fiction, Hunger Games. I've read every single Harry Potter book 3 times- it really depends on what the book is. |
| S28 | I like some books- comic books, books with pictures, not into realistic, I'm into comedy |
| S29 | fiction books, fantasy, fairy tales. I read a bunch of random novels that I find at the library. The House of Butterfly Hill. I like different stories from different authors, they're really good books. |
| S30 | Really like horror books, science fiction. [Do not enjoy] informational books. Silver Eyes- this sounds really geeky, but it's a book about a video game. |
| Round One: Open Coding | Popular series- HP (8), Percy Jackson (3), Divergent (3), Hunger Games (3) (15); Series books (generic) (12); fiction/fantasy/drama (8); Does not enjoy non-fiction (4); Graphics (2) |

| Question 3: Do you get to read in school? What and When? | |
|--|---|
| S1 | For directed research, 30 minutes every day. |
| S2 | Not really, sometimes in the library or after school. |
| S3 | Yeah, when I finish my work. |
| S4 | Read before school- the current class book, Wonder. |
| S5 | When we have free time. |
| S6 | Sometimes I do when I finish something early. |
| S7 | Yes- time after tests or after lunch. |
| S8 | When I have free time. Pretty often. |
| S9 | Kind of, not really. I work on other work. |
| S10 | Yes- on the tablet. 50/50 of the time is spent reading or playing games. |
| S11 | Yes- during study hall. |
| S12 | If I bring it [my book] to school and read it during free time. Started reading the Diary of a Wimpy Kid series in 5 th grade. |
| S13 | I do get to, during some [allotted] time in class. |

| | |
|---------------------------|--|
| S14 | Not really. |
| S15 | We really don't have a time set aside to read. When I get finished, I read my book. |
| S16 | Yes, once we finish stuff, we're allowed to read. |
| S17 | Yeah. |
| S18 | Yes, I get to school early and read in the library. |
| S19 | Directed research. We have book reports sometimes. We have to read the books and do reports on them. |
| S20 | Yes. |
| S21 | Yes, if you have free time, she'll [the teacher] will let you read. |
| S22 | Not as much as I'd like to. Mostly in school, we read books- the required books aren't that great. You have to read them very in depth and that's not fun [be]cause we usually have quizzes. Don't have the right motivation. |
| S23 | Yes, we usually get some free time but everyone plays on their tablets so its loud and I can't read that much. |
| S24 | Sometimes, some classes we get time to read books and sometimes we don't when were done with our work. |
| S25 | |
| S26 | Yeah. Fish in a Tree. When this kid that I sit next to on the bus, when he's not on, I scoot next to the window and I'll read. |
| S27 | If I put them [library books] in my book bag. In ELA when I finish my work, and in the mornings. |
| S28 | I haven't found a new series [that I like]. I don't have time to go to the library. I haven't really found a book that's really interesting. |
| S29 | Yes. When I finish tests and stuff. |
| S30 | During class, only when you have extra time or when you finish early. Too many times [I have read required books in class that I did not enjoy]. I cannot remember the title from 5 th grade but two students actually fell asleep in class. It was honestly boring, not fun and not enjoyable. |
| Round One: Open Coding | No 'set' time during ELA class (24); Yes (15); Sometimes (9); Not Really (3) |

| | |
|---|--|
| Question 4: Do you read outside of school? How often? What kinds of books do you read outside of school? | |
| S1 | A lot, my mom's a teacher so I have a lot of access to books. |
| S2 | It depends on where I am. |
| S3 | [Yes] I read 10 minutes before bed every day. [We] are required to read 100 minutes for 2 weeks. |
| S4 | Every day. [I read] fantasy and Sci FI. |
| S5 | Not much – 100 minutes over 2 weeks. |
| S6 | Every night if I want to. I have to read for my reading log, 100 minutes, we are required to do it. |
| S7 | I usually read a lot. |
| S8 | A lot, whenever I want to. I do it for fun. |
| S9 | Not very often. My mom puts things away (excuse that we can't read outside of school because we can't have books/clutter out). Every other week or so. |

| | |
|---------------------------|--|
| S10 | Anytime I want, I choose to. I won't [read] if there's limited time to avoid getting into a good part and have to stop. I re-read to refresh my mind. |
| S11 | I read 10-15 minutes every day. I have to for my reading log. |
| S12 | I have the opportunity, but I choose not to. My mom is my [ELA] teacher, so I have to read 100 minutes in 2 weeks. |
| S13 | [I read] 30-45 minutes every night before I go to bed. I choose to read. |
| S14 | Not much really (student claims to like reading, but then doesn't do it). [I read] 1-2 days per week, but I haven't found a good series that I like. |
| S15 | I play flag football and archery club after school. Half of the club we shoot; the other half is for homework. When I finish, I can read. It kind of depends. (Lots of afterschool activities to have time to read) |
| S16 | When I'm not playing sports, I usually go home, sit on the couch, and read for a little bit. I choose to do this. |
| S17 | Anytime I want to. When I go home, I have lots of free time. I choose to read outside of school. |
| S18 | Every other day, I'm a little bit of both [required to read] and [not required to read]. I read the news outside of school sometimes. |
| S19 | Mom and dad make me read a lot, maybe 3-4 times a week. I don't choose to read outside of school. |
| S20 | Once a day or every other day. |
| S21 | Almost every night before I go to bed – a few chapters. |
| S22 | Usually read before I go to bed, that's my main reading time every night. I choose to read. |
| S23 | Yes, I read just about every day for an hour, then go outside to read if it's a nice day. |
| S24 | Almost every day. I choose to do it. I'm not reading anything right now. Just Wonder in school. |
| S25 | |
| S26 | Sometimes on the morning/afternoon bus and when I'm finished with all my homework. Sometimes every day. |
| S27 | Yeah, normally right before I go to bed and sometimes in the car. I read every day except on the weekends, for about 30-45 minutes. I have a reading log but can read any book we want. 100 minutes every two weeks for Directed Research class. |
| S28 | I read on my phone, I really don't go to the library. [I read] Instagram documentaries, comments, and quotes. I choose to do this. Right now, I have to read a lot for sports. |
| S29 | Yes. I still do it because I like reading, but I do some [of my reading] for the reading log. I read every day at night. |
| S30 | Fairly often. When I'm not playing sports, I'm usually reading. |
| Round One: Open Coding | Yes, choose to (19); Yes, required to (9); Not really/not much (4); Limited time outside of school (4); No (1) |

| | |
|---|---|
| Question 5: Do you think you are a good reader? Why? | |
| S1 | A good reader. I can read some of my brother's college level books. |
| S2 | I read a lot. I like to believe I'm a good reader. |
| S3 | Yes and no. [I'm in] academic support. I can read, I'm just a very slow reader. Dyslexic. |
| S4 | Pretty good reader. Parents are English teachers, [so I've] grown up reading. |

| | |
|---------------------------|--|
| S5 | A little bit [good]. Because my sisters bug me at home (excuse for not being a good reader). |
| S6 | Yes. I'm a good reader in my head, just not out loud. |
| S7 | I think I am. I can understand some different books that are harder. |
| S8 | Yes. Reading is very easy and simple to understand. I can easily find the meaning [to vocabulary words]. |
| S9 | In my head, yeah. But not out loud. I lose my place. |
| S10 | Yes. But when I read out loud, I stutter and get caught up. If I read silently, then I'm a good reader. |
| S11 | Yeah. I read fast and I get into it [the story]. |
| S12 | Yeah. I can get [understand] most of the words in different books. |
| S13 | Yes. I can read fast, and understand the words. I prefer to read out of my level to make it grow. |
| S14 | Yeah, when I want to though. |
| S15 | I am a decent reader, I can read fairly quick. |
| S16 | I would consider myself a good reader (student was very apprehensive to affirm this). I used to take the Star reading test in Georgia, I read up to a 12 th grade level. |
| S17 | Yeah, I guess. I read a lot. (Student was a bit apprehensive to affirm this). |
| S18 | Yeah, I wouldn't say I'm the best. I try. |
| S19 | Yes, I think I'm pretty good (student was apprehensive). My [standardized test] scores last year were pretty good and I have an A in this class [ELA]. |
| S20 | I'm not the best, but... (student was apprehensive) I can read it [a book] without stopping and looking to figure out the word. |
| S21 | I think so, my reading level was pretty high when I was in 2 nd grade. |
| S22 | I would say so (student was apprehensive). I read a lot. |
| S23 | I feel like I'm a good reader in my head, and I can comprehend everything (student was apprehensive), [but, I'm] not as good reading out loud. |
| S24 | I would say so. I did really good in my elementary (leveled) tests. |
| S25 | Pretty good, I get used to the book right away, and I know what's happening, and I don't forget it. |
| S26 | I'm in the middle [of being a good and bad reader], sort of. It depends on who I'm being compared to. There are other people that I know that are better than me, and some in the same grade level that I am, and some that I'm better than. |
| S27 | I would say [yes] for the most part. If there's a word I don't understand, probably the next few sentences will be about that word, so I'll end up figuring it out. |
| S28 | Yeah. Something I do in class when the teacher is reading – I try to beat her to the next page. It feels like we're in a race. |
| S29 | Yes. I read bigger books, not really smaller books. |
| S30 | Yes. I've really never had a problem with reading. My parents always told me I learned to read a lot earlier than some people. |
| Round One: Open Coding | Yes- vocabulary knowledge (6); Yes- Difficulty of book (6); Yes- duration of reading (5); Yes- pace of reading (4); Not out loud (4); Yes- Test scores (4) |

| Question 6: Do you ever read with anyone else? Out loud or the same book? | |
|---|--|
| S1 | [I read to] my baby brother, but I mostly read by myself. |
| S2 | [I read to] my baby brother, little cousins |
| S3 | Not really. |
| S4 | [I've read an] audiobook on a long trip. |
| S5 | [I read to] my sister because she's legally blind. |
| S6 | No. [I go to a] tutoring place. |
| S7 | Not really. I might share a funny sentence or paragraph to my parents. |
| S8 | Not normally. I read slowly out loud, [plus it's] kind of odd. I'm the youngest in my family, I wouldn't need to read to them. |
| S9 | We'll [friends] sit together and read the same book at the same table [in the library] and take turns or read together. We can't do it anymore, there's no time and teacher's say get your own book. |
| S10 | I used to. I grew out of reading together. |
| S11 | No, I like to read by myself because [I can read at] my own pace. |
| S12 | My friends sometimes. [Either the same book but at different times, or the same book at the same time]. It depends. |
| S13 | No. I like to read alone most of the time. It's more quiet and peaceful. |
| S14 | I read to my younger sisters. |
| S15 | I used to read with my mom before bed. I don't really do that anymore. I don't really get together with friends outside of school, so I don't really read with anyone. |
| S16 | [I read to] my little brother, he's 7 years old, his little baggy books for his class. |
| S17 | I always read by myself. I just prefer to read by myself. |
| S18 | No. I used to read picture books to my little sister. |
| S19 | I normally read by myself if I have to. It's easier to read in my head than out loud. |
| S20 | No. |
| S21 | Not really, if there's certain parts in a book I like, I'll read it them. Not really, I'm either behind someone or ahead, I'm never usually in the same spot [as them]. |
| S22 | No, just by myself. |
| S23 | I read with some friends sometimes if we get bored. |
| S24 | Yes, I read out loud with family members. |
| S25 | [I read with] my mom a few years ago. |
| S26 | When I was younger, I'd read with mom and dad. I like reading with my sisters and brother. Hopefully I'll read to my mom's new baby in September. |
| S27 | Not really. |
| S28 | Not really. When you're at home, you're distracted and middle school friends distract you [at school]. |
| S29 | I used to, but I like going on my own pace. Reading out loud takes a lot longer. |
| S30 | Not usually. I don't actually prefer it [reading with anyone]. I prefer doing reading things by myself. |
| Round One: Open Coding | Still read to family members (7); Read by myself (7); Used to read with others (6); Talking to/reading with others (3); Share/persuade (2) |

| Question 7: Do you read out loud in class? Do you enjoy it? Why or why not? | |
|---|---|
| S1 | Yes. I volunteer to read out loud. Teacher gives the option to read out loud in class |
| S2 | Not a lot. I don't really care [about reading out loud]. |
| S3 | No. I don't want to disturb others. If the teacher calls [on me] then I will. But not by choice. |
| S4 | Volunteer to read out loud. |
| S5 | [I read] book reports. |
| S6 | Not if I don't want to. When it's something short, and I know a lot about it, then I don't mind. |
| S7 | |
| S8 | Only a certain passage. Not really [enjoy it]. I'll volunteer or if the teacher asks. I don't really care. |
| S9 | You can, but I don't do it. |
| S10 | I choose to read at church- scriptures at the podium. |
| S11 | No, I get nervous. |
| S12 | No, I choose not to. I just don't like speaking out loud. Don't like being in front of people, it makes me nervous. |
| S13 | I don't like it but it's not anything I'm against. [It] ruins the state of mind I like having. [It] makes a little hole that can take me back to reality. |
| S14 | Sometimes. I volunteer to [read] to be nice to the teacher. |
| S15 | I don't have to, I volunteer to. I like to do it because I'm a very social person and I like to talk. |
| S16 | Sometimes, like an essay, not usually from a book. I just like to read out loud. |
| S17 | No. |
| S18 | Yes. I always raise my hand if there's an opportunity. |
| S19 | We don't read out loud in class. |
| S20 | No. When I was younger, I did and enjoyed it, sort of. |
| S21 | Yeah. She'll [teacher] let us read passages. She'll pick who will read them and I've read them. I like reading out loud and being able to be up in the front and tell someone [a word] and help them understand it. |
| S22 | No, we just read [listen] to it [Wonder, the class book]. |
| S23 | Sometimes we're reading in Social Studies from the textbook. I usually don't read too much in class. 6 th graders are kind of judgey, so if you mess up, they'll start laughing at you. |
| S24 | Sometimes. Sometimes I volunteer and sometimes I get called on [to read out loud]. It's fun and there's nothing bad about it [reading out loud]. |
| S25 | I like reading out loud. I like letting people know the facts, like what the book is about. I just like talking to people. |
| S26 | Sometimes I do, or I try to help my little sister read. Sometimes in other classes, I'll read few sentences or a paragraph. Sometimes I'll volunteer, not a lot, especially in front of other people. |
| S27 | Most of the time, they [the teachers] call on people, but sometimes in 2 nd and 1 st grade, they'd ask and I'd volunteer [to read out loud]. |
| S28 | Yeah. I raise my hand cause I like reading out loud. I don't know, I feel like everyone can hear me. When I hear myself reading, I can imagine what's happening in my mind. I think I sound smarter. |
| S29 | Sometimes when teachers ask me, [but they know I] don't like reading in groups. I can, but I don't like talking. If I mess up, it's scary. |

| | |
|---------------------------|---|
| S30 | Not this year, but I have had to [read out loud] in other years. We got into small groups and read, so it wasn't that bad, but didn't like it . I don't like big groups and being the center of attention. |
| Round One: Open Coding | Volunteer to read out loud- I like it, confidence (15); No, don't like it- embarrassed (7) |

| Question 8: Do you talk about the books you read with anyone? Who? | |
|---|--|
| S1 | [I talk with] my older brother in college about homework and tests. I don't really talk to my mom. |
| S2 | [I talk with] my mom about the book or for an essay for assigned reading. |
| S3 | |
| S4 | |
| S5 | Directed research- [I'll talk to my] teacher voluntarily . |
| S6 | My mom, I'll tell her what's going on in the book . I would volunteer if I remembered. |
| S7 | Sometimes, usually we're [my mom] are on a different book . Sometimes I'll share a summary . |
| S8 | Yes, sometimes in ELA. We talk about Wonder. |
| S9 | Not that often. When they [parents] ask, not willingly. |
| S10 | Not really, I don't think they would care since they haven't read it. |
| S11 | No. It never really crossed my mind. |
| S12 | My mom, some friends, not really anyone else. |
| S13 | Yes. My friends, if it's a good enough book, I'll try and get them to read it . [Sometimes] my parents, but not a lot. |
| S14 | Yeah, if I want them to read it . |
| S15 | I shared this dirt bike book with my dad because he rides too. |
| S16 | I was reading Twilight and I would ask my mom about things I don't understand since she's already read it. |
| S17 | No. Sometimes my parents will ask me what books I'm reading . |
| S18 | |
| S19 | Not really, I just read them [books] and put them back on my bookshelf. |
| S20 | Usually my mom has read a book before me, so I'll talk about it with her . |
| S21 | Sometimes, I'll tell my mom, but that's pretty much it. Sometimes I'll say 'I'm reading this' and we'll talk about what part I'm at , how they [and I] liked it and stuff. [I'll do this with my] friends and sometimes my family. |
| S22 | Yes, but not a discussion- just a conversation [about the book] with friends. |
| S23 | |
| S24 | Yes, in 4 th and 5 th grade, we [my friends] talked about this book we were reading in class outside of school. |
| S25 | Usually I read books by myself and I talk to myself about it (predicting and inferring). I'll tell my mom how it [a book- A Dogs Purpose] is , how it's a good and sad book at the same time. |
| S26 | Most of the time I'll talk to my stepmom, we're really close. |
| S27 | My mom is starting to read Harry Potter, so we talk about it sometimes . Just about what happened, who the characters are. Sometimes, I'll ask her what point she's at . |

| | |
|---------------------------|---|
| S28 | (Used to share the Bones series). I'd read it, I'd share it with people, then I'd read it almost every day. It was funny and had pictures. If there's no pictures, then you're just sitting looking at words; and they get mixed together, and you get confused. It's boring. |
| S29 | My friends like to read too. After lunch, we go to the library and talk about the books we've read. |
| S30 | Yes, with my friends and with my parents a little bit. With my parents, I talk about what I'm going to get [to read] and when they're students [peers], I talk about how the book was. |
| Round One: Open Coding | Yes- casual conversations (13); Yes- share parts/persuade (11) |

| Question 9: Do your friends enjoy reading? How do you think they feel this way? | |
|---|---|
| S1 | They don't really read that much. It's not that interesting to them. |
| S2 | Yes, I see them in the library reading. |
| S3 | [If they have to] choose between a book and game, they'd choose the game. But if they were getting into the book, [they would choose the] book. |
| S4 | [They] enjoy it because they started the recommending thing. I've read plenty of amazing books recommended by them. |
| S5 | [I'm] not really sure. Except one of them, they're reading the Harry Potter series. |
| S6 | I don't think [they] like reading either. T.V and movies are just more fun. |
| S7 | One [friend] really likes it – has a bigger book shelf than me. |
| S8 | They like it a lot. They pull out a book instead of a device. They've suggested books to me and I've recommended books to them. |
| S9 | Most of them do. One friend is a book worm, she writes stories about the things she's read. |
| S10 | Some of them don't read at all and some of them do. |
| S11 | Yes. When everyone is reading books in class, everyone is really quiet. |
| S12 | Yeah, they read a good bit too. |
| S13 | They enjoy it, most of them do for the same reasons as me. |
| S14 | Not as much. [I can tell because] they don't have a book in front of them [often]. |
| S15 | 50% of them do. The other half don't because they're super, hardcore into sports. They're typical middle school boys. |
| S16 | Most do, some don't. The ones who do like reading, they like reading for the same reasons as me. The ones who don't like reading, it takes time and it could be boring [to them]. |
| S17 | Yeah. They've told me [they like books] multiple times. They share books they enjoy. |
| S18 | My friends like it just as much as me. I see the books they're reading, they read the news. |
| S19 | I don't think they like reading as much. Most of them are athletes like me, so they go outside and play more [than read]. |
| S20 | Most of them enjoy reading. They inspired me to read these books. |
| S21 | One of my friend's likes it [to read] and another one wouldn't choose to read. She finds it boring, the other friend makes a movie in her mind. |
| S22 | I think so. They read a lot. |
| S23 | They enjoy it because we're all reading the same series. |

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| S24 | They enjoy it a lot. They read a lot of books. A few of my friends don't [like reading]. They think it's not that interesting. |
| S25 | Two of my friends are in love with reading and some of my friends just pass on it. [Friends who don't like reading] like communicating and texting on their phones rather than reading a book. [Friends who do like reading] like how there's no pictures in Harry Potter so they can see it in their mind by themselves. |
| S26 | One friend loves to read but can't read in class or only when other people are finishing up their tests. [Those friends who don't enjoy reading] focus on other things like their hair and looks. |
| S27 | I know some kids in 6 th grade who really do enjoy reading. They don't hate it, but they won't sit down and read when there's a video game or something. |
| S28 | Some of them really don't [like reading], they say it's really boring. In class, they say they're going to read, but they're really not reading, they're just looking at the page. I guess they get confused like me and get bored. |
| S29 | |
| S30 | I'm kind of in the middle, there's a couple of friends that do and a couple of friends that don't [enjoy reading]. [The ones that do enjoy reading] has a big shelf of books in his room and they all have book marks at the end of the book. [The ones that don't enjoy reading] don't enjoy ELA class and they just never liked reading in general. They never really gave a reason why, they just didn't like it. |
| Round One: Open Coding | Yes- reading role model (13); No- rather do other things (8); No- boring (5); Yes- recommendations (3) |

| Question 10: Do you ever talk about the books you are reading with your friends? Why or why not? | |
|--|--|
| S1 | I don't really talk to my friends about the things I read. |
| S2 | Sometimes. If my friends bought the same book, we'd most likely talk about it afterwards. |
| S3 | Not really, they want to go play, run around, or be on gaming consoles all day. Not really, unless it's the whole class reading the same book. |
| S4 | [If] I finish a book and like it, I'll recommend it to everyone else- in class. |
| S5 | I share drawings with my mom, dad, and sometimes friends through texts. |
| S6 | No. |
| S7 | Mostly in the library or at lunch. |
| S8 | Sometimes my friends and I debate our different opinions on a part. I've suggested a book- it had a slow start but it got good and he [friend] agreed with me. |
| S9 | |
| S10 | Yes. It helps us become better readers and talkers. |
| S11 | Not really. |
| S12 | Yeah, I tell them details about it [the book]. |
| S13 | [Yes]. I try to persuade them [to read the book I'm reading]. |
| S14 | Sometimes. |
| S15 | I'll show friends funny parts of books. |
| S16 | I read the Fault in Our Stars, then forced my friend to read it because I thought it was so good, then we talked about it. I liked it, I would get excited and ask what part she was on. |

| | |
|---------------------------|---|
| S17 | Sometimes- one of my friends really prompted me to read a certain book – Aragon. |
| S18 | Yeah, if something strange or catastrophic happens, I'll tell her and we'll discuss it. |
| S19 | No, I haven't brought up a conversation about my book stuff before. |
| S20 | Not usually, we talk about other things. |
| S21 | |
| S22 | No. |
| S23 | Yes, my friends [and I] talk about the Selection Series (book series student enjoys) a lot. We talk about the love story [in the book]. |
| S24 | Yeah, I would persuade them to read [a book I had already read]. |
| S25 | Sometimes, we would talk about different things that we pictured [when we read the same book]. |
| S26 | |
| S27 | Not really. I might [suggest books they] might like. Sometimes, [we'll] read a book and have discussions and even have discussions before reading the book. |
| S28 | Yeah, I would (the Bones series). |
| S29 | [Yeah]. They tell me some of the books they've read and then I'll try them out. |
| S30 | |
| Round One: Open Coding | Suggest books (8); Not really/Sometimes (7); Share parts (5); No (4) |

| | |
|--|--|
| Question 11: Do you ever have the chance to talk about the books you are reading with your friends in class? (TIME) | |
| S15 | Not much [open discussion] in class. The teachers don't like us talking. |
| S16 | Mostly in school, we only have a little bit of time outside of school [to talk to friends about reading]. It was a mixture of both. |
| S17 | Yeah. I just don't usually take it [the chance to talk about the books I'm reading with my friends in class]. I typically just read to myself and keep it to myself. |
| S18 | Not really. |
| S19 | |
| S20 | |
| S21 | We don't all get to [talk]. The teacher shares books, but there's no discussion. |
| S22 | |
| S23 | |
| S24 | We usually have time before class, before the bell rings. |
| S25 | |
| S26 | |
| S27 | |
| S28 | |
| S29 | |
| S30 | I talk to them [my friends] at their house and in class when there's extra time. |
| Round One: Open Coding | No-time in class (3); Yes-time in class (3); Limited time outside of school (2) |

| Question 12: What would make reading class more enjoyable for you? | |
|--|--|
| S1 | [Choice] |
| S2 | |
| S3 | [If we have a] comfy place to read. |
| S4 | I'd like a picture every once in a while [in the book]. |
| S5 | Less distractions in class. |
| S6 | Pictures in chapter books, Disney princesses, reading time in class, and [if the teacher] would give more [book] recommendations. |
| S7 | Get a little bit of class time to read our books. |
| S8 | Not having to do an assignment on it. |
| S9 | If I could read with my friends. |
| S10 | More decorations in class. It would make me happier and help me want to read more. |
| S11 | If it was easier to find the right book. The hardest thing about reading is getting into it. |
| S12 | If I found some book series. |
| S13 | I can't think of anything (likes reading too much already). |
| S14 | [Choice] would probably help. |
| S15 | If teachers gave us more time to read in class. All we do [is] papers and work and work. |
| S16 | Finding another really good series that I like. To just hear about books or recommendations from family. |
| S17 | More quiet spaces to read. |
| S18 | [If we had] book groups- they could talk about books and each present a project that they made about the book. |
| S19 | If we could read more sports books because that's what I love. |
| S20 | I don't know. |
| S21 | [If we could] read our own books in school and fully understand them. |
| S22 | [If we could] choose the books you wanted to read, maybe just one general quiz at the end to make sure we read it or not. [If we could] choose any book we wanted, but we had to read a book. Maybe 100-300 pages. |
| S23 | We have reading logs and we have to get it done or it affects our grade. I don't like being forced to read. |
| S24 | Discussing the books [in class]. |
| S25 | I like a quiet place for reading. Hard words could be switched to words that I understand. |
| S26 | When I can compare my thoughts on a book to someone else's thoughts on a book. |
| S27 | Let students take the books home and let them read it. Either have more time in class [to read] or let them take the book home or download it on our tablets. |
| S28 | [Books with more pictures, less words]. |
| S29 | [If we] have a different class where it's just for reading and you talk about it. Encourage kids to read more often than just doing it for homework. |
| S30 | Not being forced to read at a certain time, or a certain amount [of pages], or get to a certain place at a certain time. |
| Round One: Open Coding | [Choice (8); Talking to/reading with others (5); Quiet, comfy places (4); Time in class (4); Recommendations (4); No forced time/assignments (3) |

| Question 13: Given the opportunity, do you think you would talk about the things you are reading with your friends? Why or why not? | |
|--|--|
| S1 | Yeah, if they liked reading [also] . |
| S2 | Yeah, I like to tell people the stories I'm reading. |
| S3 | Probably. Tell your friends what you read so they would know what you read. |
| S4 | I would definitely do it. |
| S5 | It depends on how [my friends] are . (If they would like it or not). |
| S6 | I guess. |
| S7 | [That's] kind of interesting, kind of cool. I don't know how many 6 th graders would do that- they don't see, like readers. |
| S8 | Probably yeah, to see others perspectives , balance it out so you understand it more thoroughly. |
| S9 | Partner reading, read together . I wish they would let that happen more often. |
| S10 | Yes. It helps us become better readers and talkers . |
| S11 | Yeah. I would be okay with sharing but I wouldn't want to start. Everyone else must participate . |
| S12 | Maybe. I don't know. |
| S13 | Yeah, it would be a fun time to read books. |
| S14 | Yes. To hear their opinion on it [a book] and see what we do and don't like. Just to see if I wanted to read it [another book] and see if they like it [the book I'm reading] . |
| S15 | Yeah. We would if we had the chance. [It would be fun] to interact with each other better than just sitting there. Last year, we had discussions in class and they were really fun. |
| S16 | Yes. don't get to see my friends outside of school . Plus, it would be more interesting than listening to a math lesson [teacher-directed instruction]. |
| S17 | Probably not. It's just not what I like to do. |
| S18 | Yes. I just like sharing stuff . [Plus I could] make suggestions of books [for others to read]. |
| S19 | if they [the books] were interesting , I would. But if they weren't, I wouldn't. |
| S20 | Yeah- to know what other people are thinking . |
| S21 | Yeah. [It could] help other people see what kids like , help start conversations and try books . |
| S22 | Yes, I would take another person's perspective of the book , and I could get more into the book. |
| S23 | Yes, it lets your mind get off the reading and just be able to talk and understand it [the book] better . |
| S24 | Yes. We can talk about books, share books , and find more books [to eventually read]. |
| S25 | Yeah. I would take the opportunity to persuade them [classmates] to start reading a book because it is really good. |
| S26 | Yeah, maybe. So I can get new ideas of books [to read]. |
| S27 | I don't know, it depends on the person . If they're a person who really only cares about sports or video games and never reads, then not really [I wouldn't want to talk to them about the books I've read]. But [if they are] a person who enjoys reading, then I might talk to them about it. If they're not even going to listen, then why even bother telling them? |
| S28 | Yeah. If I share the best book, you can get other people interested in them . Then the whole school would start reading. |
| S29 | Yeah. That would be fun cause we never really get the chance to talk about books during class. |

| | |
|---------------------------|---|
| S30 | It does depend, but I probably would [enjoy talking with other students about my reading]. [It depends on] how big the group is and what the book is. |
| Round One: Open Coding | Share/persuade (8); Interact with peers (7); Yes, but it depends on my peers attitude toward reading (5); See other's perspectives (4); Find new books (3); Depends on the book (2) |

| | |
|---|--|
| Question 14: What is something you wish your reading teacher knew about your reading habits? | |
| S19: | I'd rather read with my friends than just [by myself]. We could discuss things during the book. |
| S20 | |
| S21 | |
| S22 | |
| S23 | |
| S24 | If kids are interested in reading, they aren't forced to read as much as people who want to read a lot. (?) |
| S25 | Take some time in class to let students talk about their books so we could persuade them to read it. Then maybe read the book for the whole class. |
| S26 | I don't know. |
| S27 | |
| S28 | |
| S29 | We don't get to read. |
| S30: | |
| S30: | I wish teachers would learn that some people go [read] at difference speeds. I'm a somewhat fast reader whereas I have friends who are slower readers but enjoy reading. |
| Round One: Open Coding | Talking to/reading with others (2); Time in class (2); No forced time/assignments (2) |

| | |
|--|---|
| Miscellaneous | |
| S3: Book Recommendations | If the summary gets me into it, then yeah, I'll read it. |
| S6: Good reader? | I'll mess up the words, I'll read slower [out loud] than I am in my head. |
| S7: Enjoy whole-class books? | Sometimes, I read really fast. (Would have to wait for others) |
| S7: What did you think about Accelerated Reader? | I didn't like how you could only read within levels and stopping reading to have to take a test. |
| S7: Talk about the books you are reading in class? | [In class] it feels forced (forced socialization). |
| S7: Reading habits? | I used to hate reading. I would try to move up levels, be competitive. I got into A-Z mysteries and started exploring. Choice is important. |
| S8: Why would someone not enjoy reading? | Distracted by other things. Rather do something else instead of reading. |
| S10: Read outside at home? | When I go to bed, I'm going to sleep. It's been a long day and I have extra classes. |

| | |
|--|--|
| S11: What would make reading class better? | I wish we weren't forced to do the reading log. |
| S13: Reading habits? | I'm one of those kids who just enjoys reading- I do read a lot. |
| S14: What makes reading not fun? | When they're [teachers] pushing us to have it [the book] done by a certain day. [No choice]. |
| S15: What would make reading class better? | If teachers gave more time and a wider variety [of books/choices], more kids would read. |
| S16: Why series books? | Before I found a series, I just kept re-reading [the same books]. But now, it gives me something to read that I haven't already read. It's not like one book that just stops, you get to learn more about the characters and the plot as you keep going. |
| S19: Why short books? | They're easier to read than the long ones [books] and it takes more time to read the longer ones. |
| S19: What would you rather do instead of read? | Play basketball or something active, but only if I could go outside. [If I couldn't], I probably would read some. |
| S24: Would you enjoy reading series books? | Maybe. |
| S25: Why don't you enjoy reading with anyone else? | Whenever I read by myself, I get more pictures in my head than if someone else was reading it to me. |
| S25: What would make reading class better | If teachers gave more opportunities to be exposed to more/new books. |
| S28: What would make reading class better? | We used to read with Kindergarten students [in elementary school]. Now there's nobody to read with and you don't communicate with anyone except the book. [I wish we could] have a conversation about the book. Put more focus on the kids [students] than other things in class while we're reading. Come around and ask questions so we'll focus more on the book and try to find answers. Then we'll actually be reading. |
| S30: What would make reading not enjoyable? | [Reading would not be enjoyable] to have to sit and read at a certain place at a certain time. |
| S30: Books in class you did not enjoy? | Too many times. I cannot remember the title from 5 th grade, but two students fell asleep. It was honestly boring, not fun and not enjoyable. |
| Round One: Open Coding | No forced time/assignments (6); Choice (6); Limited time outside of school (3); Recommendations (2); Talking to/reading with others (1) |

Appendix D

Middle Grades Motivation to Read Profile



Middle Grades Motivation to Read Profile

Student Assent

Purpose:

The following questions are about your reading habits.

There are *no* right or wrong answers. I just want to know what *you* think.

Think about each question, and then give your most honest answer.

Participation:

Your participation is voluntary.

You are free to stop participating in this study at any time.

If you choose to stop participating in this study, it will not affect your grade and you will not be punished.

Confidentiality:

Your answers to these survey questions are anonymous and confidential. No personal, identifying information will be collected from you.

Questions:

You can ask questions at any time. You can ask them now. You can ask them later. You can talk to me or you can talk to someone else at any time during the survey.

If you agree to participate in this survey, please continue on to the next set of questions below:

Demographic Data

These first few questions help us know who you are. Please indicate what grade you are in, your gender, what state you live in, what school you go to, and your English/Reading teacher's last name.

1. What grade are you in?
 - 6th Grade
 - 7th Grade
 - 8th Grade

2. Are you a...?
 - Boy
 - Girl
 - I choose not to answer

3. What state do you live in? _____

4. What school do you go to? _____

5. What is your English/Reading teacher's last name? _____

Sounds Like Me

The following questions are statements that may or may not sound like you. Read through the statements and select the response that you think best represents your opinion of yourself.

1. I choose reading over other activities. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. I have trouble figuring out new words. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Talking about books helps me to understand them better. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. I think reading is boring. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. I like to talk about the things I read with my friends. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6. If a book seems too difficult to read, I won't try to read it. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. I wish we had more time for **independent** reading in school. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. I don't have time to read outside of school. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. The assignments we do with books help me to think more deeply about them. **This sounds:**

| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. I would enjoy the book more if there were no assignments. **This sounds:**

| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. I enjoy hearing my classmates' perspectives on the things they read. **This sounds:**

| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. I have been taught how to discuss books in groups. **This sounds:**

| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. Others will judge what I say when I talk about books. **This sounds:**

| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. Others will judge me **if** I talk about books. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. I enjoy persuading others to read what I am reading. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. I enjoy reading with my friends. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. I would talk about the books I read if my friends would talk about the books they read too. **This sounds:**

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Nothing like me | Somewhat like me | I have no opinion | Like me | Very much like me |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Multiple Choice

The following questions are multiple choice. Please read them carefully and select the answer the best describes you and your reading habits.

18. *Select the response that best describes you and your reading habits.*

- I'm not a good reader and I don't enjoy reading.
- Even though I'm a good reader, I don't enjoy reading.
- Even though I'm not a good reader, I enjoy reading.
- I'm a good reader and I enjoy reading.

19. *Select the response that best describes you and your reading habits.*

- I'm good at reading out loud and I enjoy doing it.
- Even though I am not good at reading out loud, I enjoy doing it.
- Even though I am good at reading out loud, I do not enjoy doing it.
- I am not good at reading out loud and I do not enjoy doing it.

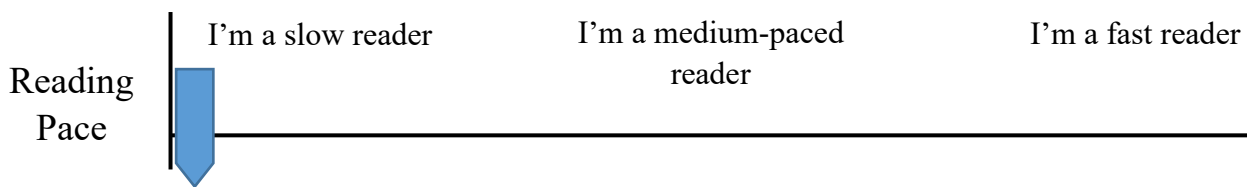
20. *Select the response that best describes you and your reading habits.*

- My friends do not tell me about the things they read and I do not share book recommendations with them.
 - Even though my friends tell me about the things they read, I do not share book recommendations with them.
 - Even though I share book recommendations with my friends, they do not tell me about the things they read.
 - My friends tell me about the things they read and I share my book recommendations with them.
-

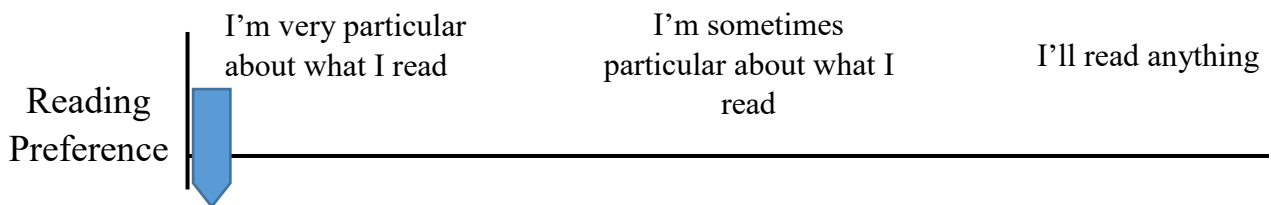
Continuum

The following questions are located on a continuum bar. Move the slider to where you believe best describes you and your reading habits.

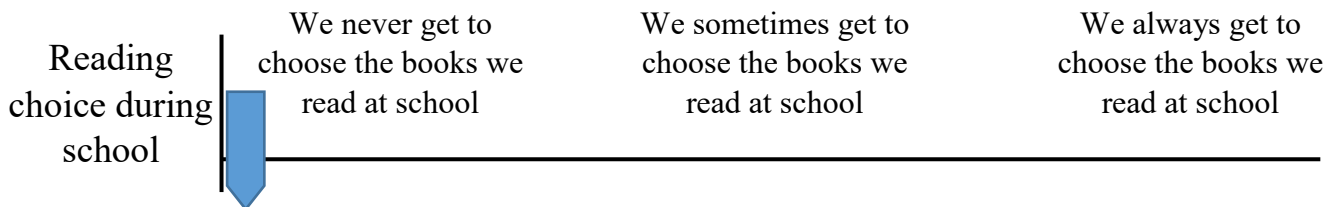
21. *Move the slider to where it best describes you and your reading habits.*



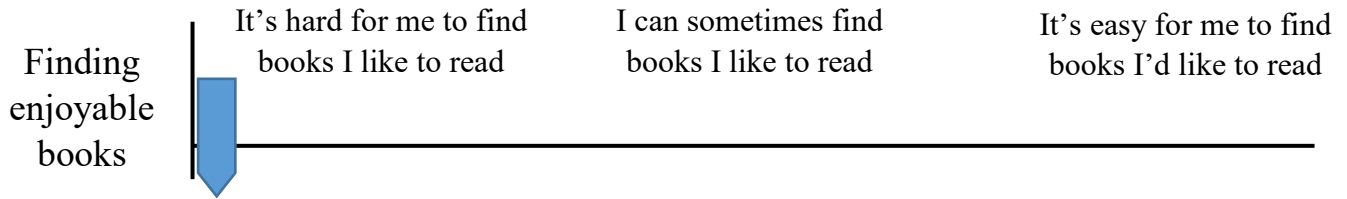
22. *Move the slider to where it best describes you and your reading habits.*



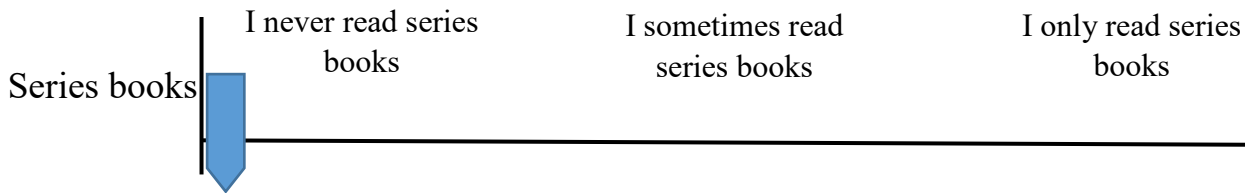
23. *Move the slider to where it best describes you and your reading habits.*



24. *Move the slider to where it best describes you and your reading habits.*



25. *Move the slider to where it best describes you and your reading habits.*



You have reached the end of the survey. Thank you for your time spent in consideration of these questions.

Your response has been recorded.

| Item Number | Question Type | Recode? | Total Point Value |
|--------------------|----------------------|----------------|--------------------------|
| 1. | Likert | | 5 |
| 2. | Likert | Y | 5 |
| 3. | Likert | | 5 |
| 4. | Likert | Y | 5 |
| 5. | Likert | | 5 |
| 6. | Likert | Y | 5 |
| 7. | Likert | | 5 |
| 8. | Likert | Y | 5 |
| 9. | Likert | | 5 |
| 10. | Likert | Y | 5 |
| 11. | Likert | | 5 |
| 12. | Likert | | 5 |
| 13. | Likert | Y | 5 |
| 14. | Likert | Y | 5 |
| 15. | Likert | | 5 |
| 16. | Likert | | 5 |
| 17. | Likert | | 5 |
| 18. | Multiple Choice | | 4 |
| 19. | Multiple Choice | Y | 4 |
| 20. | Multiple Choice | | 4 |
| 21. | Continuum | | 5 |
| 22. | Continuum | | 5 |
| 23. | Continuum | | 5 |
| 24. | Continuum | | 5 |
| 25. | Continuum | | 5 |

MGMRP Scoring Guidelines

Minimum: 20

Total/Maximum: 122

Average: 73.5

Appendix E

MGMRP Field Testing Classroom Composites



Middle Grades Motivation to Read Profile Classroom Composite – Teacher #7; Grade 8
North Carolina School; Charter School

Survey Overview:

The survey is composed of 25 questions:

| | | |
|-----------------------------|---------------|-----------------|
| 17 Likert Questions | 5 points each | 85 points total |
| 3 Multiple Choice Questions | 4 points each | 12 points total |
| 5 Continuum Questions | 5 points each | 25 points total |

Total Points/Highest Possible Points: 122

Lowest Possible Points: 20

Average Total Points: 71

***(Low = 20-54; Moderate = 54-88; High = 88-122)**

**Note: Classification includes 20-point minimum, 122-point maximum, and a median score based on possible points per question.*

Analysis

Included in the analysis:

- Class Profile
 - Average score (whole class)
 - Average score (gender comparison)
- Item Analysis- Whole Class
 - Top 5 items; what is going well
 - Bottom 5 items; recommendations for instruction
- Item Analysis- By Gender
 - Top 5 items; Bottom 5 items

Class Profile: Teacher #7; Grade 8 North Carolina School; Charter School

Total Students: N = 34 (Boys= 17; Girls= 17)

Whole Class Average Score: 70.2

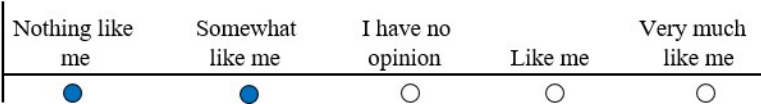
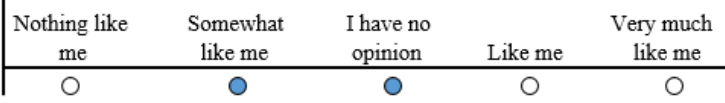
Boys' Average Score: 67.1

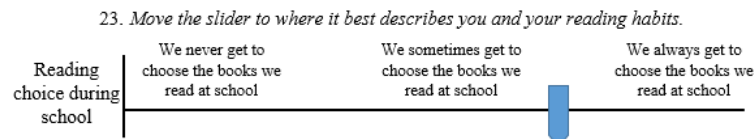
Girls' Average Score: 72.2

Your students' reading motivation, as indicated by their answers on this survey, is in the **moderate** range. Boys' motivation to read rated lower than the girls'. The boys' motivation indicated the moderate range and the girls' motivation was in the high-moderate range.

Item Analysis- Whole Class: Top 5 Items

| Item | What is going well: |
|--|---|
| <p>8. I don't have time to read outside of school. This sounds:</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-bottom: 10px;"> <div style="text-align: center;">Nothing like <u>me</u></div> <div style="text-align: center;">Somewhat like me</div> <div style="text-align: center;">I have no opinion</div> <div style="text-align: center;">Like me</div> <div style="text-align: center;">Very much like me</div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"><input checked="" type="radio"/></div> <div style="text-align: center;"><input checked="" type="radio"/></div> <div style="text-align: center;"><input type="radio"/></div> <div style="text-align: center;"><input type="radio"/></div> <div style="text-align: center;"><input type="radio"/></div> </div> <p>Reverse-scored item: (4.15 / 5)</p> | <p>Survey responses indicate that students feel they have sufficient time to read outside of school. Research suggests that students who spend more time reading (whether inside or outside of school) often have greater success with reading.</p> |

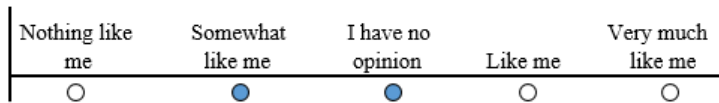
| | |
|---|--|
| | <p>As students get older and become more involved with after school activities, clubs, and sports; they may be less inclined to participate in recreational reading. In addition to after school activities, students in the middle grades may have more homework than ever before, leaving less time to participate in recreational reading after school.</p> |
| <p>14. Others will judge me if I talk about books. This sounds:</p>  <p>Reverse-scored item: (4.15 / 5)</p> | <p>Students feel comfortable in your classroom to talk about the things they read with others.</p> <p>Student-led discussion could potentially increase their reading comprehension, thus increasing their overall value of a text. This increase in value could lead to an increase in their overall motivation to read.</p> |
| <p>13. Others will judge what I say when I talk about books. This sounds:</p>  <p>Reverse-scored item: (3.88 / 5)</p> | <p>This item looks at the comfortability level in your classroom.</p> <p>Students not only feel valued in their participation, but also feel validated in <i>what</i> they say. This validation encourages the likelihood that they will participate in discussion again in the future.</p> |
| | <p>Students feel very comfortable in their ability to choose the books they want to read within your classroom.</p> |



(3.84 / 5)

Students would likely place higher value in reading if they are able to control the choice of the books they read, thus increasing their reading motivation.

2. I have trouble figuring out new words. **This sounds:**



Reverse-scored item:

(3.82 / 5)

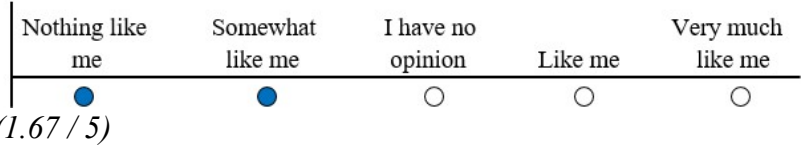
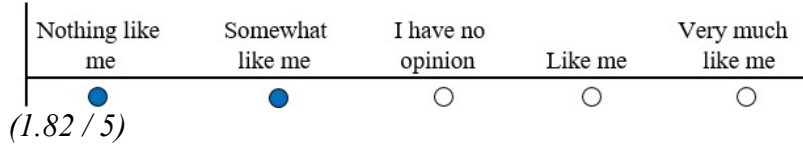
Students' overall academic success is usually established through their reading abilities. Students in your class indicated that they have little to no trouble when they encounter new words- a comprehension skill that is most often refined during reading.

When students are able to use context clues to determine an unknown word, they can transfer these skills to other areas of academics or their everyday life. Students, who experience less difficulty with reading or determining unknown words, could possibly increase their value of reading and improve their self-concept as a reader. This would increase their overall motivation to read.

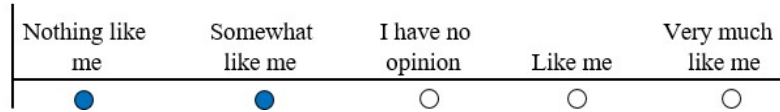
Note. (N = 34) 17 boys, 17 girls.

* Table depicts 5 highest scored items. Items are listed in descending order with the highest-scored item listed first.

Item Analysis- Whole Class: Bottom 5 Items

| Item | What this could mean. Recommendations for instruction: |
|--|--|
| <p>16. I enjoy reading with my friends. This sounds:</p>  <p>(1.67 / 5)</p> | <p>Although students may enjoy talking and socializing with friends, students may not feel comfortable reading with friends, as some students indicated in the survey.</p> <p>Not all students are inclined to be social with one another and would prefer independent reading, which is perfectly acceptable! When students are able to experience reading in a way that aligns to their preferences, it creates a more enjoyable experience, thus increasing their value and motivation for the task of reading.</p> |
| <p>1. I choose reading over other activities. This sounds:</p>  <p>(1.82 / 5)</p> | <p>While this item may seem like a difficult task to overcome, it's really a matter of adding value to the books students are reading. When students find value in reading (or any task), they are likely to put more effort in to it.</p> <p>Extrinsically (externally) motivating rewards for reading such as: pizza parties, points, trips to the treasure box, etc. often send the wrong message to students about the need to be rewarded for something that we <i>hope</i> they will just enjoy doing. The goal is to intrinsically motivate students to enjoy reading. Adding an external reward may sometimes be counterproductive to that goal.</p> |

5. I like to talk about the things I read with my friends. **This sounds:**

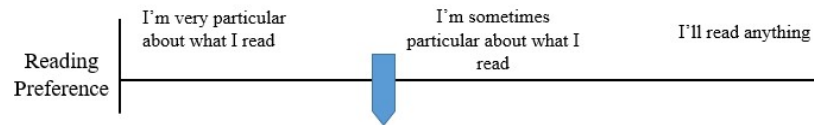


(1.97 / 5)

Socialization also helps students gain a deeper understanding of a topic when they are able to talk about it with someone else. However, judgement and the fear of being judged by other students often prevents socialization from occurring when the topic is centered around books. Students often think that ‘talking about books’ is purely academic, when it really doesn’t have to be.

Encourage your students to have casual conversations about the things they read- just as if it were a TV show or a movie. Books don’t always have to equate to school and academics.

22. Move the slider to where it best describes you and your reading habits.

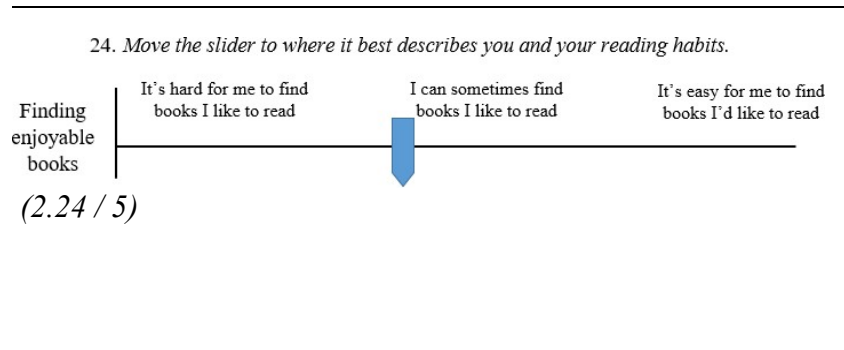


(2.18 / 5)

While this may not necessarily be a negative thing, students oftentimes find it difficult to find a book they really enjoy. They may be so fixated on one type of book or genre that they rarely branch out to find other potential favorites.

Encourage students to break out of their typical book selection through discussion or through participating in book clubs with students other than their friends. Also, letting students know that it is ‘okay to not like every book’ reassures them to continue looking for that ‘good fit’ book rather than dismissing reading altogether.

The opportunity for students to choose their reading could sometimes be considered a welcomed occasion or a burden. While some students may enjoy the opportunity to choose their books, some may feel overwhelmed by this option-



especially when they are unsure of their reading preferences. This requires helping students find that 'good fit' book. For some students, it takes numerous attempts to find a book they enjoy.

One way to help students find a good fit book is through book recommendations from others- their peers or even their teacher/librarian. When students see others reading, they will start forming their own opinions and choices.

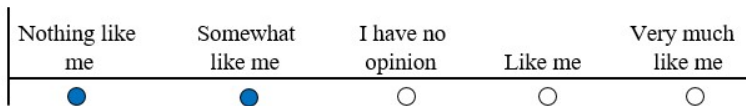
Note. (N = 34) 17 boys, 17 girls.

* Table depicts 5 highest scored items. Items are listed in descending order with the highest-scored item listed first.

Item Analysis- By Gender: Boys

Top 5 Items

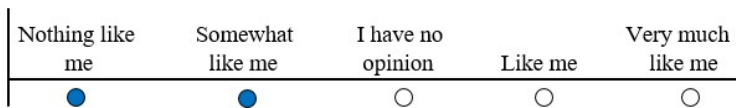
14. Others will judge me if I talk about books. **This sounds:**



Reverse-scored item:
(4.12 / 5)

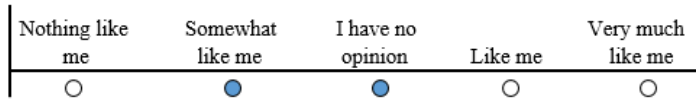
Bottom 5 Items

1. I choose reading over other activities. **This sounds:**



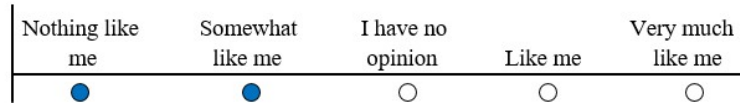
(1.47 / 5)

13. Others will judge what I say when I talk about books. **This sounds:**



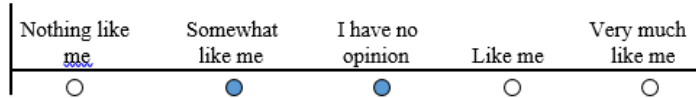
Reverse-scored item:
(3.94 / 5)

16. I enjoy reading with my friends. **This sounds:**



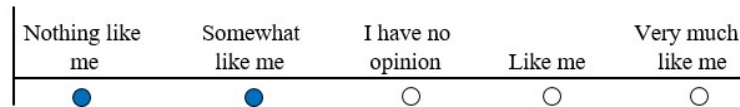
(1.47 / 5)

8. I don't have time to read outside of school. **This sounds:**



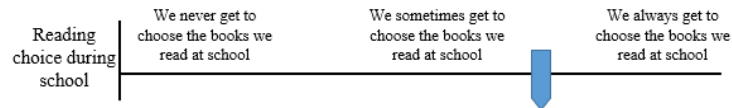
Reverse-scored item:
(3.76 / 5)

5. I like to talk about the things I read with my friends. **This sounds:**



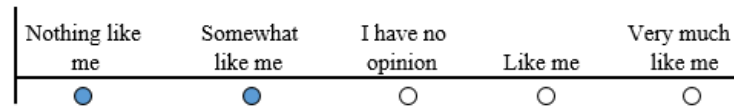
(1.82 / 5)

23. Move the slider to where it best describes you and your reading habits.



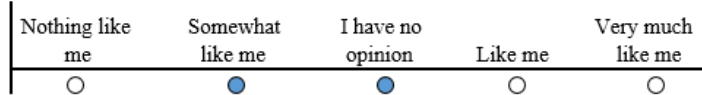
(3.74 / 5)

17. I would talk about the books I read if my friends would talk about the books they read too. **This sounds:**



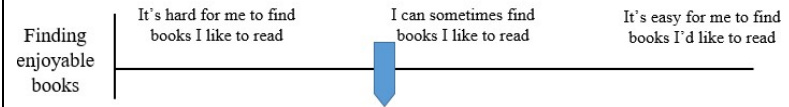
(1.94 / 5)

2. I have trouble figuring out new words. **This sounds:**



Reverse-scored item:
(3.71 / 5)

24. Move the slider to where it best describes you and your reading habits.



(2.11 / 5)

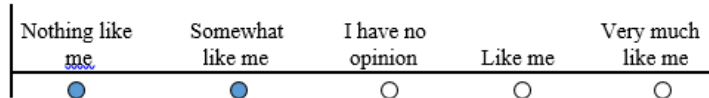
Note. (N = 17) boys

* Table depicts 5 highest scored items. Items are listed in descending order with the highest-scored item listed first.

Item Analysis- By Gender: Girls

Top 5 Items

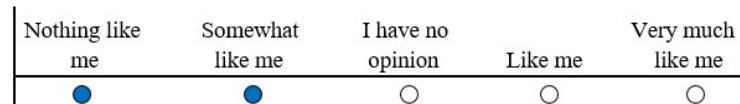
8. I don't have time to read outside of school. **This sounds:**



Reverse-scored item:
(4.15 / 5)

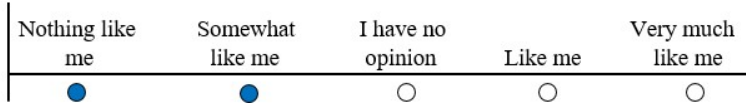
Bottom 6 Items

16. I enjoy reading with my friends. **This sounds:**



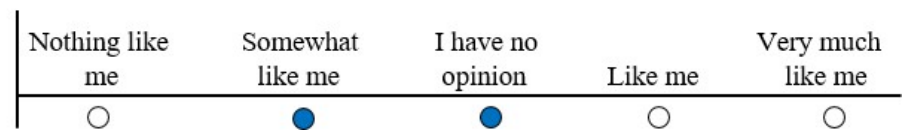
(1.88 / 5)

14. Others will judge me if I talk about books. **This sounds:**



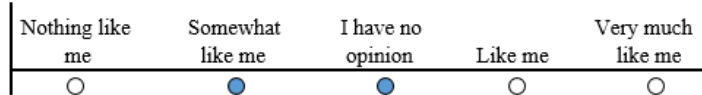
Reverse-scored item:
(4.18 / 5)

5. I like to talk about the things I read with my friends. **This sounds:**



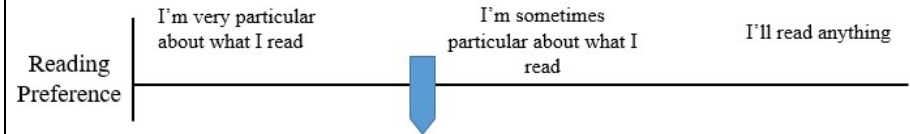
(2.12 / 5)

2. I have trouble figuring out new words. **This sounds:**



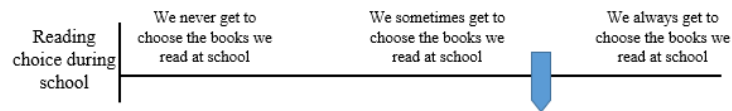
Reverse-scored item:
(3.94 / 5)

22. Move the slider to where it best describes you and your reading habits.



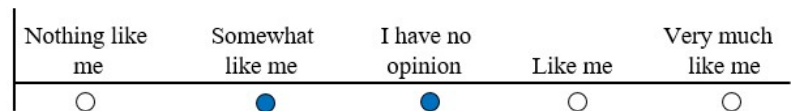
(2.12 / 5)

23. Move the slider to where it best describes you and your reading habits.



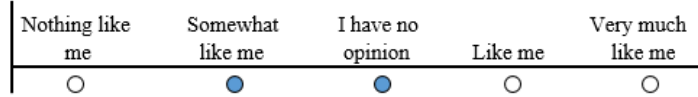
(3.94 / 5)

1. I choose reading over other activities. **This sounds:**



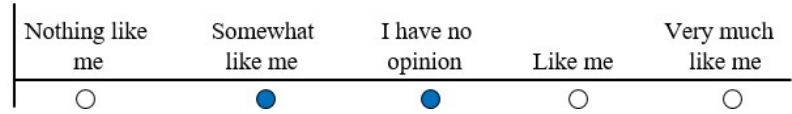
(2.18 / 5)

13. Others will judge what I say when I talk about books. **This sounds:**



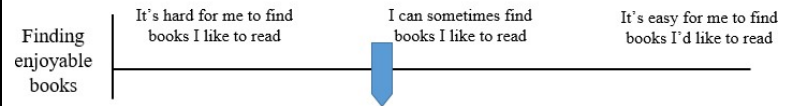
Reverse-scored item:
(3.82 / 5)

15. I enjoy persuading others to read what I am reading. **This sounds:**



(2.35 / 5)

24. Move the slider to where it best describes you and your reading habits.



(2.35 / 5)

Note. (N = 17) girls

* Table depicts 5 highest scored items. Items are listed in descending order with the highest-scored item listed first.

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