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Relationships Among Text Type, Relatability, Students' Reading Enthusiasm, and Comprehension

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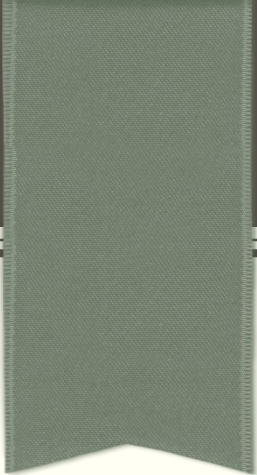


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EXPLORING RELATIONSHIPS AMONG TEXT TYPE, RELATABILITY, AND STUDENT READING ENTHUSIASM AND COMPREHENSION

Madhavi Clark
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Clayton Sate University
GERA October 2, 2020

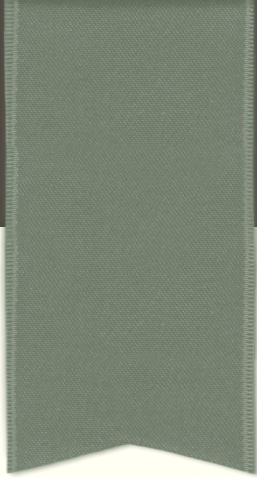
Introduction



Regular reading is the single most powerful tool for improving students' fluency, text comprehension, grammar/ mechanics, vocabulary, and writing skills (Beers, 2003).



Reading motivation tends to steadily decline around third grade and continues well into adolescence, where high school students are showing the least motivation to read (Merga & Roni, 2018).



PURPOSE

The purpose of this action research project was to investigate relationships among text type, relatability, and students' reading enthusiasm and comprehension in an ELA classroom of 12th grade students classified as reluctant readers.



Rationale

- The connection between enthusiasm, intrinsic motivation, and performance (Akhtar, Iqbal, & Tatkah, 2017)

- Reconsidering ELA text selection
 - 75% of high school students feel school content is boring
 - 39% complain that materials are not relevant (Burke, 2013)

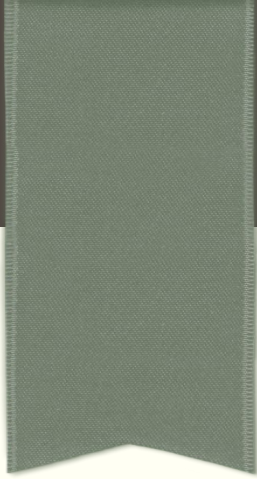
- A desire to see themselves
 - “To ... my former students and all the little sisters yearning to see themselves: this is for you.” Elizabeth Acevedo, 2018

Research Questions

- 1) How relatable do students find contemporary adolescent text?
- 2) How relatable do students find classical text?
- 3) How enthusiastic are students to read contemporary adolescent text?
- 4) How enthusiastic are students to read the classical text?
- 5) How is relatability of a text related to students' enthusiasm to read?
- 6) How is relatability of text related to students' reading comprehension?

Literature Review

- Rudine Bishops' analogy of books as mirrors, windows, and sliding glass doors (Davis, 2016).
- Which is more important, the mirror or the door?
 - Stiles (2013) & Davis (2016): Texts reflecting readers' experiences can help them to connect with a text and critically analyze their beliefs
 - Cleto & Warman (2019): Educators should focus more on exposing students to the imaginative and to new cultures/ ways of thinking.
- Factors that improve students' reading attitudes and motivation
 - Personal Interests
 - Freedom in text selection
 - Adolescent Lit
 - (Rennie, 2016; Ivey & Johnston, 2013; Del Nero, 2019)



METHODOLOGY

Design



MIXED-METHODS STUDY
WITH A CORRELATIONAL
RESEARCH DESIGN



6 WEEK INTERVENTION



TWO GROUPS



Variables



Reading Attitudes



Text Relatability



Reading Enthusiasm



Reading Comprehension



Text Type (Contemporary Adolescent vs Classical)

Instruments



RHODY'S SECONDARY
READING ATTITUDES
ASSESSMENT



TEXT RELATABILITY
ASSESSMENT



READING ENTHUSIASM
ASSESSMENT



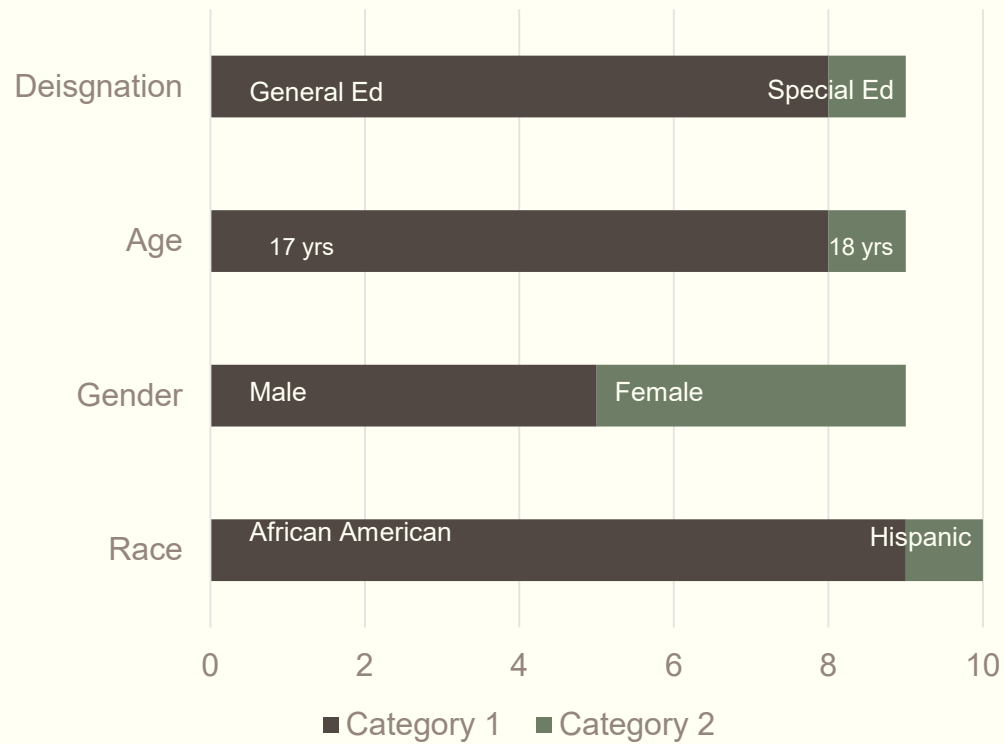
READING
COMPREHENSION
ASSESSMENT



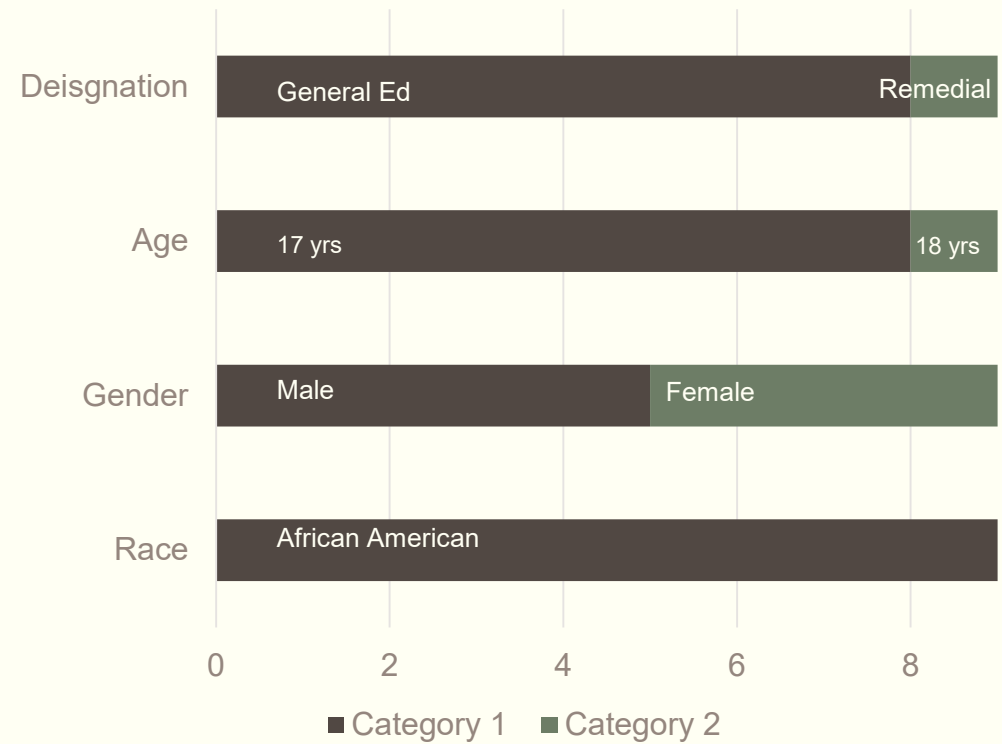
EXIT QUESTIONNAIRE

Participants: 12th Grade Students in a Suburban Charter School

Group 1 n=10



Group 2 n=9

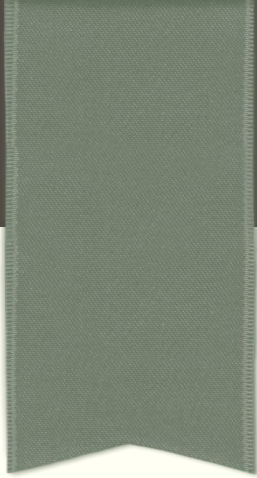


Intervention

- Classical Text: “Everyday Use” by Alice Walker (1973)
- Contemporary Adolescent Text: “Half a Moon” by Renee Watson (2019)
- Similarities:
 - short stories
 - realistic fiction
 - centered around the lives of African American families
 - themes of sibling rivalry and heritage
 - rural setting
- Differences:
 - time period (**classic vs. contemporary**)
 - protagonist’s age (adult vs. adolescent)
- Group 1 began with Contemporary Adolescent Text
- Group 2 began with Classical Text

Data Collection and Intervention Timeline

WEEK	ASSEMENT TO MEASUER STUDENTS' READING ATTUTIDE	READING INSTRUCTION TEXT 1	READING ENTHUSIASM, RELATABILITY, COMPREHENSION ASSESSMENTS	READING INSTRUCTION TEXT 2	READING ENTHUSIASM, RELATABILITY, COMPREHENSION ASSESSMENTS	EXIT QUESTIONNAIRE	ASSEMENT TO MEASUER STUDENTS' READING ATTUTIDE
WEEK 1	X	I					
WEEK 2		I					
WEEK 3		I	X				
WEEK 4				I			
WEEK 5				I			
WEEK 6				I	X	X	X



PROCEDURES

Reading:

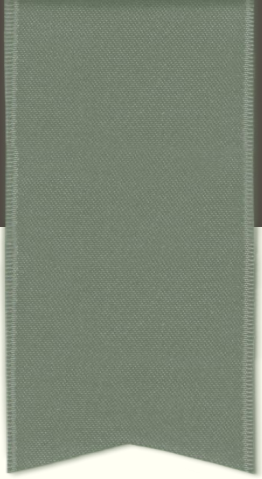
- Mini Lesson
- Whole group reading
- Class discussions
- Daily reflection prompt

Assessments:

Administered electronically through Google Classroom

Summary of Current Data Analysis

- Descriptive statistics for reading attitudes, enthusiasm, relatability, and comprehension for each text type
- Pearson correlation coefficient (r) to assess whether a relationship exists among:
 - Text relatability and comprehension
 - Text relatability and reading enthusiasm
 - Text relatability and reading attitudes
 - Student's reading attitudes and enthusiasm
 - Student's reading attitudes and relatability
 - Student's reading attitudes and comprehension
- Comparison of two groups: reading attitudes, text relatability, enthusiasm, and comprehension



RESULTS

Descriptive Statistics: Research Questions 1-4

Groups		N	Mean	Std. Deviation	Std. Error Mean
CompTest	Contemporary	10	60.00	22.61	7.15
	Classical	9	81.56	13.94	4.65
Reading Attitudes (RAS)	Contemporary	10	76.10	11.84	3.74
	Classical	9	80.67	23.96	7.99
Enthusiasm	Contemporary	10	15.70	2.45	0.78
	Classical	9	14.22	4.60	1.53
Relatability	Contemporary	10	40.70	5.87	1.86
	Classical	9	43.56	8.97	2.99

Relatability Scale: 18-90

Reading Attitudes: 25-125

Enthusiasm Scale: 5-25

Comprehension: 0-100

Correlation Matrix: How is relatability of a text related to students' enthusiasm to read? How is relatability of text related to students' reading comprehension?

		RAS	Enthusiasm	Relatability	Comprehension Test	Age
Reading Attitudes (RAS)	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	19				
Enthusiasm	Pearson Correlation	.557*	1			
	Sig. (2-tailed)	.013				
	N	19	19			
Relatability	Pearson Correlation	.660**	.436	1		
	Sig. (2-tailed)	.002	.062			
	N	19	19	19		
CompTest	Pearson Correlation	.469*	.327	.432	1	
	Sig. (2-tailed)	.043	.172	.065		
	N	19	19	19	19	
Age	Pearson Correlation	-.131	-.293	-.406	-.421	1
	Sig. (2-tailed)	.593	.223	.085	.073	
	N	19	19	19	19	19



Tests of Between-Subjects Effects: Dependent Variable - Relatability

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	444.72 ^a	2	222.36	6.49	.009
Intercept	418.80	1	418.80	12.22	.003
RAS	406.10	1	406.10	11.85	.003
Groups	12.73	1	12.73	.37	.55
Error	548.23	16	34.26		
Total	34593.00	19			
Corrected Total	992.95	18			

a. R Squared = .45 (Adjusted R Squared = .38)



Tests of Between-Subjects Effects on Comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3580.13 ^a	2	1790.07	6.00	.01
Intercept	972.24	1	972.24	3.26	.09
RAS	1379.20	1	1379.20	4.62	.05
Groups	1742.19	1	1742.19	5.84	.03
Error	4775.02	16	298.44		
Total	102016.00	19			
Corrected Total	8355.16	18			

a. R Squared = .43 (Adjusted R Squared = .36)



Tests of Between-Subjects Effects on Enthusiasm

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	91.41 ^a	2	45.71	5.13	.02
Intercept	29.87	1	29.87	3.35	.09
RAS	81.07	1	81.07	9.10	.01
Groups	18.92	1	18.92	2.12	.16
Error	142.58	16	8.91		
Total	4509.00	19			
Corrected Total	234.00	18			

a. R Squared = .39 (Adjusted R Squared = .32)



Discussion

Text types:

- Enthusiasm was higher for the Contemporary Adolescent text but not significantly
- Comprehension & Relatability were higher for the Classical text but only comprehension was significant

Results so far indicate...

- No significant correlation between relatability & enthusiasm or relatability & comprehension
- Age had a negative correlation with reading attitudes, relatability, enthusiasm, & comprehension

Questions to consider moving forward:

- Will these differences or patterns remain once the groups switch text types?
- Does one group have more proficient readers?
- It appears that just because a text is classical and doesn't feature an adolescent protagonist, it does not mean it is inherently less relatable or harder to comprehend. How would changing text selection impact these variables?

Concerns with the effect of virtual learning:

- Testing online? Access to class notes and more information available for classical the internet?

Part 2 of the study:

- The groups will switch text types
- Collection of qualitative data

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