IGNITING AND INSPIRING MIDDLE SCHOOL READERS IN THE CLASSROOM:
A COMPARATIVE STUDY OF THE EFFECTS OF BOOKTALKS AND BOOK DISPLAYS
ON MIDDLE SCHOOL READERS

A Dissertation

by

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This dissertation meets the standards for scope and quality of
Texas A&M University-Corpus Christi and is hereby approved.

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ABSTRACT

Reading motivation and attitude are salient issues for adolescent students because their enjoyment of reading declines from early elementary years to middle school. Literacy authorities believe motivation and attitude toward reading influences an individual to become a proficient reader, and plays a pivotal role in literacy development. Booktalks and book displays can be powerful motivators for reading because they help match struggling and avid readers with the right books. The purpose of this study was to investigate the relationship between booktalks and book displays utilized in a middle school classroom setting and readers' reading behavior and motivation.

The participants included 346 sixth-grade students from multiple classrooms in two South Texas Title I and one non-Title I schools, eight teachers, and three librarians. The researcher utilized four instruments in the quasi-experimental study: The Survey of Adolescent Reading Attitudes (SARA) (McKenna, Conradi, Lawrence, Jang, and Meyer's, 2012), the Insignia Library System (ILS), student Reading Logs, and students' Spring 2013 State of Texas Assessments of Academic Readiness (STAAR) Reading scores. At the end of the study a semi-structured approach was utilized to interview the booktalk teachers.

There were no statistically significant findings supporting the idea that either displaying the books or booktalks positively affect students' reading attitude. However, there were statistically significant differences among STAAR Reading Level I (unsatisfactory) students, who read more books than Level II (proficient) and III (advanced) students readers. And the effectiveness of teacher booktalks was supported by semi-structured interviews with booktalk teacher participants. Teacher participants reported that students enjoyed the booktalks and they helped them find a good book to read. Teachers found the booktalks to be a useful tool for

impacting struggling and proficient readers' attitudes, and they increased their students' reading.

Previous booktalk studies, as well as librarian and teacher anecdotes support booktalk presentations as motivators for reading. However, researchers recommended that it takes years to form students' reading attitudes. In order to show a significant difference in students' reading attitudes, more time is required. Because of the reported successes of teacher booktalk presentations in the literature review and studies, these contradictory results should be examined in a future study.

DEDICATION

"Ahuwale ka po'okela I kau hana ia ha'i"

("It is through the way you serve others that your greatness will be felt")

This dissertation is dedicated to the memory of my Ke aloha (beloved) mother and grandmother who taught me the value of always: being curious, making every breath count, believing in myself and others, paying it forward, and having the perseverance of a bull dog.

This work is also dedicated to my children, Leslie and Brandi, my son-in-law, Ian, and my grandchildren, Lily, Ellis, and Ilima, and my brother, Leslie, and sister, Lavalliere. They have been a constant source of encouragement and support throughout all my dreams and endeavors. I am thankful and grateful to have them in my life. They are all my joy and "wind beneath my wings."

O`ku ohana (My family), mahalo and aloha nui loa (thank you and all my love).

ACKNOWLEDGEMENTS

"'A' ohe hana nui ke alu `ia" ("No task is too big when done together by all")

Without my dissertation "village" no one would be reading this page. Not only does "it take a whole village to raise a child," but it also takes a whole village to complete a dissertation. I am grateful to my Chair, Dr. Pearce, for his guidance, patience, encouragement, support, and sense of humor, throughout the years. He was also the first to introduce me to two of my few "faves,"—interactive read-alouds and content area reading. I am forever indebted to him for all of those electrifying class visits and modeling sessions with my students, which turned my "reading" world upside down. I have never turned back since then.

Dr. Garrett, I am thankful for your comments and questions during our editing visits, your patience with "since" and "because," and I loved your new home and grandchildren stories. Because of you, I have added critical literacy, social activism, and text sets (an online course—who would have thought?) to the top of my repertoire for teaching English language arts. Also, I now have a huge nonfiction library! I thank you and Dr. Pearce for your contributions, extreme patience and advice. Your friendship over the years and in years to come, as well as the valuable knowledge I have gained from both of you is what I will cherish the most.

I also appreciate the members of my dissertation committee, Dr. Zeng, Dr. Quick, and Dr. Pletcher, who have generously given their time and expertise, not to mention their flexibility to meet my defense date. Mahalo, for your support. Not only was this program a life-changing experience, but it was also one of my most important and exciting adventures in my life (besides having my babies and grandbabies).

To my "doc" cohorts: I have been amazingly blessed to have my shy and quiet "Study Buddy" in my life. I would like to express my warmest appreciation for the googol of hours we spent in the library— morning, noon, and night for years sipping Starbucks and eating lime salted peanuts! Every

moment was joyous and memorable—tatooed in my heart! The first time I met Luci, Fernando, and Shere years ago, I knew then that they were each special and I am blessed to have a lifetime friendship with them. My deepest gratitude for their contributions, encouragement, support, and love through "breaking bread," parking lot conversations, and phone calls and texts. I am eternally grateful for all of your support and love. Nick Curiel, you saved everyone above in our Stats II course except Fernando (he was not there) and without you, Chapter IV would not exist! And you rescued me again with the stats in my PowerPoint defense presentation. You are truly a saint on earth and I will always remember our wonderful scholarly sessions.

Dr. Grace, from the first time I met you and heard your "AR" speech, it was love and admiration at first sight, and I was changed forever. Mahalo, for unleashing the sleeping literacy tiger within me, and for your unwavering encouragement and support for me. I now LOVE all things "bookish."

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Since the onset of the 21st century, there has been increasing attention and interest in adolescent literacy (Many, Abrial, & Fox, 2003) through empirical and theoretical studies in journals, government research grant opportunities such as the Adolescent Literacy Network (U. S. Department of Education, 2006a) and the Striving Readers Initiative (U. S. Department of Education, 2006b). This focus has concentrated on struggling adolescent readers and their performance on high-stakes reading tests (Cassidy & Cassidy, 2007). There has also been concern over adolescents reading less than previous generations and less than adolescents in other countries (McLemee, 2004; National Education Association, 2007).

Adolescent reading difficulties have received attention and raised some questions in the United States; now, literacy educators are trying to find immediate solutions to what some perceive as an adolescent literacy crisis (Ivey & Fisher, 2006). The United States Department of Education reports that more than eight million students in Grades 4 through 12 are struggling readers (2007). On average, the reading test scores of students in the United States continue to fall behind those of other countries (Grigg, Daane, Jin & Campbell, 2003). Congress authorized the National Assessment of Educational Progress (NAEP) in 1969 to track students' school development, which was reported in *The Nation's Report Card*. Although more than one indicator of students' literacy abilities is crucial for making decisions, NAEP assists educators in planning students' needs (Langer, 2009).

NAEP uses three achievement levels to assess students in Grades 4, 8, and 12. Achievement levels include *Basic*, or a student's partial mastery of prerequisite knowledge and skills; *Proficient*, or a student's solid academic performance; and *Advanced,* or a student's superior performance. The Nation's Report Card*, published in 2009 by the National Center for

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Education Statistics (NCES), reported that there was a slight increase in reading scores since 2004; however, there has not been a statistically significant difference in reading scores at any grade level since reading scores were first reported in 1971. NAEP reported that the 2015 reading scores were higher in Grades 4 and 8 than they had been in 1992 (29% for both grade levels). The 2015 NAEP average score was not significantly different at Grade 4 and was two points lower in Grade 8 as compared to scores in 2013 (25% for Grade 4 and 36% for Grade 8 in 2013). The 2015 NAEP reading test results indicated that 36% of students in Grade 4 and 34% of students in Grade 3 performed at or above the Proficient level. Achievement gaps in middle school have not narrowed. In 2015 only 18% of Black students and 21% of Hispanic students in Grade 4 read at or above the Proficient level, compared to 46% of Caucasian students in Grade 4. Additionally, for Grade 8, the percentages at or above the Proficient level ranged from 16% for Black students to 21% for Hispanic students to 44% for Caucasian students.

There is also a similar concern at the state level for adolescents' reading difficulties. According to the Texas Education Agency (TEA) (2015), 24% of the Grade 6 State of Texas Assessments of Academic Readiness (STAAR) Reading scores were at Level I (Unsatisfactory), 76% were at Level II (Satisfactory), and 19% were at Level III (Advanced). For Grade 7, 25% of the STAAR Reading scores were at Level I (Unsatisfactory), 75% were at Level II (Satisfactory), and 19% were at Level III (Advanced). In Grade 8, 40% of the scores were at Level I (Unsatisfactory), 22 % were at Level II (Satisfactory), and 11% were at Level III (Advanced). In addition, state test scores under No Child Left Behind (NCLB, 2001) and Annual Adequate Yearly Progress (AYP) evaluations fulfill the requirements specified by federal regulation and provisions of the Elementary and Secondary Education Act (ESEA) for any state, campus, and public school district.

In 2014, TEA published the final 2012 AYP results summary, which indicated that there were problems in the Texas education system over the last four years. In 2012, 47.5% of campuses failed to meet AYP, and 9.3% of those campuses missed AYP based on their reading performance. In 2011, 25.7% of campuses failed to meet AYP, where 8.1% of those campuses missed AYP based on their reading performance. In 2010, 4.4% of campuses missed AYP, and 0.7% of those campuses missed AYP due to their reading performance. In 2009, 4.2% of campuses failed to meet AYP, where 0.4% of those campuses missed AYP as a result of their reading performance. TEA's 2012 AYP summary results from 2009-2012 exhibited a 43.3% increase in the number of campuses that failed to meet AYP even though their reading performance had an overall increase of 8.9%. Because of the increase in the number of campuses not meeting AYP, and based on the recommendations of TEA, the Texas Higher Education Coordinating Board (THECB), and Texas educators, the 80th and 81st Texas Legislatures passed House Bill 3. The legislators would utilize the changes in the new assessment and accountability system to evaluate the impact of these systems, which would focus on increasing college and career readiness, as well as ensuring that Texas students were competitive with other students nationally and internationally (TEA, 2013).

One of the factors that influences reading is to perpetuate readers who "would joyfully choose to read and write, now and forever" (Harwayne, 2000, p. xiv), or who would join a " club of readers" (Smith, 1994, p. 179). It benefits teachers to provide their adolescent students with a caring and supportive community; a choice of a variety of texts; class time to read, think, write, and discuss these texts; and collaborative demonstrations that address their interests, needs and skills, along with teacher goals and expectations. In addition, it would behoove teachers to become guides who have a passion for not only the love of books, inquiry, culture, and the

world, but who also cultivate wonder, and empower student voices (Allington, 2012; Bomer, 2011; Gambrell, 2011; Gutherie, 2008; Irvin, Meltzer, & Dukes, 2007; Ivey & Fisher, 2006; Kittle, 2013). High-quality reading and writing instruction and a knowledgeable teacher can be powerful factors in preventing reading problems (Allington & Wamsley, 2007; Vellutino, Fletcher, Snowling, & Scanlon, 2004). Above all, "Becoming a lifetime reader is predicated on developing a love of reading" (Sanacore, 1999, p. 38), and educators can achieve that goal by providing access to a classroom library with a variety of books for all students to read, making reading festive, as well as important, and meaningful to their lives (Fox, 1993).

The Carnegie Council on Advancing Adolescent Literacy (2010) reported that educators should be prepared to help middle school students develop special skills and strategies for reading the different types of texts in their content classes. For students to be successful learners, they must understand complex texts and the diverse literacy demands of all the content areas, as well as navigate digital reading (Biancarosa, 2012). Consequently, for struggling readers who face complex texts on a daily basis, their intrinsic motivation decreases without interventions and support (Gutherie, 2008). According to Slavin, Madden, Chambers, & Haxby (2007), because middle school is students' final chance to hone their literacy skills before entering high school, it is imperative that middle school educators understand adolescent literacy and implement effective instructional practices so students will be successful.

According to Kamil (2003, 2008), it is crucial that adolescent students are motivated by and engaged in reading instruction. Gutherie (2008) concurred and added that motivation includes "students' interests, desire to learn, and commitment toward reading" (p. 99). He argued that in order for students to be successful in their content classes, motivation is needed. Furthermore, reading motivation is a salient issue for adolescent students because their

enjoyment of reading decreases first during the early to middle elementary years, and later as they advance from elementary to secondary levels (Lesesne, 2006; McKenna, Ellsworth & Kear, 1995; Otis, Grouzet, & Peletier, 2005; Wigfield & Gutherie, 2000).

Literacy authorities believe motivation is an important influence in an individual becoming a proficient reader and plays a pivotal role in literacy development (Allington & McGill-Franzen, 1993; Gambrell, 2009; Gutherie, Wigfield, Metsala, & Cox, 1999; Hiebert, 2009; Morgan & Fuchs, 2007). Similarly, engaged reading is strongly associated with achievement and successful reading practices, such as choosing to read frequently (Cipielewsi & Stanovich, 1992; Marinak & Gambrell, 2010). Wigfield, Eccles, Schiefele, Roeser, Kean (2006) reported that motivation plays an important role because it activates the cognitive processes, and that interaction impacts achievement.

Ruddell and Unrau (2013) posited that motivation has a close connection to students' attitudes toward reading because of their intention to read. Attitude is defined as a student's feelings or actions emphasizing evaluation toward an object (Petscher, 2010), and a learned disposition on how to behave (Ajzen and Fishbein, 1980) that develops over time and influences the reader to approach or avoid a reading activity (McKenna, Kear, and Ellsworth, 1996). However, educators have underestimated the importance of attitude in relation to reading (Gillespie, 1993). Petscher also noted, "attitudes have long been held as an important psychological construct as they play an important role in moderating one's level of motivation and intention to read, as well as mediating the relationship between an individual's beliefs and reading activities" (p. 335). Understanding that students' reading attitudes and self-perceptions progressively decline during the course of latter elementary years to middle school, it is crucial that classroom teachers cultivate positive attitudes in reading during students' early years of

schooling (Hogsten & Peregoy, 1999).

Timely attention to students' positive attitudes produces students with more successful reading experiences; hence, they read more, become more proficient readers, have higher levels of motivation and a better sense of self-esteem (Ivey & Broaddus, 2001; Robinson & Weintraub, 1973), which leads to students' growth in text comprehension (Gutherie & Wigfield, 2000) and higher levels of reading achievement (Thames & Reeves, 1994). Howard (1988) underscored the fact that in order to improve struggling readers' ability to read, educators will need to find ways to overcome their negative attitudes toward reading. This may seem like a monumental task for educators, but when teachers create favorable conditions, attitudes can be improved.

Negative attitudes toward reading can impact struggling readers' achievement in content classrooms. McKenna and Stahl (2009) examined how educators can effectively encourage students to act—to read— because attitudes are not innate, but learned. They are cultivated by students' culture and reading experiences. The researchers advised teachers that their instructional practices could move students' attitudes in a positive direction, even toward becoming lifelong readers. What can sway these negative attitudes are teachers' knowledge of their students' interests because "an interest area is really an attitude toward reading about a particular topic" (p. 205). Once students have positive experiences where teachers match texts to their interests, they will be prone to want to explore reading more.

Although improving students' literacy skills and reading achievement are critical priorities and fundamental roles of schools, nurturing students' positive attitudes and motivating students to want to read and become lifelong readers are far more important. Marinak and Gambrel (2010) argued, "without the intrinsic motivation to read, students may never reach their fullest potential as literacy learners" (p. 129). Similarly, Ratey (2000) agreed that motivation

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directs attention and determines how much energy and focus the brain devotes to the task. Perhaps the right teacher supports coupled with students' exposure, awareness, and access to texts and information would be a step in the right direction. Students would then develop more positive attitudes and be motivated to read and explore, thus enabling them to progress in their literacy learning and be successful at school, home, and in their communities. More importantly, Gutherie, Coddington, & Wigfield (2009) added that lifelong readers "want to read for a suite of purposes embracing experience, aesthetics, knowledge, and utility" (p. 320), and these purposes should guide both educators and researchers in wanting to improve reading instruction and reading development within classroom contexts.

One proven way to increase students' motivation to read is the use of booktalks. According to Young (2003), "booktalking may be the most successful way to change a young adult's mind that reading is fun, interesting, and valuable." (p. 62). Booktalks are ultimately used to encourage students to read for pleasure (Bernadowski, 2008; Bodart, 1987; Bodart, 1992; Charles, 2005; Paone, 2004; Younker, 2006). They can be any type of verbal book promotion presented to a group of students. (Keane, 2001). Booktalking can be a powerful motivator for reading in the classroom because it assists in matching struggling and avid readers with the right book (Bodart, 1987; Turner, 2005; Young, 2003;). Not only are booktalks guides to a variety of exciting texts, but they also encourage students to find that "just right book" with which they personally connect (Chance & Lesesne, 2012; Turner, 2005;).

In addition, booktalking does not have to be complicated or time consuming for teachers, and they can be presented in a variety of venues: oral presentations (first person, third person); video clips or audio presentations (Keane, 2009b); or wikis and podcasts, websites, and PowerPoints as multimedia booktalks (Keane & Cavanaugh, 2009). Moreover, parts of the

success of booktalks is choosing books that teachers enjoy reading and that students will want to read (Blass, 2002).

Booktalks are often in the librarian's bailiwick (Bodart, 1989; Bromann, 2001; Kenny and Gunter, 2004); however, the most important factor for student achievement is a knowledgeable and effective teacher (Allington, 2002). Belben (2000) advised educators that booktalks were "a great way to model for students how to talk about and to promote a book without giving a long, boring summary" (p. 28). So the teacher "becomes a reading model by enthusiastically 'blessing' or promoting books, by reading aloud interesting books, by discussing books, and by explicitly teaching the strategies and dispositions of skilled and joyful reading" (Reutzel & Juth, 2014, p. 31).

It is important that educators provide enticing spaces and books to create a community of readers within a classroom (Chambliss & McKillop, 2000). Fractor, Woodruff, Martinez, & Teale (1993) identified essential features of effective classroom libraries. First, it is imperative that teachers know that book choice motivates students to read, and they should select an ample number of quality books so students will have more choices. Second, having an open display of books is also critical, which is consistent with bookstores and public libraries, where they showcase the covers of the books. This system works well, as students are able to locate and utilize these books with ease. Reutzel and Gali's (1998) study revealed that children's tacitly-held values, the physical characteristics of a book, and the arrangements of books on shelves were trends that were important to children in motivating them in selecting a book. More specifically, the researchers discovered that most of their participants selected books from the shelf that were at their eye-level, and the remaining participants chose books that were below their eye-level. La Perriere and Christiansen (2008) concurred; they reported that merchandise

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should be placed at a level that is between customers' eyes and waists. Aschenbeck's (2009) study utilized Collection Presentation Standards and displayed books front-facing and maximized the shelf space that was between eye and waist level of the students, and these procedures increased book circulation.

Theoretical Framework

Rudell and Unrau's (2013) Sociocognitive Interactive Model presents a constructivist view of reading comprehension, one that includes environmental factors and supports the current study. This model incorporates a process in meaning-construction and learning, which involves meaning negotiations of the reader, the text and classroom context, and the teacher. This model supports a balance of the three factors in which the interaction of the three is related to the teacher and the classroom's social context. This model also comprises reader attitude and motivation to read, which present a theoretical basis for this study.

Although Ruddell and Unrau stressed that the three factors (the reader, the text and classroom context, and the teacher) are integrated and perform concurrently, each has specific roles in assisting students in meaning-construction and learning as shown in Figure 1.

Figure 1. Ruddell and Unrau's Socio Cognitive Model
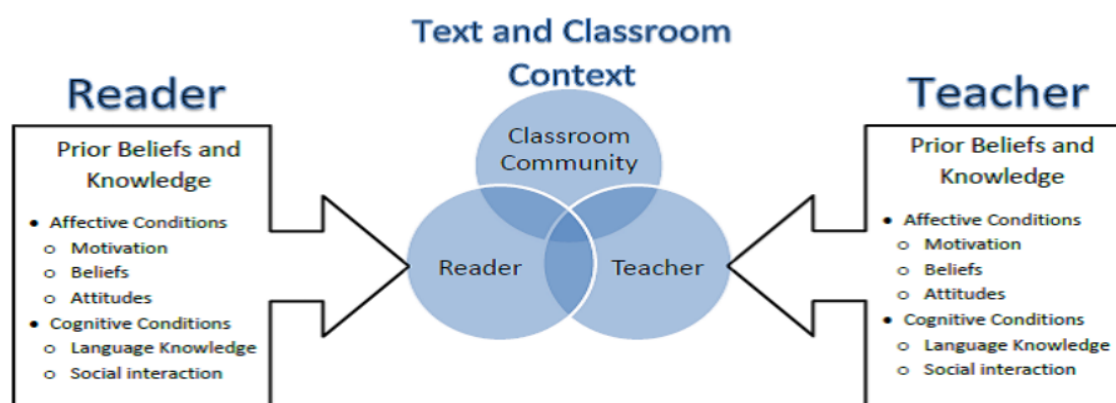
The *reader* is the first factor in this meaning construction process, which begins with the students' previous life experiences, or their beliefs and knowledge, as they engage in a reading event to construct meaning from a text. This process involves readers interpreting the text via their forms of text representations, along with the interactions of various factors, including student/teacher discourse. The reader's prior life experiences enable the reader to determine whether or not these new interpretations are accepted. The reader factor includes two pre-existing conditions, *affective* and *cognitive* conditions, which assist in the process of comprehension and meaning construction. The affective condition includes motivation to read, sociocultural beliefs about reading and school, and attitude toward reading and content. The cognitive condition includes background knowledge of language and the understanding of classroom and social interaction. The affective conditions that may relate to teacher booktalks in the current study are improving students' reading motivation (activation and engagement), attitudes (intention to read), and sociocultural values and beliefs (students' community and discourse) (Ruddell & Unrau, 2013).

In order for a student to be successful in reading, cognitive conditions play an important role as well. The *teacher* is the second key factor, and the role of the teacher is not only to impart knowledge but also to assist the student in discovering prior knowledge, which allows for connections with new information. In addition, it is imperative that the teacher, as facilitator or mediator, orchestrates classroom instruction and meaning-construction, is knowledgeable about the pedagogy, learning, and the world, and serves as a positive and caring influence in students' academic and personal lives. Affective and cognitive conditions also relate to the teachers and depend on the teacher's prior knowledge, beliefs and philosophy, and life experiences. The affective conditions are rooted in the teacher's instructional beliefs, motivation to engage

students, and personal sociocultural principles and beliefs. Conversely, cognitive conditions consist of conceptual and instructional knowledge, which includes the meaning-construction process, teaching strategies, and global knowledge. The teacher's previously held beliefs and life experiences drive the monitoring of the instructional decision-making practices, goals, plans, objectives for students, and the learning environment of the classroom. Both the affective and cognitive conditions are simultaneously integrated and interactive and contribute to the reader's motivation and engagement.

Together, the *text* and *classroom* make up the third key factor, in which the process of meaning negotiation occurs. A text is usually involved in an instructional activity, so the learning environment is vital in motivating students to participate. A socio-cultural approach to learning unites the reader, the text and the classroom community, and the teacher as they simultaneously interact in the meaning-negotiation process. Additionally, this process is supported by the premise that meaning is not only revealed in the text, but also involves the reader, the classroom, and the teacher. The sources of authority reside within the reader, the text and the classroom community, and the teacher, or the interaction of one or more of them. Schema for text meanings, academic tasks, sources of authority, and sociocultural settings are all brought to the negotiation task. Furthermore, this process requires a social environment, activation of students' prior life experiences, relevant activities, and active engagement, all of which facilitate meaning construction.   This model supports implementing teacher booktalks in the classroom.

Affective conditions cannot be minimized because they impact students' reasons for wanting to read, what to read, and how they will read. Ruddell and Unrau (2013) stated, "Motivation to read and attitude toward reading and content shape the direction and intensity of

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the reader's interest in reading" (p. 1021). Motivation to read is critical because "…instructional processes impact engagement processes, which ultimately influence reading and learning outcomes" (p.1022). Intertwined with motivation are students' attitudes toward reading. Ruddell and Unrau noted that "motivation is designed to enhance a positive attitude toward reading," (p. 1025); thus, if students have a high interest in the text's content, they will want to continue to read and understand the text.

Attitude is a complex psychological construct that Fishbein and Ajzen (1975) defined as "a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object" (p. 6). Researchers from the 1980s through the 2000s have considered how students' reading attitudes may contribute to their reading achievement (Henk & Melnick, 1995; McKenna, 2010; McKenna et al., 1995). How students' reading attitudes develop has also been of particular interest at the theoretical level. Mathewson's model (1976, 1985, 1994, 2004) has been among the most comprehensive the Model of Attitude Influence Upon Reading and Learning to Read. After conceptual and experimental issues of the first two models were identified, Mathewson created the third reading attitude model. Figure 2 displays the revised model that includes the three aspects of attitude toward reading.

Figure 2. Attitude Influence Model

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┌─────────────┐      ┌─────────────┐      ┌─────────────────┐      ┌─────────────────┐
│  Attitude   │      │ Intention to│      │Reading, Including│      │ Specific Feelings│
│  Toward     │ ===> │  Read or to │ ===> │ Text Selection,  │      │ Stimulated by Ideas│
│  Reading    │      │  Continue   │      │ Attention,       │      │ From Reading and by│
│             │      │  Reading    │      │ Strategy Use, and│      │ Reading Process  │
└─────────────┘      └─────────────┘      │ Comprehension    │      └─────────────────┘
                                          └─────────────────┘
                                                                    ┌─────────────────┐
                                                                    │ Ideas Reconstructed│
                                                                    │ From or Related to │
                                                                    │ Reading Selection  │
                                                                    └─────────────────┘
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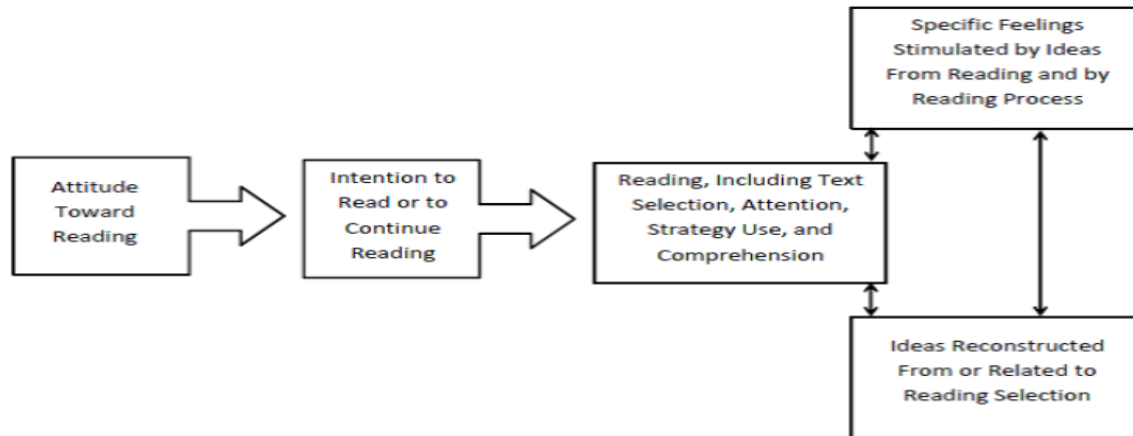
This new tripartite construct of attitude formation explains the roles of affect and cognition in reading comprehension. Furthermore, Mathewson posited that reading attitudes are part of a causal system in which they affect or are affected by multiple variables. The model consists of three core elements: (1) feelings about reading, (2) action readiness for reading, and (3) evaluative beliefs about reading. Additionally, the core of this model impacts reading behavior because the student's whole attitude toward reading (the above three central elements) influences the intention to read. Mathewson (2004) defined intention as "commitment to a plan for achieving one or more reading purposes at a more or less specified time in the future (p. 1135). Attitude is also influenced by two other factors: cornerstone concepts that promote reading, which include personal values, goals, and self-concepts; and persuasive communications to develop attitudes, which consist of central route and peripheral route persuasive messages. Ruddell and Unrau (2013) incorporated Mathewson's works into their theory. They referred to these factors of attitude and motivation as moderator variables. They posited that factors such as extrinsic motivation and environmental factors affect attitude and reading by influencing the intention to read. The purpose of this model was to positively enhance students' reading

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attitudes and influence students' intentions to read a variety of texts. This model supports the current study because the purpose of teacher booktalks is the same: to enhance students' attitudes toward reading and facilitate students' motivation to read a variety of genres.

Purpose of the Study

The purpose of this study was to investigate the relationship between booktalks and book displays utilized in a middle school classroom setting and readers' reading behavior and motivation. The following questions guided this study:

1) How do teacher booktalks and book displays affect middle school students' attitudes and motivation to read?

2) How do teacher booktalks affect the amount and variety of books read compared to book displays?

3) How do teacher booktalks and book displays differentially affect students of varying reading abilities?

4) How do teachers respond to the use of booktalks?

Definition of Terms

The following terms are defined for the purpose of the proposed study:

Adolescent: For the current study, this term refers to students in Grades 6 through 12.

Attitude: An opinion or state of mind concerning favorability, which leads to the idea or action expressed by the individual.

Booktalk: A prepared two to seven minute oral presentation that was designed to persuade the listener to want to read a book.

Booktalker: The trained English language arts teacher who was taught to perform the booktalks utilizing the art of storytelling and persuasion to demonstrate the enjoyment of

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recreational reading.

Circulation: The electronic process refers to the number of times a book was checked out by a student in the two treatment groups and the control group. Circulation records of alternative books by the same booktalk authors were also tabulated.

Economic Status: Refers to the number of students receiving free and reduced lunch.

Middle School: For the purpose of this study, the term refers to students in Grades 6 through 8.

Summary of the Chapter

This chapter presented an overview of utilizing teacher booktalks on a variety of texts in a middle school English language arts classroom in order to promote reading motivation and improve students' reading attitudes. The interest of researchers in the field regarding the reading difficulties of adolescents was explored, along with recommendations to improve students' reading. Moreover, because there are students who struggle with reading, the significance of student reading motivation and attitudes, as well as the intervention, teacher booktalks, were also discussed. Finally, the two theoretical frameworks and models that guided this study were reviewed: Ruddell and Unrau's (2015) Sociocognitive Interactive model and Matthewson's (1976; 1985; 1994: 2004) Model of Attitude Influence Upon Reading and Learning to Read.

Chapter II: Literature Review

This section reviews the literature that is pertinent to the study on the effects of implementing teacher booktalks in Grade 6 English language arts classrooms. The chapter is organized into the following sections: (1) Adolescent Reading Motivation, (2) Student Reading Attitude, and (3) Teacher Booktalks.

Adolescent Reading Motivation

Reading motivation has been a subject of interest and research since the 1990s. Over time, the concept of motivation has evolved and changed (Gutherie & Wigfield, 2000). Weiner (1992) noted the change from unidimensional quality, where more is better and less is worse for learning and performing school tasks, to a multifaceted quality (Gutherie, Van Meter, et al., 1996; Wigfield & Gutherie, 1997). Gutherie and Wigfield (2000) reported on previous interpretations of motivation for cognitive and language activity, where motivation was seen as coming from a "temporary task specific source" (p. 406). In the last 45 years, researchers discovered that all aspects of motivation are activating; however, there are some aspects that are stronger than others for individual students (Gutherie & Wigfield, 2000).

Gutherie (2008) defined motivation as students' commitment toward reading, interests, and desire to learn. Gambrell (2011) argued that students' motivation to read occurs in an environment where they are allowed to choose their own books, and they choose to engage in reading. Gutherie and Wigfield (2000) found in order to activate behavior, motivation is central, especially with struggling readers who spend less time reading. A more motivated student spends more time reading, exerts more cognitive effort, and strategically seeks conceptual understanding (Almasi, McKeown, & Beck, 1996). Reading motivation is a salient issue for students because their enjoyment of reading decreases first during the early to middle

elementary years, and later as they advance from elementary to secondary levels (Gutherie &Wigfield, 2000; Lesesne, 2006; McKenna et al., 1995; Otis et al., 2005)91).

There are multiple ways to describe motivation, from the most complex to a more narrow conceptualization (Quirk, Schwanenflugel, & Webb, 2009). Baker and Wigfield (1999) acknowledged at least nine components of reading motivation: interest, preference for challenge, involvement, self-efficacy, competition, recognition, grades, social interaction, and work avoidance. Gutherie and Wigfield (2000) posited that reading motivation is a multifaceted construct that includes the following: reading goals, intrinsic and extrinsic motivation, self-efficacy, and social motivation for reading.

Students who have purposes for engaging in reading activities possess goals for reading. (Blumenfeld, 1992). Researchers who have investigated motivation have concluded there are primarily two broad goal orientations that students have for learning. The first are students who want to accept new challenges they encounter in reading activities and want to improve their reading skills have a learning goal orientation (Ames, 1992; Dweck & Legget, 1988). In contrast, there are students who want to outperform others for favorable evaluations from others, have an ego orientation (Thorkildsen & Nicholls, 1998). Maehr and Midgley (1996) noted that most motivation researchers concur that learning goal orientation sustains students' long-term engagement and learning. Gutherie and Wigfield (2000) concluded that engaged readers would more likely fall under the learning goal orientation and would want to improve their reading skills, knowledge, and concepts of the texts they read.

Gutherie et al. (1999) posited two types of motivation: intrinsic and extrinsic. Intrinsic motivation refers to a student's engagement in a reading activity that places an emphasis on interest and curiosity (Ryan & Deci, 2000). In order for students to become lifelong readers,

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teachers need to engage students' personal interests, which involve their intrinsic motivation and means doing something for its own sake (Oldfather and Dalhl, 1994). Children who are more motivated to read, especially those intrinsically motivated, will read more frequently and broadly than students with less motivation. On the other hand, students who struggle with reading each day in the classroom feel insecure as readers, which impact their motivation to read (Gutherie et al., 1999). Wigfield and Gutherie (1997) reported that students who are intrinsically motivated spend 300% more time reading than students who have low intrinsic motivation. Because researchers posit that the engagement perspective is linked to motivation and that there are implications for students to practice reading (Gutherie & Humenick, 2004; Tracey & Morrow, 2006), then teachers' reading curriculum should make intrinsic motivation to read a high priority (Gambrell, 2009).

Researchers have suggested practices that teachers can implement in the classroom to support intrinsic motivation to ensure that students become engaged readers. When students are afforded opportunities to make choices about their learning in the classroom, students' intrinsic motivation and comprehension in reading increases (Grolnick & Ryan, 1987). Also, if students are interested in a topic, they will be motivated to read about it and become more optimal learners (Kohn, 1993). Vansteenkiste, Lens, and Deci (2006) stressed the importance for teachers to provide students with relevant reading materials because they are more likely to become engaged in their reading activities, and thus, become more competent readers. Gutherie, et al. (1996) discovered that students who increased their intrinsic motivation also improved their use of reading strategies. Ryan and Deci (2000) contended that internal curiosity, an aspect of intrinsic motivation, is the most powerful type of motivation and is even stronger than extrinsic motivation.

Another type of motivation is extrinsic motivation. It is a motivation that comes from outside the individual and often involves students receiving external recognition, rewards, or incentives (Deci, Vallerand, Pelletier, & Ryan, 1991). Schools and classroom teachers employ extrinsic reward systems to monitor students' behaviors and their academic achievement. There are various schools of thought regarding extrinsic motivation. One school holds that the use of base reinforcement with extrinsic rewards hinders students in changing their behaviors, and as soon as the reward system is removed, their motivation decreases (Baldes, Cahill, & Morreto, 2000; Kohn, 1993). As a result, they eventually become dependent on the recognition and rewards to motivate them to read more (Barrett & Boggiano, 1988). Another school posits that both extrinsic and intrinsic motivation contribute to reading amount (Gutherie, Wigfield, Metsala, & Cox, 2004; Wigfield & Gutherie, 1977).

Students are motivated to accept new challenges. Once students have accepted and learned to face these new challenges, they develop confidence in their ability to learn (Bruning, Schraw, & Ronning, 1995). This is known as self-efficacy, another aspect of motivation (Bandura, 1997). Bandura (1986) defined self-efficacy as, "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391). If students believe they can read well, they will read often, and they will enjoy their success of overcoming a challenging text. Students who embody self-efficacy employ cognitive strategies in reading to overcome new challenges until they complete their goals and become adept readers (Schunk & Zimmerman, 1997).

Students are less motivated and have lower self-efficacy when their reading activities are either perceived as, or actually are, insurmountable (Schunk, 2003), and not sufficiently challenging (Miller & Meese, 1999). Therefore, to ensure that students become engaged

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readers, it is imperative that teachers support their students' perceptions that they can become

proficient readers (Wigfield, Gutherie, Tonks, & Perencevich, 2003). Similar to students with

high intrinsic motivation, students with high self-efficacy also become relatively active readers

and high achievers (Guthrie et al., 2000).

Because students are socially motivated, teachers should provide space for a community

of readers where students can share and interact with engaging and relevant texts. Teachers can

promote readers who are more intrinsically motivated so they become more active readers

(McRae & Gutherie, 2009). Almasi (1995) reported that engaged readers interact with their

classmates to construct meaning from the text. Students enjoy a classroom that includes

discussions in collaborative groups; the interactions between the teacher and with classmates can

enhance their reading tasks. In addition, collaborative groups allow students to gain insights into

their peers' perspectives, background knowledge, and skill sets (Chinn, Anderson, & Waggoner,

2001). Moreover, when students are grouped with others who have varying reading levels, their

interactions reinforce each of their individual strengths (Sikorski, 2004). A teacher can foster

social motivation and a community of learners when students are allowed to share their own

ideas and knowledge with peers (Wentzel, 2005).

Wigfield and Gutherie (2000) emphasized contributions in the classroom that influence

reading engagement and motivation as students transition to middle school. Once students

become more mature and receive evaluative, and sometimes critical, responses from teachers,

they begin to realize that other students may be more competent readers. Sustained and engaged

reading in the classroom positively impacts outcomes in student achievement, knowledge, and

practices, which takes time.

Students enjoy interacting and learning with real-life and interesting activities (Brophy,

1998). Gutherie and Humenick (2009) suggested that students are more motivated to read when teachers provide relevant and interesting topics and texts, along with the utilization of a variety of strategies to scaffold their instruction.   These practices can also have powerful effects on reading comprehension and achievement. Likewise, McRae and Gutherie (2009) advised teachers to provide relevant reading activities that connect to the real world, teach concepts that are culturally relevant, select texts that link to students' interests and backgrounds, and implement hands-on activities.

Ruddell (1995) stated that teachers have a powerful effect on students' motivation to read. Reading teachers should have strong content and pedagogical knowledge, employ effective motivation strategies that encourage independent learning, and set high expectations for student achievement (Robinson, 2006). Similarly, Fullerton (2001) reminded educators that "self perceived competence and control, goal attainment, and engagement all relate to learners' self-efficacy and motivations and are a critical consideration in relation to self-regulation" (p. 65). With the classroom teacher's assistance and guidance, students can maintain a solid motivation to attend to challenging reading activities. Their motivation has the potential to increase their desire to achieve mastery in other reading situations. Fullerton also highlighted factors that influence student motivation, which teachers can promote in their classrooms: students' interests, experiences, attitudes, and motivation.

Both Cosgrove (2003) and Leroy (2000) maintained that despite a lack of enthusiasm for reading, adolescents know that reading is the key to success and that it enhances their learning experiences, both in and outside of school. Still, they continue to resist the traditional curriculum because of the type of texts that are chosen by teachers. Pressley and Hilden (2002) recommended that teachers offer students a variety of texts and choices, as well as set authentic

purposes for reading and writing. Making sure that students participate in authentic literacy events that represent reading and writing situations that occur outside the classroom will have a powerful effect on students' reading motivation.

Nippold, Duthie, and Larsen (2005) discovered in their study that students in Grades 6 through 9 moderately enjoyed leisure reading; the researchers further noted that the interest in pleasure reading declined. Their study included a survey with a list of multi-genres, from novels to newspapers. Across the grade levels, students preferred popular texts, such as comics, magazines, novels, and the Internet.

A number of studies have revealed positive outcomes on the relationship between student reading motivation and texts (Baker & Wigfield; Cremin, Mottram, Collins, Powell, & Stafford, 2009; Gutherie, Hoa, Wigfield, Tonks, & Perencevich, 2006); Pintrich, 2003; Putnam & Walker, 2010). Ho and Gutherie (2013) studied the multivariate relationships between several aspects of motivation and achievement in reading; literary and expository texts were examined separately. The quantitative methods were divided into two phases to see if there were differing results in students who read literary or expository texts. Students' motivation to read information texts was examined in Phase I, and their motivation to read literary texts was considered in Phase II.

In Phase I, the participants included a sample of 923 Grade 7 students who attended four middle schools in a rural area of a mid-Atlantic state. These participants were involved in the Reading Engagement for Adolescent Learning (REAL) study. The researchers investigated instructional support, motivations, cognition, and competencies required for reading comprehension of middle school students. To assess a variety of motivational and cognitive constructs in reading, several reading instruments and questionnaires were administered. First,

the *Motivations for Reading Information Books School Questionnaire (MRIB-S)*, a self-report

instrument, assessed students' motivation for reading nonfiction information books across eight

aspects of motivation. This instrument included four affirming motivations (intrinsic motivation,

value, efficacy, and peer value), which were expected to correlate positively to achievement, and

various undermining motivations (avoidance, devalue, perceived difficulty, and peer devalue),

which would correlate negatively with achievement. Six measures were also utilized to examine

students' comprehension and achievement in reading information text. Multiple measures were

developed by a researcher to assess knowledge building from information text, literal text

comprehension, and inferencing in information. *The Woodstock Johnson III Reading Fluency*

Test and Form T of the *Gates-McGinitie* Comprehension Test were administered. Finally,

students' Reading/Language Arts grades were collected to assess overall reading comprehension

for literary text. All of the above assessments were completed by April 2009.

The sample for Phase II included 225 Grade 7 students who had participated in the REAL

study, and four teachers from two middle schools were added to instruct the students in this

phase. *Adolescent Motivations for School Reading Questionnaire (AMSR)* (Coddington, 2009), a

self-report instrument, was administered to assess middle school students' motivation for school

reading across six aspects of motivation. This instrument was completed in June 2009.

Similarly, the same six measures that evaluated students' comprehension and achievement in

reading information and literary text in Phase I were administered during this phase as well.

Ho and Gutherie (2013) observed three multivariate patterns for information text reading.

They explained that students experience more cognitive demands when reading information

texts. The complexity of reading information texts and the distinct differences in

comprehending this genre could have led to the multiple relationship patterns between

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motivation and achievement. In literary text reading, Ho and Gutherie contend there are fewer

cognitive demands and more generalized cognitive processes than informational text; such as,

identifying human motives and making inferences about the plot. The motivation for perceived

difficulty was the highest strength of association with achievement. Students who lacked

confidence when reading information text and had high levels of perceived difficulty also scored

low in all achievement assessments.

In addition, students exhibited a specific form of self-efficacy in the second pattern for

information texts. The researchers agreed that understanding information text structure   requires

students to have a high degree of background knowledge and skill, so they surmised that students

could possibly acquire this specialized motivation when they were successful with information

text comprehension.   Finally, pattern three included a generalized positive motivation (intrinsic

motivation and peer valuing of reading) for reading and reading fluency, and grades in

Reading/Language Arts were associated with this motivation. This pattern also demonstrated

generalized motivational positivity for reading. If students enjoy reading and are collaborative

with friends during reading, they tend to read fluently and acquire good grades.

On the other hand, literary text reading only revealed one multivariate pattern, which was

similar to the first pattern in Phase I.   The researchers posited that literary text comprehension

lends itself more to generalized cognitive processes and is associated with a number of

motivational constructs, including intrinsic motivation, valuing reading, and shared peer values

in reading. Perceived difficulty and self-efficacy were correlated with all the achievement

variables. Students with high perceived difficulty did not like literary text and were relatively

low achievers. Conversely, students who demonstrated high self-efficacy and enjoyed reading

literary text were high achievers. Therefore, there was a closer connection with enjoyment and

achievement in literary text reading than information text reading. Although this phenomenon is rare in literary text reading, many students can be high achievers in information text reading; however, many of them dislike this genre (low intrinsic motivation). More findings revealed that underlying motivations predicted students' reading achievement more strongly than affirming motivations.

There were several limitations in Ho and Gutherie's study, but only two of them resonated with the current study. One, although both literary (Phase II) and information text (Phase I) genres were examined for students' motivation, the majority of the achievement variables in Phase II included information text. Another limitation was that the samples included were predominantly European American.

Klauda and Gutherie (2014), in a longitudinal study of 183 pairs of Grade 7 students, investigated the development of reading motivation, engagement, and achievement. In particular, the researchers compared the interrelationship among the three variables in two groups of readers, advanced and struggling. The participants were a subsample of 1,205 participants from a previous study conducted in 2008-2009 (Ho & Gutherie, 2013) and who attended four middle schools in a mid-Atlantic state. These students were matched in gender, ethnicity, socioeconomic status, and school attended. Klauda and Gutherie focused on seven dimensions of reading motivation, which included four affirming motivations and three undermining motivations. Affirming motivations, or active participation and high achievement in reading, are comprised of intrinsic motivation, value, self-efficacy, and peer value. The undermining motivations of devalue, perceived difficulty, and peer devalue are reliable indicators for avoidance and low achievement in reading. In addition, the information text genre was utilized in this reading engagement model. The participants completed a reading motivation

and engagement questionnaire created by one researcher, and three measures of reading achievement, which included two standardized tests and one researcher-developed assessment, were also utilized.

Claudia and Gutherie contended that the performance of advanced students, in contrast with struggling readers' performance, demonstrated a stronger relationship between achievement and motivation and engagement. The researchers attributed the differences between the two groups to the views of developmental discontinuity. In other words, although struggling readers increased their engagement in reading activities due to strong affirming and weak undermining motivations, these students' time and attention to reading did not produce increased levels of achievement. The researchers speculated that due to advanced readers' stronger cognitive abilities, they may have demonstrated a wider scope for change in achievement. A second finding was that there were no significant differences between advanced and struggling readers when motivation predicted concurrent engagement and growth in engagement. The third finding, motivational predictions of growth in achievement and engagement, was also similar for advanced and struggling readers. While motivation did not predict achievement growth, it significantly increased reading engagement for both groups. As a result, the researchers determined that developmental continuity played a role within both groups in relation to engagement and achievement. The researchers finally noted that the relationships of the three variables could depend on the reading genre.

Klauda and Gutherie's study had two measurement limitations: the motivation and engagement data were drawn from self-report measures, and information text comprehension was determined by a researcher-developed instrument that focused on a single domain (science). In addition, the sample was limited to Grade 7 students who performed substantially below and

above grade level in reading. Future investigations might also compare these groups with students who read on grade level.

Gutherie, Wigfield, and VonSecker (2000) explored the effects of implementing an instructional intervention to positively influence children's intrinsic reading motivation. This quasi-experimental study compared students who received a reading instructional program designed by the researchers to students who received traditional instruction. The Concept-Oriented Reading Instruction (CORI) intervention included five variables to increase intrinsic motivation: (1) real-world interaction (doing hands-on science activities), (2) learning goals (using conceptual themes), (3) relatedness support (via collaborative activities), (4) autonomy support (from self-directed learning), and (5) competence support (through strategy instruction).

Although the pedagogy was different for each group of students, the teachers were comparable, and they each shared the same content objectives and goals for English language arts and science. In addition, teachers utilized literary and expository texts along with the integration of science information.   The participants included a multicultural population from Grades 3 and 5 at three schools in the metropolis area of one mid-Atlantic state. One school comprised a mainstream program for orthopedically disabled students, and two of the schools were designated Chapter I.

There were 41 fifth-grade students from two classrooms and 38 third-grade students from two classrooms who completed a performance assessment and CORI at the end of the year. There were also 47 fifth-grade students from two classrooms and 36 third-grade students from two classrooms who were included in the traditional organized basal and science instruction. The comparison groups were from the same schools.

The research assessments included *The Motivation for Reading Questionnaire (MRQ)*

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(Gambrel, Palmer,Codling, & Mazzoni, 1996), a strategy use student report; a conceptual

knowledge assessment, the *California Test of Basic Skills* for third-grade students; and the

comprehension section of the *Metropolitan Achievement Test* for the fifth-grade students.

Teachers responded to a 75-item instructional questionnaire and participated in videotaped

interviews as an intervention check.

One major finding was that students in the CORI classrooms scored higher in motivation

than students in the traditional classrooms. Specifically, the students in the CORI classrooms

scored significantly higher in curiosity for reading and in self-reported strategy use. On the other

hand, the students in the CORI classrooms were not significantly different from the students in

the traditional classrooms in recognition or competition. The researchers predicted this, as they

designed their instructional program for the purpose of enhancing intrinsic motivation for

reading rather than extrinsic motivation. Finally, there were no grade effects on curiosity,

involvement, or strategy use, but grade effects were found on recognition and competition.

One limitation of the study was that the classroom groups were not random; the principal

and the teachers formed the groups so that each group would be similar in reading achievement

and motivation. Also, the principal and teachers were not aware of the preexisting differences

among the variables. Moreover, the researchers did measure motivation and strategy use

outcomes; however, the measures were not administered as pretests.

Earlier studies also posited a relationship between gender and literacy motivation

(McKenna, M., Kear, D., & Ellsworth, R., 1995; Marinak and Gambrell, 2010; Smith, M., &

Wilhelm, J., 2002; Wigfield, A., & Gutherie, J., 1997). In a more recent study, Marinak and

Gambrell (2010) examined gender differences in reading motivation for third-grade boys and

girls. The participants were 288 third-grade average readers (145 girls and 143 boys) from three

elementary schools in a large suburban school district. Students who scored between the 30th national percentile and 60th national percentile in total reading on the *Stanford Achievement Test* were identified as average readers.

A reading specialist administered the *Motivation to Read Profile (MRP)* (Gambrell, et al., 1996) during the fall. There were 20 items that assessed two dimensions of reading motivation: self-concept as a reader and value of reading. The researchers reported that both girls and boys in the study were equally self-confident about themselves as readers. In contrast, the *MRP* analysis affirmed that boys who were average readers were less motivated to read. More importantly, boys who were average readers valued reading less than their girl counterparts because they did not value reading activities. For future research, the investigators requested the identification of specific instructional practices to motivate and encourage boys of all ages to value reading. One limitation in Marinak and Gambrell's study was their sample. The participants were only one grade level with approximately the same levels of reading achievement. Their results could only be generalized to this particular group.

Another study explored how motivation plays a pivotal role in literacy development, in particular, the role of more or less proximal rewards on reading motivation. Marinak and Gambrell (2008) investigated the effects of proximity of reward (literacy reward, a book or non-literacy reward, a token) and choice of reward (choice of book or choice of token) on intrinsic reading motivation. This study also included the interactions that could possibly exist between the two independent variables. Based on the cognitive evaluation theory (Deci, 1971) and the reward proximity hypothesis (Gambrell, 1996), the researchers predicted that offering students a book would ensure their engagement with text. Similarly, they noted from past research that students choosing their own reward would increase intrinsic motivation to read.

Third-grade students who scored between the 30th and 50th percentile on the *Stanford Achievement Test* (ninth edition), were selected to participate in the study. The researchers conducted the present study at three elementary schools in a large mid-Atlantic suburban school district. The investigation was divided into two phases: library book selection and observation of free-choice activity. In the library book selection phase, students were offered a choice of three fiction titles and three nonfiction titles that had not been released by publishers. The choice of a book (more proximal reward) or the choice of a token (less proximal reward) was also offered to students in the free-choice activity.

Following their decision, students read their books and made recommendations for future books for the library. As far as the choice of reward, there was a range of books and tokens that researchers provided for students after they completed their task. In phase two, as soon as students received their rewards, students were offered three choices for the free-choice activity: to read, do a math game, or do a jigsaw puzzle. To collect the data for the three measures of intrinsic motivation (first activity selected, number of words read, and number of seconds spent on reading), the researchers interviewed each participant during both phases. The *MRP* was administered prior to the study to assess the third-grade students' existing motivation. This instrument consists of two subscales: self-concept as a reader and value of reading.

The researchers identified three conclusions as to how rewards influence reading motivation. For one, books were appropriate reading awards; they were less undermining to intrinsic motivation, and these findings supported the reward proximity hypothesis. Second, intrinsic motivation was undermined when tokens were given soon after students read. This influence was even stronger than when books were used as rewards or when no reward was given. Finally, choice of reward, book or token, was not an important factor in reading

motivation. Based on their research, in order to increase and sustain students' reading engagement, educators may want to consider reading-related rewards to promote the value of reading. Marinak and Gambrell's study was limited to generalizations about third-grade students with the same levels of reading achievement. The study was also limited to the reward conditions used in their study.

Adolescent Reading Attitudes

Although there is a consensus among classroom teachers and researchers that students' attitudes toward reading significantly impacts their reading achievement (Russ, 1989), there has been more research emphasis on cognitive (e.g. fluency) and conative (e.g. intentions) variables. This is due in part because the research of the relationships between reading and attitude has provided more reliable behavioral predictions, and affective variables are difficult to research (Mathewson, 1994). Due to this lack of focus on the study of affect, there is a gap in the area of measuring student attitudes (Gettys & Fowler, 1996).

Although there is focused attention to beginning readers' literary development, adolescent readers are equally important (Vacca, 1998). Much of the research conducted on adolescents learning to read involves the cognitive, in lieu of the affective aspects, relating to reading (Cramer & Castle, 1994; Gutherie & Wiggins, 1997). The neglect of research on adolescent students' attitudes toward reading and writing has impacted classroom instruction.

Researchers have emphasized the evaluation, students' feelings or actions in defining attitudes. These interactions can be quite complex (Petscher, 2010). Researchers have also acknowledged that positive reading attitudes ultimately lead to academic success and pleasure reading; however, how adolescents develop these positive reading attitudes has not been thoroughly investigated (Cramer & Castle, 1994; Partin & Gillespie, 2002). This variegated

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group needs what Afflerbach (2007b) described as reading: a dynamic, strategic, and goal-oriented process. In other words, adolescent readers need to be actively involved, consciously monitoring their learning, and understanding their purposes for reading. The teacher's goal for literacy instruction should be to ensure that all students achieve literacy success. Gambrell, Malloy, and Mazzoni (2007) suggested that teachers envision goals of what they want for students and work toward accomplishing those goals. Despite all the sage guidelines and recommendations for any literacy event or instruction, meaning only occurs at a particular moment in time because each reader is unique (Kucer, 2001; Pardo, 2004). The problem lies in students' negative attitudes toward engaging with the text and what teachers can do to change their negative attitudes to positive ones.

Some students reject reading because they are so frustrated with failure from their past reading experiences that they give up; they do not even try to improve themselves. As Howard (1988) asserted, a person's self-concept is not constant and with every new encounter, a student has the opportunity to change in a positive or negative way. In spite of students' negative experiences with reading, there are also those students who simply choose not to read. Howard underscored the fact that students' attitudes can be improved and teachers need to keep this as a priority when trying to help struggling readers. The choices they make involve their attitudes, which Ley, Schaer, and Dismukes (1994) explained are a person's predisposition to act consistently toward given objects. Attitudes are defined as being multidimensional, composed of cognitive, affective, and behavioral elements. More importantly, they are often underrated in schools and virtually ignored in relation to reading.

Young adolescents who have negative attitudes toward reading utilize avoidance, which is the complete opposite of intrinsic motivation. They avoid reading because they perceive the

text as irrelevant or meaningless (Assor, Kaplan, & Roth, 2002; Ivey & Broaddus, 2002). The

behavior they exhibit is typically ignoring or disengaging with the text at hand (Assor et al.,

2002). Student avoidance can cause multiple problems in the classroom. Students may

purposefully exhibit little effort in order to escape from learning and completing the assigned

reading tasks (Brdar, Rijavec, & Loncaric, 2006). Also, they may not practice self-reflection or

literacy strategies (Dowson & McInerney, 2001) and may be distracted from the content being

taught (Yair, 2000). There could be negative repercussions to the avoidance motivation

behavior. Morgan and Fuchs (2007) found that low reading motivation can be both "a

consequence of limited skill acquisition" and "a cause of later reading failure" (p. 166).

Conversely, another group expanding each year is alliterate readers, or nonreaders (Beers,

1996). There are a myriad of students who have the basic ability to read; however, they choose

not to read (Dickinson, 1992). Herrold, Stanchfield, and Serabian (1989) suggested that more

time should be given to the investigation into the affective factors related to reading in order to

address this relatively new phenomenon. Duchein and Mealey (1993) asserted that this group

has little advantage over those students who cannot read at all. The love of reading may not be

innate in a person, so the love of reading must be fostered in some way (Barrett, 2001; Lesesne,

1991). They further contended that it is more beneficial for teachers to promote the love of

reading than to just provide students with the skills necessary for reading.

Vygotsky (1978) posited the notion of the Zone of Proximal Development (ZPD), where

a student's ability depends on the difference between what they can do with help (potential

development with guidance) and what they can do independently (zone of actual development

level). Acquiring new knowledge depends on previous learning and instruction. Actual

development could also refer to changes that occur in students' emotional development.

Students' perceptions of their ability to read, the effort they exert to this task, and the motivation they have to want to read have powerful effects in their ability to change their attitude as readers and increase their motivation to learn. Moreover, Vygotsky argued:

> If we ignore the child's needs and the incentives which are effective in getting him to act, we will never be able to understand his advance from one developmental stage to the next (reference to the zone of proximal development) because every advance is connected with a marked change in motives, inclinations, and incentives (p. 92).

Researchers cite three factors that influence students' reading attitudes: early home environment, school, and reading ability. When Matheny and Lockledge (1986) investigated how people developed their reading habits and what factors influenced them, they found that early experiences with family had the greatest impact on literacy. Positive early experiences were the most significant factor in the development of attitude toward reading. In contrast, family members' negative views of reading influenced students' negative reading attitudes (Wang, 2000). School factors were also critical in determining students' reading attitudes. Teachers who assigned reading versus providing students with choices was cited as the least helpful of the two reading activities (Ivey and Broaddus, 2001), as well as mandating that students overanalyze texts in the classroom (Cope, 1994). Finally, students' reading ability also affects their reading attitudes. Because some students continue to find reading difficult as they transition from one grade level to another, their self-esteem lessens, and eventually they give up on reading and themselves (Cunningham & Stanovich, 1998).

Assessing students' interests and attitudes is crucial, and as Rosenblatt (1978) emphasized, "All readers have individualized reading experiences because each reader has unique background schemas" (p. 55). Interest inventories assist teachers in matching students

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with engaging texts because students are able to select intriguing topics from the list provided. Attitude surveys offer rating scales that determine students' general reading attitudes, and their results can be easily quantified. These surveys gauge students' positive or negative attitudes (McKenna & Stahl, 2009). Many reading educators suggest that teachers that can dramatically improve students' reading experiences, and thus promoting positive reading attitudes, if they realize that students can live literate lives by reading magazines, popular press, alternative texts, and other materials to which students develop a personal connection (Moje, Overby, Tysvaer, & Morris, 2008; Pitcher et al., 2007).

Before the 1980s, the affective factor of reading attitude was not as important because cognitive research prevailed (Cramer & Castle, 1994; Gutherie & Wiggins, 1997). Researchers have continued to question how and to what degree the affective reading domain influences the cognitive reading domain. McKenna (2001) contended that although not all researchers agree that reading attitudes tend to decline over time, there is a large body of research that suggests that as children mature, they find more leisure time options that compete with reading. Two studies from the 1990s addressed this assumption.

McKenna, Kear, and Ellsworth (1995) concluded that there were three problems that contributed to previously inconsistent findings in the relationship between reading attitude and reading achievement: (1) variables that may or may not measure reading attitude, (2) inadequate reading attitude instruments, and (3) small sample sizes and exploration of uncharted areas related to reading attitude. In an attempt to address these problems, McKenna, Kear, and Ellsworth conducted a systematic validation of their own *Elementary Reading Attitude Survey (ERAS)* (McKenna & Kear, 1990). They administered a national stratified study of 18,185 students in Grades 1 through 6 from 229 schools, and 95 school districts in 38 states in the

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United States. The *ERAS* is a 20-item, pictorial rating scale with four points represented by four

facial expressions of the cartoon character Garfield that measure strength of agreement or

disagreement with survey statements. The 20 items are subdivided into two categories, academic

reading attitude and recreational reading attitude, with 10 questions in each category.

All participating teachers received copies of the survey for their students, along with

detailed administration instructions. The teachers discussed the following with their students

prior to the administration of the survey: the description of the survey, its purposes, no "correct"

answers, and the mood of each illustration. The teachers read each item aloud twice as all

students followed along and marked their responses. Finally, the teachers classified all of their

students by gender and ethnicity, as well as their own dependence on basal readers for classroom

instruction.

The scores were analyzed by gender, grade level, ethnicity, reading ability, and the use

of basal readers. There were several findings from this study. First, as students progressed from

first to sixth grade, their academic and recreational reading attitudes became increasingly

negative. On average, students started out with positive attitudes, but in later years their attitudes

became indifferent. Second, students' reading ability determined the increasingly negative

recreational attitudes, as struggling readers experienced a more rapid decline in recreational

attitudes. Similarly, academic reading attitudes were the same for all ability groups, even when

the attitudinal gap widened with age. Third, for recreational and academic reading, girls at all

grade levels had more positive attitudes than the boys at all grade levels. The gap widened with

age for recreational attitude; however, for academic attitude, it was constant, and the gender

differences were unrelated to ability. Fourth, for both recreational and academic attitudes,

ethnicity played a small role in negative attitudes. Fifth, basal readers had no meaningful

relationship to recreational or academic reading attitudes. One limitation of this study was that researchers had difficulty accessing students from large cities, so they were not included in this study. Another limitation was the researchers' dependence on survey data.

Although Kush and Watkins (1996) concurred with other researchers' findings that students' reading attitudes decline as they progress from elementary to middle school, they believed that there were limitations of past research: over reliance with cross-sectional designs and assumption that reading attitude was a unitary construct. The researchers argued that reading attitude may be multidimensional, and there was a need for more research to identify distinct developmental trends that could contribute to the relationship between reading attitude and reading achievement.

Kush and Watkins examined a longitudinal stability of reading attitudes study of elementary students for over three years. Teachers administered the *ERAS* to190 first- through fourth-grade students (83 boys and 107 girls) in a suburban school district in the Southwestern area of the United States during the fall of 1990-1991 and later in the spring of 1992-1993 (with Grades 3through 6). Each year students were randomly assigned to teachers in one of 14 classrooms. The researchers chose this survey because it included scores for both recreational and academic reading attitudes. Additionally, they examined gender differences in reading attitude. They wanted to determine if the finding of negative reading attitudes for boys could be replicated in a longitudinal design.

The teachers read the directions aloud and students were afforded opportunities to practice before they completed the survey. The researchers utilized the raw scores provided per the standardized instructions included in the directions of the survey. There were two important findings from this three-year investigation. One, over the three years, both the recreational

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subscale scores and the academic subscale scores of the *ERAS* exhibited a significant decline for all students. Two, the findings for the girls were twofold: on average, for recreational reading, girls over time showed more positive reading attitudes than boys, and girls had more favorable attitudes toward reading, especially in reading activities outside the classroom.

In light of the these results, the researchers suggested the following to improve reading attitudes for all students: (a) self-selected books and more access to books, (b) more shared and social reading experiences with fewer basal and worksheet instructional activities, (c) more parental involvement, and (d) to promote early reading with boys.

Researchers continued to investigate students' reading attitudes in the 2000s, but more so to the extent that reading attitudes influenced students' achievement in reading. The following two studies are similar because they both explored students' reading attitudes through surveys with large samples.

McKenna, Conradi, Lawrence, Jang, and Meyer (2012) developed and administered a self-report survey, the *Survey of Adolescent Reading Attitudes (SARA)*, which measures adolescents' attitudes toward reading. The purpose of their investigation was to explore the current status of middle school students' reading attitudes.   The researchers wanted to delineate those attitudes by purpose for reading (academic vs. recreational) and by medium (print vs. digital). In addition, they wanted to investigate the relationship between attitude and two other variables, grade and gender.

After the survey had been piloted to assure validity and reliability, the researchers recruited both middle and high school teachers through advertisements on listservs with the Literacy Research Association, International Reading Association (IRA), National Council of Teachers of English, and sent information about their study to selected local and state IRA

leaders. The volunteer teachers were sent packets of the survey, a cover sheet, directions, and a

postage-paid return envelope. For this particular study, only the middle school results (Grades 6

through 8) were reported. There were 5,080 students across 23 states, including the District of

Columbia. After students in mixed-grade classes were excluded, there were a total of 4,491

middle school student participants.

Although the researchers were not able to formally generalize the findings to the broader

United States' population of middle school students because they had not used a random sample,

the researchers believed it estimated the nation's middle school population. They compared

weighted school demographics against national percentages of students receiving federal lunch

subsidies, students of various ethnicities, and students who lived in the four geographic regions

in the United States. To protect the anonymity and the potentially skewed responses on the

surveys of the student participants, race/ethnicity and economic status were not included in this

study. All teachers were given scripts for the administration of the survey and the goals for the

study. Students were given the opportunity to opt out of participating in the study.

The *SARA* is an 18-item, six-point rating scale in which students identify statements

ranging from "very good" to "very bad." All items vary along two dimensions: purpose for

reading (academic vs. recreational) and medium (print vs. digital). The 18 items are subdivided

into four subsets: attitude toward academic reading of print materials (AP), attitude toward

academic reading in digital settings (AD), attitude toward recreational reading of print materials

(RP), and attitude toward recreational reading in digital settings (RD).

The researchers found that students reported no difference between academic print and

academic digital for reading purposes. The researchers surmised that there may not have been a

difference in the instructional delivery of print texts and technology. Students also preferred

recreational print to academic print environments, even though the relationship between both was comparably high. Moreover, students preferred digital activities for recreation; however, there were weak relationships between recreational digital and the other three subscales. All three of the recreational digital items involved social interactions, and none of them included reading text.

A few findings were consistent with an earlier study (McKenna et al., 1995) that documented a decline of attitudes over time and a gender difference where females favored academic digital and recreational print compared to males. Likewise, females also favored academic print more often than males. On the other hand, contrary to the earlier study, males were more positive than females toward recreational reading in digital. The researchers observed a decline in attitudes over time here as well. The researchers noted the reason for this change could be attributed to the group differences in each study's use of digital technologies.

The findings of three of the four subscales support the conclusion that attitudes toward reading gradually decline over time, and moreover, none of the scales showed one grade level as more positive than another grade level. One limitation of this study was that it was not random, and although the researchers did argue that their study could be generalized to other middle school populations in the United States, it was not formally stratified.

McQuillan (2013) identified gaps in the literature where reading attitudes declined over time and achievement. He noted there were no large-scale studies that existed in the literature investigating the decline of reading attitudes and achievement in middle and high school students in a diverse, urban school district. He wanted to examine how reading attitudes and beliefs changed over time for that population. He conducted a study in a school district located in southern California and collected cross-sectional data on students' reading curriculum and

achievement. The ethnic composition of students included over 70% of Latino/Hispanic and a large proportion of students from families that spoke other languages.

The instrument the researcher used the *Middle/Secondary Reading Attitude Survey* (Baldwin, Johnson, & Peer, 1980). The survey was administered to students in Grades 7-12 in all 17 schools. Of these 17,000 Grade 7-12 students, 14, 315 students completed the 20 items on the survey, as well as the questions on gender and grade. In the end, the survey was administered to all 17 schools in Grades 7 through 12.   This instrument has 20 items and 4-points was intended for junior (Grades 7-8) and senior (grades 9-12) high school students. The survey also measured beliefs or self-efficacy, general attitudes toward reading, and self-reported grades.

McQuillan analyzed students' attitude changes across grade levels, gender, and self-reported English and reading academic performance for both academic and recreational reading. In addition, he explored students' beliefs about their own competencies as readers. Unlike the findings reported in previous research for elementary/pre-adolescent students, McQuillan's study revealed that students' reading attitudes did not decline in middle and high school. The downward trends in elementary reading attitudes continued through Grade 8 and where they peaked and then stabilized throughout the rest of the years. Moreover, the researcher did not find a widening of the gap in positive attitudes between good and poor readers. There was an alignment between the present study and previous research: high school students have more confidence in their reading skills and continue to throughout their high school years, and girls have more positive attitudes toward reading than boys. Finally, students with higher self-reported English and reading grades had substantially greater levels of reading motivation and reading self-efficacy. Two limitations of the study were the sample of mostly Latino/Hispanic

students, which restricts generalizations to this population, and the survey's ability to gauge only reading attitudes.

Teacher Booktalks

Gutherie and Wigfield (2000) reported that reading is an accrued skill and that research supports a variety of silent reading programs because there is a positive correlation between time spent reading and reading achievement. For example, research involving recreational reading programs like Silent Sustained Reading (SSR) or Free Volunteer Reading (FVR), as well as modified silent reading programs like Scaffolded Silent Reading (ScSR) or independent reading has reported that students who have access to more books (Fisher & Ivey, 2006; Gutherie, 2008; Krashen, 2004) and libraries (Allington, 2009; Lao, 2003; McQuillan & Au, 2001; Reutzel & Juth, 2014; Worthy, 1996) have participated in more reading.   Students who have more books read better (Allington, 2006; Krashen, 2011; Krashen & McQuillan, 2007), students who choose their texts read more than other students (Allington, 2012; Aranha, 1985; Clark & Rumbold, 2006; Dymock, 2000; Gutherie, 2008; Gutherie & Wigfield, 2000; Ivey, 2000), and these students are often more successful academically and perform better on standardized tests (Fisher, 2001; Gutherie et al., 1999; Ivey & Broaddus, 2001; Krashen, 2011).

Research has shown that booktalks are an effective instructional strategy to support students' independent reading (Fisher, Flood, Lap, & Frey, 2004; Ivey & Johnston, 2013; Keane & Cavanaugh, 2009; Lane & Wright, 2007; Lesesne, 2006; Trelease, 2006;). Effective adolescent literacy teaching requires teachers to include comprehensive literacy programs that foster student motivation (Biancarosa & Snow, 2004). Booktalks are one way to expose reluctant adolescent readers to multiple texts, as well as assist avid readers in finding what they want to read (Lesesne, 2006; Trelease, 2006). Lyons (2003) noted that students are more likely

to read a book when teachers employ read-alouds and booktalks. She stated, "motivation is

critical in determining the circumstances in which attention becomes more directed" (p. 80).

Booktalks can serve as a vehicle similar to advertisements, which are used to encourage

consumers to take action after a persuasive speech about a product. According to Bromann

(2001), booktalks have existed as long as book promotions by teachers and librarians have been

in existence. There is not an in-depth history behind booktalks; however, Kenny and Gunter

(2004) cite that Aiden Chambers (1986), a children's author and a former teacher and librarian,

was the first to coin the word "booktalk" in his book, *Booktalk: Occasional Writing on

Literature and Children.*

Librarians at the New York Library have used booktalks since the 1940s to promote

reading (Bodart, 1992; Munson, 1950;). Although talking about books in the 1950s was an

incentive to motivate adolescents to read, such conversations evolved throughout the 1970s in

order to publicize book titles for adults (Bromann, 2001). During the 1990s, booktalks were also

used as a persuasive tool to entice younger children to read (Baxter & Kochel, 1999).

Historically, public librarians have performed booktalks to promote children's positive attitudes

toward reading and to expose them to a variety of genres (Bodart, 1986). During the 1980s and

1990s, articles on booktalks encouraged English and reading teachers to utilize the bookalking

technique to promote the love of reading (Reeder, 1991).

Knowing their audience assists booktalkers in what works best (Clark, 2007). Teachers

can write their own scripts, or they can access scripts that are ready to present. In addition,

booktalk guides or booktalk websites offer tips and strategies, assistance on how to create a

booktalk, and book titles for successful booktalks. Finally, there is an array of creative ways that

booktalkers can employ inventive activities such as journaling and poetry, discussion or panel

topics, and presentations (Schall, 2007).

There are a variety of techniques from former librarians and booktalkers on how to plan and present booktalks. The goal for booktalkers is to believe that all students will find a book they will want to read. Keene (2009) suggested that having a great hook in the beginning of a booktalk is paramount to jumpstart a good presentation. This allows students to anticipate or begin predicting what may happen next. Keeping scripts short and highlighting only a few characters will add to the intrigue of the story. To add a spark of excitement for the adolescent groups, she added the "What if?" format.

In order to engage the audience, Charles (2005) advised that teachers limit booktalk presentations to three to five minutes, have eye contact with their audience, move around the room, and speak in a natural voice. Clark (2007) recommended that the booktalker employ first person by becoming the character in voice and in action. Ultimately, planning ahead, reading part of the book, and writing a script will ensure a quality presentation (Cole, 2007).

Practitioners support the use of booktalks, as they can be a prominent factor in exposing students to books that interest them and that are relevant to their lives outside the classroom. Thus, they play a vital role in changing students' attitudes and motivating them to read. Atwell (2007) suggested that students choose their own books and that both teachers and students provide booktalks to recommend their favorite books and promote the love of reading. She and her students perform 300 booktalks each year and, according to her students, these performances keep them excited about reading. She remarked, "…for students of every ability and background, it is the simple miraculous act of reading a good book that turns them into readers. The job of adults who care about reading is to move heaven and earth to put book into a child's hand (p. 28)." Kittle (2013) agreed with Atwell that booktalks provide teachers and students

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with opportunities to showcase favorite titles that will resonate with students and may engage and enhance the love of reading. She contended that reading books "is not about coercion, but promise" (p.64), and booktalks are the vehicle that provides students access to large volumes of a variety of books. Robb (2010) also endorsed booktalks because they are advertisements for good books and excite students about reading. In the same manner, Routman (2003) encouraged teachers to utilize booktalks weekly to entice students and introduce them to exciting new books. Moreover, it is important that struggling readers are exposed to a variety of books through classroom libraries and booktalks. Because teachers create an environment that makes "books and book talk 'hot'" (Routman, 2000, p. 72), students develop more positive attitudes toward reading, and thus, read more and improve reading achievement. She also advised teachers to host weekly organized student booktalks to sell the book in the same manner as a friend would who was excited about a book.

Although the literature on teachers and librarians performing booktalks has existed for years (Bodart, 1989; Bromann, 2001; Kenny & Gunter, 2004), there is only anecdotal literature that reports the success of booktalk performances. On the other hand, there is little empirical evidence that shows the effectiveness of booktalks in middle school classrooms to promote recreational reading or positive attitudes toward reading. There are a few older studies that librarians conducted which investigated the benefits of booktalking; however, these studies did not include any type of formal analysis.

Level (1982) wanted struggling readers to read as much as or more than proficient or advanced readers. She conducted an informal study for six weeks in Fayetteville, Arkansas, with two classes of 64 fifth-grade students. The researcher examined booktalking and its influence on students' motivation to read more. A book display was used in conjunction with the booktalks.

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The booktalk sessions utilized 34 book titles and were held for two groups of fifth-grade students, a high and a low group. Although the struggling readers did not read as much as the proficient or advanced readers, the researcher found that the book display and the booktalk presentations increased the amount of books read with this group. The researcher concluded that using booktalks in conjunction with the book display was effective. However, one limitation in this study was the statistical manipulation of the data collected. The results were based on simple tabulation of the booktalk books' circulation. In addition, this study used a small sample.

Braeder (1984) created a three-part survey to examine the effects of booktalks on the cognitive and affective domains of 440 randomly selected students in Grades 6 through 12 in Vancouver. The questions were designed to address the following: Part 1 sought reading background information about the sample population, Part 2 identified boys' and girls' reading preferences, and Part 3 included students' responses to the booktalk performances. The researcher performed 18 booktalks in the library during one semester and then administered a researcher-created survey to the students. Once the student responses were collected, the researcher employed nominative data to report the results. The findings from the questionnaire with regard to the cognitive domain revealed that booktalks assisted students in finding books to read (71.19%). In addition, boys ages 12 to 13 read more than boys ages 16 to 18, and girls in all grades read more than boys. Furthermore, in the affective domain, the findings disclosed that booktalks not only extended the reading habits and interests of students, but also created a positive and friendly experience in the library and with librarians. Furthermore, the third part of the survey again acknowledged that girls responded more positively than boys, and it also revealed that boys enjoyed magazines more than books, and reading declined as students advanced across the grade levels. More importantly for Braeder, students' responses revealed

that they found booktalks enjoyable (81.36%), they assisted them in book selections (71.19%), and they introduced them to new authors and genres.

One limitation of Braeder's study was the predominant use of nominative data. Another limitation was that Braeder utilized a researcher-developed survey to examine the effects of booktalks on the cognitive and affective domains.

Like Braeder's (1984) study, Bodart's (1986) dissertation also indicated that as a result of the booktalks, book circulation increased for adolescent readers. Prior to this investigation, there were no formal booktalk studies involving high school students, and most booktalk studies had little empirical evidence. Bodart explored the effects of booktalks on reading attitudes of high school students. In addition to examining book circulation, the researcher included five factors that would impact booktalks. The five factors were gender, reading level, instructor, time of instruction, and the number of students in class. Bodart matched four groups of Grade 9 students (75 students) to the five factors at a high school in Illinois. Moreover, she considered how attitude toward reading was affected by the teacher, the reading level, and students' gender.

Bodart's graduate assistant administered pre- and post-tests of the *Teale and Lewis Reading Attitude Survey* (Teal & Lewis, 1980) to measure the students' reading attitudes. The school librarian performed all booktalks to half of the group of Grade 9 students after the researcher conducted the formal booktalk training. The other half of the students served as the group who took only the pretest and posttest. A Solomon Four Group design was utilized to control for the varying factors.

There were no significant changes in the students' reading attitudes as a result of the booktalk presentations; however, the researcher noted that students were administered the pretest and posttest two weeks apart and suggested that a longer period of time was needed to

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significantly change students' reading attitudes. On the other hand, Bodart concluded from the survey that teachers' reading attitudes did influence students' reading attitudes. There was also a substantial increase in the circulation of booktalk books. Moreover, Bodart added that there was a secondary wave of benefits for booktalks. The first wave of benefits is the time during which students hear the booktalks, and the secondary effect is when students hear about the books from their classmates who heard the booktalks. One limitation of Bodart's study was the reliance on one survey to identify students' reading attitudes. In fact, the researcher noted that the time frame had a negative effect on the students' attitudes.

Reeder's (1991) study also considered the effects of booktalks on the reading attitudes of seventh-grade students in several English classrooms. In a quasi-experimental study, the researcher included 287 seventh-grade participants from three junior high schools in a Nebraska school district. The study comprised three teachers, two of whom were trained to do booktalks. The control group teacher continued to use the same curriculum goals as the booktalk teachers, and she also maintained two common practices, which included book reports and brief book recommendations.

The books were selected from several recommended book lists compiled by reputable authorities on adolescent literature. After choosing 36 books and reading all of them, the researcher and the teachers agreed on a final list of 18 books that they all enjoyed. Two booktalk teachers performed three booktalks a week over a six-week period. With the guidance of the researcher, the booktalk teachers either wrote the scripts, or they used Bodart's publications and memorized the scripts.

All three teachers administered the Rogers (1982) Reading Attitude Survey to all seventh-grade students before and after the study. Reeder included random teacher interviews,

checklist data, and circulation desk data. The interviews included five questions about students' habits about reading, and the checklist included responses from students about their booktalk experiences. Students communicated that booktalks facilitated in the selection of books and that they were enjoyable, interesting, and motivating.

There were significant increases in the circulation of booktalk titles after each booktalk was performed, and for an extended period of time after the treatment ended, there were still students who continued to check out booktalk books. Compared to the results of the control group, however, the researcher concluded there were no changes in the participants' reading attitudes. Moreover, increases in the circulation of the booktalk titles were limited to the booktalk titles only. They did not extend to other authors' books, and students did not look to broaden their interests. Finally, the researcher determined that the female participants had more positive attitudes toward reading than the male participants. The investigator noted that if booktalks are to be more effective in the classroom, future research should consider students' broader reading interests, reading books by other authors, the goal of changing students' reading attitudes. Such research should also include more time for students to read the booktalk titles. One limitation to Reeder's study was the sample could be generalized only to a European American population. Additionally, the researcher did not utilize statistical data.

A dissertation by Nollen (1992) was the first to study the effects of booktalks on enhancing the reading attitudes and behaviors of elementary school students. Nollen examined 53 fourth-grade students from two classrooms during the span of 18 weeks. To ascertain the changes in students' attitudes, the investigator administered the pre- and post-tests of the *Estes Attitude Scales: Measures of Attitude Toward School Subjects, Grades 2-6* (Estes, 1981). This instrument included three subscales. The reading measure was conducted before the study began

and again three weeks after the study. In addition, the researcher recorded the library circulation rates before the treatments began in order to compare them to the circulation rates after each booktalk treatment to note increases in book titles. The investigator also selected books from the American Library Association (ALA) Notable Books List and the International Reading Association (IRA) Children's Choices List to determine students' book preferences according to the differing literary criteria for both organizations. Equally important, after selecting a booktalk book, each student was required to respond to a circulation questionnaire which determined their circulation decisions and the effectiveness of the booktalks. Finally, Nollen wanted to capture more accurately the influence of booktalks on reading attitudes, so 18 structured reading interviews were conducted with nine participants before and during the booktalk treatments. These structured interviews included questions that addressed students' feelings about reading and their reactions to booktalks. Nollen found several results. One, there was a significant increase in book circulation following each booktalk presentation. Previously, there were only 20 titles reported in the circulation data before the study, compared to 79 titles checked out by the end of the study. The student circulation questionnaire revealed that 80% of students' book selection decisions were based on the booktalks; however, there was not a significant increase in positive reading attitudes. Nollen also found that the booktalk treatments were equally effective for book selections by gender and also with attitude or behavior. One limitation of Nollen's study was the small sample size, which limited the generalizability of the findings. Another limitation was that Nollen's participants already had positive attitudes in the beginning of the study, so the posttest revealed neutral reading attitudes. Nollen recommended that future research find students with less positive reading attitudes.

Crowther (1993), a Library Media Specialist, conducted a study of a program to

coordinate library activities with the middle school curriculum. The study included booktalks and read alouds to increase book circulation and engage readers. There was a decline in middle school library visits, resources, and interest in reading, so three solutions were implemented in this practicum for three months. The researcher participants consisted of a parent volunteer, a county librarian, two teachers and 66 sixth through eighth grade students from a small suburban east coast community. Initially, Crowther visited both middle school classrooms every other week and later changed it to every week. Utilizing a wide array of fiction and nonfiction books, the researcher, a parent volunteer, and a county librarian read aloud to students and performed booktalks for 12 weeks.   Crowther collected circulation data each day using hand carding because the library did not have an electronic checkout system. At the end of the day, the circulation data, student participation, and classroom visit information were recorded in a booktalk journal. A graph was created to compare the book circulation and book categories before and after the implementation of booktalks. In addition, library activities were recorded in a library album, which included pictures and a narrative. At the conclusion of this study, Crowther reported that book circulation more than doubled, more students were enthusiastic about selecting books, especially the featured books, and there was an increase in students and teachers participating in library programs. Finally, Crowther determined that the booktalks were instrumental in promoting middle school students' enjoyment of and motivation to read more. Two limitations of Crowther's study were the small sample size and the fact that empirical data was not utilized in analyzing the data.

In a more recent dissertation, Wozniac (2010) conducted a six-week mixed-methods study to explore teacher instructional practices in the classroom. Wozniac investigated the extent to which booktalks and interactive read-alouds would affect change in the reading attitudes,

reading self-efficacy, and amount of reading in fifth-grade reluctant boy readers. Further, the

two fifth-grade teachers' reading beliefs and practices were explored before and after the

treatment to determine the importance of the treatment for teachers.

Wozniak created an intervention schedule that was implemented in two English language

arts classrooms, three times a week for six weeks, with a special focus on booktalks, read-alouds,

unrestricted choice of books, independent reading, and partner talk. The participants were two

English language arts teachers and a sample of 14 reluctant boy readers from two different

schools in an urban district in the San Francisco East Bay area. Although all fifth-grade students

participated in the six-week study, only the 14 fifth-grade reluctant boy readers' data was

collected for the study. The two teacher participants recommended the student participants based

on their classroom observations and data. Students were selected if they met only one of the four

criteria: disengagement in their English language arts instruction, negative reading attitudes, low

reading test scores, or low reading self-efficacy.

Wozniac utilized the following quantitative instruments: *The Elementary Reading*

Attitude Survey (ERAS) (McKenna & Kear, 1990), the *Reader Self-Perception Scale (RSPS)*

(Henk & Melnick, 1992), and weekly student reading logs. The following qualitative

instruments were used: semi-structured interview protocols for teacher and student interviews,

classroom observations, and teacher reflection journals. Wozniac also administered a

combination of both quantitative and qualitative instruments: *ERAS* and a ranked-item survey on

students' favorite teacher book talks and interactive read-alouds. Wozniac administered the

ERAS before and after the interventions to measure the change in the boys' reading attitudes. At

the beginning of the study, Wozniac administered the *RSPS* to measure students' self-efficacy as

readers, and again at the end of the study to compare differences after the intervention. She also

used another instrument during the baseline data week, The Reading Interest Inventory that she created from other interest inventories, to determine what types of texts students preferred to read and their reading attitudes.

Wozniac's intervention was planned for 40 minutes each day for three days a week. The first day began with a seven to ten minutes teacher book talk presentation, and on the second and third days the teachers conducted eight to ten minutes interactive read-alouds. Both instructional methods were followed by 15-20 minutes of self-selected independent reading, a three to five minute partner talk, and time to fill out in-school reading logs. "Traditional texts," books that teachers prefer (award-winning books or state recommended), were utilized for book talks and interactive read-alouds during weeks one, three, and five. "Alternate texts," high interest books students preferred, were used during weeks two, four, and six. After meeting with the researcher, the teachers selected realistic fiction for week one, historical fiction for week three, and fantasy for week five based on the California Department of Education list of recommended read-aloud books. Wozniac compiled all the books into two read-aloud library collections. The First read-aloud Library collection consisted of 40 titles from a variety of genres, and the second set of 30 titles matched the genre of the book talks and interactive read-alouds for that week. Each week the teachers conducted book talks that were written by the researcher on three different titles or series of books. Over the next two days, the teachers used one of those three titles to conduct interactive read-alouds. Wozniac recorded students' and teachers' observations each week.

Wozniac discovered several findings in this study: The fifth-grade boys and fifth-grade girls had more similarities than differences in their reading interests, reading attitudes, and reading self-efficacy. Regarding the reading genres, more girls preferred reading fantasy than

boys. More boys liked graphica, information, and sports books than girls. On the other hand, both boys and girls shared similarities in their enjoyment of reading realistic fiction, historical fiction, and horror/mystery. Similarly, for both boys and the girls, there was a statistically significant difference on the Progress Subscale of the *RSPS*. The boys read more books from the read-aloud library collection than the girls. In addition, these boys showed a statistically significant difference between the pre- and post-survey scores on the *ERAS* for Recreational, Academic, and Total reading attitude.

Wozniac's one-on-one, semi-structured interviews with the reluctant boy readers revealed the following after the study: 13 out of 14 liked reading, they all read more, and their self-perceptions as readers were more positive. Consequently, the reluctant boy readers reported that they read more because they had more positive attitudes toward reading and higher levels of self-efficacy. Equally important to this study, the boys attributed their change as readers to having more time to read in class, a more positive attitude toward reading, a higher reading ability, and the enjoyment of a wider variety of books. Wozniac's interviews with the two fifth-grade teachers confirmed not only that teacher booktalks and interactive read-alouds were effective instructional methods for teaching reading, but that the teachers also planned on utilizing them in the future. As a result of the study, they decided to provide time for students to read independently, as well as choose what they wanted to read.

One limitation in Wozniak's study was her position as a literacy coach in the same school district in which the study took place. Knowing the views of the researcher, the teachers could have responded more positively during their interviews about their beliefs and practices alongside the interventions. Another limitation was the amount of time available to interview the participants, which was limited to the teachers' schedules, and only at a particular time in the

school day.

Another recent study exploring booktalk intervention was Clower's (2010) thesis, which demonstrated the critical role of booktalks. Clower, a librarian, chose a second-grade class for her booktalk intervention. Participants were 28 economically and culturally diverse second graders from Michigan. Ten students were avid readers, four students were struggling readers, and the rest of the students were in between both spectrums.

One of Clower's criteria was that there were four books chosen from an award-winning list from her city. It was important that these books were appealing to boys and girls and that most second graders could read and understand them independently. The second criteria for choosing these books were that each book needed to be a novel that had low circulation. Three of the books were single volumes in three separate series.

Clower tracked and analyzed the preselected books with an online catalog system one week before and then immediately after each booktalk for three weeks. She also tracked books from the three series. Clower wrote the booktalk scripts and performed the booktalks during the students' scheduled library time. Clower followed tips from other booktalk advocates in her field for the preparation and delivery of the booktalks. Students who were unable to check out the booktalk books were placed on a waiting list to reserve their books.

Clower found that after the first booktalk, 68% of the students checked out books from the booktalks. Clower concluded that there was a statistically significant increase in circulation of the award-winning books, including the series books, for three of the four books for all three weeks. Clower added that students were excited about the booktalks and disappointed when they had to use the reservation list. Moreover, the booktalks were an avenue for Clower to expose students to award-winning books and other books by the same authors. One limitation of

Clower's study was that the books were from an award-winning list from her city, so the results can only be generalized to these types of books. In addition, this study had a small sample size, and using large samples tends to increase the population validity results.

Summary of the Chapter

The review of research identified that while motivation has been studied for over 50 years, research increased during the 1990's. The research established that motivation is multi-faceted and strongly associated with reading achievement.

The research findings show that motivation increases reading engagement because motivation activates students' behavior. Furthermore, students who were intrinsically motivated spent more time reading than students who had low intrinsic motivation for reading. Literacy engagement increased during interventions that were designed to motivate students. Students' intrinsic motivation declined as they progressed from elementary to middle school.

Since the 1990s the literature has highlighted the importance of reading attitudes and beliefs about reading competency, as well as the notion that they affect reading. Researchers also determined that positive reading attitudes ultimately lead to pleasure reading and significantly impact academic success.

The investigators of the attitude research studies concurred with previous literature that students' reading attitudes are relevant to their reading success.

A review of literature outlines the benefits of booktalks that have been a part of librarian practices since the 1950s. There have been few studies that have examined the effectiveness of booktalks performed by classroom teachers. Both studies and historical accounts show that librarians and teachers concur that booktalks are an effective pedagogical practice because they do increase book circulation, promote the love of pleasure reading, and expose students to a

variety of genres.

The findings of the studies support both the investigators and previous research, as booktalks emerged as a tool by which teachers demonstrated their love and enjoyment of books, showcased an array of genres for all students, and humanized books as well as themselves. Notwithstanding, students who heard about a booktalk presentation from their peers also benefitted.

Chapter III: Methods

The focus of this chapter is to investigate this study. The following sections are included in this chapter: overview of the study, selection of the participants, instrumentation, research design, procedures for data collection, and analysis. The final section presents a summary of this study.

The purpose of this study was to investigate the relationship between booktalks and book talks utilized in a middle school classroom setting and students' reading behavior and motivation. The following questions guided this study:

(1) How do teacher booktalks and book displays affect middle school students' attitudes and their motivation to read?

(2) How do teacher booktalks affect the amount and variety of books read compared to book displays?

(3) How do teacher booktalks and book displays differentially affect students of varying reading abilities?

(4) How do teachers respond to the use of booktalks?

Overview of the Study

This study design is a mixed modal study with a quasi-experimental study being the main component of this research. Participant teachers were interviewed at the conclusion of the study. Eight teachers, three librarians, and 346 students from multiple Grade 6 classrooms in three South Texas schools were included in this study. Grade 6 students were exposed to a variety of literature each week, along with other reading and writing skills as specified by the Texas Essential Knowledge and Skills (TEKS).   The English Language Arts teacher for the first treatment group presented two booktalks twice a week. In another treatment group, the English

Language Arts teacher introduced the same books that were presented to the first treatment group using a book display twice a week. In the third group, the comparison group, there was no treatment.

The study was conducted over a span of 10 weeks. Prior to and after the study, all student participants completed *The Survey of Adolescent Reading Attitudes (SARA*; see Appendix A) that was developed by McKenna, Conradi, Lawrence, Jang, and Meyer (2012) to measure their attitudes about reading. Each week students documented books they read in their reading logs. In addition, the school's Insignia Library System tracked all books borrowed from the library. Students' *STAAR* Reading scores from spring 2013 were also documented. A semi-structured approach was utilized to interview the six teachers at the end of the study.

Participants

The participants consisted of 346 Grade 6 students, eight Grade 6 English Language Arts teachers, and three librarians who were selected from three middle schools (Grades 6-8) in South Texas. This convenience sample contained "volunteers who have expressed a willingness to participate in the research" (McEwan & McEwan, 2003, p. 43).

All principals, teachers, and librarians involved in the study were contacted in person after permission was obtained from Texas A&M-Corpus Christi's Institutional Review Board (#71-13). They participated in meetings prior to the start of this research study to understand the research questions, the description and guidelines of the study, as well as their involvement. A representative from the school district and each of the principals returned permission letters indicating willingness to participate in this study. Students and their parents were contacted through approval letters after permission was granted from the Institutional Review Board (#71-13).

Specific criteria were used to select teachers from the three schools. In order to be considered for participation, the English Language Arts teachers must have had more than three years experience of teaching and possess a desire for professional development on motivating students to read.   Likewise, the librarians had to meet criteria similar to the teachers. The librarians considered for the study must have been at their campuses for more than three years. Both teachers and librarians were trained prior to the implementation of the study. Students were chosen based on their current enrollment as sixth-grade students at their specific home campus.

Research Setting

Two of the three middle schools were identified as Title I schools. These Grade 6 classrooms were utilized as research sites to better understand the effects of using booktalks and book displays within the English Language Arts classroom. The investigation was conducted over the course of ten weeks. These schools were selected because all three principals and teachers requested assistance in improving student motivation to read. Grade 6 was specifically chosen because it serves as a foundation for reading preparation in grades seven and eight. All students participate during their regular English Language Arts instructional period.

School 1. The first school in the study was one of 11 middle schools in one South Texas school district. It was a Title I school that served a total of 769 students in sixth through eighth grades. The ethnic distribution of this school was as follows: 86.3% Hispanic, 7.4% African American, 5.1% White, 0.3% American Indian, and 0.3% Asian. There were 92.3% identified as Economically Disadvantaged, 4.9% labeled as Limited English Proficient (LEP), and 59.8% considered At-Risk. Three English Language Arts teachers, one librarian, and 90 students from School I participated in this study.

School 2. The second school was another middle school in the same school district. This

school was not a Title I school; it served a total of 1,030 students from sixth through eighth grade. The ethnic distribution was as follows: 72.3% Hispanic, 20.4% White, 4.0% African American, 1.8% Asian, 0.2% American Indian, and 0.1% Pacific Islander.   There were 41.8% identified as Economically Disadvantaged, 0.3% labeled as LEP, and 33.5% considered At-Risk. Three teachers, one librarian, and 156 students from School 2 participated in this study.

School 3. The third middle school was also in the same school district. It was a Title I school that served a total of 648 students from sixth through eighth grade. The ethnic distribution was as follows: 96.3% Hispanic, 2.2% African American, and 1.4% White. There were 92.0% identified as Economically Disadvantaged, 7.4% labeled as LEP, and 59.9% considered At-Risk. Two teachers, one librarian, and 80 students from School 3 participated in this study.

Instrumentation

The Survey of Adolescent Reading Attitudes. Because the purpose of this study was to investigate the effectiveness of booktalks utilized within the classroom setting and their relationship to middle school students' motivation to read, *The Survey of Adolescent Reading Attitudes* (*SARA*, Appendix A) (McKenna et al., 2012), was used as a measure of reading attittude.

This self-report survey was designed to be a group measure for older students (Grades 6 through 8) and can be used multiple times throughout the year as a quantitative baseline to monitor attitude changes over time. However, in lieu of only assessing students' reading attitudes, the researchers also wanted to broaden their survey to include new literacies that are important today, as well as students' multiple literacy practices. After categorizing those types of activities, the survey items were divided into two dimensions: a purpose for reading (academic and recreational) and the medium (print and digital) by which students read.   Thus, the survey

was divided into four subscales.

There are a total of 18 survey items within the four subscales: Academic Print (AP), Academic

Digital (AD), Recreational Print (RP), and Recreational Digital (RD).   The survey utilizes a 6-

point Likert scale that allows students to rate each set of reading activities with a score point of

one, which is "very bad," up to a score point of six, which is "very good."   According to

McKenna et al. (2012), the individual subscales are more important than the total scores because

these subscales inform teachers what purpose (academic or recreational) and what medium (print

or digital) students prefer. In addition to providing the teacher with students' reading attitudes,

the survey also enables teachers to select appropriate texts for each student.

In order to obtain the validity and reliability of this survey for the current study, the *SARA*

was piloted in 2012 with 913 students in Grades 7 through 12. The attitude survey was then

distributed to all Grade 6 students. The eight Grade 6 teachers administered this survey in their

classrooms to all students during the first six weeks grading period of 2013 and also at the end of

the study.

Insignia Library System (ILS). The second instrument of measure, the Insignia Library

System (ILS), was designed to provide a database engine that maintains records. It assists

librarians in cataloging new books, tracking borrowed books, and creating reports (Insignia,

2013). The librarians were apprised of the two treatments and the researcher was trained on the

ILS reports.

The librarians and the researcher monitored the circulation data of each of the booktalk

books, as well as books students read from the displayed books and comparison groups. These

ILS reports provided empirical data of student reading behavioral changes for a period of ten

weeks. The researcher collected the ILS data after each treatment. In addition, the librarians

used Insignia's "Reserved Options" to monitor the wait list for student booktalk book requests for the treatment classes.

Student Reading Logs. The researcher also monitored the amount of books students read by collecting participating students' reading logs from their teachers biweekly. Students from both treatment groups and the comparison groups recorded all books that they read, including books that they had access to outside of school, in their reading logs.   The researcher collected these logs from the teachers and monitored them to determine students' reading behaviors and reading motivation.

State of Texas Assessments of Academic Readiness (STAAR).   The *STAAR* test was used to measure students reading scores. Spring 2013 *STAAR* Reading scores were analyzed to determine if a link existed among Grade 6 students' reading abilities, reading attitudes, and teacher booktalks. According to the Texas Education Agency (TEA, 2012), the *STAAR* was developed to improve the state's education system and to prepare students for college.

Because the teachers did not have students' reading levels and did not have time to establish such levels, the researcher chose to utilize the *STAAR* Reading Test Performance Levels that were provided to the district by the Texas Education Agency. Level I indicates unsatisfactory academic performance, a Level II is considered satisfactory academic performance, and a Level III denotes advanced academic performance. Level I scores (1457 and below) indicate that a student has failed the assessment and needs intervention.   Level II scores (1458-1666) are considered passing and suggest that a student is prepared for the next level with support. Level III scores (1667 and above) are also considered passing and imply that a student is prepared for the next level without support.

Teacher Interviews. A semi-structured approach was utilized to interview the six

teachers at the end of the study. Each teacher chose to do an email interview in lieu of a face-to-face interview. The semi-structured interviews were designed to accomplish the following: (1) to describe how the teachers evaluated their experiences post study, and (2) to discover the role that booktalks played in motivating students to read. The interview questions were framed by, but not limited to, these two main purposes.

Coupled with a desire to interact with teachers and librarians, the researcher wanted to gather data from different vantage points after the study. In this way the study could provide more in-depth knowledge of booktalks and student reading motivation for Grade 6 students. The researcher was able to find out more information about the teachers' preconceptions about booktalks and what worked or did not work to motivate their students to read. The treatment teachers were informed prior to the study that there would be unstructured conversations before and during the study, in addition to a semi-structured interview after the last treatment. Before the questionnaire was sent out via Email, the researcher met with the treatment teachers and reviewed all of the questions to clarify and address any concerns before they returned their responses. The teachers were asked to respond to all of the questions.

Research Design

The study utilized a mixed modal study with a quasi-experimental study being the main component of this research and consisting of two treatment groups and a comparison group. This design was chosen because the study investigated a cause and effect relationship: the effectiveness of booktalks and book displays used within the classroom setting and their effect on middle school students' reading motivation. The researcher did not use random assignments of schools, teachers, librarians, or students.

The first treatment group consisted of teachers presenting booktalks to their students.

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The second treatment included teachers displaying the booktalk books with only a quick introduction of the titles to their students. The comparison group was comprised of teachers who did not utilize any treatments, but they administered the reading attitude survey and their students created reading logs.

A schematic illustration has been designed to portray this study. Figure 3 represents the design of the study.

Figure 3. Design of Study
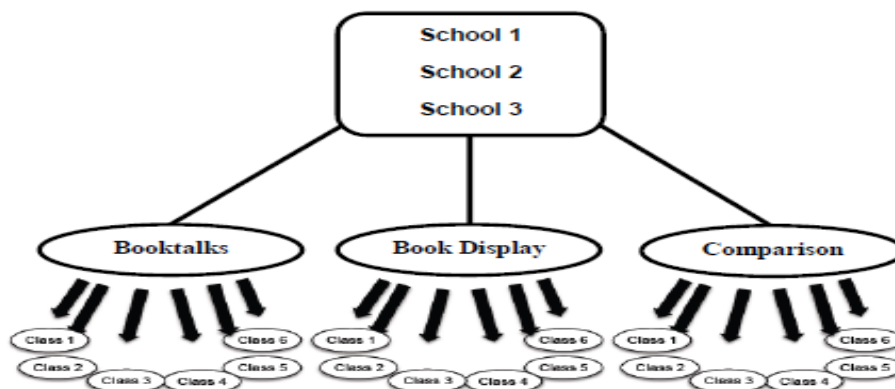
Procedures for Data Collection

Prior to the study, the researcher collected consent and assent forms from the research participants (Appendix B), in accordance with the standards of the Institutional Review Board of Texas A&M University-Corpus Christi. All forms in which parents granted their children permission to participate in the study were returned to the teacher. All contact with teachers and librarians were either in person or through email. Each student was given a student identification number which was used to guarantee anonymity.

The data collected for this study was students' *SARA* scores, the Insignia Library System records, students' reading logs, and the students' Spring 2013 *STAAR* Reading scores. Data collection began during the fall of 2013, which started in September, and continued over the course of ten weeks. Eight English Language Arts teachers and three librarians collected data in multiple Grade 6 classrooms and libraries at the three middle school campuses.

This study investigated the relationship between booktalks and book displays utilized in a middle school classroom setting and students' reading behavior and motivation. Permission from all participants to collect data for the study was in agreement with the standards of the Institutional Review Board at Texas A&M University-Corpus Christi. In like manner, the researcher received written permission to conduct this study from the school district's Office of Assessment and Accountability, as well as the middle school principals.

Intervention. Prior to the study, professional development was provided for all teachers and librarians. The teachers in treatment group A, who utilized booktalk performances, received training on the overview of the study, the booktalk book lists, what booktalks were, how to prepare for booktalks, and how to present them. The Top Ten Tips for Booktalks (see Appendix C) and the Booktalk Book List and Schedule (see Appendix D) were provided to this group. The teachers in treatment group B, who managed the booktalk book display, received training on the overview of the study, as well as how and when to introduce the titles and names of the authors of the books. Finally, the comparison group received training on the overview of the study and their given role.

Both treatment groups were given time together to schedule the two days a week that they would simultaneously perform the booktalks and display the booktalk titles. All teachers

met on another day for training on *SARA*. They were also given a handout, the Student Reading Log, and a brief overview on the benefits of the log and how to utilize it.

The librarians received training on the overview of the study and the Student Reading Log (Appendix E). On that same day, the researcher and the librarians determined how the books would be disseminated to the treatment groups. In addition, the librarians trained the researcher on the ILS.

Because the researcher wanted to include both the teachers and librarians in the selection of a booktalk book list before finalizing it, everyone met in each school's library. There were four criteria that were used to create the book list: the use of multiple adolescent book award lists, the librarians' list of choices and availability of books, and the teachers' recommendations from the end of the previous school year. In the final analysis, the researcher compiled a final copy of The Booktalk Book List. Because the teachers were accustomed to the terminology in the TEKS, the list was divided into two categories: *literary*, for fiction, and i*nformational*, for nonfiction. This list included 20 titles from a variety of literary and informational texts, with 10 in each category.

Treatment groups. The teachers administered *SARA* to all Grade 6 students at the beginning of the school year prior to conducting the booktalks and employing the booktalk books display. The survey was administered again to all students at the end of the treatments. The researcher collected the surveys from the teachers after each administration and scored them.

There were two treatment groups at the three middle schools. One teacher at each campus performed booktalks to all of her five or six classes. Booktalk performances were conducted twice a week using one book per session. The researcher included two categories for the book selections, literary and informational texts. Each week, the librarian followed the Booktalk Book

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List before giving them to the teachers. It was equally important to keep the booktalks standardized, so the researcher wrote all booktalk scripts for the 20 titles and provided each booktalk teacher with the booktalk scripts. Each booktalk teacher followed the Booktalk Book List schedule and shared the same books each week and in the same order.

The second teacher at each of the three middle schools not only displayed the booktalk books in a central area of the classroom, but also gave students a brief introduction about the author and the book title only. Previously, the teachers from the two treatment groups at each school selected two days that would be conducive for both of them. On one day at the beginning of the week, the teacher of the booktalk treatment group would perform her booktalk on an informational title, while the teacher of the booktalk book display treatment group would display the same books used in the booktalk groups without the performances. The teacher of this group would also introduce only the book title and the author of the book. On another day, toward the latter part of the week, both treatment groups performed or displayed and introduced a literary title employing the same procedure.

The researcher continued to provide teachers ongoing support in weekly debriefing sessions. All participants met and had unstructured conversations to identify needs, gaps, or concerns. Emails and phone conversations were also utilized when the unexpected occurred, so the researcher could quickly address participants' needs.

Comparison Groups. The third teacher at each of the three middle schools managed the comparison group where no treatment was employed. Unfortunately, due to a drop in enrollment after the study was implemented at School 1, there were only two Grade 6 teachers; thus, there was not a comparison teacher participant. However, the researcher met with the comparison groups from the other two schools and reviewed the study and their roles in it. It was

decided prior to the study, due to requests made by the booktalk book display group and the

comparison group, that after the completion of the study both groups would receive the booktalk

treatment. Finally, all teachers continued to implement the same curriculum and instruction as

the other teachers during their 45 or 55 minutes of English Language Arts at their campuses.

Students in both the treatment groups and comparison groups took the *SARA* (pre and post) and

recorded information in the Student Reading Logs.

Methods of Data Analysis

This research design includes descriptive statistics. IBM SPSS Statistics software was

used for data entry, manipulation, and analysis in order to answer each of the research questions

once information and data was gathered.

Summary of the Chapter

This chapter provided a description of the methodology and the data collection employed

in order to explore the results of the study investigating booktalks and student motivation.

Additionally, the study investigated the relationship between booktalks and book displays

utilized in a middle school classroom setting and students' reading behavior and motivation.

Chapter IV: Results

This chapter discusses data collected for the study: *The Survey of Adolescent Reading Attitudes (SARA)* (McKenna, Conradi, Lawrence, Jang, and Meyer, 2012), the librarian participants' Insignia online circulation data system, and Grade 6 students' reading logs. Additional data includes the student participants' 2013 *State of Texas Assessments of Academic Readiness (STAAR)* Reading scores, student economic status (SES), gender, and the Grade 6 teacher participants' interviews.

The data was analyzed to ascertain if a relationship exists between booktalks employed by teachers in the classroom and middle school students' reading behaviors and reading motivation. The first section of this chapter presents the results of a preliminary data analysis and the results of the analyses utilized to answer the four research questions.

Restatement of Purpose

The purpose of the study was to investigate the effect of booktalks and book displays employed by the teacher within the classroom setting and their relationship to middle school readers' reading behaviors and reading motivation. The first treatment, booktalks, was a reading protocol that exposed students to a variety of books to entice students to read. The second treatment, a book display of the booktalk books, was another approach to briefly introduce book titles and authors to students. Finally, the comparison group consisted of students who received no treatment.

Descriptive Analysis

A non-probability sample of 326 Grade 6 students was used for the study. Initially, data was collected for 342 students utilizing four instruments of measure: *SARA*, Insignia online circulation data, students' reading logs, and students' 2013 *STAAR* Reading scores. Sixteen

students were removed from the sample due to missing data. Descriptive statistics for the sample are presented in Table 1

Table 1

Descriptive Statistics by School by Treatment

School	Treatment	Gender		Economic status *	
		Male	Female	Yes	No
1	Booktalk	13	11	24	0
	Book display	8	28	34	2
	Comparison	12	18	30	0
Total		33	57	88	2
2	Booktalk	13	37	16	34
	Book display	9	16	13	12
	Comparison	41	40	27	54
Total		63	93	56	100
3	Booktalk	18	32	50	0
	Book display	8	22	30	0
Total		26	54	80	0
Grand total		122	204	224	102

Note. * Free and reduced lunch.

The independent variable treatment had three levels: booktalks, book displays, and comparison. The second independent variable was school, which included two levels: School 1 and School 2. The third school was not used in the statistical comparisons because it did not have a comparison group. The dependent variables were students' motivation and reading behaviors as defined by *SARA*.

There were a total of 18 survey items which included four subscales: Academic Print (AP), Academic Digital (AD), Recreational Print (RP), and Recreational Digital (RD).   The survey utilized a 6-point Likert scale that allowed students to rate each set of reading activities with a score point of 1, which is "very bad," up to a score point of 6, which is "very good." The attitude survey was distributed to all Grade 6 students. The eight teacher participants administered this survey in their classrooms during the first six weeks grading period of 2013 and at the end of the study.

Exploratory factor analysis of the pretest survey items was performed. Principal components analysis was used because the primary purpose was to identify and compute composite reading attitude scores for the factors underlying the *SARA*. Principal components were rotated using varimax rotations yielding four correlated factors, one for each of the *SARA* subscales (AP, AD, RP, and RD). The four factors explained approximately 55% of the variance. The Scree Plot presented in Figure 4 supports the four-factor solution. The factor loading matrix for the solution is shown in Table 2.   Some confusion was apparent with item numbers 8, 17, and 18 of the pretest survey and also with item 18 of the posttest survey. Participant responses resulted in these items loading to factor, other than the appropriate *SARA* subscales. The decision was made to include these items in the *SARA* subscales.

Figure 4. Scree Plot for the *SARA* Pretest
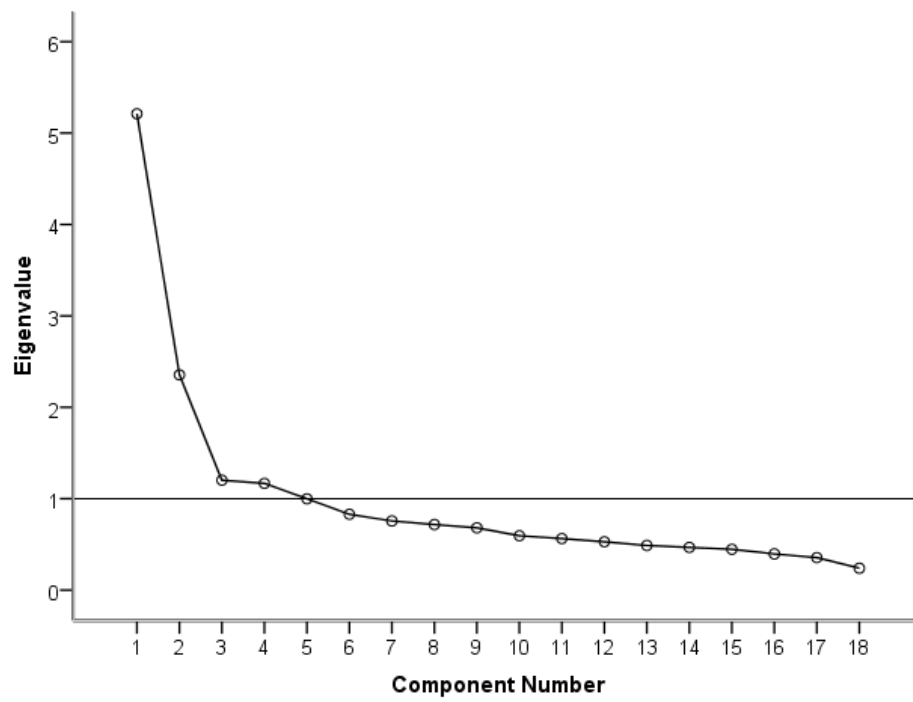
Table 2

Factor Loadings for 18 Items from the SARA Pretest

	AP	AD	RP	RD
1. How do you feel about reading news online for class?		.606		
2. How do you feel about reading a book in your free time?			.593	
3. How do you feel about doing research using encyclopedias (or other books) for a class?	.779			
4. How do you feel about texting or emailing friends in your free time?				.866
5. How do you feel about reading online for a class?		.682		
6. How do you feel about reading a textbook?	.538			
7. How do you feel about reading a book online for class?		.749		
8. How do you feel about talking with friends about something you've been reading in your free time?		.461	.451	
9. How do you feel about getting a book or a magazine for a present?			.806	
10. How do you feel about texting friends in your free time?				.864
11. How do you feel about reading a book for fun on a rainy Saturday?			.627	
12. How do you feel about working on an internet project with classmates?		.704		
13. How do you feel about reading anything printed (book, magazine, comic books, etc.) in your free time?			.514	
14. How do you feel about using a dictionary for class?	.744			
15. How do you feel about using social media like Facebook or Twitter in your free time?				.780
16. How do you feel about looking up information online for a class?		.681		
17. How do you feel about reading a newspaper or a magazine for a class?			.593	
18. How do you feel about reading a novel for class?		.428	.496	

Note. Factor loadings < .1 are suppressed. AP = Academic Print, AD = Academic Digital, and RP = Recreational Print. $N = 246$.

The same four factors were generated for the posttest survey items. The four factors explained approximately 61% of the variance. The Scree Plot presented in Figure 5 supports the four factor solution. The factor loading matrix for the solution is shown in Table 3.

Figure 5. Scree Plot for the *SARA* Posttest
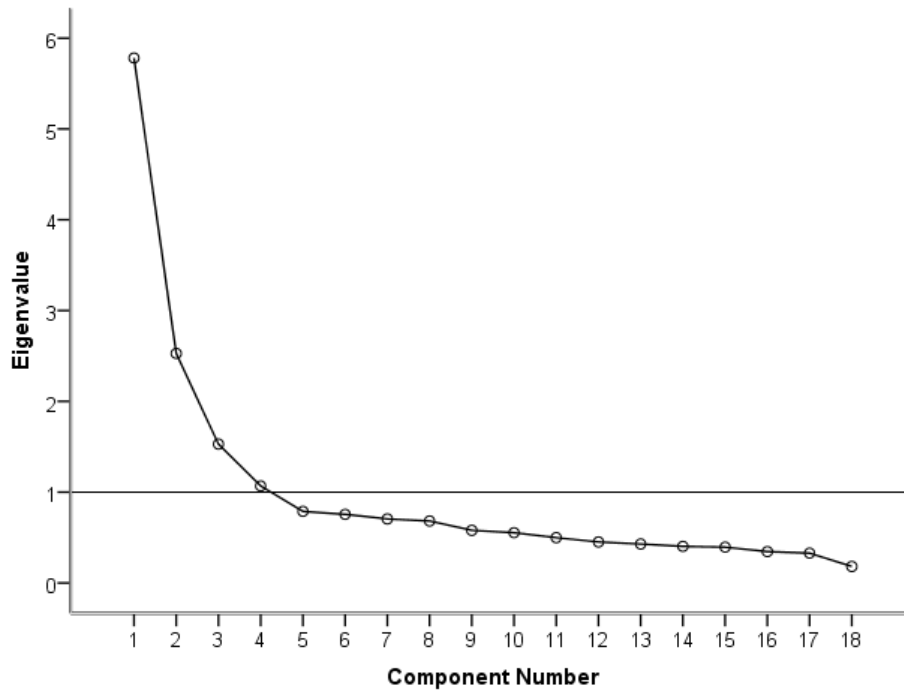
Table 3

Factor Loadings for 18 Items from the SARA Posttest

	AP	AD	RP	RD
1. How do you feel about reading news online for class?		.708		
2. How do you feel about reading a book in your free time?			.732	
3. How do you feel about doing research using encyclopedias (or other books) for a class ?	.682			
4. How do you feel about texting or emailing friends in your free time?				.897
5. How do you feel about reading online for a class?	.	.780		
6. How do you feel about reading a textbook?	.477		.428	
7. How do you feel about reading a book online for class?		.781		
8. How do you feel about talking with friends about something you've been reading in your free time?			.542	
9. How do you feel about getting a book or a magazine for a present?			.697	
10. How do you feel about texting friends in your free time?				.889
11. How do you feel about reading a book for fun on a rainy Saturday?			.775	
12. How do you feel about working on an internet project with classmates?		.639		
13. How do you feel about reading anything printed (book, magazine, comic books, etc.) in your free time?			.702	
14. How do you feel about using a dictionary for class?	.808			
15. How do you feel about using social media like Facebook or Twitter in your free time?				.791
16. How do you feel about looking up information online for a class?		.671		
17. How do you feel about reading a newspaper or a magazine for a class?	.446		.431	
18. How do you feel about reading a novel for class?			.571	

Note. Factor loadings < .1 are suppressed. AP = Academic Print, AD = Academic Digital, and RP = Recreational Print. *N* = 246.

Reliability analysis was performed on all factors. Cronbach's reliability coefficients range from .679 to .798 for the pretest factors and from .759 to .833 for the posttest factors. Total scores were computed for the four pretest factors and four posttest factors. The normality of the eight total scores by school by treatment was examined using the Shapiro-Wilk's Test of Normality, as well as normality and box plots. Seven of the eight total scores were assumed normal. For the posttest scores, the Recreational Digital (RD) score was negatively skewed. Attempts to transform this data failed. Means and standard deviations for the pretest subscale are shown in Table 4, Table 5, Table 6, and Table 7.

Table 4

Means and Standard Deviations for the Pretest Academic Print Subscale

Item	M	SD
3. How do you feel about doing research using encyclopedias (or other books) for a class ?	3.81	1.55
6. How do you feel about reading a textbook?	3.26	1.48
14. How do you feel about using a dictionary for class?	3.85	1.73
17. How do you feel about reading a newspaper or a magazine for a class?	3.79	1.70
18. How do you feel about reading a novel for class?	3.58	1.77

Note. $N = 246$.

As shown in Table 4, the two highest mean scores were the use of encyclopedias and a dictionary. The lower mean scores included all the question stems that had the word *reading* in them. The lowest score was reading a textbook.

Table 5

Means and Standard Deviations for the Pretest Academic Digital Subscale

Item	M	SD
1. How do you feel about reading news online for class?	3.67	1.51
5. How do you feel about reading online for a class?	3.79	1.59
7. How do you feel about reading a book online for a class?	3.74	1.58
12. How do you feel about working on an internet project with classmates?	4.89	1.37
16. How do you feel about looking up information online for a class?	4.32	1.53

Note. $N = 246$.

As displayed in Table 5, the two highest mean scores were working with classmates on an Internet project and looking up information online for a class. The lower mean scores were all related to the word *reading*. The lowest mean score was reading news online.

Table 6

Means and Standard Deviations for the Pretest Recreational Print Subscale

Item	M	SD
2. How do you feel about reading a book in your free time?	3.93	1.61
8. How do you feel about talking with friends about something you've been reading in your free time?	3.86	1.67
9. How do you feel about getting a book or a magazine for a present?	3.65	1.80
11. How do you feel about reading a book for fun on a rainy Saturday?	3.69	1.82
13. How do you feel about reading anything printed (book, magazine, comic books, etc.) in your free time?	4.16	1.59

Note. $N = 246$.

The mean scores in Table 6 were similar for students' recreational reading. The highest score included a variety of texts.

Table 7

Means and Standard Deviations for the Pretest Recreational Digital Subscale

Item	M	SD
4. How do you feel about texting or emailing friends in your free time?	4.98	1.52
10. How do you feel about texting friends in your free time?	4.97	1.60
15. How do you feel about using social media like Facebook or Twitter in your free time?	4.53	1.85

Note. $N = 246$.

In examining Table 7, the mean scores were similar. The lowest score was the utilization of social media like Facebook or Twitter.

Means and standard deviations for the posttest subscale are shown in Table 8, Table 9, Table 10, and Table 11.

Table 8

Means and Standard Deviations for the Posttest Academic Print Subscale

Item	*M*	*SD*
3. How do you feel about doing research using encyclopedias (or other books) for a class ?	3.58	1.62
6. How do you feel about reading a textbook?	2.85	1.55
14. How do you feel about using a dictionary for class?	3.72	1.75
17. How do you feel about reading a newspaper or a magazine for a class?	3.43	1.67
18. How do you feel about reading a novel for class?	3.48	1.67

Note. $N = 246$.

As seen in Table 8, the mean scores were similar. Note that all the mean scores decreased since the pretest, especially reading a textbook and reading a newspaper or a magazine. The lowest mean score was the utilization of social media.

Table 9

Means and Standard Deviations for the Posttest Academic Digital Subscale

Item	M	SD
1. How do you feel about reading news online for class?	3.54	1.63
5. How do you feel about reading online for a class?	3.88	1.68
7. How do you feel about reading a book online for a class?	3.66	1.67
12. How do you feel about working on an Internet project with classmates?	4.76	1.48
16. How do you feel about looking up information online for a class?	4.28	1.55

Note. *N* = 246.

While Table 9 showed the Internet project as the highest mean score, news online was the lowest mean score. Similar to Academic Print (AP), the mean scores for Academic Digital (AD) decreased, except for reading online for a class.

Table 10

Means and Standard Deviations for the Posttest Recreational Print Subscale

Item	*M*	*SD*
2. How do you feel about reading a book in your free time?	3.42	1.71
8. How do you feel about talking with friends about something you've been reading in your free time?	3.63	1.64
9. How do you feel about getting a book or a magazine for a present?	3.32	1.66
11. How do you feel about reading a book for fun on a rainy Saturday?	3.46	1.75
13. How do you feel about reading anything printed (book, magazine, comic books, etc.) in your free time?	3.89	1.62

Note. *N* = 246.

According to Table 10, the highest mean score was for reading a variety of texts. All other mean scores were similar. Once again, the mean scores decreased from the pretest scores, and the largest decrease was for reading a book in your free time.

Table 11

Means and Standard Deviations for the Posttest Recreational Digital Subscale

Item	M	SD
4. How do you feel about texting or emailing friends in your free time?	4.99	1.51
10. How do you feel about texting friends in your free time?	4.98	1.55
15. How do you feel about using social media like Facebook or Twitter in your free time?	4.66	1.77

Note. $N = 246$.

Table 11 shows that all mean scores were similar. Unlike all the previous posttest survey subscales, the mean scores increased from the pretest scores particularly for social media.

Pre-experimental equivalence for pretest scores for all four constructs was examined using the Means test. Before interventions were initiated very few differences were detected between schools, only two of the 12 Means tests detected significant differences between schools during treatment. There was a statistically significant difference between School 1 and School 2 on the basis of Academic Print (AP) for the booktalk group, $F(1, 72) = 4.314$, $p < .05$. Furthermore, there was a statistically significant difference between School 1 and School 2 on the basis of Academic Digital (AD) for the comparison groups, $F(1, 109) = 4.950$, $p < .05$. There were no significant differences detected by gender, SES, and 2013 *STAAR* Reading scores and test levels (Level I, unsatisfactory academic performance; Level II, satisfactory academic performance; and Level III, advanced academic performance). Means and standard deviations for pretest scores are shown on Table 12, Table 13, Table 14, and Table 15.

Table 12

Means and Standard Deviations for Pretest Category by School by Treatment

Score	School	Treatment	M	SD
Academic Print	1	Booktalk	17.17	6.15
	1	Book display	18.22	6.12
	1	Comparison	16.80	5.79
Total			17.47	5.99
	2	Booktalk	19.98	5.10
	2	Book display	16.68	5.11
	2	Comparison	18.68	4.89
Means			18.78	5.08

Note. School 1 ($n = 90$) and School 2 ($n = 156$).

Table 13

Means and Standard Deviations for Pretest Category by School by Treatment

Score	School	Treatment	*M*	*SD*
Academic Digital	1	Booktalk	20.54	6.11
	1	Book display	21.53	5.16
	1	Comparison	17.80	6.91
Total			20.02	6.19
	2	Booktalk	21.66	5.27
	2	Book display	19.36	5.72
	2	Comparison	20.40	4.83
Means			20.63	5.15

Note. School 1 (*n* = 90) and School 2 (*n* = 156).

Table 14

Means and Standard Deviations for Pretest Category by School by Treatment

Score	School	Treatment	*M*	*SD*
Recreational Print	1	Booktalk	19.50	6.84
	1	Book display	20.06	5.78
	1	Comparison	18.73	6.43
Total			19.47	6.25
	2	Booktalk	20.48	6.10
	2	Book display	19.32	5.76
	2	Comparison	18.37	4.92
Means			19.20	5.50

Note. School 1 (*n* = 90) and School 2 (*n* = 156).

Table 15

Means and Standard Deviations for Pretest Category by School by Treatment

Score	School	Treatment	*M*	*SD*
Recreational Digital	1	Booktalk	14.04	4.74
	1	Book display	14.56	3.46
	1	Comparison	15.77	3.91
Total			14.82	4.00
	2	Booktalk	13.38	4.76
	2	Book display	15.08	3.92
	2	Comparison	14.59	4.10
Means			14.28	4.32

Note. School 1 ($n = 90$) and School 2 ($n = 156$).

Research Question Results

Research Question One: How do teacher booktalks and book displays affect the attitudes of middle school students' and their motivation to read?

In response to question one, student reading attitudes from the survey were employed to investigate attitude differences between schools and among the booktalk treatment, book displays treatment, and comparison groups. Means and standard deviations for posttest scores are shown on Table 16, Table 17, Table 18, and Table 19.

Table 16

Means and Standard Deviations for Posttest Category by School by Treatment

Score	School	Treatment	*M*	*SD*
Academic Print	1	Booktalk	15.25	5.79
	1	Book display	17.00	4.89
	1	Comparison	14.43	6.13
Total			15.68	5.62
	2	Booktalk	18.84	6.18
	2	Book display	16.72	4.84
	2	Comparison	17.59	6.04
Means			17.85	5.92

Note. School 1 ($n = 90$) and School 2 ($n = 156$).

Table 17

Means and Standard Deviations for Posttest Category by School by Treatment

Score	School	Treatment	*M*	*SD*
Academic Digital	1	Booktalk	19.46	5.65
	1	Book display	20.58	6.32
	1	Comparison	18.43	7.48
Total			19.57	6.56
	2	Booktalk	21.52	6.00
	2	Book display	20.16	5.84
	2	Comparison	19.85	5.75
Means			20.44	5.85

Note. School 1 ($n = 90$) and School 2 ($n = 156$).

Table 18

Means and Standard Deviations for Posttest Category by School by Treatment

Score	School	Treatment	*M*	*SD*
Recreational Print	1	Booktalk	17.46	5.99
	1	Book display	16.47	5.77
	1	Comparison	15.47	5.92
Total			16.40	5.86
	2	Booktalk	19.18	6.43
	2	Book display	17.68	6.39
	2	Comparison	18.32	6.20
Means			18.49	6.29

Note. School 1 ($n = 90$) and School 2 ($n = 156$).

Table 19

Means and Standard Deviations for Posttest Category by School by Treatment

Score	School	Treatment	*M*	*SD*
Recreational Digital	1	Booktalk	16.17	3.06
	1	Book display	14.53	3.78
	1	Comparison	14.73	4.72
Total			15.03	3.97
	2	Booktalk	12.86	4.90
	2	Book display	15.56	4.30
	2	Comparison	14.99	3.68
Means			14.40	4.31

Note. School 1 (*n* = 90) and School 2 (*n* = 156).

Two-way factorial analysis of covariance (ANCOVA) was conducted to examine posttest score differences between schools and among treatments, controlling for the effect of pretest scores. No statistically significant differences in adjusted posttest scores among treatments for all subscales were detected. Statistically significant differences in adjusted posttest scores were detected between schools for AP, $F(1, 239) = 5.235$, $p < .05$, partial $\eta^2 = .021$ and RP, $F(1, 239) = 7.084$, $p < .01$, partial $\eta^2 = .029$. For AD, no statistically significant differences in adjusted posttest scores between schools were detected, $F(1, 239) = .978$, $p = .324$, partial $\eta^2 = .004$. None of the interactions between schools and treatments were statistically significant. No statistical analysis was performed on the RD data. This data did not meet the normality,

homogeneity of variance, and homogeneity of regression slopes assumptions. Adjusted posttest

scores between schools for the three survey subscales (AP, AD, and RP) are shown in Table 20.

Table 20

Observed and Adjusted Means for Posttest Scores for Survey Subscales by School

School	Observed *M* (Adjusted *M*)		
	AP	AD	RP
1	15.68 (15.95)	19.57 (19.74)	16.40 (16.39)
2	17.85 (17.65)	20.44 (20.48)	18.49 (18.34)

Note. School 1 ($n = 90$) and School 2 ($n = 156$). AP = Academic Print, AD = Academic Digital, and RP = Recreational Print.

Research Question Two: How would teacher booktalks affect the amount and variety of books read compared to book displays?

Ten literary and 10 informational adolescent books were selected for the booktalk and

book display treatments. The books were also chosen to add a variety of texts for students.

Students were given reading logs at the beginning of the study to document the books they read,

including books they purchased or borrowed from other places aside from their school's library.

In addition, Insignia reports were used to monitor books that students borrowed from the school

library. The student reading logs and the librarian Insignia reports were examined for the

amount and the variety of books read by students. The results are displayed in Table 21 and

Table 22.

Table 21

Frequency of Literary Books Checked Out

| | School 1 | | | School 2 | | | School 3 | | |
| | | | Treatment | | | | | | |
Book Title	B	BD	C	B	BD	C	B	BD	Total
So Be It				5	1	2	4		12
Number the Stars	2	2		1	1	3	1		10
Taking Sides			1				1		2
Love That Dog	4	1	2	8		1			16
Galaxy Games	4	1	1				1	1	8
More Scary Stories to Tell in the Dark	1	3		2			1		7
Becoming Naomi Leon				2			1		3
Out of Mind				3			3		6
The Bully			1	2			1		4
Holes				3					3
Total	11	7	5	26	2	6	13	1	71

Note. B = Booktalk, BD = Book Display, and C = Comparison.

According to Table 21, *Love That Dog* was read the most followed by *So Be It* and *Number the Stars*. School 2 had the highest number of books read (26), followed by School 3 (13) and School 1 (11). All schools were in the booktalk treatment groups. In contrast, the book display treatment group from School 1 read seven books, School 2 read two books, and School 3 had read one book. Also, the comparison group in School 2 read (6) more books than the book display group (2). In School 1, the comparison group read (5) almost the same amount of books as the book display group (7).

Table 22

Frequency of Informational Books Checked Out

Book Title	School 1			School 2			School 3		Total
				Treatment					
	B	BD	C	B	BD	C	B	BD	Total
The Kid Who Invented the Popsicle	3	2	2	3			4	1	15
Children of War	2						3		5
The Girls Who Rocked the World		2			1		1		4
Dogs on Duty	4		1	1		1			7
Global Warming	1						1		2
1001 Cool and Freaky Facts	2	6	3	8	2	5		1	27
Predators of the Sea									0
Amelia to Zora									0
Hanna's Suitcase			1	2			1		4
Zlata's Diary				2					2
Total	12	10	7	16	3	6	10	2	66
Grand Total	23	17	12	42	5	12	23	3	137

Note. B = Booktalk, BD = Book Display, and C = Comparison.

As shown in Table 22, *1001 Cool and Freaky Facts* was read most often, followed by *The Kid Who Invented the Popsicle* and *Dogs on Duty*. School 2 read the most books, followed by School 1. The booktalk treatment groups read the most books. Likewise, the comparison group in School 1 read almost the same number of books as the book display group; however, in School 2 the comparison group read more books than the book display group. *Predators of the Sea* and *Amelia to Zora* were not read.

Research Question Three: How do teacher booktalks and book displays differentially affect students of varying reading abilities?

At the onset of this study, there were no records of participating students' reading levels. In order to determine if booktalks were successful with students of varying reading abilities, the students' *STAAR* Reading test scores were used. The *STAAR* Reading test is a state-mandated standardized test that is administered to students from Grade 3 through Grade 12 each year. It assesses students' knowledge and mastery of the state curriculum by grade level. For the purpose of addressing the third research question, the researcher chose to utilize the *STAAR* Reading test performance levels: Level I, unsatisfactory academic performance; Level II, satisfactory academic performance; and Level III, advanced academic performance. Level I scores (1457 and below) indicate that a student has failed the assessment and needs intervention. Level II scores (1458-1666) are considered passing and suggest that a student is prepared for the next level with support. Level III scores (1667 and above) are also considered passing and imply that a student is prepared for the next level without support. Means and standard deviations for posttest survey subscale scores by *STAAR* Reading test levels are shown on Table 23.

Table 23

Means and Standard Deviations for Posttest Survey Subscale Scores by STAAR Reading Test Levels

STAAR Test Level	M (SD)		
	AP	AD	RP
I (*n* = 77)	17.08 (5.75)	19.56 (6.32)	17.49 (6.25)
II (*n* = 195)	18.21 (5.81)	21.52 (5.70)	18.62 (6.18)
III (*n* = 54)	16.57 (5.43)	19.76 (5.90)	19.00 (5.61)

Note. N = 326. AP = Academic Print, AD = Academic Digital, and RP = Recreational Print.

One-way ANCOVA was performed to examine survey subscale posttest score differences among *STAAR* Reading test levels, controlling for the effect of survey subscale pretest scores. No statistically significant differences in adjusted survey subscale posttest scores among *STAAR* Reading test levels were detected.

Because of the large differences in group sizes, non-parametric statistical techniques were employed to analyze the student reading logs and Insignia reports, and the normality and homogeneity of variances assumptions were not met. The Kruskal-Wallis test detected statistically significant differences among STAAR test levels, $H(2) = 7.877$, 2 *df* $p < .05$. Follow-up analyses using the Mann-Whitney U test, corrected for inflation of the alpha level, were performed. A statistically significant difference was detected between *STAAR* test levels I and II, $U = 2.595$, $p < .0167$. No significant differences were found between *STAAR* test Levels I and III or between *STAAR* test Levels II and III. Means and standard deviations for reading logs by *STAAR* Reading test levels are shown in Table 24.

Table 24

Means and Standard Deviations for Reading Logs by STAAR Test Levels

STAAR Test Level	*M*	*SD*
1 (*n* = 21)	2.33	2.15
2 (*n* = 50)	1.38	0.92
3 (*n* = 15)	1.27	0.59

Note. n = 86. Reading logs = student reading logs and Insignia Online Catalog System.

Research Question Four: How did teachers respond to the use of booktalks?

A semi-structured approach was utilized to interview six teacher participants at the end of the study. Each treatment teacher chose to do an electronic mail interview in lieu of a face-to-face interview. The interview was sent to the participants via electronic mail. The semi-structured interviews were designed to accomplish the following purposes: (1) to describe how the teacher participants evaluated their experiences post study and (2) to discover the role that booktalks played in motivating students to read. The interview questions were framed by, but not limited to, these two main purposes. The teachers were asked to respond to all of the questions, and they all completed the questionnaire. After all of the interviews were collected, the responses were analyzed and the findings were collated by the interview questions. They are presented in the following section. This study was the teachers' first experience in implementing teacher booktalks. Some had never performed a booktalk, while others had modeled booktalks for their students so the students could present to their classmates. One of the teachers had read a "lead" or a chapter from a series of books to introduce the books for students to pick for a book club.

The teachers' booktalk experiences were positive. According to the teachers, students were engaged during the booktalks, and at one school they enjoyed them even more when they were in the library. More importantly, students were more eager to check out books that were presented because of the variety of genres, especially the reluctant readers. Furthermore, students seemed to go to the library with the goal of finding one of the books that the teacher had shared in class. It encouraged the students to choose a good book, rather than just meandering through the library until something caught their attention. During the booktalks, students decided if a book was good or not. Rather than judging the book cover, or being intimidated by the book's length, students choose books according to their interests after listening to the engaging booktalk script. The teachers enjoyed the booktalk scripts because they all included highlights of the entire book, as well as excerpts.

One problem the teachers encountered was a lack of booktalk books available for students to check out after the booktalk presentations. This issue remained even when students reserved the books through Insignia. Students were impatient as they waited for the booktalk books to return to the library. Another obstacle teachers faced was that of time constraints for presenting the booktalks, even though the presentations were brief (two to four minutes). The new teachers admitted finding time to present them was difficult. Nevertheless, the booktalks motivated students to read, which was most of the battle in class, so it was a fair trade off in the end.

The teachers agreed that the most positive aspect of booktalks for all participants was the increase in students' motivation to read, especially struggling readers. They also admitted that books that would normally intimidate students were now accessible because of the advertisement aspect of booktalks. Another benefit was that students reviewed their reading logs at the end of

the study and were surprised at the number of books they read within a single semester.

Additional thoughts about booktalks were unanimous, as teachers agreed that each year they struggle a little more than the previous year to motivate students to read for enjoyment and to read outside of class; however, booktalks increased the amount of student reading, especially among struggling readers. The students who were already avid readers and who typically gravitated toward specific genres and authors surprised both the teachers and librarians by venturing out and reading multiple genres as a result of the booktalks.

Summary of the Chapter

The purpose of the study was to investigate the relationship between booktalks and book displays utilized in a middle school classroom setting and readers' reading behavior and motivation. This chapter presented the results of the data analyses that were employed to serve the purpose of this study.

After assessing Grade 6 student participants' reading attitudes using the *SARA*, the analyses revealed that there were no significant differences in adjusted posttest scores among treatments for all subscales after controlling for the effect of pretest scores. However, significant differences in adjusted posttest scores were detected between schools for the subscales, Academic Print and Recreational Print.

The students' Insignia online circulation data and their reading logs also revealed that *Love That Dog* was read the most, followed by *So Be It* and *Number of the Stars* in the fiction category. In the nonfiction category, *1001 Cool and Freaky Facts* was read the most, followed by *The Kid Who Invented the Popsicle* and *Dogs on Duty*. Moreover, the students did not read *Predators of the Sea* and *Amelia to Zora* in the nonfiction category.

No significant differences in adjusted survey subscale posttest scores among *STAAR*

Reading levels after controlling for the effect of subscales pretest scores were detected. However, there were statistically significant differences among *STAAR* Reading levels on the basis of students' Insignia online circulation data and their reading logs. In particular, students who scored a Level I (unsatisfactory academic performance) read more books than those who scored a Level II (satisfactory academic performance) or Level III (advanced academic performance).

Chapter V: Conclusion

This chapter presents the conclusions and recommendations from the study. The chapter is organized into the following sections: (1) Summary of the Study, (2) Results, (3) Discussion, (4) Implications, (5) Limitations and Delimitations, and (6) Suggestions for Future Research.

Summary of the Study

The study was a mixed modal study with a quasi-experimental study being the main component of this research and compared the use of teacher booktalks and a book displays with a comparison group, as well as examined students' attitudes toward reading in sixth-grade classrooms. The purpose of this study was to investigate the relationship between booktalks and book displays utilized in a middle school classroom setting and readers' reading behavior and motivation. The following research questions guided this study:

1. How do teacher booktalks and book displays affect the attitudes of middle school students and their motivation to read?

2. How would teacher booktalks affect the volume and variety of books read compared to book displays?

3. How do teacher booktalks and book displays differentially affect students of varying reading abilities?

4. How did teachers respond to the use of booktalks?

A framework for this study was established based upon students' reading attitudes, their motivation to read, and teacher booktalks. A review of the literature surveyed adolescent reading motivation, adolescent reading attitudes, and teacher booktalks.

The study included three South Texas middle schools, two that were Title I schools and

one that was not a Title I school; eight Grade 6 English language arts teachers; three librarians; and eight classrooms. Two instructional techniques were implemented with a comparison group to show the effectiveness of booktalks used within the classroom setting and their effect on middle school students' reading motivation and attitudes. Although the study included a convenience sample, each participant possessed a desire for professional development in motivating students to read.

The study was conducted over a 10-week period. Teachers administered an attitude survey in their classrooms to all students before the study; following the survey, the two interventions were introduced to the treatment groups, while comparison groups followed normal classroom instruction. At the end of the 10 weeks, the teachers administered the attitude survey to all students.

Upon completion of the 10-week intervention, an ANCOVA was used to analyze the data to determine if statistically significant differences in reading attitude existed within or between the two treatment groups, teacher booktalks, and book displays. In addition, an ANCOVA was conducted on the total scores of The Survey of Adolescent Reading Attitudes (SARA, McKenna, Conradi, Lawrence, Jang, and Meyer's, 2012). Four research questions guided the quantitative data collection for this study.

Results

Research Question One: How do teacher booktalks and book displays affect the attitudes of middle school students and their motivation to read?

Two-way factorial analysis of covariance (ANCOVA) was conducted to examine posttest score differences between schools and among treatments, controlling for the effect of pretest scores. No statistically significant differences in adjusted posttest scores were detected among

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treatments for all subscales. Statistically significant differences in adjusted posttest scores were detected between schools for AP, $F(1, 239) = 5.235$, $p < .05$, partial $\eta^2 = .021$ and RP, $F(1, 239) = 7.084$, $p < .01$, partial $\eta^2 = .029$. For AD, no statistically significant differences in adjusted posttest scores between schools were detected, $F(1, 239) = .978$, $p = .324$, partial $\eta^2 = .004$. None of the interactions between schools and treatments were statistically significant. No statistical analysis was performed on the RD data. This data did not meet the normality, homogeneity of variance, and homogeneity of regression slopes assumptions.

Research Question Two: How would teacher booktalks affect the volume and variety of books read compared to book displays?

In the literary category, *Love That Dog* was read the most, followed by *So Be It* and *Number the Stars*. School 2 had the highest number of books read (26), followed by School 3 (13) and School 1 (11). All schools were in the booktalk treatment groups. In contrast, the book display treatment group from School 1 read seven books, School 2 read two books, and School 3 read one book . Additionally, the comparison group in School 2 read (6) more books than the book display group (2). In School 1, the comparison group read (5) almost the same amount of books as the book display group (7).

In the informational category, *1001 Cool and Freaky Facts* was read most often, followed by *The Kid Who Invented the Popsicle* and *Dogs on Duty*. School 2 read the most books, followed by School 1. The booktalk treatment groups read the most books. Likewise, the comparison group in School 1 read almost the same number of books as the book display group; however, 2 the comparison group in School 2 read more books than the book display group. *Predators of the Sea* and *Amelia to Zora* were not read.

Research Question Three: How do teacher booktalks and book displays

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differentially affect students of varying reading abilities?

One-way ANCOVA was performed to examine survey subscale posttest score differences among *STAAR* Reading test levels, controlling for the effect of survey subscale pretest scores. No statistically significant differences in adjusted survey subscale posttest scores among *STAAR* Reading test levels were detected. Because of the large differences in group sizes, non-parametric statistical techniques were employed to analyze the student reading logs and Insignia reports, and the normality and homogeneity of variances assumptions were not met. The Kruskal-Wallis test detected statistically significant differences among *STAAR* test levels, $H(2) = 7.877, 2$ *df p* $< .05$. Follow-up analyses using the Mann-Whitney U test, corrected for inflation of the alpha level, were performed. A statistically significant difference was detected between *STAAR* test levels I and II, $U = 2.595, p < .0167$. No significant differences were found between *STAAR* test Levels I and III or between *STAAR* test Levels II and III.

Research Question Four: How did teachers respond to the use of booktalks?

A semi-structured approach was utilized to interview six teacher participants at the end of the study. Each treatment teacher chose to do an electronic mail interview in lieu of a face-to-face interview. The semi-structured interviews were designed to accomplish the following purposes: (1) to describe how the teacher participants evaluated their experiences post study and (2) to discover the role that booktalks played in motivating students to read. The interview questions were framed by, but not limited to, these two main purposes. The teachers were asked to respond to all of the questions, and they all completed the questionnaire. After all of the interviews were collected, the responses were analyzed and the findings were collated by the interview questions. They are presented in the following section. The study was the teachers' first experience in implementing teacher booktalks. There was one teacher who had modeled for

students how they could share a few things about their books, but had not done booktalk performances. Another teacher had read a "lead" or an excerpt of a chapter from multiple books to introduce the books for students to pick for a book club.

The teachers' booktalk experiences were positive. According to the teachers, students were engaged during the booktalks, and at one school they enjoyed them even more when they were in the library. More importantly, students, especially the reluctant readers, were more eager to check out books that were presented via booktalk because of the variety of genres. Librarians and teachers also reported this enthusiasm, and this is one of the many reasons they promoted booktalks. They further observed that students visited the library with a goal of finding one of the books that the teacher had shared in class. The booktalks also encouraged the students to choose a good book, rather than just meandering through the library until something caught their attention. During the booktalks, students decided if a book was good or not. Rather than judging the book cover, or being intimidated by the book's length, students chose books according to their interests after listening to the engaging booktalk script. Finally, the teachers enjoyed the booktalk scripts because they all included highlights of the entire book, as well as excerpts.

One problem the teachers encountered was a lack of booktalk books available for students to check out after the booktalk presentations. This issue remained even when students reserved the books through Insignia.   Students were impatient as they waited for the booktalk books to return to the library. Another obstacle teachers faced was that of time constraints for presenting the booktalks, even though the presentations were brief (two to four minutes). The new teachers admitted that finding time to present them was difficult. Nevertheless, teachers said the booktalks motivated students to read, which was most of the battle in class, so it was a fair trade-off in the end.

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The teachers agreed that the most positive aspect of booktalks for all participants was the increase in students' motivation to read, especially struggling readers. They also admitted that books that would normally intimidate students were now accessible because of the advertisement aspect of booktalks. Another benefit was that students reviewed their reading logs at the end of the study and were surprised at the number of books they read within a single semester.

Additional thoughts about booktalks were unanimous, as teachers agreed that each year they struggle a little more than to motivate students to read for enjoyment and to read outside of class; however, booktalks increased the amount of student reading, especially among struggling readers. The students who were already avid readers and who typically gravitated toward specific genres and authors surprised both the teachers and librarians by venturing out and reading multiple genres as a result of the booktalks.

Discussion

The results of this study revealed no significant difference in attitude attributable to teacher booktalks. The findings do not support the idea that teacher booktalks, when used in sixth-grade English Language Arts classrooms, lead to an improvement in students' attitudes toward reading. Therefore, the data from the study pertaining to teacher booktalks is not in agreement with those who maintained that students who participated in teacher booktalks were more motivated to read (Bernadowski, 2008; Bodart, 1987; Bodart, 1992; Charles, 2005; Keane, 2001; Paone, 2004; Young, 2003; Younker, 2006).

Although there were no statistically significant findings supporting the idea that booktalks positively affect students' reading attitude, there were factors that could have impacted and influenced these results. One concern could be the instrument used to measure attitude, the *SARA*. For example, on the pretest, there were students who confused two questions in

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"academic print" with "recreational print," even though it specifically stated "classroom." Further, the results of the study differ from the reliability results published for *SARA*. One possible reason for this could be the population of this study. The students involved in this study were of lower socio-economic status and constituted the majority of students in the study. It is possible that SARA was not a reliable instrument to measure attitude change in all students. A different population might have resulted in different findings. In addition, a different measure might have found different results. Another factor may have been the researcher's conduct of the study. The researcher realized at the end of the study that she should have assisted each teacher in the classroom while the teacher administered the survey to assure that protocol was followed and that all students understood the questions.

In addition, the results do not appear to support the theoretical underpinnings of this study, as will be discussed later, there are segments that do align with their theories. Ruddell and Unrau's (2013) Socio Cognitive Model of Reading proposes that the affective condition includes motivation to read (activation and engagement) and attitude (intention to read) toward reading. Intertwined with motivation are students' attitudes toward reading. Ruddell and Unrau noted that, "motivation is designed to enhance a positive attitude toward reading" (p. 1025); thus, if students have a high interest in the text's content, they will want to continue to read and understand the text. Furthermore, the study was also designed to test Mathewson's (1976, 1985, 1994, 2004) Model of Attitude Influence Upon Reading and Learning to Read. He posits that factors such as extrinsic motivation and environmental factors affect attitude and reading by influencing the intention to read. The purpose of this model is to positively enhance students' reading attitudes and influence students' intentions to read a variety of texts.

Another factor that might have impacted the results of the study concerned problems

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collecting permission slips for student participants. Initially, the researcher had approached a different set of teachers who had taught at their campuses for more than three years to participate in the present study. Incentives for teachers and students, as well as procedures were in place to collect the permission slips once the study began. However, because of the school district's restructuring, most of the original team of teacher participants changed, as well as two principals, and one librarian. Another librarian took a leave of absence for most of the duration of the study. Due to these changes, it was difficult for the new teachers to comply with the procedures and incentive plan. There were other issues as well. For example, there were parents who did not want the researcher to see their children's scores, even though they were told that the researcher worked for the district. At the other two schools, it was too time consuming and overwhelming for the new teachers to continue the permission slip collection and incentive plan because they also had district forms to compile, and the study's permission slips involved parent phone calls. Coupled with the school district changes, were the incomplete data on student participants and the lack of a comparison group at School 3. Eventually, the students at School 3 were excluded from statistical analysis; however, they were included in the descriptive analysis and the count of the books read, which also limited the number of student participants.

An additional circumstance that could have altered the results was the change in the three librarians. Because there was a missing librarian at one of the schools, a new librarian at another school, and a librarian who was given extra duties, the researcher had to rely on a substitute, a former assistant to the librarian, and the other librarians to make sure teachers were given their weekly books and to follow protocol on what classes had access to the booktalk selections when they came into the library to check out books.

Finally, the researcher's job with the school district had also transformed because of the

restructuring, so it was challenging for the researcher to visit everyone for an extensive time period each week.   These visits were requisite for the success of the study because most of the participants were new or their jobs had been modified.   In spite of these challenges, the researcher's weekly visits with each participant assisted in the solutions of some of the problems; however, more quality time was needed for the researcher to spend with the teachers and librarians to prevent the complications from occurring in the first place.

Aside from these issues, additional factors indicated that the booktalks did impact students' motivation to read. *STAAR* Reading Level I students, or the struggling students, read more books than Level II and III students, or the proficient and advanced readers. Moreover, the booktalk groups read more than the book display and the comparison groups. These results also support part of one of the theoretical underpinnings of the study, Ruddell and Unrau's (2013) Socio Cognitive Model of Reading proposes that the affective condition includes motivation to read (activation and engagement).   The teacher's role in motivation to engage students and influence a student's intention to engage in reading is important.   One of the components to influence a student to engage in reading is a teacher's instructional orientation, which includes a reader's *stance,* or the perspective of the reader toward a particular text. A teacher's instructional strategies are one of the factors that encompass this component.

Instructional strategies that were utilized for the two groups were booktalks and book displays.   There are a few reasons why both the struggling readers and the booktalk groups could have read more books. First, one student group had typically only read from textbooks before being promoted to sixth grade. There were no opportunities for them to choose a library book to read in their classroom. Another group of students read from their textbooks and were able to check out Accelerated Reader (AR) books; however, they could only check out books

that reflected their reading level (determined by STAR Reading Enterprise test). In addition, many of these students only read their AR books at home for homework. Second, this was the first time that all the students had been exposed to the two instructional strategies, booktalks and book displays. The teachers reported their students' enthusiasm during and post booktalks, and the researcher observed the same student behaviors as students were choosing any books they wanted from the library including the booktalk books. What was particularly different for the students this year is that they knew before they went to the library what books they wanted to read versus trying "to hunt down a good book." The third factor of success could be attributed to that students were able to use class time to read their books that they chose without restrictions for the first time. Librarians for centuries have utilized booktalks to expose students to a variety of books with great success, so it is no wonder that these booktalk teachers would do the same for struggling readers.

The effectiveness of utilizing teacher booktalks was further supported by the structured interviews with the teacher participants. The teachers interviewed after the 10-week study reported that their students enjoyed the booktalks and that they, in turn, found them useful for impacting struggling and proficient readers' attitudes. The teachers observed that booktalks increased the amount of their students' reading, especially among struggling readers. The students who were exposed to the booktalks requested the books from the library more than students in both the book display group and the comparison group. The absence of students' statistical findings could have been affected by the limited number of books available for the students to check out.

Even though there are few documented booktalk studies conducted in either the library or the classroom, there is anecdotal evidence that booktalk presentations are successful in

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motivating students to read. The researchers noted, however, that it took years to form students' reading attitudes, so in order to show a significant difference in their reading attitudes, more time was required for their studies.   Previous research supports the use of booktalks in motivating students to read; therefore, the results of the current research support the need for further study.

At all three schools, students enjoyed reading informational books and graphic novels, especially the boys; however, a surprising aspect was that the booktalk groups read more or nearly the same amount of literary books as informational books. It was also unexpected that *The Bully* was not one of the top books read because it is often a popular book with middle school students.   Although the top three literary books were not the most recent books, it appears they are timeless because students enjoyed reading those books even more than the *More Scary Stories to Tell in the Dark* and other popular books.   In the informational category, the researcher was surprised that *The Kid Who Invented the Popsicle* was so popular, as it is an older book and does not include colorful pictures. Moreover, it was also remarkable that *Predators of the Sea* was not read. These aspects illustrate the influence that environment and teacher modeling can have on student interest and motivation to read different kinds of texts.

Another aspect that could have altered the findings was the procedure involving the students' reading logs. One of the new teachers from one of the schools lost half of the student reading logs.   Also, when the researcher checked the logs each week, it was noticed that, and the teachers later agreed, students' logs were incomplete. One of the procedures was to confer with students (school district initiative) using their reading logs after the booktalks or their visits to the library, and assist students in keeping track of their logs, the booktalk selections, and their reading habits.

Previous research reported that booktalks motivate struggling readers to read. When students' *STAAR* levels and the number of books they read was analyzed, it was not surprising that Level 1 students (unsatisfactory academic performance) checked out more books than Level II (satisfactory academic performance) and Level III (advanced academic performance) students. And yet, teachers reported that their avid readers who typically gravitated toward specific genres and authors surprised both the teachers and librarians by venturing out and reading multiple genres as a result of the booktalks.

Implications

The findings from this study provide multiple implications for middle school students' reading motivation and attitudes, as well as teacher booktalks. One implication for education may be that educators should adapt their instruction to all students' motivational patterns whenever possible. In the current educational climate, heavily influenced by the pressure of high stakes assessment, it is easy for educators to lose sight of the role that reading motivation and reading attitudes play in the process of developing skilled readers. The second implication for educators is that tweaking their instruction to nurture the motivation patterns of all student, affects students' reading attitudes, which in turn influences factors such as engagement and the amount of time spent reading. Third, the results of the study provided additional information on teacher booktalks through the structured teacher interviews. This added data gathered in the study will contribute to the body of research on effective instructional practices for teaching reading and may influence reluctant teachers to venture outside the textbook.

Preservice teachers need to have training in students' reading motivation and attitudes, in addition to teacher booktalks early in their instructional programs. It would be even more advantageous if this training could be coupled with actual field experiences so that these students

could make immediate applications, which would further lead to changes in their own instructional plans and classrooms. Moreover, school districts should follow this lead with new teachers as they enter the school system, as well as offering professional development opportunities for their current content area teachers.

Limitations and Delimitations

As with any study, there are limitations and delimitations to consider.   First, because the randomization procedure could not be employed, the researcher had no way of ruling out alternative explanations for observed relationships. The second limitation to the study concerned the participants. Although the researcher had originally recruited teachers and librarians with three or more years of experience, there was a change in staff at all three schools at the beginning of the new school year. Two of the schools had changed their principals, one school had a new librarian, and all three schools had new teachers in Grade 6. In addition, one of the schools' student enrollment count had changed and Grade 6 had two teachers instead of three, which affected the comparison group. Hence, there was no comparison group at that school.

Moreover, this research design must also take into account the potential delimitations. The first delimitation of this study was the duration of the study. Because students' reading attitudes take time to form, ten weeks is not enough time for the teacher booktalks or book displays to fully impact students' reading motivation and attitudes. Ideally, this study would have yielded better results if it had been conducted over an entire school year or longer. The second delimitation to the study concerned the booktalk books. Most literary book selections were limited to two of the three schools' library inventories, the availability of books that were purchased, and the researcher's funds to purchase most of the informational books. The third delimitation to the study was that the measurement of students' reading attitudes was determined

by one survey, *The Survey of Adolescent Reading Attitudes (SARA)*. The fourth delimitation to the study was fidelity. It would have been more advantageous if a monitor was in the classrooms to observe whether or not the teacher booktalks and the book displays were being implemented in the manner that they were intended.

Significance of the Study

There are few studies that demonstrate the relationship between teacher booktalks and the reading motivation and attitudes of middle school students. Furthermore, there are few studies that indicate the value of booktalking and its affect on student book choice in middle school. Also, booktalks would be a perfect instructional method for all content teachers to motivate students to read more, as they are practical, brief, and beneficial for both students and teachers. Another positive outcome of this study is that this intervention has the potential to positively transform the teaching and learning within middle school English language arts classrooms. Perhaps, this study could suggest that teachers focus on other strategies designed to improve middle school students' reading attitudes and motivation. Also, the review of the literature touted booktalks as an effective way to entice students to read more, and librarians have been successful performing them for years. What better way to utilize booktalks than in students' classrooms with teachers becoming the performers? Additionally, the students in this study who had a positive attitude toward reading were motivated in exploring other genres after the booktalks and reported having more goals for their reading.

Because engaged reading is strongly associated with reading achievement, continuing the research on the various relationships among attitude, motivation, and achievement for adolescents has the potential to make important contributions to our understanding of how to best address the needs of struggling readers, as well as all readers in middle school. Perhaps, in

shedding light on the value of booktalks and their ability to foster intrinsic motivation to read, school district leaders may be encouraged to include booktalks in their literacy programs across all content areas. And what better way to stimulate and inspire middle school students' thirst for knowledge and vicarious adventures than the enjoyment of text interaction through their own teacher's booktalk performances? It could be that teacher's best sales pitch ever and might lead to students savoring learning, reading a variety of texts, and becoming lifelong readers who eventually not only change their world and communities, but also make the world a better place to live.

Recommendations for Future Research

The current study strongly suggests the need for further research in several areas in middle school:

- Experimental studies, extended interviews, observational studies, or longitudinal case studies would complement the existing literature to gather more rich descriptions of engaged and motivated readers and students' reading attitudes in middle school for all content area classes.
- More contextualized observations or measures that would be most responsive to the classroom are needed.
- The coordination of qualitative approaches with quantitative studies that examine the relationship among multiple variables is needed.
- Qualitative, quantitative, and mixed-methods studies on adolescent reading motivation, attitude, and booktalks are needed.

- Qualitative, quantitative, and mixed-method studies utilizing middle school reading attitude surveys are needed.

- An emphasis in teacher preparation and professional development programs on the need for teachers to develop their knowledge of the importance of student's reading attitudes and motivation to read and how to include these affective factors in their instructional practices.

- An emphasis in teacher preparation and professional development programs on the need for teachers to develop their knowledge of the role of attitude in reading development in middle school and how attitude surveys can lead to richer understandings and more effective planning.

- Helping educators develop a clearer understanding of the purposes of booktalks.

- An emphasis in teacher preparation and professional development programs on the need for teachers to develop their knowledge of literature, which is essential for teacher booktalks and effective teaching.

- Because students' reading attitudes take time to form, a future study conducted over an entire school year, or longer, utilizing a longitudinal study design is needed.

In addition, it would be beneficial for educators to have the following research questions studied further:

- What is the extent of the knowledge educators have on the importance of students' reading attitudes in middle school?

- What is the extent of the knowledge educators have on the importance of utilizing reading attitude surveys in middle school?

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- What is the extent of the knowledge educators have on the importance of students' reading motivation in middle school classrooms?

- What is the extent of the knowledge administrators have on the importance of students' reading attitudes and motivation in reading development?

- What is the extent of the knowledge content area classroom teachers have on the importance of booktalks in motivating students to read?

- Given the limited amount of allocated instructional time and the many mandates placed on teachers, how do we help teachers understand the variety of instructional reading strategies that are available to them, booktalks being one of them?

- What methods do undergraduate programs employ to insure preservice teachers' knowledge of the importance of students' reading motivation and attitudes?

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APPENDIX A: THE SURVEY OF ADOLESCENT READING ATTITUDES

Survey of Adolescent Reading Attitudes

		Very Good					Very Bad
1.	How do you feel about reading news online for class?	6	5	4	3	2	1
2.	How do you feel about reading a book in your free time?	6	5	4	3	2	1
3.	How do you feel about doing research using encyclopedias (or other books) for a class?	6	5	4	3	2	1
4.	How do you feel about texting or emailing friends in your free time?	6	5	4	3	2	1
5.	How do you feel about reading online for a class?	6	5	4	3	2	1
6.	How do you feel about reading a textbook?	6	5	4	3	2	1
7.	How do you feel about reading a book online for a class?	6	5	4	3	2	1
8.	How do you feel about talking with friends about something you've been reading in your free time?	6	5	4	3	2	1
9.	How do you feel about getting a book or a magazine for a present?	6	5	4	3	2	1
10	How do you feel about texting friends in your free time?	6	5	4	3	2	1
11.	How do you feel about reading a book for fun on a rainy Saturday?	6	5	4	3	2	1
12.	How do you feel about working on an internet project with classmates?	6	5	4	3	2	1
13.	How do you feel about reading anything printed (book, magazine, comic books, etc.) in your free time?	6	5	4	3	2	1
14.	How do you feel about using a dictionary for class?	6	5	4	3	2	1
15.	How do you feel about using social media like Facebook or Twitter in your free time?	6	5	4	3	2	1
16.	How do you feel about looking up information online for a class?	6	5	4	3	2	1
17.	How do you feel about reading a newspaper or a magazine for a class?	6	5	4	3	2	1
18.	How do you feel about reading a novel for class?	6	5	4	3	2	1

Directions for Use:

The Survey of Adolescent Reading Attitudes (SARA) (McKenna et. al., 2012) is a group measure that identifies students' attitudes toward reading. It consists of 18 items and can be administered to an entire classroom in less than 10 minutes. Each item presents a brief, simple statement about reading in a rating-scale format.

Administration

If the purpose of administering the SARA is to gauge the overall status of reading attitudes for a particular class, it is recommended that teachers not require students to identify themselves. Begin by telling students that you would like to find out how they feel about reading. Please emphasize that this survey is not a test and that there are no "right" answers. Encourage students to be honest because their responses will assist you in planning, and the results will not be used for a grade (personal communication April 20, 2012).

Distribute the survey forms and hold up a copy of the survey, or utilize a Smartboard or Elmo to briefly give an overview of the survey. Ask students to look at their own survey form. Discuss with them that the survey has a set of simple statements about reading. Each item begins with a uniform phrase "How do you feel" and students are asked to rate each statement on a 6-point scale from "very good" to "very bad."

Explain that, together, you will read some statements about reading and that the students should think about how they feel about each statement. They should then circle the appropriate number that best represents how they feel, not what they think their teacher wants to see. Together model the first item to show students how the process of the survey should be completed.

Scoring (McKenna et al., 2012, p.570)

To facilitate scoring it is recommended that you set up a reusable spreadsheet that you can quickly score a class set of survey forms. Each row corresponds to one student. You must first decide if you want the results for individual students. If so, the name (or some other identifier) should appear in the first column.

The next 18 columns are for the 18 survey items. The four columns to the right of the 18th item are completed automatically based on formulas that compute the four subscale scores for each student. In a row after the last student, enter the average function to automatically compute the class average for each subscale. Once you have formatted your spreadsheet, entering the ratings for each student is a matter of 18 keystrokes. Scores for an entire classroom can be entered in only a few minutes. An Excel spreadsheet with these features may be downloaded from the IRA website. An example of a reusable spreadsheet is shown in Figure 6.

Figure 6. Scoring Spreadsheet for SARA

	Enter formula to average items 3,6,14,17,18		Enter formula to average items 1,5,7,12,16	Enter formula to average items 2,8,9,11,13		Enter formula to average items 4,10,15	

Student	1	2	•••	17	18	AP	AD	RP	RD
Abbott	3	4	•••	3	2	2.2	2.2	3.3	4.8
Burrow	4	2	•••	3	3	3.2	5.0	2.0	3.3
•••			•••						
Yates	3	4	•••	3	2	2.2	2.2	3.3	4.8
Subscale Averages						2.6	2.3	3.1	4.5

Interpretation (McKenna et al., 2012, p.570)

The power of SARA lies in the individual subscales rather than in the total score, so it is not recommended computing the total. There are two ways to interpret any of the subscale scores. Because the summed score is divided by the number of items in a particular subscale, the result is always a number between 1 and 6. This average can be interpreted using the phrases that anchor the items. That is, a score of 6 corresponds to feeling "very good" about the idea expressed in the item, whereas a score of 1 corresponds to feeling "very bad" about the idea. A subscale score can be interpreted in the same way. For example, 3.5 is the midpoint of the scale and suggest neutrality or indifference. The more a score exceeds 3.5, the more positive the attitude. A second way to interpret the results is to compare the total score of each subscale with the national norms computed from the nationwide survey (McKenna et al., 2012). These norms can be used to interpret results using a comparative frame of reference.

APPENDIX B: LETTER OF CONSENT AND ASSENT FORMS

CONSENT TO PARTICIPATE IN RESEARCH: IGNITING AND INSPIRING

Teacher Participant (Treatment 1)

You are invited to participate in a research study as the teacher facilitator conducted by Mapuana H. Baker-Jones and supervised by Professor Dan Pearce, Ph. D., who is on the faculty of the College of Education at Texas A&M-Corpus Christi. For you to participate, we will need a signature from you as a participant at the bottom of this consent form.

PURPOSE OF THE STUDY

This research study will examine the effects of using a reading approach in your student's sixth grade English Language Arts classroom and the impact it has on their attitude towards reading and their motivation to want to read.

PROCEDURES

If you participate in the study, you will adhere to the requirements set by the researcher. Participation will take place during your regular English Language Arts instruction. In addition, you (1) will participate in one training session for an overview of the study, administering a student reading survey, students using a reading log, and performing booktalks, (2) will administer The Survey of Adolescent Reading Attitudes (SARA) prior to and post conducting treatments, (3) will perform booktalks twice a week for ten weeks utilizing twenty books, (4) will employ the booktalk scripts provided by the researcher, (4) will train and assist students in documenting their books read in their reading logs, and (5) will share with the researcher before, during, and post treatment reflections about the study.

POTENTIAL RISKS AND DISCOMFORTS

This proposed study will examine normal classroom practices and there will be no physical or mental danger other than those associated with normal classwork during the school day. Participation or nonparticipation in the study will have no effects on your job.

POTENTIAL BENEFITS TO PARTICIPANTS

Throughout your students' ten week participation in this study, he or she will benefit from this study by having the opportunity to witness their teacher performing booktalks utilizing a variety of books each week; therefore, providing students with positive and enjoyable reading experiences, and exposing them to twenty books. As the teacher facilitator for the study, you will benefit by gaining insights into your student's reading interests and behaviors as well as how they think and feel about reading in the classroom. Moreover, you will contribute enjoyable reading experiences for your students and simultaneously enhancing positive attitudes toward reading.

PAYMENT FOR PARTICIPATION

There will be no payment for participation.

CONFIDENTIALITY

You and your students' identities will be protected, and information that is obtained through this study will not be connected with you. To provide this protection, pseudonyms will be used instead of actual names for the students, the teacher, and the school selected for the study.

RIGHTS OF RESEARCH PARTICIPANTS—PARTICIPATION AND REFUSAL

You or your student can choose whether or not to participate in this study. He or she may refuse to participate at any time without any penalty or consequences. You are not waiving any legal claims, rights, or remedies because of your participation in the study. This research study has been reviewed by the Research Compliance Office and/or the Institutional Review Board at Texas A&M University-Corpus Christi. For research-related problems or questions regarding your rights as a research participant, you can contact Erin Sherman, Research Compliance Officer, at (361) 825-2497 or erin.sherman@tamucc.edu.

IDENTIFICATION OF RESEARCHERS

If you have any questions about this research study, please feel free to contact Mapuana H. Jones at (361) 695-7516 or Dr. Dan Pearce (361) 825-5881, College of Education, Texas A&M-Corpus Christi.

SIGNATURE OF RESEARCH PARTICIPANT

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participation in this study.

_____   _____

Printed Name of Teacher Facilitator   Date

_____   _____

Signature of Teacher Facilitator   Date

CONSENT TO PARTICIPATE IN RESEARCH: IGNITING AND INSPIRING

Teacher Participant (Treatment 2)

You are invited to participate in a research study as the teacher facilitator conducted by Mapuana H. Jones and supervised by Professor Dan Pearce, Ph. D., who is on the faculty of the College of Education at Texas A&M-Corpus Christi. For you to participate, we will need a signature from you as a participant at the bottom of this consent form.

PURPOSE OF THE STUDY

This research study will examine the effects of using a reading approach in your student's sixth grade English Language Arts classroom and the impact it has on their attitude towards reading and their motivation to want to read.

PROCEDURES

If you participate in the study, you will adhere to the requirements set by the researcher. Participation will take place during your regular English Language Arts instruction. In addition, you (1) will participate in one training session for an overview of the study, administering a student reading survey, students using a reading log, and providing book introductions and a book display, (2) will administer The Survey of Adolescent Reading Attitudes (SARA) prior to and post conducting treatments, (3) will introduce two new books twice a week through a book display for ten weeks, (4) will employ book title introduction scripts provided by the researcher, (5) will train and assist students in documenting their books read in their reading logs, and (6) will share with the researcher before, during, and post treatment reflections about the study.

POTENTIAL RISKS AND DISCOMFORTS

This proposed study will examine normal classroom practices and there will be no physical or mental danger other than those associated with normal classwork during the school day. Participation or nonparticipation in the study will have no effect on your job.

POTENTIAL BENEFITS TO PARTICIPANTS

Throughout your students' ten week participation in this study, he or she will benefit from this study by having the opportunity to witness their teacher introducing and showcasing a variety of books each week with a book display; therefore, providing students with positive and enjoyable reading experiences, and exposing them to twenty books for ten weeks. As the teacher facilitator for the study, you will benefit by gaining insights into your student's reading interests and behaviors as well as how they think and feel about reading in the classroom. Moreover, you will contribute enjoyable reading experiences for your students and simultaneously enhancing positive attitudes toward reading.

PAYMENT FOR PARTICIPATION

There will be no payment for participation.

CONFIDENTIALITY

You and your students' identities will be protected, and information that is obtained through this study will not be connected with you. To provide this protection, pseudonyms will be used instead of actual names for the students, the teacher, and the school selected for the study.

RIGHTS OF RESEARCH PARTICIPANTS—PARTICIPATION AND REFUSAL

You or your students can choose whether or not to participate in this study. He or she may refuse to participate at any time without any penalty or consequences. You are not waiving any legal claims, rights, or remedies because of your participation in the study. This research study has been reviewed by the Research Compliance Office and/or the Institutional Review Board at Texas A&M University-Corpus Christi. For research-related problems or questions regarding your rights as a research participant, you can contact Erin Sherman, Research Compliance Officer, at (361) 825-2497 or erin.sherman@tamucc.edu.

IDENTIFICATION OF RESEARCHERS

If you have any questions about this research study, please feel free to contact Mapuana H. Jones at (361) 695-7516 or Dr. Dan Pearce (361) 825-5881, College of Education, Texas A&M-Corpus Christi.

SIGNATURE OF RESEARCH PARTICIPANT

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participation in this study.

_____   _____

Printed Name of Teacher Facilitator   Date

_____   _____

Signature of Teacher Facilitator   Date

CONSENT TO PARTICIPATE IN RESEARCH: IGNITING AND INSPIRING

Teacher Participant (Comparison)

You are invited to participate in a research study as the teacher facilitator conducted by Mapuana H. Jones and supervised by Professor Dan Pearce, Ph. D., who is on the faculty of the College of Education at Texas A&M-Corpus Christi. For you to participate, we will need a signature from you as a participant at the bottom of this consent form.

PURPOSE OF THE STUDY

This research study will examine the effects of using a reading approach in your student's sixth grade English Language Arts classroom and the impact it has on their attitude towards reading and their motivation to want to read.

PROCEDURES

If you participate in the study, you will adhere to the requirements set by the researcher. Participation will take place during your regular English Language Arts instruction. In addition, you (1) will participate in one training session for an overview of the study, how to administer a student reading survey, and students using a reading log, (2) will administer The Survey of Adolescent Reading Attitudes (SARA) prior to and post treatments, and (4) will train and assist students in documenting their books read in their reading logs.

POTENTIAL RISKS AND DISCOMFORTS

This proposed study will examine normal classroom practices and there will be no physical or mental danger other than those associated with normal classwork during the school day. Participation or nonparticipation in the study will have no effect on your job.

POTENTIAL BENEFITS TO PARTICIPANTS

Your students' participation in this study will benefit them because they will have an opportunity to reflect on their reading interests and experiences. As the teacher facilitator for the study, you will benefit by gaining insights into your student's reading interests and behaviors.

PAYMENT FOR PARTICIPATION

There will be no payment for participation.

CONFIDENTIALITY

You and your students' identities will be protected, and information that is obtained through this study will not be connected with you. To provide this protection, pseudonyms will be used instead of actual names for the students, the teacher, and the school selected for the study.

RIGHTS OF RESEARCH PARTICIPANTS—PARTICIPATION AND REFUSAL

You or your students can choose whether or not to participate in this study. He or she may refuse to participate at any time without any penalty or consequences. You are not waiving any legal claims, rights, or remedies because of your participation in the study. This research study has been reviewed by the Research Compliance Office and/or the Institutional Review Board at Texas A&M University-Corpus Christi. For research-related problems or questions regarding your rights as a research participant, you can contact Erin Sherman, Research Compliance Officer, at (361) 825-2497 or erin.sherman@tamucc.edu.

IDENTIFICATION OF RESEARCHERS

If you have any questions about this research study, please feel free to contact Mapuana H. Jones at (361) 695-7516 or Dr. Dan Pearce (361) 825-5881, College of Education, Texas A&M-Corpus Christi.

SIGNATURE OF RESEARCH PARTICIPANT

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participation in this study.

_____   _____

Printed Name of Teacher Facilitator   Date

_____   _____

Signature of Teacher Facilitator   Date

CONSENT TO PARTICIPATE IN RESEARCH: IGNITING AND INSPIRING

Librarian Participant

You are invited to participate in a research study conducted by Mapuana H. Jones and supervised by Professor Dan Pearce, Ph. D., who is on the faculty of the College of Education at Texas A&M-Corpus Christi. For you to participate, we will need a signature from you as a participant at the bottom of this consent form.

PURPOSE OF THE STUDY

This research study will examine the effects of using a reading approach at your school during sixth grade English Language Arts classrooms and the impact it has on their attitude towards reading and their motivation to want to read.

PROCEDURES

If you participate in the study, you will adhere to the requirements set by the researcher. Participation will take place during English Language Arts instruction time when students are checking out books from the library, or before and after school. In addition, you (1) will participate in one training session for an overview of the study, (2) will track the circulation data of each of the booktalk books and books students will read from the displayed books and control groups, utilizing Insignia online catalog system (3) will employ a wait list for sixth grade students wanting any books from the teacher booktalk presentations or the display group (4) will run class reports for the sixth grade ELA teachers and the researcher, and (5) will assist the researcher with the class reports if needed.

POTENTIAL RISKS AND DISCOMFORTS

This proposed study will examine normal classroom practices and there will be no physical or mental danger other than those associated with normal classwork during the school day. Participation or nonparticipation in the study will have no effect on your job.

POTENTIAL BENEFITS TO PARTICIPANTS

Throughout your ten week participation in this study, you will benefit from this study by increasing your book circulation because of the support you will give students and teachers in providing a wide variety of books each week; therefore, providing students with positive and enjoyable reading experiences. As the librarian for the study, you will benefit by gaining insights into students' reading interests and behaviors as well as how they think and feel about reading in the classroom. Moreover, you will contribute enjoyable reading experiences in your library by assisting and supporting students who want to read and find books they are interested in and simultaneously enhancing positive attitudes toward reading.

PAYMENT FOR PARTICIPATION

There will be no payment for participation.

CONFIDENTIALITY

All participants' identities will be protected, and information that is obtained through this study will not be connected with you. To provide this protection, pseudonyms will be used instead of actual names for the students, the teacher, the librarian, and the school selected for the study.

RIGHTS OF RESEARCH PARTICIPANTS—PARTICIPATION AND REFUSAL

You can choose whether or not to participate in this study. You may refuse to participate at any time without any penalty or consequences. You are not waiving any legal claims, rights, or remedies because of your participation in the study. This research study has been reviewed by the Research Compliance Office and/or the Institutional Review Board at Texas A&M University-Corpus Christi. For research-related problems or questions regarding your rights as a research participant, you can contact Erin Sherman, Research Compliance Officer, at (361) 825-2497 or erin.sherman@tamucc.edu.

IDENTIFICATION OF RESEARCHERS

If you have any questions about this research study, please feel free to contact Mapuana H. Jones at (361) 695-7516 or Dr. Dan Pearce (361) 825-5881, College of Education, Texas A&M-Corpus Christi.

SIGNATURE OF RESEARCH PARTICIPANT

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participation in this study.

_____   _____

Printed Name of Librarian   Date

_____   _____

Signature of Librarian   Date

STUDENT ASSENT FORMS: IGNITING AND INSPIRING

My name is Mapuana Jones and I am seeking a Doctorate degree in the Curriculum and Instruction Department at Texas A&M University-Corpus Christi.

I am interested in learning about how teacher booktalks affect the attitudes of sixth grade students' motivation to read. I am asking you and all sixth grade students to work with me to find out about your reading interests, experiences, and habits.

If you agree to do this, I will ask you to complete an 18-item questionnaire (survey) during your English Language Arts (ELA) classroom. The survey will take approximately 10 minutes. Your name will not be written anywhere on the survey and you will not be identified by name in the study. If you participate, I will also look at your fifth grade reading STAAR score and your ELA reading log. Your score and reading log information will not be reported by name.

When I am completed with this study, I will write a report about what I have learned. This report will not include your name or that you were in a study.

You do not have to be in this study if you do not want to be, even if your parents have agreed. If you decide to stop after we begin, that will be acceptable too.

If you decide you want to be in this study, please sign your name.

I, _____, agree to participate in this research study.

(Print your name here)

_____   Date:_____

(Sign your name here)

CONSENT TO PARTICIPATE IN RESEARCH: IGNITING AND INSPIRING

Parent/Guardian (Treatment 1)

Your child is invited to participate in a research study conducted by Mapuana H. Jones and supervised by Professor Dan Pearce, Ph. D., who is on the faculty of the College of Education at Texas A&M-Corpus Christi. In order that your child participate, your signature, as the parent or legal guardian, at the bottom of this consent form will be required.

PURPOSE OF THE STUDY

The study will examine the effects of using a reading approach in your child's English Language Arts classroom and the impact it has on student's attitude and motivation to want to read. The specific areas to be explored include (1) students reading habits and experiences, (2) students reading preferences, (3) students amount and variety of books read, and (4) effects of teacher booktalks.

PROCEDURES

When permission is granted, your child will meet during their regular English Language Arts instruction. Your child (1) will be exposed to a variety of literature each week along with their reading and writing skills, and concepts following the Texas Essential of Knowledge and Skills (TEKS) with CCISD, (2) will actively participate with their teacher as she presents booktalks each week on a variety of books that corresponds with their TEKS that are being taught, (3) will complete The Survey of Adolescent Reading Attitudes, and (4) will document books they read each week in their reading logs. In addition, the researcher will also have access to your child's reading STAAR score from spring 2013, their reading logs, the school's library Insignia online catalog system.

POTENTIAL RISKS AND PROTECTION

This proposed study will examine normal classroom practices and there will be no physical or mental danger other than those associated with normal classwork during the school day. Participation or nonparticipation in the study will have no effect on your child's grades, and participation will not interfere with your child's schoolwork. The results will be reported in the aggregate, or combined, and not by individual. Individual participants in the study would not be identifiable. Participants may withdraw from the study at anytime.

POTENTIAL BENEFITS TO PARTICIPANTS

Throughout the ten week study, your child will have multiple opportunities to be exposed to a variety of books, be involved in thinking about books they want to read and have read, connecting to an variety of books, participating in book discussions, and the choice to select books that apply to his or her interests. The study will also help educators increase and strengthen the positive reading attitudes of middle school students to be motivated to want to read.

PAYMENT FOR PARTICIPATION

There will be no payment for participation in this study.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with your child will be protected and will not be connected to you. To provide this protection, pseudonyms will be used instead of actual names for the students, the teacher, and the school selected for the study.

RIGHTS OF RESEARCH PARTICIPANTS—PARTICIPATION AND REFUSAL

You or your child can choose whether or not to participate in this study. He or she may refuse to participate at any time without any penalty or consequences. You are not waiving any legal claims, rights, or remedies because of your participation in the study. This research study has been reviewed by the Research Compliance Office and/or the Institutional Review Board at Texas A&M University-Corpus Christi. For research-related problems or questions regarding your rights as a research participant, you can contact Erin Sherman, Research Compliance Officer, at (361) 825-2497 or erin.sherman@tamucc.edu.

IDENTIFICATION OF RESEARCHERS

If you have any questions about this research study, please feel free to contact Mapuana H. Jones at (361) 695-7516 or Dr. Dan Pearce (361) 825-5881, College of Education, Texas A&M-Corpus Christi.

SIGNATURE OF PARENT OR LEGAL GUARDIAN

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participation in this study.

_____

Printed Name of Student

_____   _____

Printed Name of Parent/Guardian   Date

_____   _____

Signature of Parent/Guardian   Date

CONSENT TO PARTICIPATE IN RESEARCH: IGNITING AND INSPIRING

Parent/Guardian (Treatment 2)

Your child is invited to participate in a research study conducted by Mapuana H. Jones and supervised by Professor Dan Pearce, Ph. D., who is on the faculty of the College of Education at Texas A&M-Corpus Christi. In order that your child participate, your signature, as the parent or legal guardian, at the bottom of this consent form will be required.

PURPOSE OF THE STUDY

The study will examine the effects of using a reading approach in your child's sixth grade English Language Arts classroom and the impact it has on their attitude and motivation to want to read. The specific areas to be explored include (1) students reading habits and experiences, (2) students reading preferences, (3) students amount and variety of books read, and (4) the effects of a teacher book display.

PROCEDURES

When permission is granted, your child will meet during their regular English Language Arts instruction. Your child (1) will be exposed to a variety of literature each week along with their reading and writing skills, and concepts following the Texas Essential of Knowledge and Skills (TEKS) with CCISD, (2) will complete The Survey of Adolescent Reading Attitudes, and (3) will document books they read each week in their reading logs. In addition, the researcher will have access to your child's reading STAAR score from spring 2013, their reading logs, and the school's library Insignia online catalog system.

POTENTIAL RISKS AND PROTECTION

This proposed study will examine normal classroom practices and there will be no physical or mental danger other than those associated with normal classwork during the school day. Participation or nonparticipation in the study will have no effect on your child's grades, and participation will not interfere with your child's schoolwork. The results will be reported in the aggregate, or combined, and not by individual. Individual participants in the study would not be identifiable. Participants may withdraw from the study at anytime.

POTENTIAL BENEFITS TO PARTICIPANTS

Throughout the ten week study, your child will have multiple opportunities to be exposed to a variety of books, be involved in thinking about books they want to read and have read, and the choice to select books that apply to his or her interests. The study will also help educators increase and strengthen the positive reading attitudes of middle school students to be motivated to want to read.

PAYMENT FOR PARTICIPATION

There will be no payment for participation in this study.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with your child will be protected and will not be connected to you. To provide this protection, pseudonyms will be used instead of actual names for the students, the teacher, and the school selected for the study.

RIGHTS OF RESEARCH PARTICIPANTS—PARTICIPATION AND REFUSAL

You or your child can choose whether or not to participate in this study. He or she may refuse to participate at any time without any penalty or consequences. You are not waiving any legal claims, rights, or remedies because of your participation in the study. This research study has been reviewed by the Research Compliance Office and/or the Institutional Review Board at Texas A&M University-Corpus Christi. For research-related problems or questions regarding your rights as a research participant, you can contact Erin Sherman, Research Compliance Officer, at (361) 825-2497 or erin.sherman@tamucc.edu.

IDENTIFICATION OF RESEARCHERS

If you have any questions about this research study, please feel free to contact Mapuana H. Jones at (361) 695-7516 or Dr. Dan Pearce (361) 825-5881, College of Education, Texas A&M-Corpus Christi.

SIGNATURE OF PARENT OR LEGAL GUARDIAN

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participation in this study.

_____

Printed Name of Student

_____   _____

Printed Name of Parent/Guardian   Date

_____   _____

Signature of Parent/Guardian   Date

CONSENT TO PARTICIPATE IN RESEARCH: IGNITING AND INSPIRING

Parent/Guardian (Comparison)

Your child is invited to participate in a research study conducted by Mapuana H. Jones and supervised by Professor Dan Pearce, Ph. D., who is on the faculty of the College of Education at Texas A&M-Corpus Christi. In order that your child participate, your signature, as the parent or legal guardian, at the bottom of this consent form will be required.

PURPOSE OF THE STUDY

The study will examine the effects of using a reading approach in two of the sixth grade English Language Arts classrooms and the impact it has on student's attitude and motivation to want to read. The specific areas to be explored include (1) students reading habits and experiences, (2) students reading preferences, (3) students amount and variety of books read, and (4) the effects of teacher booktalks and book displays.

PROCEDURES

When permission is granted, your child will meet during their regular English Language Arts instruction. Your child (1) will complete The Survey of Adolescent Reading Attitudes, and (2) will document books they read each week in their reading logs. In addition, the researcher will also have access to your child's reading STAAR score from spring 2013, their reading logs, and the school's library Insignia online catalog system.

POTENTIAL RISKS AND PROTECTION

This proposed study will examine normal classroom practices and there will be no physical or mental danger other than those associated with normal classwork during the school day. Participation or nonparticipation in the study will have no effect on your child's grades, and participation will not interfere with your child's schoolwork. The results will be reported in the aggregate, or combined, and not by individual. Individual participants in the study would not be identifiable. Participants may withdraw from the study at anytime.

POTENTIAL BENEFITS TO PARTICIPANTS

Throughout the ten-week study, your child will be involved in thinking about books they want to read and have read, and choice to select books that apply to his or her interests. The study will also help educators increase and strengthen the positive reading attitudes of middle school students to be motivated to want to read.

PAYMENT FOR PARTICIPATION

There will be no payment for participation in this study.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with your child will be protected and will not be connected to you. To provide this protection, pseudonyms will be used instead of actual names for the students, the teacher, and the school selected for the study.

RIGHTS OF RESEARCH PARTICIPANTS—PARTICIPATION AND REFUSAL

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If you have any questions about this research study, please feel free to contact Mapuana H. Jones at (361) 695-7516 or Dr. Dan Pearce (361) 825-5881, College of Education, Texas A&M-Corpus Christi.

SIGNATURE OF PARENT OR LEGAL GUARDIAN

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participation in this study.

_____

Printed Name of Student

_____   _____

Printed Name of Parent/Guardian   Date

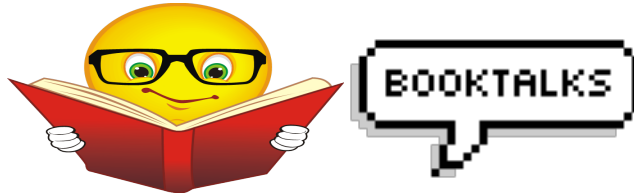_____   _____

Signature of Parent/Guardian   Date

APPENDIX C: BOOKTALKS TOP TEN TIPS

(Treatment 1 Teacher Training Handout)

Top Ten Tips

1. Booktalk "like your hairs on fire"- superior advertisements sell products

2. Keep it short, sweet, or zany teasers- 2 to 5 minutes is best

3. Prepare for your presentation using PostIts for your notes and tabbing page numbers.

4. Show the book, look at everyone, speak clearly, and be expressive

5. Employ robust openers- You can ask your audience a question about the story to set it up, or talk about your favorite character

6. Reel them in with a great hook- talk or read a part of the story that was unusual or that stood out for you

7. Shhhhhh- Keep your audience on edge or in suspense: do not reveal much, never tell the end of the story or anything special, and do not retell the plot

8. Utilize props or costumes to support the story- they enhance the drama and humor

9. Excite them enough to want to run to the library and check out the book, or even more books by the same author, or other authors' books that are similar in plot or genre

10. Keep a classroom booktalk log that includes the title, author, and a summary, and perhaps a picture of the cover of the book, to assist students in deciding what new books to read

APPENDIX D: BOOKTALK BOOK LIST AND SCHEDULE

(Treatment Teachers 1 and 2)

Week One

Literary:

Weeks, S. (2005). *So be. it.* New York, NY: First Harper Trophy.   **RF/Mys**

Informational:

Wulfson, D. L. (1997). *The kid who invented the Popsicle.* New York, NY: Puffin Books.

Info

Week Two

Literary:

Lowry, L. (1989). *Number the stars*. Boston, MA: Houghton Mifflin Company. **HF**

Informational:

Ellis, D. (2009). *Children of war: voices of Iraqi refugees*. Berkley, CA: Groundwood   Books.

Bio/Short Stories

Week Three

Literary:

Soto, G. (1998). *Taking sides*. Evanston, IL: McDougal Littell, Inc.

RF

Informational:

McCann, M. R. (2012). *Girls who rocked the world.* New York, NY: Aladdin.

Short Info Stories

Week Four

Literary:

Creech, S. (2001). *Love that dog: A novel.* New York, NY: HarperCollins Publishers.

<div align="right">**Poetry (novel in verse)**</div>

Informational:

Patent, D. H.   (2012). *Dogs on duty: Soldiers best friends on the battlefield and beyond.*

New York, NY: Scholastic.   **Short Info Stories**

Week Five

Literary:

Fishbone, G. R. (2011). *Galaxy games: The challengers*. New York, NY: TU Books.

<div align="right">**Science Fiction/Humor**</div>

Informational:

Bryant, N. (2013). *1001 cool freaky facts.* Heatherton Victoria, Australia: Hinkler Pty Ltd.

Books.   **Info**

Week Six

Literary:

Schwartz, A. (1984). *More scary stories to tell in the dark*. New York, NY: Harper Collins.

<div align="right">**Short Stories/Horror**</div>

Informational:

Filipovic, Z. (2006). *Zlata's Diary*. (2nd ed). New York, NY: Penguin Books.   **Diary**

Week Seven

Literary:

Ryan, P. M. (2004). *Becoming Naomi Leon*. New York, NY: Scholastic, Inc.   **RF**

Informational:

Simon, S. (2011). *Global warming*. New York, NY: Harpercollins.   **Info**

Week Eight

Literary:

Draper, S. (2010).   *Out of mind*. New York, NY: Atheneum.   **RF**

Informational:

Chin-Lee, C. (2006). *Amelia to Zora: Twenty-six women who changed the world.* Watertown,

    MA: Charlesbridge.   **Short Info Stories**

Week Nine

Literary:

Langan, P. (2002). *The bully*. New York, NY: Scholastic, Inc.   **RF**

Informational:

Rhodes, M. J., & Hall, D. *Predators of the sea*. New York, NY: Scholastic Inc.

    Info

Week Ten

Literary:

Sachar, L. (1998). *Holes.* New York, NY: Scholastic, Inc.   **RF/Traditional Tales**

Informational:

Levine, K. (2003). *Hanna's suitcase*.   Morton Grove, IL: Albert Whitman and Company.

Biography

APPENDIX E: BOOK LOGS

Reading Log

Once you have selected a book to read enter the title and author. Write the genre and date once you have finished reading your book. If you abandon your book enter an (A) and date in the date column.

Title of Book	Author	Genre	Date Completed