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E-Books and Motivation to Read in Middle School Students

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Abstract

E-books are the latest trend in reading technology. Research has shown that e-books are becoming more commonplace in school libraries and that the number of students with e-readers has recently increased dramatically. It is important to discover the potential effects of e-books on reading motivation. In this study, sixth grade students were surveyed using the Adolescent Motivation to Read Profile reading survey along with an additional e-book survey before and after learning about e-books available through their library catalog for use on computers from December through March. The study did not find an increase in motivation to read, but some students did respond positively to e-books as they had more access at school and at home over the course of the year.

Chapter One

Introduction

As a school library media specialist, one of my objectives is to keep up with current trends in reading. Over the last several years, I have noticed increased interest in and availability of electronic books (e-books) to the public. E-books can be accessed in many ways including accessing and reading online using a computer, downloading and reading on mobile devices such as cell phones and iPads as well as other tablet computers, and on dedicated e-readers such as the Nook from Barnes and Noble, the Kindle from Amazon, and the Sony Reader. Google offers over 3 million e-books for free access using any of those devices (Google, n.d.) Public libraries are offering e-books for checkout in different formats as well, using a membership to a service like OverDrive, which allows them to house and access e-books and audiobooks. According to a survey of 697 American school libraries, one third of these libraries currently offer e-books to users and have a collection of about 50 e-books (Library Journal & School Library Journal, 2010).

My own personal bias led me to stay away from e-books since I preferred to read actual paper, but after using a Nook electronic reader I realized that there really is something to the on-demand access of e-books. I found that I enjoyed reading on the screen of the Nook and that it was quite different from reading on a computer screen. I liked the fact that I could access books instantly. I know that students are spending a lot of time on computers and that they prefer to look online for information. I also know that students prefer to have a variety of reading materials available to them.   This information along with my curiosity led me to experiment with e-books in my middle school library. Since the library has limited funds and there are many formats available, my goal was to find out what the students' response was to e-books in order to

help make future decisions about purchasing and implementing e-books for student use.

I am also curious about reading motivation in general and specifically I wanted to know whether e-books have an effect on adolescents' motivation to read. The questions that were explored in this project are: 1. Did students' motivation to read change after the implementation of the use of e-books over the course of the semester? 2. Did students' opinion and familiarity with e-books change after the implementation of e-books in the library?

Technology has changed tremendously in recent years and people have become more and more dependent on it in their daily lives. More and more people have Smart Phones, which basically are like having a computer with you at all times. People use computers in their daily lives at work and at home to communicate and manage their business and daily lives. Bromley (2010) commented on how digital text is changing what it means to be literate and suggested that "at some point pens, pencils and papers will soon be artifacts of the past; electronic reading and writing will be pervasive, collaborative, and social events; and speech will replace most writing" (p. 97). Students in my school learn with computers during their computer classes and visit computer labs with their classes or use netbooks in their classrooms to type, research, communicate, and produce reports and other projects. There are students who have access to many types of technology at home including computers, cell phones, iPads and tablet computers, iPods, and e-readers.

Technology is being integrated into teaching in new ways and as a library media specialist I help teachers use new technologies with their students. Participating in the digital world using social media can lead to collaborating with other students as well as worldwide in ways that are not possible with pen and pencil. For example, students are texting, emailing, posting on Facebook, and using blogs and wikis in their classes. They are also investigating

topics online for research projects. This leads them to read articles from many databases and websites on the computer. There are some new literacy skills developing based around electronic text for these students. For example, the use of e-books is another way of accessing and reading digital text. This project introduced sixth grade students to e-books and allowed them to explore them and give feedback about their use.

This study was completed with 132 sixth grade students in a middle school in a small rural town in the Midwest. The study began on September 16, 2011, and ended on June 1, 2012. The school library provided access to e-books that students could read online, check out online, or download to their computer. There were a wide variety of e-books available with many popular fiction and non-fiction titles. Data was gathered using questionnaire assessments before and after showing students how to access and use the e-books in the library. The *Adolescent Motivation to Read Profile reading survey*, developed by Pitcher et al. (2007) was used to assess students' motivation to read. An additional e-book survey captured students' use of and familiarity with e-books, as well as the types of devices used. The survey also asked questions to probe about issues of access to internet and electronic devices at home. Students were introduced to e-books in the library and were kept up to date on e-books with displays in the library and on the library website throughout the year. Further information was obtained by conducting interviews with some of the students surveyed at the end of the school year. The *Adolescent Motivation to Read Profile conversational interview* format was used for the interviews along with additional questions about e-books. Data was also collected regarding the e-book circulation using Destiny reporting tools. The data was compared to the literature and research on reading motivation and the use of e-books. The literature is reviewed in chapter two of this project report.

Chapter 2

Review of Literature

Reading motivation has been an interest and a concern for teachers for a long time. It is especially a concern with adolescents as it has been reported that their attitudes toward reading declines in the adolescent years (McKenna, Kear, and Ellsworth, 1995). There has been much research in motivation theory in education in general and more specifically applied to reading (Baker & Wigfield, 1999; Ivey & Broaddus, 2001; Sweet & Guthrie, 1996). Educators know that in order for a child to be a lifelong learner, he or she must be a reader, and it is not enough to simply be proficient at reading, but to desire to read to learn new things. In order to help students read more, teachers must understand what motivates students to read and then meet those needs. This chapter includes a review of the literature on adolescent's motivation to read, as well as literature regarding reading and technology and finally e-books and reading.

Adolescents and Motivation to Read

There are many reasons for adolescents to be motivated or unmotivated to read and these reasons encompass many aspects of their lives. There has been much research done to investigate and measure the factors that motivate adolescents to read. The research indicates that intrinsic factors, like choice, and competition as well as extrinsic factors, such as the influence of parents, peers, and teachers, can all motivate students to read.

Choice, personal interests, and other factors. There have been many studies (Baker & Wigfield, 1999; Ivey & Broaddus, 2001; Sweet & Guthrie, 1996) over the years that delve into what motivates children to read.   For example, Sweet and Guthrie (1996) discussed eight distinct motivations for reading that they captured by surveying students in third through fifth grade. These reasons include involvement in the story, curiosity, challenge, social interaction,

compliance, recognition, competition and work avoidance. Students typically possess several

motivations, but not necessarily in equal amounts. Students can be motivated both extrinsically

and intrinsically. Intrinsic motivations are internal to the learner and include involvement,

curiosity, social interaction, and challenge. Extrinsic motivations originate with the teacher or

parent and include compliance, recognition, and getting good grades.

Choice is a motivating factor that came through in much of the research (Ivey &

Broaddus, 2001; Lapp & Fisher, 2009; McClure, 2008; Pachtman & Wilson, 2006). It was

mentioned in many studies (Gambrell, Palmer, Codling, & Mazzoni, 1996; Ivey & Broaddus,

2001; Lapp & Fisher, 2009) that students' ownership over their own literacy learning is a key

factor. Ivey and Broaddus (2001) reviewed literature that indicated when students had

ownership over their learning and were involved in choice making in the classroom they were

more invested in reading activities. In their own study of over 1,700 sixth graders, 42% of the

students were motivated by being able to choose their own reading materials and having good

reading material to choose from. In addition, Pachtman and Wilson (2006) in their study of 22

fifth graders, found that a high number of students rated "choosing your own books" as very

important. Students further explained that they enjoyed selecting their own books to read so that

they could read something that they liked. Likewise, Edmunds and Bauserman (2006) conducted

a study of fourth grade students using the Conversational Interview of the Motivation to Read

Profile developed by Gambrell, et al. (1996) and found that when questioned about what they

were reading 84% of them discussed books they selected themselves, while the other 16% talked

about teacher-selected materials. While discussing what motivated the students in their book

club with eleventh grade students, Lapp and Fisher (2009) found the students valued choice in

their reading and highly recommended it for English classrooms. Furthermore, Pitcher,

Martinez, Dicembre, Fewster, and McCormick (2010) found that the middle school students they studied had a preference for choice in their reading and recommended including more choice for adolescents to improve their literacy skills. Additionally, Pitcher, et al. (2007) found similar results in their study of 384 adolescents ranging from 6th through 12th grades. Choice was identified by students over and over as being important to them in valuing reading activities.

Personal interest is another widely agreed upon motivating factor for adolescents to read. Two of the 11 dimensions proposed by Wigfield and Guthrie (1997, as cited in Baker & Wigfield, 1999) that relate to personal interest are curiosity and involvement. In addition, Ivey and Broaddus (2001) found that "adolescent students who participate in programs that connect literacy with real-life out-of-school issues and personal interests indicate more positive feelings about reading and writing in school" (p. 354). Personal interests were frequently mentioned by children in the conversations Edmunds and Bauserman (2006) had with their study subjects. It was one of their three main reasons for selecting both narrative and expository texts and the authors concluded that "motivation is positively influenced by books that are related to their personal interests" (p. 418).

Another aspect of reading motivation that is touched upon is the success that a student has in reading. This is also related to the rewards that come from reading success. Sweet and Guthrie (1996) listed recognition and competition as important motivators. Likewise, Wigfield and Guthrie (as cited in Baker & Wigfield, 1999) include recognition, grades and competition in their list. They also noted that these are in the realm of extrinsic motivation and are more likely to be attached to reading that is done in school as opposed to by choice. Twenty-three percent of students brought up these classroom based ideas in surveys by Ivey and Broaddus (2001) as they mentioned external rewards as a reading motivator. Success was noted by Pachtman and Wilson

(2006) as an important motivating factor for children. Morrow (2001) remarked that "a child's

perception of successfully completing a task promotes intrinsic motivation" (as cited in

Pachtman & Wilson, 2006, p. 681).

Some students are motivated by the challenge of taking on difficult reading material. The

attraction to challenge is noted as one of the motivating factors in the realm of self-efficacy by

Wigfield and Guthrie (as cited in Baker & Wigfield, 1999). Sweet and Guthrie (1996) also listed

challenge as motivational and remarked that some students "like figuring out a complex plot or

integrating a lot of facts about a topic" (p. 660).

It is also reported that the value students place on reading as well as their self-concept as

a reader are factors in motivation to read (Gambrell et al., 1996; Kelley & Decker, 2009; Pitcher

et al., 2007). In their study of 1194 middle school students that utilized the Motivation to Read

Profile survey (Gambrell et al., 1996), Kelley and Decker (2009) found that "self-concept

attributed to 52% of students' overall motivation to read, whereas value attributed to 48%, thus

supporting the claim that a lack of value of reading can negatively affect motivation to read" (p.

477).

Children are motivated to read by many different factors in and out of the classroom. It

has been mentioned that they are influenced by choice, personal interest, challenge, and success.

The next section will review some of the other factors in reading motivation.

Parents, peers and teachers. Social factors are frequently mentioned as affecting

motivation in students (Baker & Wigfield, 1999; Ivey & Broaddus, 2001; Pachtman & Wilson,

2006; Sweet & Guthrie, 1996). Sweet and Guthrie (1996) noticed that students frequently

reported social interaction as a motivation for reading, for example, "when students share a book

with friends, gain a partner in collaborative writing, become a member of a book club, maintain a

friend through sharing books, or exchange interests, they are socially motivated" (p. 660). In

addition, Wigfield and Guthrie (as cited in Baker and Wigfield, 1999) indicated that reading is a

social activity and included social reasons and compliance as two of their 11 dimensions of

reading motivation. Social motivation is more about relating to others and talking about reading

where compliance is more about reading because someone else wants them to. Similarly, Ivey

and Broaddus (2001) reported that students were motivated to read by other people in the

classroom. Pachtman and Wilson (2006) also noted in their study that "when students have more

opportunities for social collaboration . . . they are more intrinsically motivated and more likely to

accomplish a greater amount of work than if they work alone" (p. 681). All of these studies

indicated that social interaction can motivate students in different ways.

Adolescents are motivated by their peers and their teachers. In the interviews conducted

by Ivey and Broaddus (2001), they found many students indicated that other people, including

classmates and teachers influenced their reading. In fact, 19% of the students mentioned other

people motivating them to read. Lapp and Fisher (2009) also found that students were highly

motivated by the support of their peers who valued reading. The students they studied became

less reluctant to read which they believed "occurred because they had peer support to read, think,

share, and to include within their self profile the feature of being readers" (p. 561) and their

discussions with peers inspired them to do more reading and expand their views of themselves as

readers. Additionally, Pitcher et al. (2007) found that adolescents' involvement in literacy

activities affected who had influence on what they chose to read and write. Students who were

interviewed discussed how they were compelled by peers who talked about reading and sharing

books. They also talked about magazine and newspaper articles and other reading materials.

The authors also found that students were strongly influenced by what teachers recommended

and what they talked about with excitement.

Students are also motivated by their parents. Klauda (2009) stated "parent support for reading is one of the many elements that may play a role in the development and sustainment of children's reading motivation" (p. 325). She reviewed much of the literature regarding adolescent reading motivation and parents' effects on it including many theoretical models. McKenna's model of reading attitude acquisition includes social influences such as students' perceptions of how the important people in their lives value reading and indirect influences like parents setting up a bookcase with reading materials for children (Klauda, 2009). Klauda also pointed out Guthrie and Wigfield's engagement model of reading which describes engaged readers as interacting with peers, family members, and others in reading activities with a high frequency. Furthermore, the students interviewed by Pitcher et al. (2007) point out that family members who buy reading materials for them or who model reading and discuss what they are reading with them have a significant influence on their reading habits. There are many people that can affect a student's motivation to read and there are also many ways to assess these factors.

Assessments of Motivation

Different surveys have been developed in order to assess motivation to read. One of these assessments in particular has been widely used in research. The Motivation to Read Profile (MRP) assesses children's self-concepts as readers and the value they see in reading (Gambrell, Palmer, Codling, & Mazzoni, 1996). The reading survey and conversation interview were created to be given by teachers to their students. Gambrell et al. carefully chose questions that would get at the different areas involved in students' motivation to read. It is meant to be read aloud so that reading frustration by a student will not interfere with the results and is given on a

scale of 1 to 4 so that there is less of a chance students will choose the middle and because

younger students have difficulty defining differences between five or more items (Gambrell et

al., 1996). Later, Pitcher et al. (2007) worked as a team to revise this survey to be used with

adolescents and created the Adolescent Motivation to Read Profile (AMRP). They used

recommendations from adolescent research and their experience with teens to modify the survey

and the conversational interview. Some of the language was revised to be more "adolescent

friendly" and an item on race/ethnicity was added. Questions to reflect the changes in school

reading experiences in secondary school were added to the interview. Additional questions were

added to learn more about technology uses, and literacy practices at home.

Another widely used survey, the Motivation for Reading Questionnaire (MRQ), was

developed by Wigfield and Guthrie (1997) to assess eleven dimensions of reading motivation,

which are broken down into three different categories. The first category is based on

competence and efficacy belief constructs and includes self-efficacy, challenge, and work

avoidance as motivation factors. The second category includes the purposes children have for

reading including curiosity, involvement, importance, recognition, grades, and competition. The

third category includes the social purposes of reading involving social reasons and compliance

(Baker & Wigfield, 1999).

In addition to the dimensions of reading motivation assessed above, Wigfield and Guthrie

also researched the link between the dimensions of motivation and reading activity in children.

They developed and used the Reading Activities Inventory, which can be used by the teacher to

record the types of books that children read as well as how often they read (Baker & Wigfield,

1999).

These reading motivation assessments have provided a vast amount of research to help

explain the reading motivation of students. An exploration in other topics connected to reading

follows.

Reading and Technology

In this section, the impact of technologies such as computers, electronic storybooks, and

e-books on reading is discussed.

Moran, Ferdig, Pearson, Wardrop, and Blomeyer (2008) did an analysis of 20 studies

concerning middle school students, reading, and technology. One of their findings was that the

use of technology had a positive effect on students' reading comprehension. They mentioned

that for primary grades electronic storybooks helped improve student comprehension and

motivation. As far as technology being relevant for students, Moran et al. (2008) pointed out that

other work "suggests that American youth are turning more and more toward the Internet as their

primary textbook and spend more time with media than in any other single activity" and that

students find the internet to be a more relevant information source than other forms (p. 13).

They suggest that a wide range of digital technologies appear to enhance the reading

performance of middle school students (p. 26). However, they mention that there was not

enough research on the effects of technology on motivation or engagement. They suggested

further study in those areas. As far as prevalence of internet use, it appears to be growing. As

cited in Bromley's article, "According to a *Pew Internet and American Life* survey (2008), 73%

of adults use the Internet as compared to about 20% in 1996, and that number is growing" (p.

99). An even more recent study (Pew Internet & American Life Project, 2011) conducted shows

that 92% of children ages 12 to 14 use the internet, and 97% of teens ages 14 to 17 use the

internet. This data illustrates how much students' lives are affected by the internet.

There is much discussion and research regarding reading and technology, with many

topics to explore including digital literacies, e-books and reading, reading comprehension, and accommodations.

Digital literacies. Technology has transformed our lives in recent years and we have become more and more dependent on it in our daily lives. Bromley (2010) commented on how digital text is changing what it means to be literate and suggested that "at some point pens, pencils and papers will soon be artifacts of the past; electronic reading and writing will be pervasive, collaborative, and social events; and speech will replace most writing" (p. 97). Technology is being integrated into teaching in new ways and teachers use new technologies with their students. Participating in the digital world provides the possibility of collaborating with other students as well as worldwide in ways that are not possible with pen and pencil. As discussed above, collaborating with peers has been found to be quite motivational for students. With students who are texting, emailing, posting on Facebook, and using blogs and wikis in their classes, there definitely are some new literacy skills developing based around electronic text. These skills are called digital literacies. They are defined by Jones-Kavalier & Flannigan (2006):

> Digital literacy represents a person's ability to perform tasks effectively in a digital environment, with 'digital' meaning information represented in numeric form and primarily for use by a computer. Literacy includes the ability to read and interpret media (text, sound, images), to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments (p. 9).

Many of these new skills, such as using information from media, gathering information from digital sources, and including multimedia in presentations, are described in the Common Core State Standards (2012).

Larson (2008) found that using digital reading devices with students can promote "new literacies practices and extends connections between reading and text as engagement with and manipulation of text is made possible through electronic tools and features" (p. 17). In this very small case study, two second grade students were using Kindles. Some of the features they used to aid in their reading included text to speech, adjusting font size, note-taking, built-in dictionary, and highlighting. All of their notes were able to be stored in the Kindle to allow for future access. The ability to interact with the text in new ways created different learning experiences for them. The features described are also available in many e-books that are accessible on computers, as in the case of the e-books that will be used in the present study described in chapter 3.

A 1988 study by Reinking (as cited in Moran et al., 2008) involving 33 fifth and sixth grade students showed that comprehension improved when reading text on a computer. Students involved in the study read passages in both print format and as text in three different computer presentations.

Additionally, a study conducted by Kramarski and Feldman (2000) examined an Internet reading environment embedded with meta-cognitive instruction with 52 eighth grade students. The results showed that the Internet environment had a significant impact on motivation for the students.

E-books can support the new literacies involving technology such as gathering information from digital sources. While this would not have to be done using an e-book, the potential for it is there.

E-books. With the popularity of Kindles, Nooks, and other e-readers, as well as e-books offered from traditional library ordering companies like Follett, not to mention the millions of

books online thanks to Google, e-books are becoming more popular and more accessible than

ever. E-books are also available from popular commercial companies such as Amazon, Barnes

and Noble, and iTunes. The Kindles, Nooks, and other e-readers allow for a reader to hold the

device and move around with it, making it more mobile than computers and more like a

traditional book. E-books offered through Follett were accessible on a computer during the

study and were made available for download to iPads and other tablet computers in mid-2012.

Books available for free from Google or from Project Gutenberg can be accessed on a computer,

laptop, iPad, tablet computers, and in some instances can be downloaded to e-readers and cell

phones. Public libraries also allow digital books to be downloaded to Kindles and other devices

and e-books can also be downloaded by purchasing from Amazon and other online vendors.

Individuals who did not grow up reading e-books are sometimes slow to use them, but there are

many reasons to consider including them in K-12 library collections and in the classroom. For

instance, students now have the ability to access e-books using an online library catalog such as

Follett's Destiny to check out books outside of the school day and even in the summer.

Furthermore, students with print disabilities already have free access to e-book text using

Bookshare or other companies that allow download of digital books. They can download the

books to computers, laptops, and other electronic devices.

There are articles that point out that adolescent interest in e-books is on the rise (Kasman

Valenza & Stephens, 2012; Springen, 2012). For instance, Kasman Valenza and Stephens

(2012) argued that reading is really evolving in the digital age and teens are responding with

more interest in electronic content. They mentioned the growth in popularity of e-books and

described how much e-books have progressed from bare text to adding sound, images, music,

and games. They commented that "today's younger readers…will only expect more cross

platform content" (p. 76). Springen (2012) also reported a huge recent increase in Young Adult

e-books and e-reader ownership. She cited a study from February 2011, that reported 10.7% of

14-24 year olds owned e-readers, and that millions of e-readers were sold after that over the

holiday season in late 2011, so ownership has gone up since then. Kasman Valenza and

Stephens mentioned that e-books can support teens that seek instant gratification with the instant

downloading available. They also pointed out that this trend has the potential for increasing the

digital divide for those without access to new technologies. The following section explores the

effect of e-books on reading comprehension and their role in accommodations.

  Reading comprehension. There is much discussion in the literature (Ertem, 2010;

Grimshaw, Dungworth, McKnight, & Morris, 2007; Zucker, Moody and McKenna, 2009) about

whether or not e-books have any effect on reading comprehension. There are cases that point to

positive effects and also cases that point to similar effects as regular books. For example, in the

case of an experimental study done with storybooks and electronic storybooks where an

additional group had the electronic storybook paired with narration, there were no significant

differences in reading comprehension except in the group that included narration (Grimshaw, et

al., 2007). The fact that narration is often provided as an option in e-books for children suggests

that e-books could have a positive effect on students' reading comprehension. The fact that there

was no significant difference between the methods could actually be viewed as a positive for e-

books since they don't affect reading comprehension in a negative way either. This could

potentially lessen some concerns about using e-books with students in the classroom as opposed

to print books.

  Zucker, Moody and McKenna (2009) analyzed 27 different studies involving the efficacy

of e-books and found "evidence that e-books can be used to support comprehension goals with

students in pre-K through grade three [however, they also comment that] there is limited research

to make evidence-based decisions regarding the long-term effects of e-book technologies" (p.

80). Their research indicated that e-book use in the classroom with children of those ages would

be an acceptable way to integrate technology into lessons and allow for more access to books by

electronic means. In the short term it looks like e-books can help support teaching and learning

in literacy in the classroom, although since e-books are relatively new there certainly are some

limitations in the studies available. As time passes there will be more research available that can

demonstrate long-term effects, although this certainly will not help decision makers make

changes and purchases now.

Another study involving fourth grade struggling readers in Florida reading electronic

storybooks found positive effects on reading comprehension (Ertem, 2010). There were three

groups including one that accessed a computer presentation of the storybooks with animation, the

second group accessed a computer presentation of storybooks without animation, and the third

group accessed the traditional print storybooks. The e-book was an animated version of *Sheila*

the Brave in the format of a CD-ROM. Ertem found a significant difference among the three

groups with the highest comprehension and re-telling coming from the group with the animated

electronic book. The second highest scores came from the electronic book without animation

with the print book having the lowest scores. Ertem suggested that the "animation may be

beneficial [as far as helping] readers to construct meaning from narrative reading materials"

(Ertem, 2010, p. 150). He also found a difference showing more improvement when the

illustrations were animated as opposed to static. In the discussion of other research studies, he

mentioned that the results of their study are in line with some others and in conflict with many as

well. He commented that some of the interactive features in an electronic storybook may act as

scaffolding for the struggling reader which provides further support in the students' learning. While he did not test for reading motivation or engagement, he did mention the students with the animated electronic books spent the most time reading as compared to the other two groups.

In regards to reading comprehension, there are definitely conflicting viewpoints on whether or not e-books affect it in a positive way. It seems that the positive effects come from additives to the text with narration or pictures that make the book more interactive. This implies that the e-book text itself does not have an impact on reading comprehension but the other supports included in the e-book may have a positive effect. It is also important to keep in mind that some of the features discussed (narration and graphics) would not traditionally be used with adolescents. Clearly, research on e-books is in its infancy. In time, additional studies may reconcile the role this medium plays in comprehension and motivation to read.

Accommodations. Many e-books allow for accommodations that traditional texts do not. For example, e-books can be read aloud by a computer program, e-reader, handheld device, or other device it is loaded on. Software like Read & Write Gold can read the e-books on a computer. Many e-books that are downloadable to e-readers offer read aloud features. Font sizes can be changed, notes or annotations can be attached by a teacher, and certain sections can be read aloud as well and attached. Students can also make notes in the book, highlight passages or new vocabulary, and access dictionaries that are integrated in the e-book. Print books and other paper-based text are not readable for many dyslexic or visually impaired students and the e-books can help these students access these materials (Cavanaugh, 2002). The technologies available today through the use of e-books can really help students be more independent in their learning.

Many of these features that are valuable for learners with various abilities, languages, and

special needs, can potentially be useful and valuable to every other student in the classroom as well. It should be noted, however, that these features are not available on all e-books or in all formats, and should be taken into consideration if purchasing for these features in particular.

According to Boone and Higgins (2003) it is important for special educators to pay attention to the latest technologies emerging that are available for reading and writing and their potential as assistive technologies. They pointed out many of the features that are available in the e-book format such as the built-in dictionary and the capability for bookmarks, underling, and electronic notations in the text. They remarked that "considerable data suggest that supportive digital text can help students who are experiencing difficulty in reading" (p. 133). These functions can be useful while reading both fiction and non-fiction materials. Students can use the note-making feature, for example, they might use a sticky note to mark passages that they are making connections with, or to mark new vocabulary words to look up. They can use the highlighting function to make notes for writing research papers. There appears to be much support in favor of using e-books as part of accommodations for many students in schools today. Students with print disabilities qualify for free e-books that are then downloaded for them to have a program read aloud for them.

Motivation. Some researchers think that the use of e-books can be motivational for students (Ertem, 2010; Miranda, Williams-Rossi, Johnson, & McKenzie, 2011). Miranda et al. (2011) recently conducted an experiment with 199 middle school students to see if the use of e-readers would change their attitudes toward reading. Their assessments included the Motivation to Read Profile along with other surveys, classroom observations, and conversations with the teachers and students. They found that the students "demonstrated motivation, engagement, and expressed high levels of satisfaction with the e-readers" (p. 89). They also found that the boys

increased in their value of reading more than the girls did after using the e-readers.

E-books are becoming increasingly popular in the K-12 setting (Library Journal & School Library Journal, 2010). They are especially popular in middle schools as those students are the most likely to have e-readers and to make requests (p. 2). Thus, the present project sought to explore the use of e-books at the middle school level.

Summary

Reading motivation for adolescents is as complex as adolescents themselves. There are many factors that affect reading motivation and there is a potential for e-books to share a piece of that motivation. As students' lives shift in the digital age to spending more time with digital media, it is the digital media that is more relevant to their daily lives. E-books come in many formats and it can be reasoned that the amount of time students spend reading on computer screens and other devices, they will want their reading material to fit into that world. E-books could be another link in reading motivation.

It has been shown that adolescents are motivated by having choice in their reading and being allowed to read in areas of personal interest. Access to a huge variety of reading materials is made possible with e-books considering access to free materials from Project Gutenberg or Google Books, public and school libraries, retailers like Barnes & Noble and Amazon offer many books for free and reduced prices as publishers find it to be a useful marketing venture (Springen, 2012). It should be noted, however, that popular titles are not going to be available for free from these vendors, but could potentially be available from the public libraries. Furthermore, adolescents are motivated by social factors like influence from peers, families, and parents. E-books allow for even more connections to electronic content and are promoted by social networking features (Kasman Valenza & Stephens, 2012). For example, many book

publishers offer free chapters of popular books or free e-books for new authors and will send

links to them using Twitter, Facebook, and other social networking sites. E-books can definitely

be a good fit for adolescents in regards to what motivates them to read.

      The research suggests that there are no detrimental effects from using e-books and that

the use of e-books can even improve comprehension and support learners with disabilities by

adding content links, read-aloud capabilities and other features and resources that support

learners. Furthermore, features such as highlighting and underlining text, or adding notes can

support all learners in comprehension. It has also been suggested by some that e-books can

potentially increase motivation and engagement for learners. Due to the potential positive

impact of e-books, I sought to examine their role in motivating middle school students. This

study is presented in chapter 3.

Chapter Three

Methodology

Adolescents are motivated to read by many different outside factors including their peers, teachers, families, and having good books available.   They are also motivated by internal factors such as feeling success as a reader and valuing reading (Baker & Wigfield, 1999; Gambrell et al., 1996; Ivey & Broaddus, 2001; Metsala, 1996; Pitcher et al., 2007). Most recently, development in e-books and their tools, such as highlighting and note-taking features, have also been noted as motivating for adolescents (Larson, 2009). This study was an attempt to assess the reading motivation of the sixth graders in a Midwestern middle school and to determine how they feel about e-books presented to them through their library catalog. The purpose of this study was to find out if e-books affect reading motivation of middle school students. The results of the study can help guide decisions about future e-book purchasing in the school library.

Context

The community is located in a rural setting in the Midwest. The approximately 4,000 inhabitants of the city make their living in agriculture and manufacturing or commute to nearby cities for employment, shopping, and entertainment. The school district serves 1,806 students with 300 staff members. The ethnic composition of the student body is 95% white, 3% Hispanic, 1% Asian, and 1% African American. Approximately 15% of students enrolled are identified for special services and have IEPs. The percentage of low income students is approximately 27%. The school district has four schools that serve the community including an elementary school serving students in kindergarten through second grade, an intermediate school with students in third through fifth grades, the middle school for students in grades six through eight, and a high school for students in grades nine through twelve.

Participants

There were a total of 132 sixth grade students who participated in this study. There were 64 female students and 68 male students. Of the surveyed students, approximately 86% were Caucasian, 5% were Hispanic, 4% multi-racial, 2% African-American, 2% Native American, and 1% Asian. All students attended the same school.

Procedures

The students were assessed for reading motivation on September 16, 2011, using the Adolescent Motivation to Read Profile (AMRP) reading survey (Pitcher et al., 2007). Students were given the assessment during a library visit in their language arts classes within the first month of the school year. Students were given a survey at the same time about e-books (Appendix A). Due to time constraints, only one class filled out the e-book survey on this day. The remaining classes took the e-book surveys on September 30, 2011. The AMRP asks questions that have the students assess their own reading ability, enjoyment and strategies; compare themselves to peers, and their ideas about reading and readers in general. The AMRP attempts to define what motivates adolescents to read. The e-book survey attempts to assess students experience and familiarity with e-books as well as opinions about e-books. It asks questions about students' use of e-books, whether they like them, and what kinds of titles they prefer to read as well as what method they prefer to access e-books. The AMRP survey (Appendix B) is reproduced with the permission of the International Reading Association.

Table 3.1

Study Timeline

Day	Event
September 16, 2011	Administered AMRP Pre-Survey
September 16, 2011 and September 30, 2011	Administered E-Book Pre-Survey
December 7, 2011	Administered E-book instruction to six classes
December 13, 2011 through March 31, 2012	Displayed E-book posters in the LMC
April 10, 2012	Administered E-book instruction to six classes during Immigration research project instruction
April 17, 2012 and April 18, 2012	Administered AMRP and E-Book Post-surveys
May 10, 14, 23, 24, 29, and June 1	Conducted conversational interviews

Throughout the school year, all sixth grade students were introduced to e-books during library visits as part of their Language Arts classes. Each class visited the library twelve times during the timeline of the study. They were shown how to log into Destiny, the school library catalog, and how to access e-books on December 7, 2011. Students had time to practice these skills in the computer lab in the library immediately following instruction. The e-books were available to read online using a desktop computer, laptop, or netbook. They were accessible at school, at home, or anyplace with internet connections using Destiny. They could be checked out and accessed online or downloaded and were checked out for two weeks at a time. The library had 80 e-book titles available in the library catalog with a range of fiction books, nonfiction books, and classic novels available for the entire school year (Appendix C). Titles and pictures of the book covers of available e-books were on display in the school library on

posters in order to remind students of the e-books that were available from December 13, 2011

through March 31, 2012. Students were encouraged to make suggestions if there were additional

titles they wanted to see available. No students suggested any e-book titles, but many asked

about the possibility of downloading to their e-readers which was not possible with the e-books

the library circulated. Students were referred to the public library for downloads to their e-

readers. The public library had access to a broad range of titles made available with their

subscription to OverDrive.

    After e-books were introduced and used throughout the school year, students were

assessed for a second time using the AMRP reading post-survey and the e-book post-survey on

April 17, 2012 and April 18, 2012. Students took the surveys in their language arts classrooms

in order to save time for the teachers. After that data was collected, a group of 10 students were

interviewed using the AMRP conversational interview with additional questions regarding the

use of e-books included (Appendix D). The students were selected from my homeroom since

they were the only students I had access to for the time it took to conduct the interviews. The

conversational interview was used to probe for more information about what students like to

read, how they find out about and select reading materials of all kinds, how they feel about

reading, what activities they use their computers for, what kind of reading and writing they do

outside the classroom, and if they belong to any clubs or organizations for reading. The

interviews were intended to gather more information about what students read (e.g., authors,

topics), and how they access reading materials (e.g., internet, mediums).

Data Collection & Analysis

The data collected included the AMRP surveys, e-book surveys, interviews with students, and e-book checkout information from the library management system. Each piece of data is discussed separately.

AMRP. The Adolescent Motivation to Read Profile reading survey (Appendix B) developed by Pitcher et al., (2007), was used to assess students' motivation to read. This survey was given to all students in September as a pre-assessment and again in April as a post-assessment. The scores were coded according to the directions and scoring sheet for the AMRP as in Pitcher et al., (2007, p. 389). The total score for each category was 40 and the total score was 80. The raw mean score and percentages are reported in chapter 4. The data was analyzed by taking a mean score for each of the two scoring categories of the survey for all students, as well as the full score for the survey. The first score reflects the students' self-concept as a reader. The second score reflects the students' value of reading. Each score for September was compared with the corresponding score from April to see if there was any change. All of the 132 students completed each survey administered.

E-book survey. Students were given an e-book survey that captured students' use of and familiarity with e-books, as well as the types of devices used. The survey also captured information about access to internet and electronic devices at home. The students' answers from September were compared with their answers in April to see what changes there were. The surveys were entered into Google Docs which created charts and graphs for each of the questions. The frequency of students' responses on the survey items were computed to percent, out of a total of 132 respondents.

Interviews. There were ten students who were interviewed using the Adolescent Motivation to Read Profile conversational interview. Seven students were selected from my homeroom since those were students I had access to. Three additional students were recruited to volunteer to come in during a lunch recess to participate. The conversational interview questions were adapted from the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996) which Pitcher et al., 2007, modified for use with adolescent students. The interview questions probed for more information on what students read, how they find out about books to read, and how much time they spend reading on a computer. I added a section of questions that focused specifically on e-books. The interviews were conducted in May and June and lasted approximately 15 to 20 minutes each. Due to time constraints and limited access to students, I was unable to access a stratified sample of the sixth grade population. I interviewed the students and took notes of what they said for each question.

E-book checkout statistics. The library management system, Destiny, was used to find data about the circulation of e-books in the library. I was able to gather data about what titles were checked out, how many times, and in which month. This data was collected to determine what kind of books students were interested in reading. The data reflects checkouts made by all students at the middle school, and did not isolate the number of e-books checked out by sixth grade students in this study. This data also includes each checkout I made to demonstrate the checkout process for students. The data was compiled by accessing a checkout statistics report for the list of e-books for each month and recorded in an Excel spreadsheet. The frequency of checkout data is reported in chapter 4.

Specific results and a discussion of the results may be found in chapter four of this project report.

Chapter Four

Results

This chapter reports the results of the data collection for this research study. At the beginning of the school year, data was collected regarding students' motivation to read using the Adolescent Motivation to Read Profile survey (Pitcher et al., 2007). Data was also collected regarding students' access to technology and opinion and familiarity with e-books. These sets of data were again collected at the end of the school year, with additional data collected using the AMRP conversational interview with additional questions. The data reports results from 132 students who completed both pre- and post-measures of the AMRP and e-book surveys.

Research Question One

These results address Research Question One:

1. Did students' motivation to read change after the implementation of the use of e-books over the course of the semester?

The data collected from the AMRP surveys taken in September and April are reported in Table 4.1. The mean of the self-concept as a reader score increased, while the mean value of reading score decreased over the school year. The total mean score slightly decreased, with an average change of -0.66% for students. The data suggests that students' motivation to read decreased during the time period of the study. The overall decrease was likely due to the value for reading decreasing. Possible reasons for the overall decrease include disengagement with school that can take place in the spring or finding other activities of value. There were many reading activities that these students participated in throughout the school year including daily language arts classes, reading workshop classes, sustained silent reading each day in homeroom, book fairs, book talk experiences in the classroom and the library, bi-weekly trips to the library,

and trips to the public library. Therefore, the students' motivation to read is not dependent on

their participation in the e-book instruction.

Table 4.1

Results from the Adolescent Motivation to Read Profile Pre-Post Surveys

	Mean Self-Concept as a Reader (SC) Score (n=132)	Mean SC Percentage Score (n=132)	Mean Value of Reading (VR) Score (n=132)	Mean VR Percentage Score (n=132)	Mean Full Survey Score (n=132)	Mean Full Survey Percentage Score (n=132)
September	31.29	78.22%	28.39	70.97%	59.67	74.59%
April	31.92	79.79%	27.23	68.07%	59.14	73.93%
Change	+0.63	+1.57%	-1.16	-2.9%	-0.53	-0.66%

The following two tables separate out students by gender in order to explore the

differences in their scores. It is interesting to note that the females demonstrated a higher

increase in self-concept than the males. Also, the females showed smaller decrease in value of

reading than males. Another interesting note is that while the females' entire score of motivation

to read increased over the course of the year, the males' score decreased. These scores highlight

the difference between the male and female students in this study.

Table 4.2

Results from the Adolescent Motivation to Read Profile Pre-Post Surveys of Female Students

	Mean Self-Concept as a Reader (SC) Score of Females (n=64)	Mean SC Percentage Score of Females (n=64)	Mean Value of Reading (VR) Score of Females (n=64)	Mean VR Percentage Score of Females (n=64)	Mean Full Survey Score of Females (n=64)	Mean Full Survey Percentage Score of Females (n=64)
September	31.55	78.88%	29.4	73.50%	60.95	76.19%
April	32.37	80.92%	28.8	72.00%	61.17	76.46%
Change	+0.82	+2.04%	-0.60	-1.50%	+0.22	+0.27%

Table 4.3

Results from the Adolescent Motivation to Read Profile Pre-Post Surveys of Male Students

	Mean Self-Concept as a Reader (SC) Score of Males (n=68)	Mean SC Percentage Score of Males (n=68)	Mean Value of Reading (VR) Score of Males (n=68)	Mean VR Percentage Score of Males (n=68)	Mean Full Survey Score of Males (n=68)	Mean Full Survey Percentage Score of Males (n=68)
September	31.03	77.57%	27.40	68.51%	58.43	73.04%
April	31.48	78.69%	25.70	64.25%	57.18	71.47%
Change	+0.45	+1.12%	-1.70	-4.26%	-1.25	-1.57%

Research Question Two

These results address Research Question Two:

2. Did students' opinion and familiarity with e-books change after the implementation of e-books?

Data collected from the e-book surveys are reported in Table 4.4. The question that measured students' familiarity with e-books was "have you read all or part of an e-book?" Out

of the students surveyed, 27% responded yes in the fall and 50% responded yes in the spring.

That demonstrates that students became more familiar with e-books during the time of the study.

The questions that measured opinion of e-books included how many students enjoyed reading e-books, how many would read another e-book, how many would recommend an e-book, and how many want more e-books available in the library. According to the data from the surveys, more students enjoyed reading e-books in the spring, more students were likely to read another e-book, and more students would recommend an e-book. However, fewer students wanted more e-books available in the library. The results reflect that students are more knowledgeable about e-books, and many students have had experiences using e-books. There are several possible explanations for these results. Many students told me in casual conversation that they got e-readers over the holidays that year and had access to e-books on their Kindles, Nooks, etc. With individual access to e-books, students may be less concerned about having more available in the library. Additionally, the e-books in the library were readable only on a computer, not on an e-reader. These results must be interpreted cautiously, as I am not sure that they indicate that the students enjoyed the particular type of e-books they had access to in school, but rather e-books in general.

Table 4.4

Results from the E-book Pre-Post Surveys

	Percent of students who have read an e-book (n=132)	Percent of students who finished an e-book (n=132)	Percent of students who enjoyed reading e-books (n=132)	Percent of students who were "very likely" or "somewhat likely" to read another e-book (n=132)	Percent of students who would recommend an e-book to others (n=132)	Percent of students who want more e-books in the library (n=132)
September	27%	15%	23%	32%	27%	55%
April	50%	33%	42%	43%	39%	52%
Change	+23%	+18%	+19%	+11%	+12%	-3%

There were questions in the e-book survey (Table 4.5) that measured what kind of access students had at home to internet, wireless internet, computers, cell phones, and other electronic devices. The data shows that over the course of the study period, 89-93% of students had internet access at home. This is typical when compared to the Pew survey (2009) which reported that 86% of teens had internet access at home. It was interesting to see that the amount of students with wireless access increased from 64% to 80% during the study period. However, they may have been unfamiliar with what wireless access was, and that could have prevented accurate results for that question.

Table 4.5

Results from the E-book Pre-Post Surveys Pertaining to Internet Access at Home

	Percent of students with internet access at home (n=132)	Percent of students with wireless access at home (n=132)
September	89%	64%
April	93%	80%
Change	+4%	+16%

Data related to e-books from the conversational interview is reported in Table 4.6. The

data was limited due to a small non-stratified sample of 10 students. The data indicates that

students interviewed did not report use of the e-books available at school. Seven of the ten

students had access to a device that can be used to read e-books, and two of them had accessed

an e-book on one of those devices which could not be used with the school's e-books.

Table 4.6

Conversational Interview E-book Results

Used e-books for school project? (n=10)	Read e-books on a computer? (n=10)	Own an e-reader, iPad, tablet, or iPod Touch? (n=10)	Read any e-books on those devices? (n=10)	What kind? (n=10)
0%	0%	70%	20%	Fiction, picture book

Data collected from the library circulation management program shows the frequency of

e-book checkouts for the entire middle school over the course of the 2011-2012 school year in

Table 4.7. The data shows that 96% of the checkouts were fiction books compared to only 4%

for non-fiction. These results were surprising considering that 24% of the e-books available

were nonfiction, and there were eight non-fiction e-books available for the sixth grade

immigration research projects. It should be noted that the large number (74) recorded in December occurred during the demonstration process. Some of the books recorded as checked out then resulted from me demonstrating the process, and students practicing the process of checking out. These elevated numbers do not necessarily indicate that students checked out e-books to read in December.

Table 4.7

Frequency of E-book Circulation from September 2011 to May 2012

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
Fiction	1	15	11	74	7	0	1	0	0	109
Non-fiction	0	2	1	2	0	0	0	0	0	5

Note. The December value is inflated as it includes frequencies from demonstration.

This chapter reviewed the data collected using the AMRP survey, the E-book Survey, the Conversational Interview, and the library circulation program. Conclusions, limitations, and recommendations will be discussed in chapter 5.

Chapter Five

Conclusions, Implications, Recommendations, and Limitations

Chapter five is a representation of the findings of this research study. It includes the conclusions that were determined, discusses the limitations of the study, and provides implications for the library, along with recommendations for further research.

Conclusions

Regarding research question one, *did students' motivation to read change after the implementation of the use of e-books over the course of the semester*, student motivation to read changed by -0.66% over the course of the study. Students' self-concept as readers increased by 1.57% though their value of reading decreased by 2.9% on average. While the students felt more confident as readers at the end of the year, they placed a lower value on reading in terms of how they reported spending their time and how they thought they would spend it in the future. The changes did not appear to be dramatic according to the numbers. There is no clear evidence that suggests the increase in self-concept can be linked to the use of e-books.

Regarding research question 2, *did students' opinion and familiarity with e-books change after the implementation of e-books*, students became more familiar with e-books over the course of the study and their opinions improved and familiarity increased. Over the course of the 2011-2012 academic year, 109 e-books circulated, which showed that students had practice checking out e-books. Many more students had experience with e-books at the end of the study (50%) than at the beginning (27%). Fourteen students indicated they intended to read e-books and 15 students would recommend them to friends.

Limitations of the Study

There were many limitations to this study. First, any differences in reading motivation

found cannot be attributed to the e-book intervention. Students were involved in many other reading activities during this time period including daily language arts classes, reading workshop classes, sustained silent reading each day in homeroom, book fairs, book talk experiences in the classroom and the library, bi-weekly trips to the library, and trips to the public library.

The second limitation is the device used for e-books in this study. For example, the e-books provided were only accessible on a computer at the time of this study. Many students reported that they did not like reading on a computer screen. Considering that many students had positive experiences with their own reading devices including Nooks, Kindles, and iPads, the device used to access the e-books may be one factor influencing motivation to read in this study. The type of e-books used was another limitation because while the fiction books were all high interest titles, the non-fiction books were mostly science topics or topics related to the immigration project. Having high interest non-fiction titles, for example sports books or world records books, could potentially have impacted the number of checkouts.

Many students received e-readers over the holidays during this study and as such their personal use of e-books on these devices was not necessarily detected in the survey results. The positive results (numbers of students who reported accessing e-books and enjoyed reading them) must be interpreted cautiously, as they were not necessarily related to the e-books accessible through the library catalog in this study.

The data from the e-book circulation report was also limited because there was no way to account for the e-book activity that happened during my presentations to students at each grade level, or their time practicing with the e-books after those presentations. That is, each demo I conducted counted as a check out. It would have been more useful to see how many of the e-books checked out in December were intentional circulations.

The recruitment process for the conversational interview was a limitation since it was not a random stratified sample. Also, none of the 10 student selected had read any e-books available through the school library catalog. It would have been beneficial to get some feedback from students who had utilized those e-books. In addition to the sample, the conversational interview results were further limited by the method of recording the interviews. Field notes were taken that recorded the gist of students' responses, as opposed to an audio recording that could be reviewed for accuracy or returned to for clarification.

The time frame of the study could also be seen as a limitation since the e-book instruction only took place over a period of four months.

Finally, there were differences in the way the surveys were administered. I was able to administer all of the AMRP surveys in the library at the beginning of the year, along with one class of e-book surveys while the rest of the e-books surveys were taken in the classroom on different days. Teachers also administered all of the post-surveys in their own classrooms.

Implications for the Library

It is important to provide students with a variety of reading materials that are accessible to them at all times. E-books provide the possibility for libraries to become accessible at all hours of any given day. Instruction in e-books should continue and so should exposure to e-books in many formats that are accessible from many locations. Students should be given instruction on how to access reading materials for free using the internet, the school library, and the public library as they are using e-books from various sources. This is something the school librarian can instruct students on. The e-books available from Follett used in this survey do not seem to be the best choice for reading novels because of the limitations of what devices they can be read on at the time of the study. More instruction in using e-books to find information and

use for research papers is necessary along with more access to informational e-books that support the curriculum. Non-fiction titles will potentially be the most frequently used e-books at the middle school level since that is where they could gather information for research projects that are incorporated into their classrooms. Fiction books could be used to support the reading curriculum as well as silent reading time for students.

Recommendations for Future Research

I recommend that further research be conducted with the use of e-readers. The two studies that I found on e-readers mentioned positive results. Miranda et al. (2011) found that the adolescent boys demonstrated an increase in value of reading scores. They also found that students enjoyed using the e-readers and felt that using the e-readers improved their reading. Larson (2009) found that students enjoyed reading the e-books more than regular books and they especially enjoyed using the tools available such as highlighting and note-taking. It would be interesting to see if there might be a change in reading motivation if students have access to e-readers with books pre-loaded or perhaps with the choice of downloading books on demand. Further research could shed light on what devices, if any, increase motivation to read. Further investigation into the differences among ages and genders of students would be useful as well. There were differences in findings between my study and Miranda et al. (2011) in that my students' value of reading scores decreased and their students' increased. Also, my students' self-concept increased over the year and their students' remained about the same. Further studies using larger samples will be extremely beneficial to school districts considering e-book implementation in the future.

Summary

During the course of the study, students' motivation to read decreased slightly. They had

a slightly higher self-concept of themselves as readers at the end, but placed a lower value on reading. However, these were very small differences and could be statistically insignificant. Students became more familiar with e-books over the course of the study, and some students ended up enjoying reading e-books. It seemed that the students who enjoyed e-books had e-readers that they used and not the e-books available from the school library. The e-books provided at school did not appear to have an effect on students' motivation to read nor were they heavily circulated after the initial introduction.

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Appendix A

E-BOOK SURVEY

Name: _____ Date: _____

E-book Survey
E-books are electronic books that can be read on a computer screen or with an e-reader (Kindle, Nook) or other handheld device (cell phone, iPod, tablet computer). Please respond to the following questions about your experience with e-books.

Have you read (all or part) any e-books? Please check yes or no.

___ Yes   ___ No

If yes, how many? Please circle the number of e-books you have read (all or part).

0   1   2   3   4   5   6   7   8   9   10 or more

Where have you read e-books? Please check all that apply.

___ School
___ Home
___ Public Library
___ Other

What did you use to read e-books? Please check all that apply.

___ Computer
___ Laptop or netbook computer
___ E-reader (such as a Nook, Kindle, or other e-reader)
___ iPad
___ iPod
___ Cell phone or Smartphone
___ Other (please write in) _____

How did you read the e-books? Please check all that apply.

___ Checked out from school
___ Checked out from public library
___ Google Books or other website
___ Purchased
___ Other (please write in): _____

Have you finished any of the e-books you have read? Please check yes or no.

___ Yes   ___ No

If no, why not? _____

Do you like reading e-books? Please check yes or no.

___ Yes   ___ No

Why or why not? _____

_____

How likely are you to read another e-book?

Very likely   Somewhat likely   Not likely

How likely are you to recommend an e-book to others?

Very likely   Somewhat likely   Not likely

Do you want more e-book titles to be available from the school library? Please check yes or no.

___ Yes   ___ No

If yes, what kind of e-books do you want? Please check all that apply.

___ Fiction Genres: ___ Fantasy   ___ Science Fiction   ___ Realistic   ___ Mystery   ___ Historical
        ___ Romance
___ Non-fiction (information books)
___ Other (please write in): _____

What will you use them for? Please check all that apply.

___ Personal reading
___ Reading for language arts
___ Information for research papers/projects
___ Other (please write in): _____

What electronic devices do you currently have in your home? Please check all that apply.

___ Desktop computer
___ Laptop or netbook computer
___ iPad or other tablet computer
___ iPod Touch
___ Smartphone with internet access such as iPhone, Blackberry, or Android phone
___ Kindle
___ Nook
___ Other e-reader (fill in the brand): _____

Do you have internet access at home? Please check yes or no.

___ Yes
___ No

Do you have wireless internet access at home?
___ Yes
___ No
___ Not sure

Appendix B

AMRP SURVEY

Assessing adolescents' motivation to read

Figure 1
Adolescent Motivation to Read Profile reading survey

Name: _____ Date: _____

Sample 1: I am in _____.
- ❑ Sixth grade
- ❑ Seventh grade
- ❑ Eighth grade
- ❑ Ninth grade
- ❑ Tenth grade
- ❑ Eleventh grade
- ❑ Twelfth grade

Sample 2: I am a _____.
- ❑ Female
- ❑ Male

Sample 3: My race/ethnicity is _____.
- ❑ African-American
- ❑ Asian/Asian American
- ❑ Caucasian
- ❑ Hispanic
- ❑ Native American
- ❑ Multi-racial/Multi-ethnic
- ❑ Other: Please specify _____

1. My friends think I am _____.
- ❑ a very good reader
- ❑ a good reader
- ❑ an OK reader
- ❑ a poor reader

2. Reading a book is something I like to do.
- ❑ Never
- ❑ Not very often
- ❑ Sometimes
- ❑ Often

3. I read _____.
- ❑ not as well as my friends
- ❑ about the same as my friends
- ❑ a little better than my friends
- ❑ a lot better than my friends

4. My best friends think reading is _____.
- ❑ really fun
- ❑ fun
- ❑ OK to do
- ❑ no fun at all

5. When I come to a word I don't know, I can _____.
- ❑ almost always figure it out
- ❑ sometimes figure it out
- ❑ almost never figure it out
- ❑ never figure it out

6. I tell my friends about good books I read.
- ❑ I never do this
- ❑ I almost never do this
- ❑ I do this some of the time
- ❑ I do this a lot

7. When I am reading by myself, I understand _____.
- ❑ almost everything I read
- ❑ some of what I read
- ❑ almost none of what I read
- ❑ none of what I read

8. People who read a lot are _____.
- ❑ very interesting
- ❑ interesting
- ❑ not very interesting
- ❑ boring

9. I am _____.
- ❑ a poor reader
- ❑ an OK reader
- ❑ a good reader
- ❑ a very good reader

(continued)

Figure 1 (continued)
Adolescent Motivation to Read Profile reading survey

Name: _____   Date: _____

10. I think libraries are _____.
 ❑ a great place to spend time
 ❑ an interesting place to spend time
 ❑ an OK place to spend time
 ❑ a boring place to spend time

11. I worry about what other kids think about
  my reading _____.
 ❑ every day
 ❑ almost every day
 ❑ once in a while
 ❑ never

12. Knowing how to read well is _____.
 ❑ not very important
 ❑ sort of important
 ❑ important
 ❑ very important

13. When my teacher asks me a question about
  what I have read, I _____.
 ❑ can never think of an answer
 ❑ have trouble thinking of an answer
 ❑ sometimes think of an answer
 ❑ always think of an answer

14. I think reading is _____.
 ❑ a boring way to spend time
 ❑ an OK way to spend time
 ❑ an interesting way to spend time
 ❑ a great way to spend time

15. Reading is _____.
 ❑ very easy for me
 ❑ kind of easy for me
 ❑ kind of hard for me
 ❑ very hard for me

16. As an adult, I will spend _____.
 ❑ none of my time reading
 ❑ very little time reading
 ❑ some of my time reading
 ❑ a lot of my time reading

17. When I am in a group talking about what we are
  reading, I _____.
 ❑ almost never talk about my ideas
 ❑ sometimes talk about my ideas
 ❑ almost always talk about my ideas
 ❑ always talk about my ideas

18. I would like for my teachers to read out loud in
  my classes _____.
 ❑ every day
 ❑ almost every day
 ❑ once in a while
 ❑ never

19. When I read out loud I am a _____.
 ❑ poor reader
 ❑ OK reader
 ❑ good reader
 ❑ very good reader

20. When someone gives me a book for a present, I
  feel _____.
 ❑ very happy
 ❑ sort of happy
 ❑ sort of unhappy
 ❑ unhappy

Note. Adapted with permission from the Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996)

Appendix C

E-BOOK TITLES AVAILABLE

E-book Titles Available

Fiction

Author	Title
Anderson, Laurie Halse	Prom
Anderson, Laurie Halse	Wintergirls
Asher, Jay.	Thirteen reasons why a novel
Bingham, Kelly L.	Shark girl
Bloor, Edward	Tangerine
Carter, Ally	I'd tell you I love you, but then I'd have to kill you
Cashore, Kristin	Fire
Cashore, Kristin	Graceling
Clements, Andrew	Things not seen
Collins, Suzanne	Catching fire
Collins, Suzanne	The Hunger Games
Collins, Suzanne	Mockingjay
Coy, John	Crackback
Crane, Stephen	The red badge of courage an episode of the American Civil War
Cummings, Priscilla	Red kayak
Cushman, Karen	Alchemy and Meggy Swann
Cushman, Karen	The midwife's apprentice
Dessen, Sarah	Along for the ride a novel
Dessen, Sarah	Lock and key a novel
Deuker, Carl	Gym candy
Deuker, Carl	Payback time
Dionne, Erin	The total tragedy of a girl named Hamlet
Doyle, Arthur Conan, Sir	The hound of the Baskervilles
Duke, Shirley Smith	You can't wear these genes
Efaw, Amy	After
Erskine, Kathryn	Mockingbird (Mok'ing-bûrd)
Forman, Gayle	If I stay a novel
Green, John	Looking for Alaska
Hahn, Mary Downing	All the lovely bad ones
Jinks, Catherine	Evil genius
Kipling, Rudyard	The jungle book
Lasky, Kathryn	Ashes
Law, Ingrid	Savvy
Lupica, Mike	The batboy
Lupica, Mike	The big field
Lupica, Mike	Heat
Lupica, Mike	Summer ball
McMullan, Margaret	Sources of light
Milford, Kate	The Boneshaker
Murdock, Catherine Gilbert	Dairy queen
Myers, Walter Dean	Sunrise over Fallujah

Ness, Patrick	The knife of never letting go
Park, Linda Sue	A long walk to water a novel : based on a true story
Pfeffer, Susan Beth	The dead and the gone
Pfeffer, Susan Beth	Life as we knew it
Pfeffer, Susan Beth	This world we live in
Riordan, Rick	The lightning thief
Riordan, Rick	The lost hero
Riordan, Rick	The red pyramid
Smith, Roland	Peak
Springer, Nancy	The case of the missing marquess an Enola Holmes mystery
Stevenson, Robert Louis	Kidnapped being memoirs of the adventures of David Balfour in the year 1751
Stevenson, Robert Louis	Treasure Island
Stiefvater, Maggie	Shiver ; Linger ; Forever
Swift, Jonathan	Gulliver's travels
Twain, Mark	The adventures of Huckleberry Finn
Twain, Mark	The adventures of Tom Sawyer
Verne, Jules	20,000 leagues under the seas
Verne, Jules	Around the world in eighty days
Willner-Pardo, Gina	The hard kind of promise

Non-Fiction

Author	Title
Barber, Ian.	Sorting the elements the story of the periodic table
Burns, Loree Griffin	The hive detectives chronicle of a honey bee catastrophe
Byers, Ann	Germany a primary source cultural guide
Carson, Mary Kay	The bat scientists
Cobb, Allan B.	Mexico a primary source cultural guide
Faiella, Graham	England a primary source cultural guide
Favor, Lesli J.	Italy a primary source cultural guide
Johnson, Rebecca L.	Journey into the deep discovering new ocean creatures
Meredith, Susan	Cells
Murdico, Suzanne J.	Russia a primary source cultural guide
Orr, Tamra	Creating multimedia presentations
Philip, Neil	Mythology
Putnam, James	Pyramid
Rose, Elizabeth	A primary source guide to Norway
Sheen, Barbara	Foods of Ireland
Solway, Andrew	Food chains and webs what are they and how do they work?
Sommers, Michael A.	France a primary source cultural guide
Tourville, Amanda Doering	Exploring the solar system
Walker, Sally M.	Frozen secrets Antarctica revealed

Appendix D

CONVERSATIONAL INTERVIEW

Conversational Interview

A. Emphasis: Narrative text
Suggested prompt (designed to engage student in a natural conversation): I have been reading a good book. I was talking with …about it last night. I enjoy talking about what I am reading with my friends and family. Today, I would like to hear about what you have been reading and if you share it.

1. Tell me about the most interesting story or book you have read recently. Take a few minutes to think about it (wait time). Now, tell me about the book.

Probe: What else can you tell me? Is there anything else?

2. How did you know or find out about this book?

(some possible responses: assigned, chosen, in school, out of school)

3. Why was this story interesting to you?

B. Emphasis: Informational text
Suggested prompt (designed to engage student in a natural conversation): Often we read to find out or learn about something that interests us. For example, a student I recently worked with enjoyed reading about his favorite sports team on the internet. I am going to ask you some questions about what you like to read to learn about.

1. Think about something important that you learned recently, not from your teacher and not from television, but from something you have read. What did you read about? (wait time) Tell me about what you learned.

Prove: What else could you tell me? IS there anything else?

2. How did you know or find out about reading material on this?

(Some possible responses: assigned, chosen, in school, out of school)

3. Why was this reading important to you?

C. Emphasis: General reading

1. Did you read anything at home yesterday? What?

2. Do you have anything at school (in your locker or backpack) today that you are reading? Tell me about them.

3. Tell me about your favorite author.

4. Do you know about any books right now that you'd like to read? Tell me about them.

5. How did you find out about these books?

6. What are some things that get you really excited about reading?
    Tell me about….

7. Who gets you really interested and excited about reading? Tell me more about what they do.

8. Do you have a computer in your home?

    If yes, ask the following:
    How much time do you spend on the computer each day?

    What do you usually do?

    What do you like to read when you are on the internet?

    If no, ask the following:
    Do you use a computer somewhere else outside of school? Where?

    If you had a computer in your home, what would you like to do with it?

    Is there anything on the internet that you would like to be able to read?

9. Do you share and discuss books, magazines or other reading materials with your friends outside of school?

    What?

    How often?

    Where?

D. Emphasis: Ebooks
E-books are electronic books that can be read on a computer screen or with an e-reader (Kindle, Nook) or other handheld device (cell phone, iPod, tablet computer). They are not audiobooks like the Playaways we have here at school.

1. Have you used an ebook for a school project or assignment?
    What project? Did you find it useful?

2. Have you read any ebooks on a computer at school or at home?

If yes: What titles?

Where did you get them? (purchase, library, etc.)

3. Do you have an e-reader, iPad, tablet computer, or iPod touch at home?

4. Have you read any ebooks on them?

If yes,
What kind of books?
What specific titles?
How many have you read?
How do you get them? (purchase, library, etc.)

If no,
Would you consider it if you knew how to access them from school or public library?