

## CEHD Grant Application Form

Submit this application form by one of the following due dates along with your proposal. Applications must be received, at [tate-center@wmich.edu](mailto:tate-center@wmich.edu), by 5:00 p.m. on August 15, November 15, March 15, and June 15.

<b>Application</b>					
Applicant Name:	Maria Selena Protacio				
Title:	Assistant Professor of Literacy Studies				
Department:	Special Education and Literacy Studies				
Title of Proposal:	Development and Validation of a Reading Motivation Scale for English Language Learners				
Amount Requested:	\$1,999.50				
Dates of Project:	April 15, 2014-April 14, 2015				
<b>Evaluation Guidelines</b>					
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
5	4	3	2	1	
The proposed research/creative activity is well conceived and organized.	5	4	3	2	1
The proposed work will increase the likelihood that the applicant will secure external funding in the future.	5	4	3	2	1
The methods and/or procedures are clearly stated and appropriate for the proposed activity.	5	4	3	2	1
The plans for data analysis or evaluation critique are clearly stated and appropriate for the proposed activity.	5	4	3	2	1
The costs for the proposed budget are clearly itemized and justified.	5	4	3	2	1
This project has the potential to advance the scholarly/creative reputation of WMU.	5	4	3	2	1

# **Development and Validation of a Reading Motivation Scale for English Language Learners**

## **Purpose and Background**

There are increasing numbers of immigrant students in public schools, and this population is growing faster than any other group of children in the United States (Garcia, Jensen, & Scribner, 2009). Unfortunately, results of the 2011 National Assessment of Education Progress (NAEP) revealed a statistically significant difference ( $p < .001$ ) in the reading scores of eighth-grade students English Language Learners (ELLs) as they obtained lower scores compared to their native-English speaking peers. Because of the disparity in reading achievement based on standardized assessments, a substantive amount of research has been conducted on how to effectively teach ELLs (e.g. Carlo, 2007; Goldenberg, 2012). There is a firm foundation of information about effective instruction for ELLs. For example, we know that good instruction for mainstream students generally holds true for ELLs, although modifications have to be made such as the type of vocabulary used during instruction and extended time allotted for activities (Goldenberg, 2012). In addition, we know the use of the native language generally helps facilitate second language learning (Cummins, 1986), and this indicates that if students already have literacy knowledge and other skills in their native language, they are more likely to transfer this knowledge to English (Goldenberg, 2008). The aforementioned studies have focused on cognitive and linguistic factors in relation to the education of ELL. Little research has been done, however, on the motivational factors which influence the academic performance of this student population. Given the established relationship between reading motivation and reading achievement (e.g., Guthrie & Wigfield, 2000; Mucherah & Yoder, 2008), it is imperative that attention be given to ELLs' reading motivation as this may facilitate their reading achievement.

The purpose of this project is to develop a reading motivation instrument meant specifically for ELLs. There are several reading motivation and reading attitude instruments which are established in the field: Adolescent Motivation to Read Profile (Pitcher et al., 2007); Reader Self-Perception Scale-2 (Henk, Marinak, & Melnick, 2012); Revised Motivation to Read Profile (Malloy, Marinak, Gambrell, & Mazzoni, 2013); and Survey of Adolescent Reading Attitudes (McKenna, Conradi, Lawrence, & Jang, 2009). However, these instruments were developed based on constructs specific to native-English speaking students. My previous research (Protacio, 2012) has shown there are unique motivational constructs to consider in relation to ELL reading motivation. Specifically, this survey will be developed for ELLs from fourth-to-eighth grades. The rationale for this is the upper elementary and middle school grades are ones where steep declines in students' reading motivation have been documented (e.g., Kelley & Decker, 2009; Unrau & Schlackman, 2006).

Developing a valid and reliable ELL reading motivation survey will add to the understanding that both researchers and educators have about motivating ELLs to read in English. In order to address motivational issues, it is first imperative that we come to a better understanding of the motivational components that drive or hinder ELLs' reading motivation.

## **Methods**

This project will cover the initial steps in developing and validating a reading motivation survey for ELLs. Henk, McKenna and Conradi (2011) recommended that several phases are followed to ensure the development of a valid and reliable affective instrument (refer to Table 1 for the scope of the larger research project). As Henk et al. (2011) state, "meticulous affective instrument development- and meticulous development for instruments of any kind - leads to higher quality in the literacy studies that deploy them" (p. 247). The entire project is a

collaboration with Dr. Bong Gee Jang, an assistant professor at Oakland University. He will serve as Secondary Investigator, working primarily as the statistical consultant for the study.

The scope of the project for which funding is being sought through the College of Education and Human Development (CEHD) grant would cover Phases A through C. My dissertation research (Protacio, 2013) has already allowed me to: (1) Create a construct map from conducting a literature review (Phase A-1); (2) Collect classroom observation data (Phase A-2); and (3) Collect interview data specifically focused on ELLs' reading motivation (Phase A-4). For the purpose of this project, I will conduct focus groups with classroom teachers who are either English as a second language (ESL) teachers or general education teachers who work with a large population of ELLs (Phase A-3). These focus groups are meant to elicit information from teachers about their observations and knowledge regarding ELLs' reading motivation. Transcripts from these focus groups will be transcribed. Provisional coding based on existing motivational literature will be applied to the transcripts to determine which motivational constructs should be targeted in this survey instrument. The information gathered through the focus groups, in conjunction with existing dissertation data, will allow me to generate five to seven items per target motivational construct in developing a pool of items to use for an ELL reading motivation survey (Phase B).

Upon an item pool generation, content validity will be established through expert reviews with ESL teachers (Phase C-1). Through these reviews, teachers could provide feedback on the appropriateness and clarity of the survey directions and each survey pool item. They may also provide feedback on the wording of certain items to ensure that ELLs would easily comprehend the demographic information being sought and understand the proposed survey items (Henk et al., 2011). Revisions would be made to the item pool based on these expert reviews.

For Phase C-2, five to ten ELLs in the target population (ELLs in fourth to eighth grade) will be recruited for cognitive interviews. These participants will be asked to think aloud and provide statements on what they are thinking while answering the survey items. I will take note of how the participant interprets the survey item and how they come to a decision on what to answer for the item. This process allows for the identification of items which might be confusing for the target population. Given that the target population are students who are still in the process of acquiring and improving their English proficiency, these cognitive interviews with ELLs become an even more vital component to the process to ensure that students could easily comprehend the survey items. Also, cognitive interviews help determine whether or not the item pool statements are actually measuring the intended motivational constructs since students will share their interpretations of what each item is asking. Information obtained from these cognitive interviews would provide data on how items could be improved to be more well-stated and easily comprehensible for ELLs at multiple grade levels and/or reading levels. Data obtained from these cognitive interviews with ELLs will be used to restate items and/or reorganize the survey.

The initial phases of this research could be completed with the minimum number of participants as possible (such as only one focus group or minimal numbers of expert reviewers). However, I would like to be able to also use data from these initial phases for separate manuscripts, and thus, I am collecting more than what would be typically necessary if the data were being collected for the sole purpose of scale/instrument development.

Table 1  
*Recommended Steps in Developing a Reliable Affective Instrument*

Phases of the Entire Research Project	Specific Steps
A. Content domain specification	1. Creating a potential construct map from a literature review 2. Classroom observations 3. Focus Groups 4. Interviews with target population
B. Item pool generation	Generation of 5 to 7 items per construct
C. Content validity evaluation	1. Expert reviews 2. Cognitive interviews
D. Questionnaire development and evaluation	
E. Pilot study	Administering the survey to 120-200 participants
F. Sampling and data collection	Administering the survey to 300-500 participants
G. Reliability assessment	Ensuring internal consistency reliability
I. Dimensionality and construct validity assessment	Conducting a confirmatory factor analysis (CFA)

### **Anticipated Outcomes and Plans for Continuing Research**

If funds are secured for the initial phases of this project, it is anticipated that Phases A through C will be completed by July. In August, the pilot version of the survey instrument will be developed and subsequently reviewed and evaluated by experts in the reading motivation and measurement fields. After having incorporated feedback from these expert colleagues, a pilot study using the survey instrument with the target population will be conducted in the 2014-2015 academic year (Phase E). Upon evaluation of the pilot data, revisions will be made, and the revised survey instrument will be administered to a larger sample (Phase F). Following this data collection phase, the last two phases of this project will then be conducted.

The initial steps to this project will help immensely in ensuring the development of a valid and reliable survey instrument specific to the reading motivation of ELLs. With the existence of such an ELL reading motivation survey instrument, teachers will have a better sense of how to foster increased levels of reading motivation among this specific student population. If these initial steps are taken and a survey instrument is developed, piloted, and administered with a large sample of ELLs, there is an immense potential to extend this research and apply for external funding.

In terms of professional recognition, this project has the potential to also result in numerous conference presentations at national and international conferences of prestigious organizations such as the Literacy Research Association and the American Educational Research Association. Multiple publications could also result from this work. Target journals for results from this research project include the *Journal of Adolescent and Adult Literacy*, *Reading Research Quarterly*, and *Reading Psychology*.

## Budget (omitted)

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