

2017

Recreational reading in secondary schools through book clubs

Briana White
University of Northern Iowa

Copyright ©2017 Briana White

Follow this and additional works at: <https://scholarworks.uni.edu/grp>

 Part of the [Language and Literacy Education Commons](#)

Let us know how access to this document benefits you

Recommended Citation

White, Briana, "Recreational reading in secondary schools through book clubs" (2017). *Graduate Research Papers*. 216.
<https://scholarworks.uni.edu/grp/216>

This Open Access Graduate Research Paper is brought to you for free and open access by the Graduate College at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Recreational reading in secondary schools through book clubs

Find Additional Related Research in UNI ScholarWorks

Find Additional Related Research in UNI ScholarWorks

To find related research in UNI ScholarWorks, go to the collection of [School Library Studies Graduate Research Papers](#) written by students in the [Division of School Library Studies](#), Department of Curriculum and Instruction, College of Education, at the University of Northern Iowa.

Abstract

Many secondary students do not read for pleasure and so educators need ways to encourage more reading. Book clubs may be one answer to help combat the issue and inspire a culture of reading in schools today. The purpose of this qualitative case study was to examine a high school book club to see what attracts students to book clubs initially and what they value about the culture of the book club. Twelve high school book club members and their teacher librarian (TL) participated in two focus group meetings. The TL led the focus groups using questions the researcher provided for two focus group meetings, as well as met individually with the researcher before and after the focus groups. The interview questions were based upon AASL's (2010) *Position statement on the value of independent reading* and AASL (2007) *Standards for the 21st-century learner* to examine why students become involved with a book club and what they value about it. Upon completion of the study, the researcher found that students participate in book club because they like to read and discuss books with a community of readers. The researcher also found that many students join book club as a motivator to read recreationally within their busy schedules. Students at this book club value the discussion, variety of books to explore, and bonding with peers. Evidence was displayed in this study for why high school students become involved with book club and what they value about the culture. Further study is needed to understand if high school students believe book club contributes to their education and how book clubs at the secondary level influence the larger school culture.

RECREATIONAL READING IN SECONDARY SCHOOLS
THROUGH BOOK CLUBS

A Graduate Research Paper
Submitted to the
Division of School Library Studies
Department of Curriculum and Instruction
In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts
UNIVERSITY OF NORTHERN IOWA

by
Briana White
August 2017

This Research Paper by: Briana White

Titled: RECREATIONAL READING IN SECONDARY SCHOOLS THROUGH BOOK
CLUBS

has been approved as meeting the research requirement for the

Degree of Master of Arts.

Date Approved

Karla Krueger, EdD.- Graduate Faculty First Reader

Date Approved

Joan Bessman Taylor, PhD. - Graduate Faculty Second Reader

Date Approved

Deborah Tidwell, PhD. - Head, Curriculum and Instruction

ABSTRACT

Many secondary students do not read for pleasure and so educators need ways to encourage more reading. Book clubs may be one answer to help combat the issue and inspire a culture of reading in schools today. The purpose of this qualitative case study was to examine a high school book club to see what attracts students to book clubs initially and what they value about the culture of the book club. Twelve high school book club members and their teacher librarian (TL) participated in two focus group meetings. The TL led the focus groups using questions the researcher provided for two focus group meetings, as well as met individually with the researcher before and after the focus groups. The interview questions were based upon AASL's (2010) *Position statement on the value of independent reading* and AASL (2007) *Standards for the 21st-century learner* to examine why students become involved with a book club and what they value about it. Upon completion of the study, the researcher found that students participate in book club because they like to read and discuss books with a community of readers. The researcher also found that many students join book club as a motivator to read recreationally within their busy schedules. Students at this book club value the discussion, variety of books to explore, and bonding with peers. Evidence was displayed in this study for why high school students become involved with book club and what they value about the culture. Further study is needed to understand if high school students believe book club contributes to their education and how book clubs at the secondary level influence the larger school culture.

TABLE OF CONTENTS

CHAPTER 1. INTRODUCTION	1
Problem Statement	1
Summary of Problem Statement	6
Purpose	6
Research Questions	6
Assumptions and Limitations	6
CHAPTER 2. LITERATURE REVIEW	7
Student Motivation with Recreational Reading	7
School Book Clubs	8
School Reading Culture	10
Summary	11
CHAPTER 3. METHODOLOGY	13
Research Design	13
Participants	14
Procedures	14
Data sources	14
Data analysis	16
Limitations	17
CHAPTER 4. FINDINGS	18
Teacher Librarian's Perception of Book Club	19
Student Perception of Book Club	20
Why Students Participate in Book Clubs	22

Teacher Librarian Follow Up Interview	26
Summary	30
CHAPTER 5. CONCLUSIONS AND RECOMMENDATIONS	31
Conclusions	31
Recommendations	34
REFERENCES	35
APPENDIX A: TEACHER LIBRARIAN INITIAL INTERVIEW QUESTIONS	38
APPENDIX B: FOCUS GROUP ONE: STUDENT PERCEPTION OF WHAT HAPPENS DURING BOOK CLUBS	39
APPENDIX C: FOCUS GROUP TWO: WHY STUDENTS PARTICIPATE IN BOOK CLUBS	40
APPENDIX D: TEACHER LIBRARIAN FOLLOW UP INTERVIEW	41

CHAPTER 1

INTRODUCTION

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr. Seuss tells readers in, *Oh, The Places You’ll Go*, that reading will help you get places in the world. Unfortunately, Dr. Seuss would be disappointed to see the statistics that Americans are reading less literature. The National Endowment for the Arts (2016) found that a percentage of Americans participating in recreational reading has hit a low of 43% and raises concerns that Americans are spending less time reading. This sadly has been a downward trend since the National Endowment for the Arts (NEA) began collecting data in 1982. Additionally skills for reading comprehension are also decreasing. This ultimately is leading to serious civic, social, cultural, and economic implications such as fewer opportunities for career growth or a financially rewarding job (National Endowment for the Arts, 2007). There is a link between motivation and achievement as essential influences on reading dispositions and reading habits (Vannelli, 2012). Reading promotion through a school’s library program aims to increase both motivation and achievement. Therefore, now more than ever, involvement in book clubs can be seen as a means to foster recreational reading and engage students in building a reading culture.

Problem Statement

The International Reading Association (2014) defines recreational reading as, “pleasure reading, free voluntary reading, independent reading, self-selected reading of a continuous text for a wide range of personal and social purposes” (p. 2). In 2016, the National Endowment for the Arts conducted a survey to view the diminished role of recreational reading in American life.

The study showed that nearly half of all Americans ages 18 to 24 read no literary books for pleasure (National Endowment for the Arts, 2016). America should be concerned with the decline of recreational reading because only, “thirty-seven percent of twelfth-grade students performed at or above the proficient level in 2015” (The Nation’s Report Card, 2015). From 2004 to 2015 the Nation’s Report Card show that there is a need for improvement in the education system to instill enjoyment of recreational reading in high school students. There is an overall decline in recreational reading, and book clubs may be the answer to help combat the issue (Kumasi, 2014). Book clubs may also be the answer to inspire a culture of reading in schools today. Reading culture can be defined through a combination of the AASL’s *Position statement on the value of independent reading* (2010) and AASL *Standards for the 21st-century learner* (2007). The former indicates to create a reading culture school librarians must, “Work with teachers and parents to find ways to instill in students the joy of reading while helping them build the reading habit.” To foster a reading culture students must have access to an extensive collection of high interest quality books and materials, contact with adults who serve as positive reading models, opportunities catered to engage young people in reading, and a school environment where reading is valued, promoted and encouraged. According to the latter, when students read, view, and listen for pleasure and personal growth (4.1.1) along with displaying curiosity by pursuing interests through multiples resources (4.2.1) they are promoting a reading culture. The AASL *Position statement on the value of independent reading* (2010) and AASL’s *Standards for the 21st-century learner* (2007) help define reading culture and what it looks like within the school environment. Understanding the impact of living in the digital age on reading,

the role of motivation in electing to read for pleasure, and how reading promotion creates a reading culture will help frame the context of this research.

Life in the digital age means young adults engage less in recreational reading activities and spend more time on social media outlets (Lenhart, 2015). Lenhart found that, “Three-quarters (76%) of teens use social media, and 81% of older teens use the sites, compared with 68% of teens 13 to 14.” Lenhart also investigated what percentage of teens from ages 13 to 17 are going online frequently, “Aided by the convenience and constant access provided by mobile phones, 92% of teens report going online daily — with 24% using the internet almost constantly.” Because of the ever-changing world in which technology may be replacing reading, educators are searching for ways to be competitive motivators who help teens engage in recreational reading.

In the article, “Understanding the Recreational Reading Patterns of Secondary Students,” Wilson and Casey (2007) explore the role of motivation in recreational reading: “Students who are motivated are more likely to enjoy reading and will choose to read more often” (p. 40). Wilson and Casey conclude that the solution seems simple: If students enjoy reading then they will read more. The student’s attitude and willingness to read plays a key role in reading improvement. The American Association of School Librarians’ (AASL, 2009) *Empowering Learners: Guidelines for School Library Programs* emphasizes the need to teach reading as “a foundational skill for learning for personal growth and enjoyment” (p. 2). However, readers who have struggled in the past have established a belief of failure, thus creating an obstacle for growth. Educators admit that this belief of failure comes from not being able to motivate students to read, write, and participate in other literacy activities in schools (Wilson & Casey, 2007).

Ultimately, Wilson and Casey found that giving students a choice in what they read, providing materials, and reading programs allow students to have control in their learning. The teacher librarian has many roles in a student's reading development. The American Association of School Librarians (AASL, 2010) emphasizes that, “Students can choose from a varied, non-graded collection of materials which reflect their personal interests” (para. 3). When students have the choice in what they read, they can make personal connections. Prior knowledge and personal experience is activated stimulating their interest to create a more positive encounter with reading (Gordon & Messenger, 2012).

The library has the responsibility to create a reading culture to promote and provide both resources and an environment for students to feel welcome using it for educational and personal use. Students, despite being able to choose, struggle and often feel overwhelmed when looking for a book of their choice. For some students it may be the first time in a long time that they get to choose and so do not know where to start. Students may lack the exposure and time to get to explore books in the library. Getting students to come to the library and be comfortable with the materials is just another role in which teacher librarians can provide help with reading development. Another reason students aren't reading for pleasure is because they simply do not have access to books or an environment conducive to reading (Wilson & Casey, 2007). The AASL's *Position statement on the role of the school librarian in reading development* (2010) believes that, “The school library has a flexible schedule so that students and teachers have unlimited physical and intellectual access to a wide range of materials. Students are not limited to using only commercially prescribed or teacher-selected materials” (para. 2). Reluctant readers may need more than just materials and a place to read. In fact, some schools have great success

in motivating recreational reading through their library programming known as book clubs (Heard, 2015). Take Jil' Lana Heard for example, who was concerned about the decline of recreational reading and with her colleagues came up with the idea of a recurring book club. "Since the focus would be on reintroducing the idea of reading for pleasure and not just for academic purposes, I decided to hold the meetings during lunch so I could create a comfortable, welcoming environment" (para. 1). The success of Heard's book club is visible in, "the number of books (3,495) I have put into the hands of students, as well as the expansion into multiple types of book clubs" (para. 18). Through Heard's book clubs she has both provided an environment and resources for students to engage in recreational reading.

Book clubs may be just the reading promotion needed to increase student motivation and engagement. Vannelli (2012) suggests recreational reading through reading programs will be a catalyst to motivating readers and increasing literacy achievement (p. 14). Through research with book clubs, Vannelli discovered an increase in the value placed on reading, self-concept as a reader, and reading comprehension. Students, educators, parents, and future employers may all reap the benefits of a school book club.

There are many studies of recreational reading and motivation at the secondary level (Heard, 2015; Oltman, 2016; Vannelli, 2012). While these studies introduce valid research, they lack the viewpoint of a teacher librarian. Also, the studies focus on broad views of the topic without intensively looking at library programs. This study will explore rural Iowa secondary schools and their book club environments.

Summary of Problem Statement

Many secondary students do not read for pleasure and so teachers need ways to encourage more reading.

Purpose

The purpose of this study is to examine a high school book club to see what attracts students to the book club initially and what they value about the culture of the book club.

Research Questions

1. Why do high school students become involved with book clubs?
2. What do high school students value about the culture of the book club?
3. Do high school students believe the book club contributes to their education?
4. How do book clubs at a secondary level influence the school culture?

Assumptions and Limitations

This study is based on the assumption that book clubs have a positive effect on motivation and school culture. This study represents the relationships of one school but may not represent the relationships between all school libraries and book clubs .

CHAPTER 2

LITERATURE REVIEW

The purpose of this study is to examine high school book clubs to see how they influence student motivation, recreational reading, and school culture. Previous research related to this study fell into these same subthemes: aspects of student motivation, secondary book clubs, and school reading culture.

Student Motivation for Recreational Reading

Merga and Moon (2016) analyzed reader attitudes and engagement in recreational book reading through the research questions: Are students avid and engaged readers? Are the materials chosen by the teacher librarian socially acceptable? How can technology be used to socialize about books? This was a mixed-method study utilizing both qualitative and quantitative data. The participants first filled out a survey and then were then randomly selected to participate in an informal interview. A total of 20 high schools from around Western Australia participated in this study all in the age range of 13-16 years. Merga and Moon discovered that social influences such as those from teachers and parents can have a positive impact on secondary students' attitudes towards recreational reading. Participants also noted that reading offers literacy benefits such as development of vocabulary, word recognition, and understanding of syntax as well as entertainment making recreational reading relevant and vital for the upcoming generation of adolescents.

In a similar study of student motivation for recreational reading, Strommen and Mates (2004) researched students attitudes towards reading and identified factors associated with the development of a love of reading. The researchers surveyed a cross-section of sixth-grade

students to ninth grade students in the same school district through a distributed questionnaire. The findings showed that the student's immediate family must invest in and demonstrate the pleasure of reading. The researchers also concluded that students must see themselves as active readers who pursue reading as an enjoyable activity in order for it to become a lifelong venture.

The last study examining motivation in recreational reading that will be discussed here is the research of Moje, Morris, Overby, and Tysvaer (2008). The four set out specifically to look at what motivates youth to read and write outside of school. Data was collected in two waves through large-scale literacy practices, motivation surveys, writing samples, and multiple types of interviews. The sample in the first wave included 329 sixth, eighth, and ninth grade students in one private school and two public schools. The second wave included 716 seventh-ninth, and tenth grade students from three public schools and one public charter school. The data overall showed that youth read and write outside of school, but not always the kinds of texts that adults value. The findings included that young adults do like to read, but may need suggestions for reading. This group of studies demonstrate that there is potential for growth in reading motivation if students, teachers, and parents (Merga & Moon, 2016; Moje et al., 2008; Strommen & Mates 2004) model themselves as lifelong readers.

School Book Clubs

Polleck (2010) set out to create a transformative space where young adults could enhance their academic, social, and emotional development through book clubs. The research was conducted in a small, but growing high school in North Carolina. When the data was collected, the population was 55% Latino and 35% African-American, with 68% qualifying for free lunch. A total of 20 students volunteered to participate in the three book clubs created (two all-girl

groups and one co-ed). Qualitative data was collected from observations, interviews, book club discussions, and surveys. Many of the participants indicated that book clubs increased their understanding of the texts they read and how to use reading strategies. Through some of Polleck's final data and interviews, many of the participants discussed how the book club experience helped empower them as readers and young adults who seek to better themselves and their communities.

Vannelli (2012) explored school library book clubs as a catalyst to motivate readers and increase achievement. Participants were, western Missouri fifth-grade students of a weekly before-school book club held in the school library. Data collected during this study consisted of surveys and interview responses from both before and after the study was conducted. Vannelli found through the survey that percentages increased throughout the book club in the areas of motivation to read (+8.8%), the perceived value of reading (+8%), and self-concept as a reader (+10.4). Through the use of a book club, the researcher found that students benefit on multiple levels from participating in a school library book club.

A final study examining book clubs was completed by teacher librarian, Kumasi (2014) who studied the academic merits of a book club within an inner-city school. The researcher took a connected learning approach with academics, interests, and peer culture at the heart of the book club. Students had access to learning that was socially embedded, interest-driven, and oriented toward educational, economic, or political opportunity. The book club was an after-school program held in the metro Detroit area for high school students. Through observation and writing samples, Kumasi gathered that students who were labeled as struggling readers found that book club gave them a voice to express connections with readings and experiences. The researcher

concluded that book clubs can provide a space to keep students culturally engaged, academically adept, and weave learning experiences together in meaningful ways. The group of studies reveal that students benefit by participating in book clubs by giving readers motivation (Vannelli, 2012), value, and self-concept (Kumasi, 2014; Polleck, 2010).

School Reading Culture

Doiron and Asselin (2011) researched successful examples of reading promotion programs around the world to see how different libraries promote a culture for reading. Among the studies was a school library located in Yunnan Province, China. Researchers developed a training program for primary and middle school librarians that focused on librarian survival skills, reading promotion activities, and incorporating reading into curriculum. Through observation of the training, researchers found positive growth in the librarians' understanding of their role as promoters. Librarians also learned the importance of making the library a friendly, inviting space. Overall, Doiron and Asselin found that a culture for reading starts with practice and modeling in the teacher librarian's life.

High school librarian, Naomi Bates (2014), explored developing a campus culture of reading in Justin, Texas. Northwest High School created a pilot program centered around reading text in many formats to promote reading within their school. The program had students being able to read as many books as they wanted, with extrinsic rewards for every five books read, up to a maximum of thirty books. One of the extrinsic rewards was the Prize Patrol who would come and visit classes to recognize students. The school found that 975 books were read within a two-week period in the month of December. In the month of October 1,395 books were read, while in November a jump to 1,535 with more students participating in the program. Bates

discovered that students were talking about and checking out books on a regular basis, as well as, experiencing a shift in culture for reading for enjoyment.

Finally, Daniels and Steres (2011) examined a middle school where school-wide reading became a priority under the guidance of new administration. The study investigated how and why the culture shift to school-wide reading influenced student engagement. The study was conducted at Parkdale Middle School in urban Southern California, where the majority of the students (68%) were non-White. In-depth interviews were conducted with students and teachers in which three themes emerged: making reading a top priority, adults in the school modeling reading, and creating motivating learning environments. Through a strong reading program, Parkdale Middle School created and fostered a school-wide reading culture. This group of studies showed that creating reading culture started with modeling from the teacher librarian (Doiron & Asselin, 2011) and was sustained through school-wide reading programs (Bates, 2014; Daniels & Steres, 2011).

Summary

The research reviewed has revealed that students' social influences such as those from teachers and parents can have a positive impact on secondary students' attitudes towards recreational reading (Merga & Moon, 2016; Moje et al., 2008; Strommen & Mates 2004). It has also revealed that the book club experience helped empower students as readers and young adults who seek to better themselves and their communities (Kumasi, 2014; Polleck, 2010). A positive reading culture starts with modeling from the teacher librarian and creating strong reading programs such as a school library book club (Doiron & Asselin, 2011; Bates, 2014; Daniels &

Steres, 2011). This provides a framework for the study described below, which explores what attracts students to book clubs initially and what they value about the culture of the book club.

CHAPTER 3

METHODOLOGY

Secondary students may not be participating in recreational reading due to the distractions of the digital age (Lenhart, 2015), need for greater motivation, and lack of reading culture (The Nation's Report Card, 2015). The purpose of this study is to examine a high school book club to see what attracts students to book clubs initially and what they value about the culture of the book club.

Research Design

The research used a qualitative case study design. Interviews and focus groups provided data, and discourse analysis was performed using participant responses. Wildemuth (2009) states that a case study approach is, "ideal when a 'how' or 'why' question is being asked about a contemporary set of events over which the researcher has no control" (p. 53). Other methods deemed appropriate for data collection are interviews, in this case with a teacher librarian, and focus groups, here engaging students with the objective to collect data "to discuss and comment on, from personal experience, the topic that is the subject of research" (p. 242). The final mode of research, discourse analysis, includes analysis of data to include, "all kinds of spoken interaction, formal and informal, and written texts of all kinds" (p. 320). This methodology supports the purpose of the study to explore what attracts high school students to a book club and what they value about the culture of the book club.

The research was conducted as a case study of a purposefully selected functioning successful book club. In this case, success was gauged by the fact the group meets consistently, discusses literature, and continues to grow. Through the focus group method, participants were

encouraged to talk with each other as well as the interviewer to express both differences of opinion as well as agreement with others. (p. 242). The researcher interviewed the teacher librarian to gain her perspective on the workings of the book club. Content analysis was used to examine the book club focus group conversation and the interviews with the teacher librarian.

Participants

12 high school students and their teacher librarian (TL) participated in this case study. The teacher librarian (TL) was interviewed before and after the focus groups and helped facilitate the recruitment of high school participants for the focus group research. The TL lead the focus group using the questions the researcher provided for two focus group meetings with participating high school members of the book club. Students were encouraged to engage in focus group discussion.

Procedures

Data Sources

The researcher met with the TL via Zoom web conferencing for an initial TL interview and to discuss initial questions to gain an understanding of the basic procedures utilized by the TL's book club (see Appendix A). During this web conference the researcher shared all of the questions for the two student focus group meetings and discussed the questions the researcher provided for the TL to prompt conversations among the student focus groups. After these initial discussions, the researcher revised the questions (see Appendix B & C).

During the second week of the research, the TL met with the participating student focus group to discuss similarities and differences in students' perceptions about what happens during book club (see Appendix B). The TL who regularly meets with the students moderated the focus

group questions in order to maintain familiarity within the group membership. The TL led the focus groups using the questions the researcher provided for two focus group meetings with participating high school members of the book club. The first focus group questions covered the following topics: How would a member describe book club? How does the book club discussion get started? What does a member do in a book club? Provide examples. What are some responsibilities of being in book club? (see Appendix B). The second focus group with the same students included questions covering the following topics: How did the participant get involved with book club? What did the participant find interesting? What attracted the participant to book club? Why does the participant continue to stay involved? What keeps them coming? (see Appendix C). Both focus groups were audio recorded by the TL so that the researcher could transcribe the discussions for analysis of student responses.

Wildemuth (2009) states that focus groups can be used to “generate new ideas” (p. 243). The researcher revised the second set of focus group questions after reviewing the first focus group responses to “generate new ideas” from the first focus group (see Appendix C). During the focus groups the TL asked guided questions to which participants responded in semi-structured interviews. According to Wildemuth, “Semistructured interviews have predetermined questions, but the order can be modified based upon the interviewer's perception of what seems most appropriate” (p. 233). The TL participated in semi-structured interviews with the researcher using Zoom before and after leading the focus groups. The researcher adjusted questions as the interview proceeded and probed beyond the predetermined questions. This allowed the researcher to understand the TL’s perception of school book clubs, and in specific, this school book club (see Appendix D).

Data Analysis

The researcher worked with qualitative data to determine what attracted students to book clubs initially and what they valued about the culture of the book club. Also of interest was the teacher librarian's perspective of the book club. Wildemuth (2009) states, "The best test of the clarity and consistency of your category definitions is to code a sample of your data" (p. 311). The researcher coded the data from the group discussion in the focus groups (p. 247). The researcher had a balance of all participant views, not just the talkative ones (p. 248). Initial coding incorporated the categories from the research questions (why they became involved, the value they see in book club, contributions to their education, and influences on school culture) as the researcher analyzed the TL interview and student focus group conversation. Additionally, the researcher noted all ideas outside of these categories that emerge from the analysis. Finally, overall themes were identified from student focus groups and teacher librarian conversations spanned beyond the original research question categories. Themes that emerged within the focus groups were identified and represented as the views of the group and not just the strongly held opinions of a few. Wildemuth suggests that the researcher needed to keep in mind, "not to be too rigid about the basic unit of analysis (e.g., defining the unit of analysis as a single comment made by a single participant), or you will lose ideas that were generated across multiple participants" (p. 248). The researcher compared the themes that came from the second focus group to see what participants found interesting. Once the data was analyzed from the focus groups, the researcher produced, "a written or oral report providing evidence of each theme and thoroughly discussing the implications of each theme in terms of the original research questions" (p. 248).

Limitations

This research design was limited to secondary school book clubs. The research objective was clear in the beginning and had value in the end. Participants included an array of people representing different views so that one particular person was not overrepresented.

CHAPTER 4

FINDINGS

Often, secondary students do not read for pleasure and so educators need ways to encourage more reading. Current students struggle with the absence of positive social influences, the distraction of the digital age, and lack of reading culture creating a barrier to participate in recreational reading. The purpose of this study was to examine a high school book club to see what attracts students to book clubs initially, and what they value about the culture of book club. The researcher studied 12 high school students and their teacher librarian (TL) in this qualitative case study. The TL was interviewed before and after the two focus group student meetings and facilitated the recruitment of 12 high school participants. The TL led the focus groups using the questions the researcher provided for two focus group meetings with participating high school members of the book club. The first focus group questions covered the following topics: How would a member describe book club? How does the book club discussion get started? What does a member do in a book club? Provide examples. What are some responsibilities of being in book club? (see Appendix B). The second focus group with the same students included questions covering the following topics: How did the participant get involved with book club? What did the participant find interesting? What attracted the participant to book club? Why does the participant continue to stay involved? What keeps them coming? (see Appendix C). Results were analyzed to understand both TL and student perception of book club, why students participate, and what they value about the culture of book club.

Teacher Librarian's Perception of Book Club

The researcher interviewed the teacher librarian (TL) before the student focus group regarding the TL's perception of book club. Two themes emerged from the initial interview, time and student choice. While discussing the general procedure of how book club is set up, the TL expressed why it is kept informal at their high school, "It's tough finding time to get all students together as their schedules are crazy! The biggest thing I learned from this is to make it very casual as students have enough stress...if they can't make a meeting or something comes up, I remind them it's no big deal." The general procedures of book club at this high school are kept informal to meet students' needs battling with busy schedules, but still allows time to participate in some recreational reading. Because students have little free time, groups are formed based on schedules and when students can meet; they then set their own schedule. Some choose to meet regularly during their school intervention time, some meet online, or some groups wait until everyone finishes the novel and then meet to discuss it as a whole. "Depending on each group situation, the groups could meet online, in person during our school's intervention time, or in the library when it works for the students. It honestly depends on the book and students' schedules. When it comes down to it, all I want them to do is read," expressed the TL during the initial interview. Each group varies for how often and long they meet, but generally a meeting lasts around 20 minutes.

When asked how discussion is started and who generates the questions, the TL responded, "Students facilitate discussion, online and in person. Students come up with all the questions and rotate leadership roles within their group." Student choice is at the heart of this particular school book club where meetings, discussion, and book selections are all student

driven. When asked how books are chosen for the book club the TL said, “It’s total student choice. They inform me of what books they want to read, I order them, and then the books rotate in groups to mix up genres. I think it’s important to listen to them and get books they are interested in, as there is more buy in to participate.” Working with busy schedules and supporting student choice has led to over 40 active students involved in recreational reading through book club at this particular school.

Student Perceptions of Book Club

The teacher librarian (TL) led two different focus groups with the same group of students to provide qualitative data in regard to secondary book clubs. The interviews were semistructured, conversational exchanges between the TL and students. The first focus group was interviewed about their perception of what happens during book club. One strong theme that emerged from this focus group was the sense of community that book club generates.

When asked how the students would describe book club at their school, one student responded, “I would describe book club as a community in which people with the same interest can participate.” Another student expressed, “Book club is a relaxed environment of students who enjoy reading and discussing books. My favorite part about book club is that we can get involved without being competitive or spread too thin because of it.” Through the first focus group interview, the researcher gathered that participants felt book club provided an environment in which a sense of community was established and discussion emerged.

The next question addressed during this focus group was what happens during book club. Many of the participants had similar views of what a typical meeting looked like. One student response was, “In a typical book club meeting, we usually divide into smaller groups who all

read the same book. We will get together and discuss our books, ask questions, and give our personal opinions of them. Then, as a large group again, we will plan an event and our next meeting.” Another student added that sometimes groups wouldn’t even have time to meet in person, so they would chat online to work with everyone’s busy schedules. Students all agreed that discussions could be started by students or a teacher librarian. “Our discussions are usually started by our advisor or by a group leader who is designated each time we start a new book. Sometimes we come with questions that we’d like to get opinions on, and other times we enjoy reviewing the books,” discussed one student during the focus group. Working together through planning meetings and discussion is part of this book club’s responsibilities.

One of the final questions asked during this focus group was if students had responsibilities as a member of book club. Showing up to the meetings, reading books, and participating in discussion were some of the duties discussed in this interview. “As a member of book club, we are responsible for attending as many meetings as we can work into our schedules and taking part in as many books as possible. We are typically given a month’s time to complete a book once we get it, which is usually plenty because we almost always read page turners!” discussed one student. Another student responded similarly by saying, “As a member of book club, reading the books and attending the meetings are the main responsibilities. Meetings occur as often as the members would like, and usually cover a portion of the book.” Others chimed in and reiterated responsibilities like group leaders who want to step up, working through schedules, discussing novels, and continuing to read throughout the year. When the TL asked if there was anything else that anyone would like to add to the responsibilities one student said, “Really there is no pressure in book club even with the responsibilities. This makes book club fun to participate in.” Students

participate in book club even with the responsibilities of planning meetings, reading books, and participating in discussions because they feel it's not a high pressure environment.

Why Students Participate in Book Clubs

The teacher librarian (TL) interviewed the second focus group with the same students about why students participate in book club. Many of the interview questions asked during this focus group were adapted from AASL *Standards for the 21st-century learner* (2007) to see if responses aligned with standards (see Appendix C). Throughout the second focus group a variety of strong themes emerged such as seeing book club as a social interaction, having a love of reading, using good time management, and exploring different genres.

An array of responses were answered when asked the question of how students got involved with book club. Some joined because of their love for reading, friends, being in the right place at the right time, or that they simply needed something to motivate them to read. "I have always liked reading, and my friends were in it, so book club was the perfect combination," replied one student. Another participant answered, "I was in the right place at the right time." One student became involved in order to have motivation to read. "Since we don't have programs like we did in middle school, like Accelerated Reading, I didn't have anything to motivate me to read. I like that book club has deadlines to be able to read books." Similar responses transpired when asked what attracted students to book club. "I needed an excuse to read, with everything else going on. I had a reason to set time aside and read." Among busy schedules, students found that book club provided justification for them to set aside time to read recreationally. New themes transpired while discussing what participants found interesting about book club and why they stayed involved.

Exploration and discussion among peers were two strong topics that were discussed in the second focus group when asked what students found interesting and why they continued to stay involved. Book club allows students to explore outside of their regularly read genres. “I find book club interesting because it gets you to explore different books that I would’ve not picked up before,” expressed one participant. Another participant added more to this response saying, “Yes, all the different books we read makes book club interesting. I had no clue most of them were even published.” Exploring different genres is one of the many facets for why students find book club interesting and continue to stay involved. Another aspect is the discussion that occurs during book club meetings. One participant expressed finding book club interesting because of the different opinions of how people perceived the book. Multiple students said that discussion is what keeps them coming to book club. “I finish the book so I keep coming so that I can get a new book to read and gossip with the people that also read the book,” said one student. Exploration and discussion also emerged when asked interview questions adapted through the AASL (2007) *Standards for the 21st-century learner* .

The AASL *Standards for the 21st-century learner* calls for learners to, “Read, view, and listen for pleasure and personal growth” (4.1.1). Participants were asked in the second focus group meeting how do they read, view, and listen for pleasure and personal growth outside of book club. One student responded that they didn’t have a lot of extra time outside of book club. Another participant said, “I never really read, unless I’m at work. I probably do most of my reading at work, which is four hours a week.” Students are struggling to find time to read, view, and listen for pleasure and personal growth outside of book club. Summer provides more time for busy students to be able to read for pleasure per another student’s response, “I read all

throughout summer, and I listen to audiobooks while I do work around the yard.” Outside of book club, students are trying to find time between their busy schedules during work and summer to read, view, and listen for pleasure and personal growth.

Another AASL (2007) *Standards for the 21st-century learner* emphasizes the need for learners to, “Read widely and fluently to make connections with self, the world, and previous reading” (4.1.2). The teacher librarian (TL) asked participants in the second focus group to give some specific examples of how book club has made connections with self, the world, and previous reading. One participant was quick to respond, reflecting on a novel that was read during book club called *The Terrorist’s Son* by Zak Ebrahim. “Certain books really draw to what’s happening in the world right now. Like, *The Terrorist’s Son* was about a real person whose father was a terrorist and how he deals with that in the world today. It really opens your eyes to what other people are feeling in the world; we have no clue.” Another participant built off that response and said, “A lot of overall themes for the books read in book club have an effect on how you see different things in life.” Book club has allowed students to make connections with self, as well as think on a global scale on what’s happening in the world around them. Book club has also allowed for readers to maintain an openness to new ideas and opinions.

Participants were asked to, “Describe a time where book club allowed you to maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports change, and seeking information about new ideas encountered through academic or personal experiences” (4.2.3). The responses had similar findings to the previous questions asked. “*The Terrorist’s Son* is a really good example of a perspective I would’ve never considered growing up in a small town,” prompted one student. Another student discussed how

they reread books during book club and new light was shed on the material because of new ideas brought during discussion with peers. “I have reread books through book club and there has been new discussions and ideas I would’ve never thought of had we not discussed it.” Participating in book club allows students to listen and view material in a new light whether it be electronically or in person.

Another AASL (2007) *Standards for the 21st-century learner* calls for learners to, “Participate in the social exchange of ideas, both electronically and in person” (4.3.1).

Participants were asked how book club allows for this standard, and many discussed the online component within book club. “We had online chat sites. And whenever we got together and talked about the book, it was always a lively discussion,” said one student. Others reiterated how sometimes their schedule didn’t allow for discussion in person so email or a shared google document was practical to be able to participate in discussion still. Being able to exchange ideas through different outlets, electronically and in person, is one of the reasons students join book club and stay involved.

AASL’s (2007) *Standards for the 21st-century learner* calls for students to be able to pursue personal and aesthetic growth by, “Identifying own areas of interest,” (4.4.1) and showing “an appreciation for literature by electing to read for pleasure” (4.2.4).

During the second focus group meeting, students were asked how book club allowed for them to pursue these standards. A variety of responses were recorded spanning from choice reading to exploration of new genres. “I got to pick the type of books that I liked and wasn’t assigned to me (sic),” expressed one student. Book club allowed for book options that may have never been considered as options otherwise, “There was a book that I read about two kids who made a

suicide pact. It was the first book I read for book club. I would've never read it had I not picked it up during book club. Book club has continued to widen my range of reading interest," stressed a different participant. A final comment made in the second focus group was, "I have recently attended a production of William Shakespeare's *Hamlet*, and I enjoyed it so much; I am now currently reading the play." This secondary book club has allowed the opportunity for participants to pursue personal growth in a variety of ways like being able to read because the reader got to choose and exploring new genres to widen the range of reading interest.

Students participate at this secondary book club because of their love of reading, motivation to read, discussion with peers, and exploration of different genres. The second focus group meeting included many questions adapted from AASL *Standards for the 21st-century learner* (2007). Findings from these adapted questions revealed that learning has a social context both in person and electronically. The findings showed how these participants pursued personal and aesthetic growth through their school's secondary book club. This secondary book club has created a culture of joyful readers with the teacher librarian at the heart of it.

Teacher Librarian Follow Up Interview

After the second focus group was recorded, the researcher held a follow up interview with the teacher librarian (TL). The TL interview questions to follow up on this study were adapted from AASL's *Position statement on the value of independent reading* (2010). The purpose of the follow up interview was to explore how the TL at this secondary school found ways to, "instill in students the joy of reading while helping them build the reading habit" (AASL, 2010). The follow up interview with the TL also gave closure for any remaining questions regarding the focus group study.

According to AASL's *Position statement on the value of independent reading* (2010), students must have, "Access to current, quality, high interest, and extensive collections of books and other print materials in their school libraries, classrooms, and public libraries." The teacher librarian (TL) was asked how they provide access to current, quality, high interest, and extensive collections of book and print materials at their school library.

She responded,

Through AEA267 I am on a rotation of receiving *Horn Book* and *School Library Journal* to see what new books are coming out. I also look on-line for new titles. Mostly for book club, I ask students what they want to read and we talk about ideas or genres they want to explore, and then working with the students we come up with the titles we select.

This TL provides a variety of collections through credible reviews and journals, and most importantly through listening to student interest.

In order to become life-long readers, AASL's (2010) *Position statement on the value of independent reading* states that students must have, "Contact with adults who read regularly and widely and who serve as positive reading role models." In the follow up interview the teacher librarian (TL) expressed how many teachers model reading regularly by discussing books with students and asking them what they have been reading. The TL spoke specifically about how teachers played a role in book club at their school, "The first year of book club we had several teachers join...I actually had to ask them to stop, as I didn't have enough books for students and then they would dominate the conversation regarding the books. I need to consider starting a book club for teachers specifically, but many of our staff are in book clubs outside of school." The TL also discussed how the school district at one point had sustained silent reading (SSR)

time but no longer participated in the initiative due to, “issues with not having enough time for direct instruction with increased requirements and intervention time.” The TL continued to express how they have been advocating for more time to read, but it has been a tough sell.

AASL’s (2010) *Position statement on the value of independent reading* states that in order to become life-long readers, students must have, “time during the school day dedicated to reading for pleasure, information, and exploration.” This is an area where the TL expressed a need for improvement within their school district. “We don’t do a very good job of allowing time during the school day to read for pleasure. Within reading class they get some time each week, but not necessarily each day. When doing research, students do read for information both online and with print resources.” Reading for pleasure during the school day is a need for which many TL’s are advocating, but are finding time constraints with direct instruction and intervention time. Luckily TL’s are getting creative with ways to create opportunities to engage young people in reading at school.

Book club is just one of the many ways that this teacher librarian (TL) demonstrates enthusiasm and opportunities for reading. As stated previously, TL’s are having to advocate in new ways to create opportunities to build reading habits. AASL’s (2010) *Position statement on the value of independent reading* states that students must have, “opportunities specifically designed to engage young people in reading.” In the follow up interview the TL strongly expressed how a good rapport with students and staff can create opportunities to engage people in reading. “I taught middle school social studies here for several years prior to becoming the librarian three years ago, so I have a pretty good rapport with all of the students. Consequently, I often see students in the hall and talk to them about how things are going and what they are

reading. If students haven't been in the library for awhile I'll say things like 'hey haven't seen you in awhile stop in the library and see me'." The TL also discussed some of their library policies that try to encourage reading opportunities such as not limiting checkouts. "My predecessor limited students to two books. I've got kids that can read three in a weekend, so I encourage them to take however many they want. I even check out to students over the summer." Creating a positive rapport with students allows this TL to model enthusiasm for reading in a variety of ways.

Students must also have certified teacher librarians who, "demonstrate their enthusiasm for reading by reading aloud and booktalking" (AASL 2010, para. 3). The TL demonstrates enthusiasm for reading by talking to students everyday about what they've been reading and recommending additional reading materials. When it comes to the school's book club, the TL tries to read some of the books for book club and participate in discussion when opportunities arise. "I love the interaction with students. I get to talk to them about their thoughts and opinions and get to know them differently than I have previously. We've had some great discussion and have also had fun." Creating a positive rapport with students has promoted opportunities for this TL to build reading habits.

Modeling reading at school and building rapport with students were two strong themes that the TL discussed in the follow up interview. Both of these themes support AASL's (2010) *Position statement on the value of independent reading* to become life-long readers. The follow up interview closed with the TL reiterating previous themes found with the students like time management and building positive rapport. Being able to make book club stress free and casual has led this book club to flourish. The TL also discussed student choice one last time, "I think it

is important to listen to students and get books they are interested in as there is more buy in that way.” The last remark the TL gave in the follow up interview was a strong case for building positive rapport with students. “I just keep asking kids to join. I have one student who I asked for a year and a half and he kept saying no way. Then one day he came up and said, ‘You know what, I might try book club.’ It’s been great, as he is not a super social kid, but now gets to talk about books, and he is enjoying it.” Building positive relationships has created an opportunity to engage young people in reading at this secondary book club.

Summary

The interview responses in this study indicate that participants displayed several AASL (2007) *Standards for the 21st-century learner* and AASL’s (2010) *Position statement on the value of independent reading* from being involved with book club. Themes such as social interaction, time management, and student choice through exploration emerged during this study. Students participate in book club because they like to read and discuss with a community of readers. Many join book club because it gives them a set time to read for a recreational purpose, for which they otherwise would not or could not find time in their busy schedules. Book club participants at this secondary school loved how they found new genres through choice, something they may have not chosen had they not joined book club. Participants continue to work with their teacher librarian to explore and engage in the joy of reading, while helping build the reading habit through their secondary book club.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Many secondary students do not read for pleasure, and so educators need ways to encourage more reading. Book clubs may be the answer to help combat the issue and inspire a culture of reading into schools today. The purpose of this qualitative case study was to examine a high school book club to see what attracts students to book clubs initially and what they value about the culture of the book club. Twelve high school book club members and their teacher librarian (TL) participated in two focus group meetings. The TL led the focus groups using the questions the researcher provided for two focus group meetings, and she met individually with the researcher before and after the focus groups. The interview questions were adapted from AASL's (2010) *Position statement on the value of independent reading* and AASL's (2007) *Standards for the 21st-century learner* to examine why students become involved with book club and what they value about it. Upon completion of the study, the researcher found that students participate in book club because they like to read and discuss books with a community of readers. The researcher also found that many students join book club as a motivator to read recreationally within their busy schedules. Students at this book club value the discussion, variety of books to explore, and bonding experience with peers.

Conclusions

The results of the researcher's data analysis indicated that the book club participants became involved with book club because of their love for reading, social interaction, exploration of choice reading, and that they simply needed something to motivate them to read due to time constraints. The National Endowment for the Arts (2016) found that the percentage of

Americans participating in recreational reading has hit a low of 43% and raises concerns that Americans are spending less time reading. After analyzing data, one of the reasons students join book club is because it gives them an excuse to read for pleasure. Many participants expressed in the focus groups that it wasn't that they didn't like to read for pleasure, but that they physically didn't have time to, fighting other time constraints. Vannelli (2012) suggested recreational reading through reading programs could be a catalyst to motivating readers and increasing literacy achievement (p. 14). Becoming a member in book club motivated participants to set time aside to read books for pleasure. Book clubs are an outlet for improvement in the education system to instill enjoyment of recreational reading in high school students. The results of this study also indicate that book clubs foster a culture of reading at school.

To foster a reading culture students must have access to an extensive collection of high interest quality books and materials, opportunities catered to engage young people in reading, and a school environment where reading is valued, promoted and encouraged. As Heard (2015) discussed, book club is an outlet to provide an environment and resources for students to engage in recreational reading. Participants in this study read a variety of high interest quality books chosen primarily by the students, with teacher librarian (TL) approval. The TL gives suggestions, but student choice is at the heart of this book club. Students in book club are no longer lacking the exposure and time to explore books in the library. Students continue to stay involved because of the variety of novels chosen and the discussion that is prompted because of the books. Book club fosters a reading culture through access to a high quality collection, positive reading models, opportunities to engage young people to read, and a school environment where reading is valued.

Book club is a welcoming environment that fosters a culture of reading while not adding to the stress of a high schooler's schedule. Merga and Moon (2016) explored how technology could be used as an online environment to socialize about books. Students and the TL in this study use technology in book club as a positive tool to create a stress free environment where reading is valued, promoted, and encouraged. If groups didn't have time to meet in person to discuss they would chat online to work with everyone's busy schedules. Students worked together to plan their busy schedules, and find time to discuss novels with group members through a stress free environment. Instead of viewing technology as a distractor, book club is combining two common beliefs of the AASL (2007) *Standards for the 21st-century learner* that, "Reading is a window to the world," and, "Technology is an important tool for learning both now and in the future."

While this book club research did not indicate a definite response from high school students believing that book club contributes specifically to their education, responses did indicate how book club addresses the AASL (2007) *Standards for the 21st-century learner* (2007). Within these standards learners are called to use skills, resources, and tools to think critically, draw conclusions, share knowledge, and pursue personal and aesthetic growth. Book club specifically fulfills AASL *Standards for the 21st-century learner* standard four, pursuing personal and aesthetic growth. Students who participate in book club are reading for pleasure and personal growth, making connections with self, the world and previous reading, and are able to identify own areas of interest (AASL *Standards for the 21st-century learner*: Standards 4.1.1, 4.1.2, 4.4.1). Book club can be seen as a way to foster recreational reading as well as acquire many 21st-century standards that educators strive to achieve.

Recommendations

While analysis of the data from the focus group interviews indicates that book club contributes to recreational reading and fostering a reading culture, further study should be conducted to understand the ways students believe it contributes to their education or if it influences their school culture. The two focus group meetings were conducted by the teacher librarian with the researcher's interview questions. Further study should examine if results change when the researcher interviews the focus groups instead of the school's teacher librarian. Would participants discuss more openly their rapport with staff, specifically their teacher librarian? Would results support that students believe educators can have a positive impact of secondary students' attitudes towards recreational reading? Further study on secondary book clubs is recommended to gather data at multiple schools to compare and contrast. Would data yield similar results? How would student perceptions about book club change based upon different schools? How do other schools conduct their book clubs? Any study investigating the impact of book clubs would likely benefit students and educators.

REFERENCES

- American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library programs*. e-Editions e-book. Doi:0838986455
- American Association of School Librarians (2007). *Standards for the 21st-century learner*. Retrieved from http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf
- American Library Association. (2010). *Position statement on the role of the school librarian in reading development*. Retrieved from <http://www.ala.org/aasl/advocacy/resources/statements/reading-dev>
- American Library Association. (2010). *Position statement on the value of independent reading in the school library program*. Retrieved from <http://www.ala.org/aasl/advocacy/resources/statements/ind-reading>
- Bates, N. (2014). Developing a campus culture of reading. *Knowledge Quest*, 42(5), 70.
- Bintz, W., & Wagner, P. (2010). *School book clubs*. *Paula Wagner: Library Media Specialist*. Retrieved from <https://sites.google.com/site/pwagnerlms/standard-1-use-of-information-ideas/research-paper-school-book-clubs>
- Daniels, E., & Steres, M. (2011). Examining the effects of a school-wide reading culture on the engagement of middle school students. *RMLE Online: Research In Middle Level Education*, 35(2), 1-13.
- Doiron, R., & Asselin, M. (2011). Promoting a culture for reading in a diverse world. *IFLA journal*, 37(2), 109-117.
- Gordon, C. A., & Messenger C. G. (2012). Supporting emerging literacy with free choice. *School Library Monthly*, 28(5), 16-18.
- Heard, J. A. L. (2015). Engaging teens in recreational reading through book clubs. *Knowledge Quest*, 43(5), 64.
- International Reading Association. (2014). *Leisure reading* [Position statement]. Newark,

DE: Author.

<https://www.literacyworldwide.org/docs/default-source/where-we-stand/leisure-reading-position-statement.pdf?sfvrsn=8>

Kumasi, K. (2014). Connected learning: linking academies, popular culture, and digital literacy in a Young Urban Scholars book club. *Teacher Librarian*, 41(3), 8.

Lenhart, A. (2015). *Teens, social media & technology overview 2015*. Retrieved from <http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/>

Merga, M. K. & Moon, B. (2016). The impact of social influences on high school students' recreational reading. *The High School Journal*, 99(2), 122-140. The University of North Carolina Press.

Moje, E., Morris, K., Overby, M.m & Tysvaer, N. (2008) The complex world of adolescent literacy: Myths, motivations, and mysteries. *Harvard Educational Review*, 78(1), 107-154.

National Endowment for the Arts. (2007). To read or not to read: A question of national consequence. *Research Report 47*. Retrieved from <https://www.arts.gov/sites/default/files/ToRead.pdf>

National Endowment for the Arts. (2016). *Results from the Annual Arts Basic Survey (AABS): 2013-2015*. Retrieved from <https://www.arts.gov/artistic-fields/research-analysis/arts-data-profiles/arts-data-profile-10>

The Nation's Report Card. (2015). *National result overview. 2015 Mathematics & Reading Assessments*. Retrieved from http://www.nationsreportcard.gov/reading_math_g12_2015/#reading

Merga, M. K. & Moon, B. (2016). The impact of social influences on high school students' recreational reading. *The High School Journal*, 99(2), 122-140. The University of North Carolina Press.

Oltman, G. (2016). Student centered: principal's book club: Cultivating student leaders through literature. *Principal Leadership May 2016*, 10. *Academic OneFile*. Web.

Polleck, J. N. (2010). Creating transformational spaces: High school book clubs with inner-city adolescent females. *The High School Journal*, 93(2), 50-68. *Project MUSE*, doi:10.1353/hsj.0.0042

Strommen, L. T., & Mates, B. F. (2004). Learning to love reading: Interviews with older

children and teens. *Journal Of Adolescent & Adult Literacy*, 48(3), 188-200.
doi:10.1598/JAAL.48.3.1

Vannelli, E. (2012). *The impact of participation in a school library book club on students' reading motivation and achievement*. Retrieved from http://centralspace.ucmo.edu/xmlui/bitstream/handle/10768/129/EVannelli_HUMAN SERVICES.pdf?sequence=1

Wildemuth, B. M. (2009). *Applications of social research methods to questions in information and library science*. Westport, CT: Libraries Unlimited.

Wilson, J. D., & Casey, L. H. (2007). Understanding the recreational reading patterns of secondary students. *Reading Improvement*, 44(1), 40.

APPENDIX A

TL INITIAL INTERVIEW QUESTIONS

1. What is the general procedure during book club meetings? Is it formal, informal?
2. How does book club discussion get started? What questions are asked? And who generates these?
3. How is the book choice selected? Do the students choose (if so, how), or the TL? How is a list of choices generated?
4. When did you begin book club, and how many active members are involved?
5. How often does your book club meet and do you meet outside of regular school hours? Where is book club held?
6. What are some of your most memorable meetings and why?
7. How are materials gathered for book club? Do you have a fund?
8. How do you keep in touch? Reminders? Announcements?
9. What do you think motivates students to continue to come to book club?

APPENDIX B

FOCUS GROUP ONE: STUDENT PERCEPTION OF WHAT HAPPENS DURING BOOK CLUBS

1. How would you describe a book club?
 - a. Think of this: If you had to describe book club in two sentences, how would you describe it?
2. How does the book club discussion get started?
 - a. Who starts them? Teacher Librarian, Student?
 - b. How does discussion sustain?
 - c. Is there questions provided? If so, how are they collected?
 - d. Could you give an example of what some of your discussion questions look like?
3. What do you do in Book Club? Give me some examples.
 - a. What happens during it? Give a play-by-play of a typical meeting.
 - b. What is the structure? Is there time constraints?
4. What are your responsibilities as a member of book club?
 - a. Do you have to do reading outside of book club?
 - b. Are there officers elected?
 - c. Funds to be raised?
 - d. How often do you have to be at meetings?
5. What are some of your most memorable meetings and why?

APPENDIX C

FOCUS GROUP TWO: WHY STUDENTS PARTICIPATE IN BOOK CLUBS

Adapted from AASL's *Position statement on the value of independent reading* (2010)

and AASL *Standards for the 21st-century learner* (2007)

1. How did you get involved with book club?
 2. What did/do you find interesting about book club?
 3. What attracted you to book club?
 4. Why do you continue to stay involved? What keeps you coming?
 5. Give some specific examples on how book club has made connections with self, the world and previous reading (4.1.2).
 6. How do you read, view, and listen for pleasure and personal growth outside of book club? Give specific examples (4.1.1).
 7. How has book club displayed your curiosity in pursuing interests through multiple resources (4.2.1)?
 8. Describe a time where book club allowed to maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports change, and seeking information about new ideas encountered through academic or personal experiences (4.2.3).
 9. In what ways does book club allow you to participate in the social exchange of ideas, both electronically and in person (4.3.1)
 10. How has book club allowed you to identify your own areas of interest (4.4.1)?
 11. Tell me some ways in which you show an appreciation for literature outside of book club by electing to read for pleasure and express interest in various literary genres (4.2.4)?
- Is there anything else you'd like to tell me about book club?

APPENDIX D

TEACHER LIBRARIAN FOLLOW UP INTERVIEW

Adapted from AASL's (2010) *Position statement on the value of independent reading*
and AASL (2007) *Standards for the 21st-century learner*

1. In what ways do you provide access to current, quality, high interest, and extensive collections of books and other print materials in your school library?
2. How do students have contact with adults who read regularly and widely and who serve as positive reading role models?
3. How do you demonstrate your enthusiasm for reading (e.g. reading aloud, booktalking)?
4. What time during the school day is given or dedicated to reading for pleasure, information, and exploration?
5. What are opportunities that are specifically designed to engage young people in reading at your school?
6. In what ways does your school create an environment where independent reading is valued promoted, and encouraged?
7. What opportunities are given that involve caregivers, parents, and other family members in reading?
8. Is there anything else you'd like to tell me about book club?