



# Measuring Reading Engagement

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# Background

- There is growing interest in the concept of reading engagement and increasing clarity about what reading engagement is (Lee et al., 2021).
- Absence of surveys/scales to measure reading engagement, compared to reading motivation (e.g., MRQ, MRP-R etc).
- Recent systematic review (Lee et al., 2021) identified four dimensions of engagement: behavioural, cognitive, affective and social.

# Behavioural engagement



- Children's reading behaviours: how frequently and for how long children read, and the breadth of their reading activities.
- The amount of time children read outside of school contributes to growth in their reading skills and comprehension (Mol & Bus, 2011; van Bergen et al., 2020), with fiction book reading being particularly important for reading development (Torppa et al., 2019).

# Cognitive engagement



- Children's level of cognitive effort while reading and implementation of strategies to support comprehension (e.g., decoding, rereading)
- Cognitive engagement has been shown to mediate the relationship between children's reading motivation and their reading comprehension (Miyamoto et al., 2019).

# Affective engagement

- The quality, type and depth of emotions children experience while reading.
- Affective engagement also includes immersing oneself in a book, relating personal experiences to text content, using ones' imagination, and empathizing with characters (Eekhof et al., 2022; Kuzmičová & Cremin, 2021; Vezzali et al., 2015).
- Indeed, book reading provides an opportunity for children to relax, laugh, explore new worlds, escape reality, support wellbeing, and/or spend time with fictional friends (McGeown & Wilkinson, 2021).



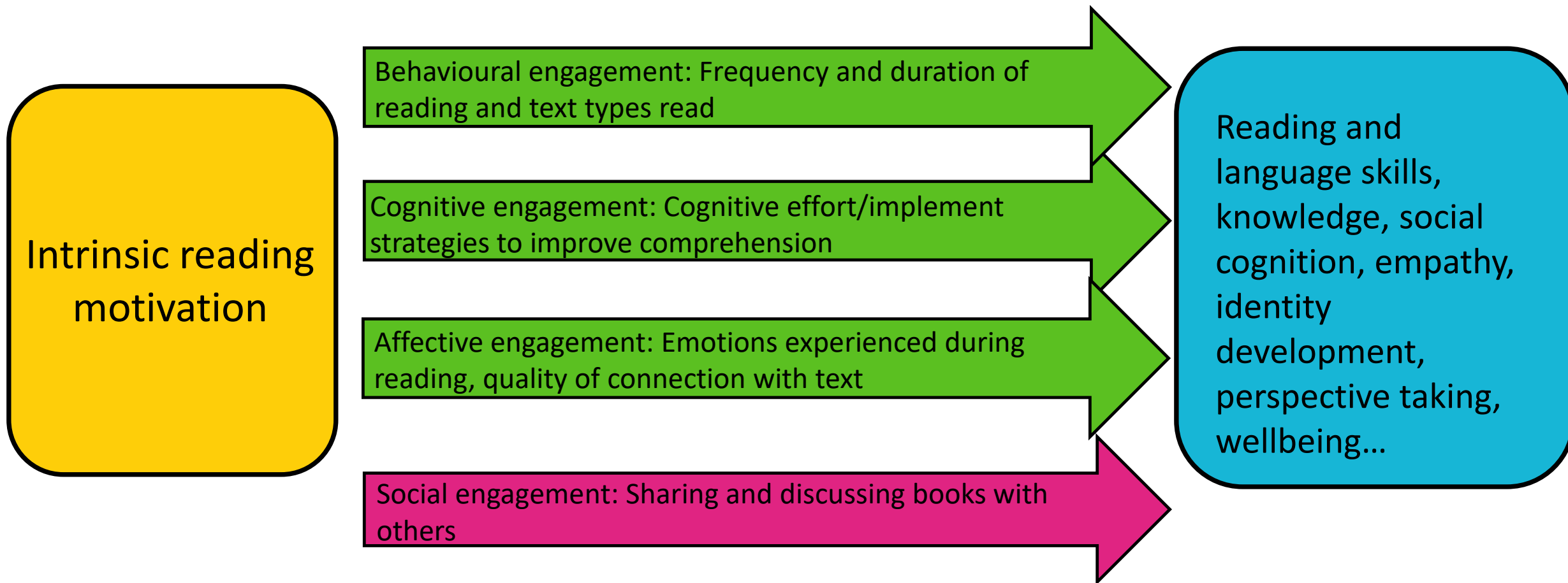


# Social engagement

- Children's participation in different reading activities with others, for example, book-talk, reading together, recommending, sharing books, etc.
- Providing inclusive opportunities for these social practices is key to creating communities of readers within a school (Cremin et al., 2014).
- Social reading activities can also result in deeper reading and understanding of a book, and opportunities to learn from others (Taboada Barber & Klauda, 2020).



# Reading motivation, engagement and outcomes





# Development of the Reading Engagement Scale

## Input from researchers:

- Four dimensions and focus on volitional reading

## Input from teachers/professionals:

- Eight teachers/professionals: Relevance of the dimensions from educators' perspectives, scale parameters (e.g., age range, fiction and/or non-fiction, home and school based reading), specific feedback on all survey and interview items.

## Input from children:

- Cognitive interviewing with five US children aged 8-11, and piloting with 4 schools (1 Scotland, 1 England, 2 US). Revisions made.





# Reading Engagement Scale: Example Items

24 item scale, 6 items for 4 dimensions:

1. How often do you read fiction and non-fiction books in your own time **each week**

	Not at all	1-2 days	3-4 days	5-7 days
Fiction				
Non-fiction				

Now we'd like you to think about how you feel when you read books and why you choose to read different books. Please tick the box that best describes you.

	Never	Sometimes	Often	Always
I feel happy when I read books				
I feel relaxed when I read books				

Now we'd like you to think about what you do when you read. Please tick the box that best describes you.

	Never	Sometimes	Often	Always
If a book becomes difficult, I re-read to increase my understanding				
When I read books, I think a lot about what I am reading				

Finally, we'd like to learn about how much you share reading with others. Others can include your friends, teacher, classmates or family. Tick the box that best describes you.

	Never	Sometimes	Often	Always
I talk about books with others				
I enjoy discussing books with others				



# Validation of the Reading Engagement Scale

## Participants

- In total, 443 children (231 boys: 52%) from four UK schools (3 England, 1 Scotland) aged 8 – 11 completed the reading engagement scale, a reading motivation measure (Motivation to Read Profile – Revised, Malloy et al., 2013), and provided demographic information.
- In addition, 200 children completed a standardised reading assessment (New Group Reading Test).



Analysis was preregistered and can be accessed here:

<https://osf.io/7dy3a>



# Results

- .Cronbach's alpha values ranged from  $\alpha = .611$  to social  $\alpha = .786$
- Positive correlations with motivation (MRP-R) and reading skill
- Negative correlations with age, mirroring findings with motivation



# Intended Use

- Intended for both researcher and teacher use.
- Guide for teachers provides scale in full with scoring guide + open question and follow up reflection / discussion with individual pupils, small groups or a whole class.

*One teacher remarked that previously she had thought of reading engagement as an:*

*“... on/off switch and they are either engaged or they aren’t. Realizing that there are multiple factors gives me a lot to think about, which can be daunting, for sure. But at the same time, it also gives me a lot to work with. Now, if I’m struggling to get one of my students engaged in what we’re reading, I can try to tackle it a few different ways.”*



# Thank you for listening

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Website:

<https://blogs.ed.ac.uk/literacylab/>

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Language and Literacy  
communication, collaboration, co-production



# Results



	Behavioural Engagement	Behavioural fiction	Behavioural non-fiction	Affective Engagement	Cognitive Engagement	Social Engagement	Motivation	Age	Skill
Behavioural Engagement									
Behaviour (fiction)	.704**								
Behaviour (nonfiction)	.784**	.110*							
Affective Engagement	.452**	.499**	.182**						
Cognitive Engagement	.397**	.339**	.243**	.586**					
Social Engagement	.354**	.286**	.226**	.547**	.514**				
Motivation (value)	.429**	.467**	.198**	.700**	.528**	.520**			
Age	-.188**	-.081	-.204**	-.195**	-.132*	-.199**	-.193**		
Reading skill	.249**	.338**	.062	.221**	.194**	.126	.200**	.080	