

BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER IN ENGLISH LANGUAGE TEACHING

**ANALYSIS OF PRIMARY SCHOOL STUDENTS' ATTITUDES
TOWARDS READING SKILLS SUPPORTED BY IN-CLASS AND
EXTRACURRICULAR RESOURCES**

PREPARED BY
Ceren KAHRAMAN

MASTER THESIS

ANKARA – 2024

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THESIS ADVISOR
Asst. Prof. Dr. Ahmet Remzi ULUŞAN

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BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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Yukarıda başlığı belirtilen Yüksek Lisans tez çalışmamın; Giriş, Ana Bölümler ve Sonuç Bölümünden oluşan, toplam **90** sayfalık kısmına ilişkin, **20 / 05 / 2024** tarihinde ~~şahsım/tez~~ **danışmanım** tarafından **TURNITIN** adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı **% 5**'tir. Uygulanan filtrelemeler:

- 1.Kaynakça hariç
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- 3.Beş (5) kelimeden daha az örtüşme içeren metin kısımları hariç

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To my beloved husband, **Uğur Kahraman**, and my cherished family—thank you for being my pillars of strength and inspiration...

Ceren KAHRAMAN

Ankara 2024

ABSTRACT

Ceren KAHRAMAN

Analysis of Primary School Students' Attitudes Towards Reading Skills Supported by In-Class and Extra Curricular Resources

**Başkent University Institute of Educational Sciences Department of
Foreign Languages Master in English Language Teaching
2024**

This case study investigates elementary students' attitudes toward reading skills in a private primary school setting in Northern Eastern Arabia, considering gender differences. It examines whether their performance improves over a 20-week period, using a sample of a personalized e-learning tool— a tailored and interactive learning program—recognized for its innovative approach. A mixed-method design was employed for the research methodology. The participants include 125 second-grade students and 5 teachers. Data were collected through a 20-question survey known as 'Elementary Reading Attitudes' (ERAS) by McKenna and Kear (1990). Additionally, structured interviews with teachers, utilizing the ERAS framework, captured educators' perspectives. T-tests were used to determine significant differences between the mean scores of male and female groups. SPSS was employed for data analysis. The study revealed statistically significant variations in total scores, recreational reading, and academic reading sub-dimensions based on classroom variables. Furthermore, female students demonstrated a higher degree of positive attitude compared to their male counterparts. Further research is recommended to examine general reading attitudes among elementary students, explore potential gender-based discrepancies with larger groups, and assess the effectiveness of IXL in phonics instruction to enhance early reading abilities.

Keywords: teaching phonics, reading skill, foundations of early teaching literacy, ERAS

ÖZET

Ceren KAHRAMAN

İlkokul Öğrencilerinin Sınıf İçi ve Ders Dışı Kaynaklarla Desteklenen Okuma Becerilerine Yönelik Tutumlarının Analizi

**Başkent Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi
Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı
2024**

Bu örnek olay çalışması, kuzeydoğu Arabistan'daki bir özel ilkokul ortamında, cinsiyet farklılıklarını dikkate alarak ilkokul öğrencilerinin okuma becerilerine yönelik tutumlarını araştırıyor. Öğrencilerin performanslarının 20 haftalık bir süre içinde gelişip gelişmediğini incelemekte ve bu amaçla yenilikçi yaklaşımıyla tanınan, kişiselleştirilmiş bir e-öğrenme aracı örneğini kullanmaktadır. Araştırma metodolojisinde karma yöntem tasarımı kullanılmıştır. Katılımcılar arasında 125 ikinci sınıf öğrencisi ve 5 öğretmen yer almaktadır. Veriler, McKenna ve Kear (1990) tarafından geliştirilen 'İlkokul Okuma Tutumları' (ERAS) anketiyle toplanmıştır. Ayrıca, ERAS çerçevesini kullanan yapılandırılmış öğretmen görüşmeleri de öğretmenlerin perspektiflerini yakalamıştır. Cinsiyet grupları arasındaki ortalama puanlar arasındaki anlamlı farkları belirlemek için t-testleri kullanılmıştır. Veri analizi için SPSS kullanılmıştır. Çalışma, sınıf değişkenlerine dayalı olarak toplam puanlarda, eğlence (hobi amaçlı) okuma ve akademik okuma alt boyutlarında istatistiksel olarak anlamlı farklılıklar ortaya koymuştur. Ayrıca, dişi öğrencilerin, erkek meslektaşlarına göre daha olumlu bir tutum sergiledikleri görülmüştür. İlkokul öğrencilerinin genel okuma tutumlarını incelemek, daha büyük gruplarla olası cinsiyet temelli farklılıkları araştırmak ve IXL'nin erken okuma becerilerini geliştirmek için fonetik eğitimindeki etkinliğini değerlendirmek için daha fazla araştırma önerilmektedir.

Anahtar Kelimeler: fonetik öğretim, okuma becerisi, erken okuma yazma öğretiminin temelleri, ERAS

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ABSTRACT	ii
ÖZET	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
1. INTRODUCTION.....	1
1.1. Background to the Study	2
1.2. Statement of the Problem	3
1.3. Purpose of the Study	3
1.4. Research Questions	3
1.5. Significance of the Study	4
1.6. Limitation of the Study	4
1.7. Key Terminology	5
2. LITERATURE REVIEW.....	8
2.1. Education in the World, English Language and Its Importance.....	8
2.1.1. The global landscape of education.....	11
2.1.2. The role of English language in education.....	12
2.1.3. English language proficiency as a gateway to global opportunities....	12
2.1.4. Challenges and considerations	14
2.2. The Foundations of Literacy Development of Young Learners	14
2.2.1. Education in Kuwait	15
2.2.2. Primary education of reading skills in Kuwait private schools: How to teach foundations	17
2.2.3. Challenges faced by Arab students while learning English	19
2.3. The Role of Material Choice in EFL	20
2.4. Resources to Teach Reading Foundations.....	21
2.4.1. Significance of teaching phonics and reading in early years	22
2.4.2. Phonological awareness and its importance in the Middle East.....	24
2.5. Enriching English Language Teaching with Information and Communication Technology (ICT).....	27
2.6. Web-Based Instruction (WBI) and Its Importance	28

2.7. A Sample of a Personalized E-Learning Tool	29
2.8. Similar Studies	32
3. METHODOLOGY	35
3.1. Research Model.....	35
3.2. Setting and Participants	35
3.3. Data Collection Tools.....	35
3.3.1. The survey (ERAS)	38
3.3.1.1. The administration of the survey	39
3.3.2. The interview	39
3.3.2.1. The structure of the interview.....	40
4. RESULTS.....	41
4.1. Findings of Quantitative Data.....	41
4.1.1. Raw score means, standard deviations and ranges for the total of population.....	44
4.1.2. Raw score means, standard deviations, and ranges of the reading attitude survey by gender	49
4.1.3. T-test recreational subscale only by gender	50
4.1.4. T-test academic subscale only by gender	51
4.1.5. T-test for overall reading attitude by gender	52
4.2. Findings of Qualitative Data	53
4.2.1. Teachers' beliefs on recreational reading attitudes of students	54
4.2.2. Teachers' beliefs on academic reading attitudes of students	65
5. DISCUSSION	77
5.1. Use of IXL	77
5.2. Recreational Reading Attitudes of Both Genders	78
5.3. Academic Reading Attitudes of Both Genders	79
5.4. Recreational Reading Attitudes of Boys vs. Girls	83
5.5. Academic Reading Attitudes of Boys vs. Girls	86
5.6. Important Points	88
6. CONCLUSION.....	92
6.1. Summary of the Results.....	92
6.2. Suggestions for Future Studies	93
6.3. Pedagogical Implications	95
REFERENCES.....	96
APPENDICES	108

APPENDIX A Elementary Reading Attitude Survey: Overview	
APPENDIX B Elementary Reading Attitude Survey	
APPENDIX C Elementary Reading Attitude Survey Scoring Sheet	
APPENDIX D Survey Results of 5 Classes by Numbers	
APPENDIX E Interview Questions (created with the help of ERAS)	
APPENDIX F Answers of ‘S’: Recreational	
APPENDIX G Answers of ‘S’: Academic	
APPENDIX H Answers of ‘C’: Recreational	
APPENDIX I Answers of ‘C’: Academic	
APPENDIX J Answers of ‘A’: Recreational	
APPENDIX K Answers of ‘A’: Academic	
APPENDIX L Answers of ‘E’: Recreational	
APPENDIX M Answers of ‘E’: Academic	
APPENDIX N Answers of ‘D’: Recreational	
APPENDIX O Answers of ‘D’: Academic	
APPENDIX P The results of a web-based learning tool in terms of early reading for 20 weeks – classroom A	
APPENDIX Q The results of a web-based learning tool in terms of early reading for 20 weeks – classroom B	
APPENDIX R The results of a web-based learning tool in terms of early reading for 20 weeks – classroom C	
APPENDIX S The results of a web-based learning tool in terms of early reading for 20 weeks – classroom D	
APPENDIX T The results of a web-based learning tool in terms of early reading for 20 weeks – classroom E	

LIST OF TABLES

	Page
Table 4.1. Survey results of 5 classes (Overall population)	42
Table 4.2. Survey Answers of Recreational Reading (Questions 1-10).....	43
Table 4.3. Survey Answers of Academic Reading (Questions 11-20)	43
Table 4.4. Raw score means, standard deviations and ranges for the total of population.....	44
Table 4.5. Survey Results for Recreational and Academic Reading Questions in 5 Classes.....	46
Table 4.6. Survey Results for Recreational Reading Questions in 5 Classes (BOYS ONLY).....	47
Table 4.7. Survey Results for Recreational Reading Questions in 5 Classes (GIRLS ONLY)	47
Table 4.8. Survey Results for Academic Reading Questions in 5 Classes (BOYS ONLY).....	48
Table 4.9. Survey Results for Academic Reading Questions in 5 Classes (GIRLS ONLY).....	48
Table 4.10. Raw score means, standard deviations, and ranges of the reading attitude survey by gender.....	49
Table 4.11. T-Test recreational subscale only by gender.....	50
Table 4.12. T-Test for academic subscale only by gender.....	51
Table 4.13. T-Test for overall reading attitude by gender.....	52
Table 4.14. Interview with teachers (Differences between students' and teachers' responses of Questions 1-10 (Recreational).....	64
Table 4.15. Interview with teachers (Differences between students' and teachers' responses of Questions 11-20 (Academic).....	76

LIST OF FIGURES

	Page
Figure 2.1. Illiteracy Rates in the Gulf Monarchies in 1995.....	16
Figure 2.2 Year 2 Curriculum Overview 2023-2024.....	18
Figure 2.3. Spelling of the Word ‘book’ in Japanese and Arabic Alphabet.....	24
Figure 2.4. Sesotho and IsiZulu Reading Project Study Guide: Decoding in Reading (2022)	25
Figure 2.5. The Impact of IXL ELA on Early Literacy Development by Schonberg & Hochstein (2022)	31
Figure 2.6. The Impact of IXL ELA on Early Literacy Development by Schonberg & Hochstein (2022).....	31
Figure 3.1. Schedule of Primary Students (Grade 1-5)	37
Figure 4.1 Reading Attitude Means by Subscale.....	45
Figure 4.2 Reading Attitude Means by Subscale and Gender.....	50



CHAPTER 1

INTRODUCTION

Literacy forms the foundation of education and is crucial for individuals of all ages to actively participate in society. Promoting literacy across all segments of the population is a matter of utmost importance that should not be overlooked (Patterson & 2017). The aim of this study is to highlight the significance of teaching phonics in the early years of EFL classes and to investigate whether web-based instruction, such as IXL, can be considered as an innovative tool that enhances learning by developing various phonological awareness skills and engaging students in mastering new concepts.

Children learn about the connection between sounds and letters through phonics training. The first abilities in a hierarchy that students must learn to read are phonological and phonemic awareness.

Phonics is closely intertwined with different sides of education. Phonemic awareness is the initial step where learners grasp how sounds come together to create words, and phonics builds upon this foundation by teaching how letters and their corresponding sounds are interconnected. These fundamental skills play a pivotal role in the journey towards proficient reading, as they serve as the building blocks for effective decoding and comprehension, setting the stage for a lifelong love of learning and literacy. Numerous researchers and educators continue to contemplate the effectiveness of phonics instruction in aiding students in enhancing their reading skills. Research findings have shown that systematic phonics instruction has a notable positive impact on students, spanning from kindergarten through sixth grade, including those facing challenges in learning to read. It has been observed that children who receive systematic foundational instruction exhibit improved reading abilities, not only in terms of decoding text but also in their capacity to understand it (National Reading Panel, 2000).

Foundational competencies encompass the knowledge and skills necessary to ease proficient reading. Ability in fundamental skills like phonological awareness, alphabet knowledge, phonics, and spelling significantly enhances long-term academic achievement,

as they have proven the ability to forecast future reading success. Most educators identify principles, phonological awareness, phonics, and fluency as key components of foundational competencies, and these competencies are often incorporated into state standards. However, it's important to note that these competencies do not encompass all the skills and knowledge required for children to develop into proficient readers especially those whose native language is not English. In addition to these core competencies, beginning readers also require a solid foundation in oral language to foster vocabulary development, comprehension skills, and various cognitive abilities that are reliable indicators of reading success.

1.1. Background of the Study

Considering the limited scholarly literature, particularly within the context of Grade 2 education in the Middle East, this research focuses on the assessment of elementary students' attitudes toward reading and foundational skills within the educational landscape of Northern Eastern Arabia. This section provides an academic background and context for the research, drawing attention to pertinent aspects of inquiry and earlier scholarly contributions.

Educational context in Northern Eastern Arabia stands for a distinctive educational milieu characterized by diverse cultural and linguistic backgrounds. Tryzna & Al Sharoufi (2017) stated that there exist methods for setting up an efficient educational system that can yield skilled English language speakers within publicly funded schools in the Gulf region. Understanding the educational context in this region is crucial for examining the dynamics of students' attitudes and performance.

Previous studies of reading attitudes and academic performance have underscored the profound impact of students' attitudes toward reading on their academic performance. These studies have illuminated the interplay between students' attitudes and their overall achievement. As for teacher perspectives, incorporating educators' viewpoints in the research process is essential, as they play a pivotal role in shaping students' reading experiences. Earlier research has emphasized the value of aligning teacher insights with student perspectives.

The related literature of web-based education and performance has highlighted the integration of web-based education tools with digital learning platforms, and they have been shown to impact student performance and engagement positively.

In conclusion, considering this academic backdrop, the present study endeavors to contribute valuable insights to the realm of reading education in Northern Eastern Arabia. By examining students' attitudes towards reading skills, it aims to provide a nuanced understanding of the factors that influence academic outcomes in this distinctive educational context.

1.2. Statement of the Problem

In the educational landscape of Northern Eastern Arabia, where English is taught as a second language, there's a noticeable gap in understanding the reading attitudes of primary school students whose native language is Arabic. Despite the recognized importance of phonics in early reading skill development, little attention has been given to incorporating phonics instruction, especially with the support of innovative web-based tools like IXL. Additionally, there's limited exploration of the specific needs of both male and female students. Therefore, it is necessary to examine the students' reading attitudes and suggest the potential effectiveness of web-based programs like IXL in addressing these needs and enhancing their reading skills.

1.3. Purpose of the Study

The aim of this research is to investigate the overall reading attitudes of elementary students and to determine if there are any significant differences based on gender, as well as to evaluate the efficacy of IXL as a tool for teaching phonics to improve early reading skills. The thesis is a case study and will focus on exploring the overarching reading attitudes of elementary students. It seeks to discern whether there are notable variations in these attitudes based on gender. Additionally, it aims to assess the effectiveness of IXL as a tool for teaching phonics, with the goal of enhancing early reading skills.

1.4. Research Questions

Depending on the purpose of this research, answers to the following questions were investigated:

Q1. What attitudes do young learners in Grade 2 exhibit towards the development of reading skills?

Q2. Are there any discernable differences in the attitudes of Grade 2 students towards reading skill according to gender?

1.5. Significance of the Study

The significance of this study lies in its exploration of elementary students' attitudes towards reading and foundational skills in the unique educational context of Northern Eastern Arabia. By conducting a comprehensive analysis of the factors influencing academic performance, including in-class and extracurricular instruction using IXL, this research aims to shed light on the critical aspects that affect students' learning experiences.

Furthermore, by aligning teachers' perspectives with those of students, this study seeks to find areas of convergence and divergence, offering a nuanced view of the challenges and opportunities in improving academic outcomes. The ultimate goal is to contribute valuable insights to the enhancement of reading foundations, with a particular focus on incorporating phonics into EFL (English as a Foreign Language) classes. This research holds the potential to inform educational practices and policies in Northern Eastern Arabia and beyond, ultimately benefiting students' literacy development and educational experiences.

1.6. Limitations of the Study

One of the primary limitations of this study is its exclusive focus on primary level students. Consequently, the findings may not be directly applicable to students in higher grade levels or adults who are also engaged in learning English as a foreign language (EFL). Another concern is that this study is hindered by its relatively small participant count, involving 125 students, mostly in primary education. Consequently, the study's findings may not be widely applicable to a broader population of primary school students, especially

considering potential variations in perspectives on reading attitudes in the context of gender-related factors. Moreover, it's essential to emphasize that the study was exclusively carried out in Kuwait, limiting its generalizability to other countries or educational contexts. Because of the limited number of participants in the sample, the findings of this study cannot be generalized to the overall population. These limitations underscore the need for caution when generalizing the findings of this study beyond the specified scope. Future research endeavors might consider expanding the participant pool to encompass a wider age range and examining the efficacy of various web-based and traditional teaching tools to provide a more comprehensive understanding of phonics instruction in EFL contexts.

1.7. Key Terminology

- **Phonics Instruction:** It is important for children to learn letter-sound relationships because English uses letters in the alphabet to be sounds. Phonics teaches this information to help children learn how to read. Children learn the sounds that each letter makes, and how a change in the order of letters changes a word's meaning.
- **Phonological Awareness:** Phonological awareness, or the awareness of and ability to work with sounds in spoken language, sets the stage for decoding, blending, and, ultimately, word reading. Phonological awareness begins developing before the beginning of formal schooling and continues through third grade and beyond.
- **Second Language Acquisition (SLA):** SLA is the process through which individuals gain ability in a language different from their native or primary tongue. It involves the cultivation of linguistic, communicative, and cultural skills in a second language. SLA is a complex area of research that investigates the cognitive, social, and psychological dimensions of language acquisition (Gass & Selinker, 2008).
- **Web-Based Instruction:** It refers to a form of educational delivery that uses internet technologies and online platforms to facilitate the teaching and learning process. It involves the use of websites, multimedia content, and interactive tools to deliver educational materials, engage learners, and assess their progress. WBI can encompass a wide range of

educational activities, from fully online courses and virtual classrooms to blended learning approaches that combine online and in-person instruction.

- **IXL (as the specific web-based tool):** The IXL platform serves as a personalized digital learning environment, offering a curriculum spanning from K-12, and it boasts a user base of over 14 million students. Featuring an extensive array of more than 9,000 skills across various subjects including math, English language arts, science, social studies, and Spanish, it provides a highly comprehensive educational service. This platform equips educators with valuable resources such as a curriculum foundation, actionable analytics, real-time diagnostics, and personalized guidance, enabling them to aid students in focusing on their individual learning objectives. Consequently, it proves to be a valuable tool for facilitating personalized learning plans.
- **EFL (English as a Foreign Language) Education:** EFL in academic terms, refers to the teaching and learning of the English language in regions or contexts where English is not the primary language of communication. EFL instruction typically occurs in countries or areas where English is not the dominant language, and it is learned for purposes such as communication, business, education, or travel (Richards & Schmidt, 2010).
- **Jolly Phonics:** Jolly Phonics is a child-centered approach to teaching early literacy concepts. The main philosophy behind this teaching method is that the sound of the letters is more helpful when learning reading and writing rather than the names of letters. There are many different characters, songs, stories and games to help students remember the letters more easily. Children don't learn the alphabet in the order we know; instead, they are taught 42 letter sounds.
- **The National Reading Panel (NRP):** It was a United States government body. Formed in 1997 at the request of Congress, it was a national panel with the stated aim of assessing the effectiveness of different approaches used to teach children to read.
- **ICT (Named also as 'Information and Communications Technologies):** It is the infrastructure and components that enable modern computing.

- **NICHD:** The Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), established in 1962, is a governmental health research institution. It operates under the umbrella of the National Institutes of Health, which falls under the jurisdiction of the U.S Department of Health and Human Services.
- **Star Early Literacy:** It is a system that assesses skills such as phonemic awareness, phonics, vocabulary, and comprehension. It provides teachers with accurate data to inform next steps and guide every student towards reading proficiency.
- **Language Arts:** The subjects (such as reading, spelling, literature, and composition) that aim at developing the student's comprehension and capacity for use of written and oral language.

CHAPTER 2

LITERATURE REVIEW

The pursuit of proficiency in English language skills within state-funded educational systems, particularly in the Gulf region, has long been a subject of scholarly interest. As the global importance of English continues to rise, educators and policymakers have sought ways to develop effective pedagogical systems that can nurture fluent and competent English language speakers. This literature review provides an insight into the extensive body of research surrounding the strategies and approaches used in state-funded schools within the Gulf region to enhance English language education. It highlights key themes, methodologies, and findings from existing studies, shedding light on a range of factors influencing language acquisition and proficiency among students in this context.

2.1. Education in the World, English Language and Its Importance

Education is a universal human right and a cornerstone of societal progress. It serves as a powerful tool for personal and collective advancement, fostering intellectual growth, critical thinking, and cultural understanding. In an increasingly interconnected world, the role of language in education cannot be overstated. Among the many languages spoken globally, English stands out as a prominent and influential common language.

English's importance in the context of global education is deeply rooted in its multifaceted role as a facilitator of communication, a medium for knowledge dissemination, and a catalyst for international collaboration. For example, Dash (2007) mentioned in his study that the significance of English as a global language as utmost of the world's dispatches is done in English by revealing how English is being extensively used in scientific exploration, business and education. The researcher highlighted the significance of English in education and employment as a facilitator, too. This issue is an important matter that needs to be thoroughly considered, as it opens various doors in today's complex world in terms of English as a common language.

The fundamental human right to education is intricately tied to the language in which it is delivered. English, as a global language, enhances access to educational resources and opportunities beyond national borders. This linguistic universality is particularly relevant in breaking the chains of poverty, as individuals equipped with English proficiency can engage with a broader spectrum of educational materials, connect with global educational institutions, and access information that can empower them economically.

In her study, Yeung (2020), stated that in post-colonial Hong Kong, despite the Chinese government's trouble to promote the public language, English is still held to be the most marketable language, particularly in this age of globalization. Utmost tertiary institutions in Hong Kong thus continue to cleave to the English-medium instruction policy. As a result, the gathering of international students and scholars in English-speaking institutions highlights the ongoing importance of English as a global language and its significant role in both academic and professional contexts.

The continued importance of English in the global educational landscape extends beyond its immediate practical applications. Also, the growing emphasis on English proficiency in the global job market is a testament to its practical importance. For example, in their research 'The Impact of Self-Confidence on English Language Proficiency' Moradiyousefabadi & Ghafournia (2023) highlighted that effective communication in English is a pivotal demand for academic and professional success in many corridors of the world. That means it fosters not only tolerance but also a sense of global citizenship, as individuals become better equipped to engage with and appreciate the richness of diverse cultures.

In the digital age, technology has further democratized language learning, making English education more accessible. Online resources, language apps, and virtual classrooms provide flexible and inclusive opportunities for individuals worldwide to enhance their English proficiency, contributing to a fairer distribution of language education resources, so language learning through technology not only makes English education more accessible but also opens new avenues for innovation in pedagogy. Virtual reality, artificial intelligence, and online collaborative platforms can create immersive and interactive learning experiences, catering to different learning styles and preferences (Reinders & White: 2016).

The collaborative synergy between technology and English language learning endeavors seeks to substantially elevate learners' language proficiency while streamlining the overall learning process. In 2021, Van & Dang (et al), in 'The effectiveness of using technology in learning English', presented that utilizing technology for English language learning aims to significantly improve learners' language skills and expedite the learning process. The effectiveness of employing technology in learning English is gauged by assessing the four language skills.

The ability to communicate in English allows individuals to access a wealth of information, engage in discussions on global issues, and participate in advocacy for social justice. English proficiency empowers individuals to connect with global movements, contributing to the promotion of democracy, freedom, and equality. In short, knowing English plays a crucial role in becoming a well-rounded global citizen. For example, Cates (2003) in 'Teaching for a Better World: Global Issues and Language Education.' mentioned that English language educators hold a distinctive role in advocating the concept of global citizenship through their profession. This initiative is grounded in several factors, including the evolving prominence of English as a universal means of communication with individuals from diverse cultures worldwide, as well as the increasing emphasis on content-based instruction that centers around meaningful discussions about real-world issues.

Furthermore, English language education encourages critical thinking and problem-solving skills. Through analyzing English texts, engaging in discussions, and participating in academic research, students develop cognitive abilities that are transferable to various disciplines.

Yang et al (2014) proves the impact of incorporating critical thinking into language acquisition using a Moodle system. The empirical findings indicate that the integration of critical thinking into English literacy instruction on this platform not only enhanced students' critical thinking skills but also concurrently improved their English literacy. This underscores the notion that students exhibit enhanced learning outcomes when granted the freedom to explore learning.

As we look to the future, the evolving role of English in education will likely involve adapting to the changing dynamics of the global landscape, emphasizing the importance of

fostering independent learning through critical thinking, where students can make choices and assume responsibility for their learning activities. The language will continue to serve as a conduit for international cooperation, innovation, and cultural exchange. Embracing linguistic diversity and fostering multilingual education systems will be essential to ensuring that the benefits of English language education are accessible to a broader global population.

In summary, English in education goes beyond its practical use. It plays a crucial role in promoting global citizenship, fostering cultural understanding, and advocating democratic values. Proficiency in English provides individuals with the capabilities to navigate our interconnected world, leading to a more knowledgeable, inclusive, and cooperative global community.

2.1.1. The global landscape of education

Education is not confined by geographic borders but is a shared endeavor that transcends nations and cultures. UNESCO, in its report titled "Education for All Global Monitoring Report", underscores the importance of education as a fundamental human right and a catalyst for social and economic development (UNESCO, 2000). This sentiment is echoed in the United Nations Sustainable Development Goal 4, which emphasizes the need to ensure inclusive and fair quality education and promote lifelong learning opportunities for all (United Nations, 2015). Thus, education is recognized as a driver of global progress and a means to address a myriad of societal challenges, from poverty reduction to gender equality.

As we gaze into the future, the continually evolving role of English in education is predicted to dynamically adapt to the ever-changing global landscape. Dash (2007) emphasized the critical nature of English, cautioning against any underestimation of its significance, as it predominantly functions as a shared language connecting people worldwide. Dash's assertion underscores the multifaceted impact of English as not merely a tool for linguistic communication but as a catalyst for fostering cross-cultural understanding, facilitating global collaborations, and enabling the exchange of knowledge and ideas on an international scale.

In light of this perspective, the imperative to foster independent learning through the cultivation of critical thinking skills becomes increasingly crucial. This approach not only

contributes to linguistic proficiency but also empowers students to make informed choices and take responsibility for their learning activities, aligning with the evolving demands of a globalized educational landscape and emphasizing the nuanced and comprehensive role that English plays in shaping the future of education on a global scale (Phillipson: 1992).

2.1.2. The role of English language in education

The role of the English language in education is multifaceted and central to the globalized landscape of learning. English serves as a bridge that connects individuals from diverse linguistic backgrounds, providing a common medium for communication in academic settings. In higher education, especially at the international level, English often takes precedence as the primary language of instruction. This trend not only helps the exchange of knowledge but also contributes to the creation of a global academic community where students and scholars from various corners of the world can collaborate and engage in meaningful academic pursuits (Crystal, 2003).

Moreover, English proficiency has become a valuable skill in the global job market, influencing the employability of individuals across different sectors. Multinational corporations and organizations often prioritize candidates with strong English language skills due to the language's prevalence in international business and communication. As a result, the role of English in education extends beyond the classroom, preparing students for success in a competitive and interconnected professional environment.

For example, according to a very recent study, Tursunova (2024) suggested that proficiency in English is frequently a requirement for pursuing higher education, advancing one's career, and accessing job opportunities in multinational corporations and global institutions. That is to say, English plays a crucial role in helping people from different cultures understand each other as well. It's the most common second language globally, offering many educational and job opportunities. According to a UNESCO report in 2004, English helps people connect across cultures and access information.

2.1.3. English language proficiency as a gateway to global opportunities

In the contemporary era, English serves as a unifying force, fostering a sense of global interconnectedness among diverse populations. Despite variations in cultural practices and societal norms, English functions as a universal medium for communication, facilitating mutual understanding across borders. Rapid advancements in technology further contribute to the globalization phenomenon, resulting in profound transformations in various spheres of human existence. Consequently, the concept of a global community emerges, underscoring the imperative of cultivating harmonious relations among individuals from disparate backgrounds (Rao, 2019).

Pandarangga (2015) stated that English is spreading fast and is used a lot all over the world. People use it as their main language, as a second language, or even as a foreign language. It's also commonly used internationally among many other languages. Serving a bridge in this manner, access to a vast repository of English-language literature, research publications, and academic resources empowers individuals to engage with the global discourse and contribute meaningfully to their respective fields. Thus, English proficiency becomes not just a linguistic skill but a key enabler for academic achievement and intellectual growth (Casil-Batang & Malenab-Temporal, 2018).

English proficiency becomes not just a linguistic skill but a key enabler for academic achievement and intellectual growth. This proficiency also plays a crucial role in promoting cultural exchange and creating a relationship between academic excellence and intercultural understanding. That means, English proficiency plays a crucial role in promoting cultural exchange and fostering a shared global identity.

Todorova and Todorova (2018) argued that despite widespread pessimism, globalization has become an undeniable reality of modern life. In this context, English has emerged as a key tool for international communication in the globalized world. The proliferation of English-mediated technology and the internet has further fueled this trend. However, this rise of English has led to concerns about the marginalization of other languages, hindering cross-cultural and international social connections. While some criticize English for promoting linguistic imperialism and eroding cultural identities, others view its expansion positively, associating it with opportunities for economic advancement, education, and modernization. Despite this, English successfully brings many together in various media as a means of communication. For example, individuals from diverse

linguistic and cultural backgrounds converge in various international forums, conferences, and collaborative projects where a common language becomes essential for effective communication, which is a big advantage.

2.1.4. Challenges and considerations

While the global prominence of English offers numerous advantages, it also presents challenges. There is a growing awareness of the potential for linguistic and cultural hegemony associated with the dominance of English (Pennycook, 1994). This raises important questions about the preservation of linguistic diversity and the need to ensure equitable access to quality education for all, regardless of linguistic background (Skutnabb-Kangas, 2000). Addressing these challenges necessitates a balanced approach that recognizes the value of multilingualism while acknowledging the practical advantages of English proficiency.

Considering all the above, education is the cornerstone of human development and global progress. Within this framework, English language education plays an indispensable role in fostering international communication, collaboration, and access to opportunities including the challenges related to linguistic diversity and equity. To address these challenges effectively, it is imperative for educators, policymakers, and society to embrace a holistic perspective on language education—one that values multilingualism while harnessing the potential of English to empower individuals and advance global objectives.

In this regard, early language development lays the foundation for lifelong communication skills and cognitive abilities. Furthermore, it significantly shapes a child's academic success and social interactions in later years.

2.2. The Foundations of Literacy Development of Young Learners

Ma'amouri (1998) stated that literacy and primary education appear to jointly bear the responsibility of ensuring that every individual—child, adolescent, and adult—has access to educational opportunities tailored to meet their fundamental learning requirements.

Given this shared responsibility of literacy and primary education in providing educational opportunities for individuals of all ages, it follows that the foundations of literacy development in young learners are paramount, as they pave the way for future academic achievements and lifelong learning journeys.

The foundations of literacy development in young learners lay the groundwork for their future academic success and lifelong learning. During the early years, children begin to acquire essential pre-literacy skills such as phonological awareness and letter recognition, which serve as building blocks for reading and writing. Effective literacy instruction at this stage focuses on fostering a love for books, language exploration, and providing rich literacy experiences that promote language development and critical thinking skills. Teaching literacy creatively entails employing various methods and techniques to instruct students on solving presented problems in an innovative way Aladrović et al (2017).

Additionally, educators play a crucial role in scaffolding young learners' literacy development by creating supportive and engaging learning environments. By incorporating diverse and culturally relevant texts, interactive literacy activities, and individualized instruction, educators can meet the diverse needs of their students and cultivate a strong foundation for literacy growth. This journey is a challenging process.

High-quality early education as well as reading is essential for students to excel academically and the role of teachers at this point plays a vital role. Besides, although teaching reading may appear straightforward on the surface, it is actually a complex skill that requires careful planning, effective instructional strategies, and a deep understanding of literacy development. In her research, (Meeks, Stephenson & Madelaine, 2016) found out that even though preservice teachers typically believed they were ready to teach early reading, in her findings, the majority showed low understanding of the fundamentals of early reading. They also stated that this highlights a significant gap between their overall confidence in teaching and their actual knowledge of basic reading skills.

2.2.1 Education in Kuwait

The evolution of education in Gulf monarchies reflects both the significant investments in infrastructure and the ongoing challenges in adapting educational systems

with the demands of modern societies of the countries in such monarchies, and there have been studies related to this. There are times when education was neglected and times when its pure importance was stopped to be underestimated. In the study ‘The Quality of Education in the Middle East and North Africa’, Heyneman states that the quality of education is low in the Middle East (1997). However, Bahgat (1998) mentions in his study ‘Education in the Gulf Monarchies: Retrospect and Prospect’ that there has been systemic educational reform in the Arabian states of the Gulf.

Below is a figure shared by UNESCO, Statistical Yearbook (1997) that displays the illiteracy rate in the Gulf Monarchies in 1995 when it was a time when truly little importance was given to pure education.

Illiteracy Rates in the Gulf Monarchies in 1995			
Country	Total	Male	Female
Bahrain	14.8	10.9	20.6
Kuwait	21.4	17.8	25.1
Oman	65.0	n/a*	n/a
Qatar	20.6	20.8	20.1
Saudi Arabia	37.2	28.5	49.8
UAE	20.8	21.1	20.2

Figure 2.1. Illiteracy Rates in the Gulf Monarchies in 1995

In Figure 1, it is apparent that the illiteracy rates were once high, yet over the past few decades, the Gulf monarchies, including Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates, witnessed a remarkable expansion in their educational infrastructure (Bahgat, 1998).

Driven by economic diversification efforts and a desire to prepare their populations for a post-oil era, these nations invested heavily in establishing universities, schools, and vocational training centers. While this rapid expansion undoubtedly increased access to education, it also raised a growing concern that the quality of education provided is often inadequate to meet the evolving needs of Gulf societies (Bahgat, 1998).

In some of the Gulf countries, the situation was different. For example, in the past two decades, Kuwait went through some challenging times in terms of enhancing the quality of education although it is one of the richest countries in the world. Alhashem & Alhouthi (2021) mentioned that countless attempts to upgrade it have been implemented, yet they aborted. In government schools, now, the scenario is slightly poor since being a country that two-thirds of the population is an expatriate community (many have arrived from different countries) Kuwaiti graduates of public schools do not have an advanced level of English language skills despite the fact that MOE (Ministry of Education in Kuwait) has put endless efforts into action (Gün, 2018).

The educational structure in Kuwait encompasses Kindergarten Education for young learners, followed by Primary Education, Secondary Education, and Higher Education leading to University Education, while also providing specialized support through Special Needs Education and various Educational Courses to cater to diverse learning needs.

2.2.2. Primary education of reading skills in Kuwait private schools: How to teach foundations

There are two curriculums at Kuwait private schools – British and American. In general, in British curriculum, phonics program combines UK-based programs that are reading, writing and articulating. Reading and writing equips children with the skills to start reading, writing, and spelling by teaching them to identify and record the sounds within words. Students commence this journey once they step in the school (as communicating in Arabic is strictly prohibited), advancing as they acquire more sound knowledge, ultimately becoming more self-assured readers. In articulation step, learners employ hand gestures to illustrate sound production, aiding children in comprehending phonics and pronouncing sounds with greater accuracy. These British private schools promote regular reading at home and encourage parents to set an example and advocate for reading. In this EFL-based educational system, children utilize English (UK) publications and resources where all four fundamental skills are taught.

Figure 2.2 below illustrates a curriculum overview (2023-2024) of a private school that follows the National Curriculum of England and Wales. In Kuwait private schools, English curriculum is an option.

Subject	Term 1a	Term 1b	Term 2a	Term 2b	Term 3
English Genre	Recounts	Non-Fiction/ Stories from Other Cultures	Narrative Short Stories	Journal and Letter Writing	Imaginary Worlds
Science	Growth and Survival (humans)	Growing Plants	Living Things and Their Habitats (animals)	Uses of Everyday Materials	Building Bridges
Maths	Addition and Subtraction Number line 100 square Number Bonds Doubles	Ordering Numbers Less than More than Near Doubles 3 digit numbers 2D Shapes	3D shapes Fractions Doubles Half Time Counting 2s, 5s, 10s	Money Change Measurement Tally Charts Pictograms	Addition over 100 Doubles to 100 Time quarters Fractions Multiplication Division
History		The Wright Brothers		Florence Nightingale	
Geography	Oceans and Continents		Compass Directions		Fieldwork and Observation Skills
Art	Primary and Secondary	Observational	Sewing	Clay Sculpture	Aboriginal Art
	Colours	Drawings			
PSHE	Healthy Living	Healthy Living	Relationships	Relationships	Living in the Wider World
ICT	Internet safety	Typing skills Powerpoint presentations	Algorithms	Programming	Coding

Figure 2.2. Year 2 Curriculum Overview 2023-2024 Retrieved from

https://docs.google.com/document/d/15C4bBWVZ_c0WReaRAwbDPaadvCLx5dda1KKEIQtUCSI/edit

American educational programs, on the other hand, establish the fundamentals of literacy using various methods, including story workshops, fostering oral language skills, teaching phonics and spelling, and introducing print concepts. Children initially learn how letters form words and words come together to create sentences. The more students progress, the more they gain phonetic awareness and acquire the ability to read sight words. Numerous techniques are employed to enhance spelling abilities, such as word games, word sorting exercises, phonics-based literature, and exploring word families. Literacy lessons cover a wide range of topics, including word patterns, phonics, spelling, punctuation, grammar, and vocabulary. Since the researcher works at one of these schools, this information is gathered from experiences of the researcher in fourth year of employment.

In summary, in Kuwait, the British curriculum focuses on phonics as part of a holistic approach to literacy, while American educational programs employ varied methods such as story workshops and phonics instruction to establish fundamental literacy skills.

2.2.3 Challenges faced by Arab students while learning English

Students hold high expectations of their teachers, viewing them as highly skilled and hoping for swift advancement in English proficiency in all levels of education, but there may be challenges for some nationalities.

In an Arab University, a range of issues arise among Arab students regarding English, including issues related to school and English language department curricula, teaching methods, limited exposure to the target language in language instruction, minimal exposure to the target language as spoken by native speakers, and student attitudes and motivation. (Rababah, 2005). This may also be attributed to inadequate attention given by school teachers to the role and importance of English in the classroom. Regardless of the cause, teachers handling advanced classes endure the most of these challenges when attempting to teach prescribed books or courses. Conversely, students look up to their teachers with grand expectations, considering them highly competent and anticipating rapid English proficiency.

Consequently, a teacher's responsibility towards their students becomes doubly challenging. The researcher of this current study has experienced these abovementioned circumstances in various English teaching media since 2018. Also, as inevitably claimed in much research, social and cultural effects need to be taken into consideration (Hussein, 2017).

Given the challenges in instructing English to Arab students due to diverse social and cultural backgrounds, educators and English specialists encounter difficulties that, when compounded by inadequate attention to English's role in classrooms, create a complex educational landscape. This complexity extends beyond language instruction and as explored in the subsequent discussion, influences various aspects of students' academic experiences, particularly in the realm of reading difficulties and instructional shortcomings.

Inadequate instructional approaches can significantly contribute to reading difficulties in students. For instance, when young children are exposed to formal reading instruction prematurely, leading to frustration, it can result in the development of reading problems. Lack of proper guidance in essential skills may lead to failure in the initial phases of learning to read. Research exemplifies a crucial connection between phonemic awareness in the first grade and its impact on reading performance in subsequent grades. Lastly, students with low academic achievement often fall short in reading sufficiently to enhance their skills (Blachman, Tangel, & Ball, 2004).

2.3. The Role of Material Choice in EFL

Teaching EFL is a process that needs to be efficiently and effectively put into practice. It is a fact that within this process, materials hold the utmost importance. They assist students in developing their capacity for learning and comprehending the language, regardless of the instructor's level of experience.

Richards (2001) highlighted that teaching resources play a vital role in the majority of language courses. Whether instructors rely on prescribed textbooks or develop their own materials, these instructional resources typically form the foundation of the language input students receive and the classroom language practice they engage in. For novice educators, such materials can additionally serve as a means of professional development, offering guidance and ideas for lesson planning.

The right choice of materials, to teach a variety of skills, provides an opportunity for the learners to boost language competency. For instance, materials targeting listening, speaking, reading and writing give them chances to explore several new aspects of the target language. English language teaching materials should be interconnected to facilitate the development of a sequence of skills, comprehensions, and language elements (Howard, J. & J. Major, 2004).

In our contemporary world, it is imperative for educators to exercise diligence in material selection, ensuring alignment with curriculum objectives and student needs. Failure to do so can compromise the effectiveness of teaching methods and hinder student learning outcomes. Thus, careful selection of educational materials is paramount to fostering optimal

learning environments. poor material selection should be avoided as it can impact the quality of education. In the realm of education, the consequences of inadequate material selection on the learning process are profound. Poorly chosen materials can be likened to ill-fitting tools, impeding the efficacy of instructional delivery.

Poor choice of materials might result in situations and environments of unsuccessful teaching or learning. For example, coursebooks maintain their importance in the realm of EFL education, offering valuable pre-prepared content to instructors and learners alike. Nonetheless, improper utilization of coursebooks can lead to teachers feeling less skilled and students becoming fatigued (Charalambous, 2011).

2.4. Resources to Teach Reading Foundations

The significance of fostering early reading (phonics) environments for young children's future development underscores the imperative for early years classes to prioritize and promote a reading culture. Creating an environment that prioritizes early reading involves incorporating phonics—a method that emphasizes the relationship between sounds and letters—in the curriculum.

This approach enables young learners to grasp the fundamental principles of language, helping them decode words and develop essential reading skills. Walker et al (2013) observed that letters and sounds play a crucial role in early phonics instruction, often serving as a foundational framework from which adaptations are made to meet the needs of a specific group of students. In the study, it was found that the majority of teachers expressed strong support for phonics as a method for teaching reading, acknowledging its significant role in early reading development.

By immersing children in phonics-based activities, educators set the stage for enhanced literacy abilities, paving the way for more advanced reading comprehension in later years. In a scenario where early years classes integrate interactive phonics including letter-sound recognition games, rhyming exercises, and storytelling sessions that highlight phonetic patterns. games and activities into their daily routines, students not only acquire foundational literacy skills but also develop a positive attitude toward learning, as these engaging methods make the process enjoyable and memorable (Tedmon, 2004). Students are

enthusiastic about engaging more actively in classroom activities, particularly in specific tasks like phonics instruction, which involve the utilization of resources such as sound sheets, sound books, flashcards, word box sheets, songs, games, and storybooks (Wahyuni, Fauziati & Hikmah, 2016).

Research consistently demonstrates the positive impact of early phonics instruction on a child's literacy development. In the study conducted by Singh (2009), it was found that children exposed to systematic phonics instruction in their early years exhibited higher levels of reading accuracy and comprehension compared to those without such exposure. This underscores the importance of integrating phonics into early education to set the stage for lifelong reading success. Singh (2009) stated in 'Creating a Foundation Phase' that classroom promotes reading amongst children and early reading environments are important for young children's future development. Therefore, classes at the foundation stage should aim to encourage reading.

Anstey & Bull (2018) mentioned that teaching phonics at early ages provides foundation knowledge that soon will contribute to reading and writing skills increasingly. Thus, the importance of cultivating a solid foundation in early reading, particularly through phonics instruction, cannot be overstated, as it lays the groundwork for a child's future cognitive and academic development. Early years classes play a pivotal role in shaping a child's perception of reading, and fostering a positive reading culture during these formative years is crucial for long-term educational success.

In summary, the imperative for early years classes to prioritize and promote a reading culture, especially through phonics instruction, is rooted in the profound impact it has on a child's future development. By creating engaging and interactive environments that emphasize phonics, educators contribute significantly to building a sturdy foundation for literacy and fostering a lifelong love for reading in young learners. Teachers in these classes not only introduce foundational literacy skills but also instill a love for reading that can last a lifetime.

2.4.1. Significance of teaching phonics and reading in early years

According to report of The National Reading Panel (2000), insights into teaching all children to read accurately, rapidly, and with comprehension by the end of third grade are offered and for the very same aim, the report identified five crucial components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Within the domain of early childhood education, the teaching of phonics emerges as a vital component in shaping proficient literacy skills among young learners. Phonics, a systematic method for instructing the correlation between sounds and their corresponding written symbols, holds profound significance in establishing the groundwork for proficient reading and writing abilities.

In the American curriculum, for example, the importance of early phonics instruction is evident as it plays a fundamental role in establishing the essential skills required for effective reading and literacy development. As children embark on their educational journey during their starting point of educational years, the structured teaching of phonics equips them with essential tools to decipher and comprehend written language proficiently.

Audina, Ma'muroh, & Ulfa (2002) stated that the phonemic approach, also known as the sound method, derives from the Speech Sound Method, which prioritizes teaching the sequence of language sounds rather than simply alphabetical order. Instead of focusing on the progression of letters (a, b, c, d, ...), the emphasis lies on articulating the sounds of language. With the help of jolly phonics in early years, for instance, the students are not only introduced various letters by associating them with the initial sounds of familiar objects known to the child, such as the letter "a" represented by an apple, or the letter "b" depicted with a book.

This methodology, is especially favored by the learners whose alphabet is different from English alphabet such as Japanese or Arab as their depiction is completely different from the English alphabet. The different alphabet styles in the two languages are shown below in figure 2.3.

The word 'book' in Japanese Alphabet	The word 'book' in Arabic Alphabet
ほん	كتاب

Figure 2.3. Spelling of the word 'book' in Japanese and Arabic alphabet

2.4.2. Phonological awareness and its importance in the Middle East

Since this research was conducted in Kuwait, the current section addresses phonological awareness in this area.

In the Middle East, the significance of phonological awareness is evident as it serves as a vital component in fostering early literacy development. In line with these principles, educators in Kuwait, akin to their American counterparts, prioritize the cultivation of phonological awareness, acknowledging its pivotal role in the foundational stages of literacy acquisition and its essential contribution to decoding and comprehending sound structures.

In Kuwaiti schools, educators are provided with targeted, evidence-driven guidelines for instructing fundamental reading skills to students in kindergarten through 3rd grade, mirroring practices observed in the United States. In alignment with these guidelines, Kuwaiti educators, as American educators, emphasize the cultivation of phonological awareness, recognizing it as a cornerstone in the early stages of literacy development and an indispensable repertoire of skills crucial for decoding and understanding sound structures.

For the Kuwaiti teaching authorities, phonological awareness, a cornerstone in the early stages of literacy development, constitutes a repertoire of skills essential for decoding and understanding the sound structures. These foundational proficiencies are thought to serve as precursors to formal reading instruction and contribute significantly to a child's overall linguistic competence.

Attaining proficiency in literacy entails grasping both the fundamental aspects of phonological awareness skills, encompassing sound recognition and word segmentation, and the broader array of reading skills, including comprehension, fluency, vocabulary expansion, and analytical thinking. The correlation between phonemic segmentation ability and word recognition has garnered considerable attention in scholarly literature, as it profoundly influences the process of learning to read (Alhumsi & Shabdin, 2016). Thus, a comprehensive approach that acknowledges the interconnectedness of foundational phonological awareness and advanced reading skills is indispensable for fostering effective literacy development; therefore, the list of core components embedded within foundational phonological awareness skills is provided as an in-depth exploration.

Posthumus and Mthembu-Ngema (2022), in their reading project, highlighted that the ‘Knowledge and Competencies Needed for Decoding’ are important. Their study identified foundational phonological awareness as a bridge between competencies and early literacy development. These skills serve as the cornerstone for more advanced reading abilities, including phonics and fluency, underscoring their crucial role in establishing a robust foundation for lifelong literacy.

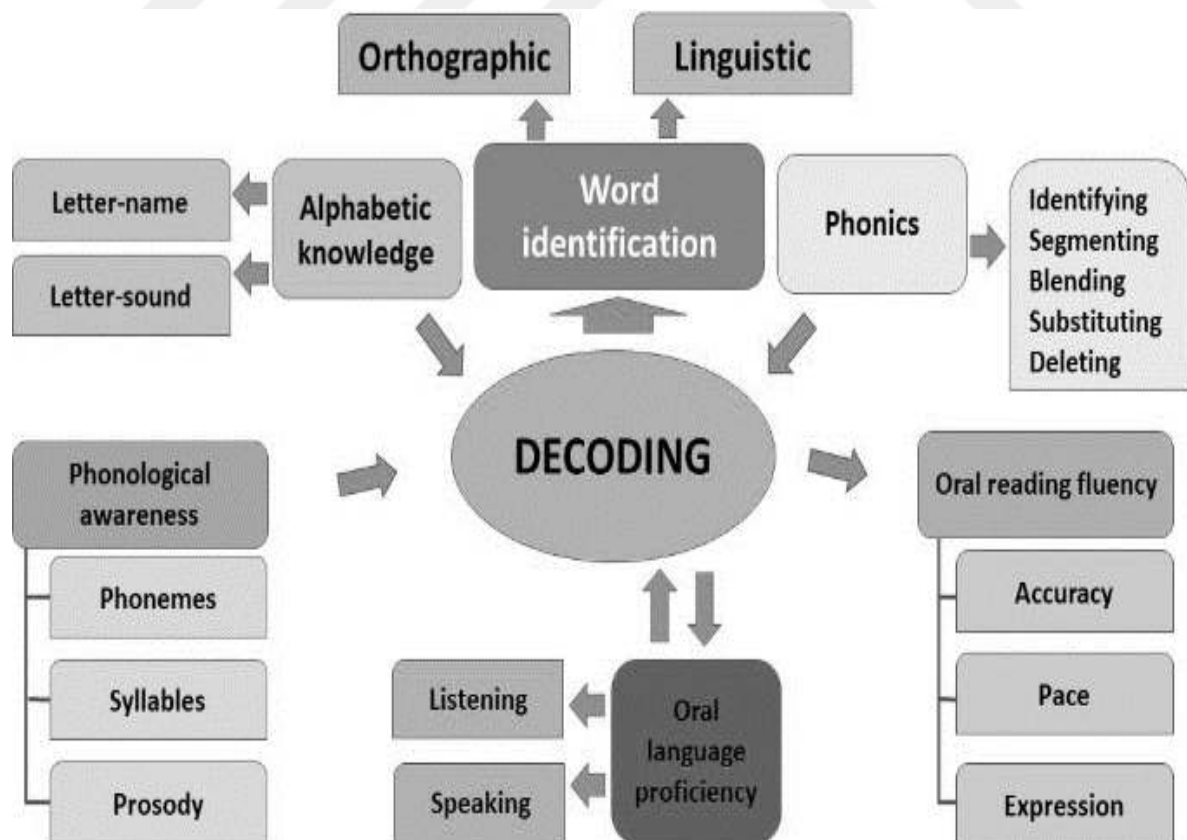


Figure 2.4. Sesotho and IsiZulu Reading Project Study Guide: Decoding in Reading (2022)

The above-mentioned figure clearly illustrates the fact that foundational phonological awareness skills constitute a multifaceted set of competencies crucial for early literacy development. These proficiencies form the bedrock upon which more advanced reading skills, such as phonics and fluency, are built, underscoring their pivotal role in fostering a strong foundation for lifelong literacy. For example, learning phonics for word identification is a method that many homeroom teachers in primary education in the USA use, and it's well-known that it can be just as useful for teachers in similar positions in Kuwait.

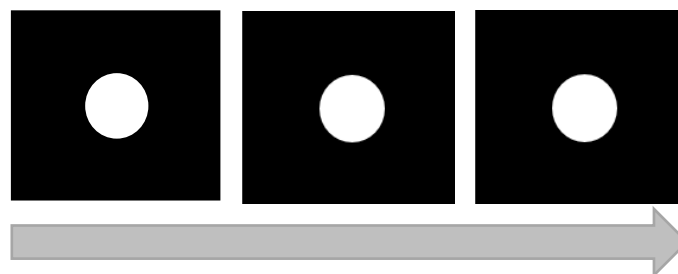
Khan & Khan, (2021) stated that English language learners gain advantages from explicit teaching in phonological awareness and structured phonics instruction, alongside developing alphabetic knowledge.

For example, rhyming and its practice is assessed as an outcome of phonological awareness at the school where the researcher has currently been working and this practice's contribution to students' reading skill is extensively elaborated in the discussion part of this study (See appendix: The results of a web-based learning tool in terms of early reading for 20 weeks).

Likewise, considerable effort is invested in blending sounds to teach pronunciation. Below is an example of a class instruction of the researcher in foundational skills and a reading lesson at her current workplace.

Task1:

Teacher shows the illustration on the projector in the following:



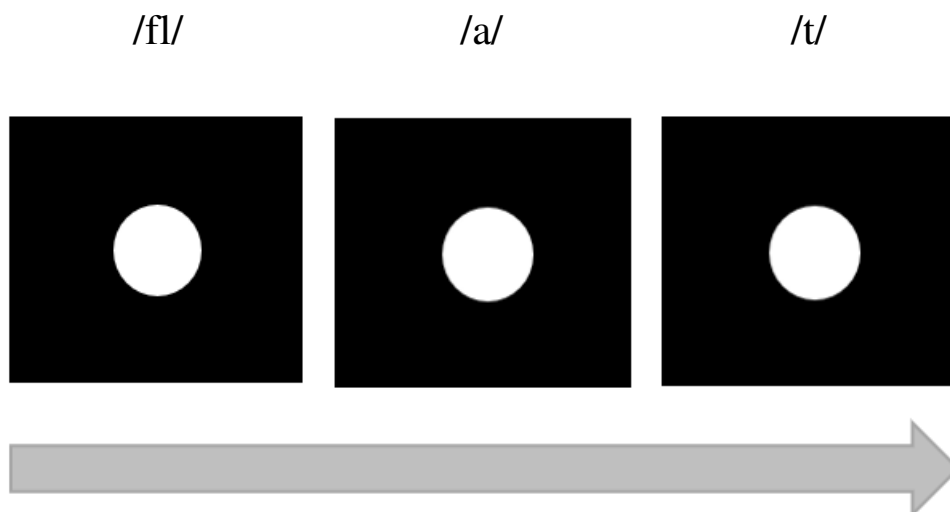
Task 2:

Teacher says: 'Remember how to blend sounds to say words. Look at the tiles on the screen. Each represents one sound in a word, and you will blend the sounds to say the words. You can look at the tiles to help you follow along as I say the sounds and then blend. I'll do the

first one. Listen to these sounds: /sh/ /i/ /p/. When I blend /sh/ /i/ and /p/, I say the word ‘ship’. Now, it’s your turn. Listen to the sounds, and then blend them to say the word ‘flat’.

/fl/ /a/ /t/

Yes, it is the word ‘flat’.



2.5. Enriching English Language Teaching with Information and Communication Technology (ICT)

In the contemporary educational landscape, technology has become an integral part of language learning, offering diverse opportunities for both educators and learners to engage with English language instruction beyond traditional classroom settings. Nazarov (2023) mentions that the integration of information and communication technology (ICT) are widely used as resources in English Language Teaching (ELT). The effective integration of ICT tools in English Language Teaching (ELT) is seen positively by English language teacher educators, too. For example, Saud & Laudari (2023) stated that educators view these tools as improving learning and teaching experiences, enhancing student engagement, increasing access to learning resources, and creating dynamic and interactive learning environments.

Virtual platforms, language learning apps, and online resources provide students with supplementary materials, interactive exercises, and real-world language applications. For instance, language learning applications with gamified elements not only enhance vocabulary retention but also make the learning process enjoyable, motivating students to

engage in English language activities outside regular class hours (Zheng, 2024). Therefore, teachers can utilize multimedia content, online forums, and collaborative platforms to create a blended learning environment that extends beyond the constraints of the physical classroom.

2.6. Web-based Instruction (WBI) and Its Importance

In the dynamic realm of education, the incorporation of web-based tactics into second language instruction is increasingly imperative. This shift in approach is motivated by several compelling factors, emphasizing its significance in contemporary pedagogy.

First, the digital age has ushered in an era of unprecedented access to information and communication tools. Incorporating web-based strategies in L2 education taps into this vast resource pool, allowing learners to become digital learners who are considered to access information much easier than the traditional language learners. Wang & Winstead (2016), in their study 'Foreign Language Education in the Digital Age' stated that digital language learners need be able to go beyond traditional language teaching methods. Instead, language learning should be like how they learn informally through the internet, computer games, social media, and mobile devices. These opportunities not only enhance language proficiency but also foster a deeper cultural understanding, preparing learners for the globalized world where effective communication across linguistic boundaries is a critical skill.

Secondly, due to the impact of the coronavirus pandemic, learners have been empowered to access resources and participate in activities at their own pace, according to their schedules, and in environments that align with their individual learning styles. This adaptability caters to a diverse range of learners, spanning from beginners to advanced students, and from individuals who excel in traditional classroom settings to those who prefer self-directed online learning experiences. In their study, Hafis, Herawati, & Rahman (2021) suggested that the comprehensive adoption of online learning during the COVID-19 pandemic proved to be an effective method for sustaining educational activities throughout this unprecedented period. Therefore, this study proves that the integration of web-based strategies promotes active learning.

Additionally, web-based tools enable teachers to engage with their students in innovative ways. For example, Özdemir & Pan (2016) stated that by utilizing internet resources or web-based media, teachers can access novel methodologies, techniques, materials, and activities pertinent to their lessons. They can create multimedia-rich content, conduct virtual classrooms, and use data analytics to tailor instruction to individual needs. This data-driven approach allows educators to monitor student performance closely, identify areas that require additional support, and adjust their teaching strategies accordingly. This opens new gates to distance education that has been popular among educators.

Flórez, Jorge, and Marin (2012) outlined internet-based distance learning as a unique educational model characterized by teacher-student separation, technology integration, and student empowerment, setting the stage for further exploration. Building on this, Cole & Hilliard (2006) investigated the impact of web-based reading curriculum on children's reading skills in "The Effects of Web-Based Reading Curriculum on Children's Reading Performance and Motivation," confirming the theoretical framework and showing significant improvements in reading abilities among students exposed to online instruction.

As a platform for learning and instruction, the web has the potential to facilitate the development of high-quality educational resources, including web-based instruction (Khan, 1998). In 'Efficiency of Using a Web-Based Approach to Teach Reading Strategies to Iranian EFL Learners', Dehghanpour & Hashemian (2015), highlighted that the implementation of modern technologies has had a significant impact on education and, as a result, the role of teachers in the L2 field. To effectively navigate online materials, it is essential to incorporate Web-based strategies into L2 education. The capacity to utilize reading strategies in an online environment necessitates a certain level of proficiency, which will be met if it is incorporated into the teaching process.

In sum, the incorporation of web-based strategies is essential for navigating the complexities of contemporary language instruction and preparing learners for success in a globalized world.

2.7. A Sample of a Personalized E-Learning Tool

In the ever-changing world of education, personalized learning tools have become essential, meeting the unique needs of students and greatly improving their educational experiences. One such tool is IXL, a web-based program known for its adaptive design and user-friendly interface. It tailors learning paths for students across various subjects and skills, adapting to different learning styles and providing a flexible and engaging environment. This personalized approach allows students to learn at their own pace, fostering a sense of independence and mastery.

For example, Schonberg, C. & Hochstein, L. (2022) investigated the utilization of IXL ELA by young elementary students (from kindergarten to grade 3) within a sizable suburban school district in Oklahoma and its influence on their literacy advancement, as assessed through the Star Early Literacy Assessment and below are the two outcomes. First, it is a comprehensive, all-encompassing teaching and learning platform designed to engage learners from Pre-K to 12 years of age. It combines a comprehensive curriculum with tailored recommendations to help students reach their learning objectives. Studies have demonstrated that IXL has a positive effect on student academic performance, particularly in the early years of a learner's life (Bashkov, 2021; Schonberg et al., 2022), as well as other areas of learning, such as early literacy. Another outcome is that it emphasizes the importance of phonemic awareness in the development of reading literacy by promoting the development of an awareness of the various phonemes of the English language, particularly in the Pre-K to Grade 2 (Ball and Blachman 1991).

In 'The Impact of IXL ELA on Early Literacy Development,' Schonberg and Hochstein (2022) gathered data from Star Early Literacy (SEL), which was designed as a computer-based assessment tool for students at the early stages of reading development. They highlighted the weekly improvements in student performance, as demonstrated in Figure 2.5 & 2.6 below, which show the gains in their success (Scates, 2014).

The similarity of their study and this current study is that they both tried to measure the success of students who utilized IXL. Examining the use of IXL ELA among early elementary students (kindergarten through grade 3) in a large suburban school district in Oklahoma, Schonberg and Hochstein (2022) identified important raise in reading success. As shown in Figure 2.5, they found out that students achieved higher scores on the

assessment when they answered more questions and demonstrated proficiency in more skills by spending more time on IXL.

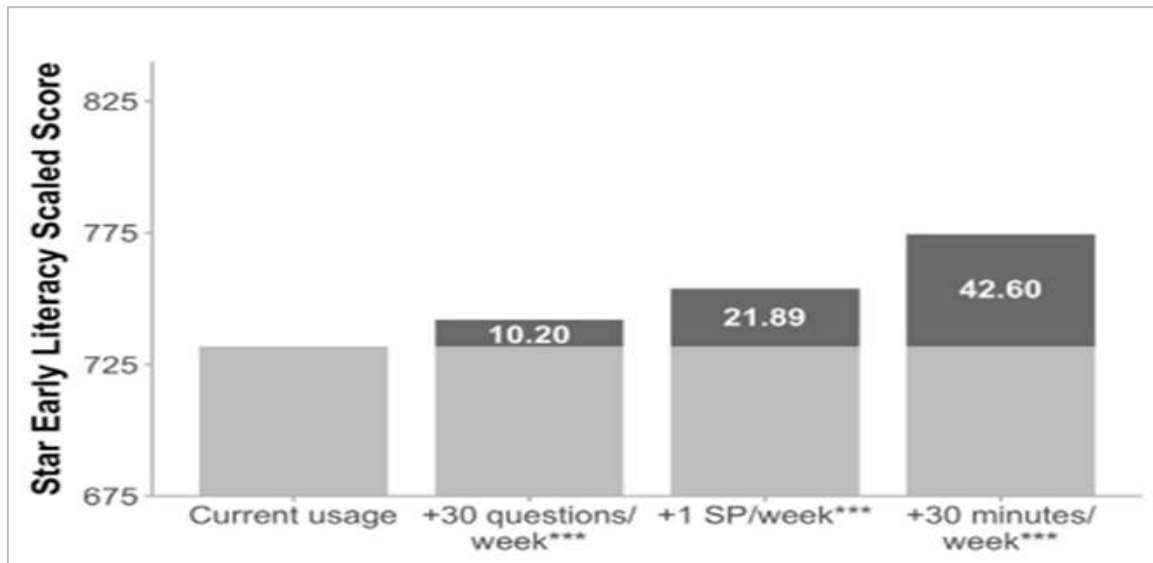


Figure 2.5. The Impact of IXL ELA on Early Literacy Development by Schonberg & Hochstein (2022)

In Figure 2.6., also, students who used IXL more frequently demonstrated greater improvements in the Star Early Literacy student growth percentile.

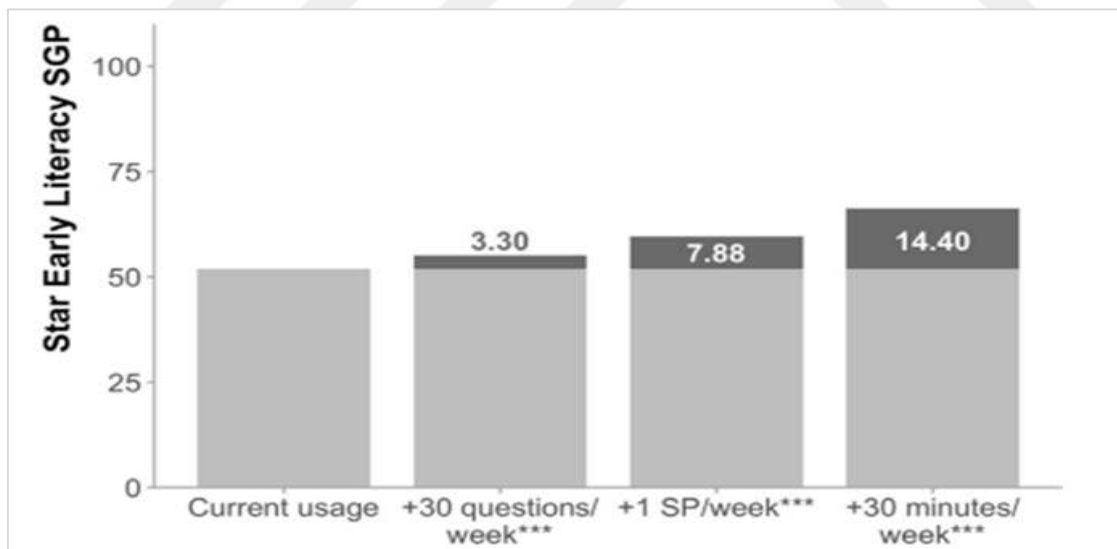


Figure 2.6. The Impact of IXL ELA on Early Literacy Development by Schonberg & Hochstein (2022)

To sum up, it can be figured out that IXL aids young learners in primary level grade in building foundational literacy skills. These skills are crucial for setting the stage for future academic progress, and with sustained use of IXL, students are likely to realize their full potential for academic success.

2.8. Similar Studies

Engaging in reading and cultivating attitudes are activities acquired later in an individual's learning process. The attitudes and behaviors shaped by an individual significantly influence their approach to reading. Upon reviewing the literature, it becomes clear that there is a limited number of studies focusing on primary school attitudes towards reading. Nonetheless, there are studies addressing similar subjects in various school settings.

In her study, Byro (2000) states that discernible distinctions in reading attitudes between boys and girls appeared. Girls displayed significantly higher scores on the overall reading attitude scale, encompassing both academic and recreational dimensions. This implies that girls with elevated scores in the overall reading attitude scale also demonstrated heightened scores in both academic and recreational reading. Hence, based on the findings from Byro's thesis, it can be inferred that primary school girls tend to harbour a more positive reading attitude compared to boys.

Based on the research outcome, Parker (2000) states that the researcher finds a necessity to enhance student reading attitudes within the school. She provides recommendations for actions that the school can take to improve these attitudes. The researcher suggests that both regular and gifted teachers should carefully consider addressing the unique needs of readers in their respective classrooms to enhance their overall attitude. Several strategies are outlined to assist teachers in fostering more positive reading attitudes, with a focus on catering to the needs of gifted learners. A starting point for addressing learner needs in reading is to administer the Elementary Reading Attitude Survey (ERAS). This survey enables classroom teachers to gain insights into their students' attitudes towards academic and recreational reading.

The research carried out by Nootens et al. (2019) indicated that the expressed attitudes toward reading remained consistent during the last two years of elementary school and the initial two years of middle school. However, variations were noted during the transition from one educational level to the next, with less favourable attitudes toward reading in the latter. It is noteworthy that the outcomes of this study align with findings from other research studies.

In Ley, Schaer, and Dismukes' investigation (1994), students conveyed their overall stance on reading and the importance they attributed to reading for three distinct purposes: individual development, utilitarian purposes, and enjoyment. Notably, primary school students' attitudes toward reading proved a statistically significant variance in the leisure reading and academic reading sub-scales, as well as their overall scores, based on gender, engagement in reading books and magazines, and a preference for receiving books as gifts. This discrepancy favoured female students, those who engaged in reading books and magazines, and those who appreciated receiving books as gifts. Consequently, female students, avid readers, and those who value receiving books as gifts exhibited higher attitudes toward reading.

The study done by Worrell, Roth, and Gabelko in 2006 investigated how boys and girls feel about reading in different grades. They found that girls had much higher scores, showing they generally like reading more. The numbers they used to measure this difference (called effect sizes) were quite noticeable—somewhere between medium to large. This study gives us a better understanding of how students' feelings about reading can vary, especially when we consider different grades. It's important because it can help teachers and researchers know more about what influences students' attitudes toward reading.

Within the relevant literature, a recurring theme emerges, shedding light on the positive association between reading attitudes and the quantity of books read—an indicator widely recognized as reflective of one's reading habits. Numerous studies delve into this correlation, exploring the intricate interplay between individuals' attitudes toward reading and the extent of their engagement with printed material. This relationship not only underscores the significance of cultivating favourable attitudes but also highlights the potential impact of reading habits on overall reading experiences. In pertinent literature, studies indicate a positive correlation between reading attitudes and the quantity of books read, considered as a measure of reading habits (Stokmans, 1999; Schooten & Glopper, 2002).

Yıldız and Kaman (2016) highlighted that a significant difference existed between the 2nd and 3rd grades of primary school and the 5th and 6th grades of secondary school in terms of reading attitudes. The reading attitude was specifically noted as *high* in the first years of primary education. One of the research findings is that the attitude of female

students towards recreational reading is higher compared to male students who participated in the study.



CHAPTER 3

METHODOLOGY

In this chapter research design, samples, setting and participants as well as data collection tools are elaborated.

3.1. Research Model

This study is conducted with mixed method research design involving qualitative and quantitative research methods to enhance the reliability of the study itself. In the domain of mixed methods research, the foundational premise entails the integration of quantitative and qualitative methodologies to attain a holistic understanding of the subject of inquiry. Scholars employing this methodology systematically gather, assess, and synthesize both types of data within a singular study framework. Conventionally, they maintain discrete databases, which are subsequently unified and harmonized in the analytical process. Essentially, in the realm of mixed methods research, the convergence of quantitative data, denoted as "the numbers," with qualitative data contributes to the enrichment of contextual insights inherent in our findings (Creswell, 2013).

3.2. Setting and Participants

This research was conducted during the 2023-2024 academic year at a Primary School division within an American School located in Jleeb, Kuwait. The school caters to approximately 1200 students aged between 4 and 17. The primary level was chosen for this study due to the prevalence of prior research employing ERAS (Elementary Reading Attitude Survey) in primary education settings. Prior to enrolment, students from primary through high school undergo a preliminary assessment, which includes English and Math components, to determine eligibility for admission. Additionally, the school, renowned for its high standards, upholds a mission statement that underscores the importance of equipping students with both linguistic proficiency and essential academic skills necessary for their success and societal contribution in today's dynamic global context. In alignment with this commitment to excellence, the school has opted to adopt AERO (American Education

Reaching Out) standards, which are derived from the Common Core State Standards but are customized to meet the unique needs and goals of English as a Foreign Language (EFL) learners.

Conducted within a private American school in Kuwait, which, in the primary, there are around 675 students, this research initiative centers around 125 primary-level students and actively involves 5 dedicated educators. Teachers' ages range between 30 and 40, all from USA. None has MA degree. These educators play a crucial role in contributing significant insights and observations, thereby enriching the research endeavor and fostering a comprehensive understanding of the dynamics within the school environment. The study delves deeply into various sides of the educational experience, extending beyond academic achievements to encompass the socio-emotional development of the students.

Through a meticulous examination of the interactions between educators and students, as well as the overall learning atmosphere, the thesis aims to illuminate the distinctive challenges and opportunities inherent in the context of education in an Arab country.

Sampling was not needed in this research because the entire population of second-grade students at the primary level of the chosen American school in Kuwait participated in the survey. All 125 students were present, eliminating the need for random selection. Additionally, since all students were Kuwaiti nationals, the sample was homogeneous in terms of nationality. Therefore, the study did not require randomization or sampling procedures.

<i>COURSE</i>	<i>GRADE</i>	<i>NUM.OF PERIODS / WEEK</i>
<i>LANGUAGE ARTS</i>	1-5	10
<i>MATHS</i>	1-5	5
<i>SCIENCE</i>	1-5	2
<i>SOCIAL STUDIES</i>	1-5	1
<i>ARABIC</i>	1-3	9
<i>ARABIC</i>	4-5	7
<i>ISLAMIC STUDIES</i>	1-5	4
<i>I.T.</i>	5-1	1
<i>LIBRARY</i>	1-5	1
<i>P.E</i>	1-5	2
<i>ART</i>	1-5	1

Figure 3.1. Schedule of Primary Students (Grade 1-5)

According to Figure 3.1, English (Language Arts) classes for primary consist of 10 sessions per week, and students also have one library session per week. Language Arts encompasses disciplines like reading, spelling, literature, and composition, all geared towards enhancing students' understanding and proficiency in written and spoken language. The selection of this institution is motivated by the researcher's continuous employment there since 2022. Within this school, the entire staff is dedicated to fostering a culture of creativity, critical thinking, and lifelong learning among students, while also nurturing an environment that supports the academic, social, and personal growth of every student according to the necessities of 21st-century skills.

As the fifth richest country, Kuwait has a population of around 4 million. The discovery of oil reserves within the country in 1937 had a profound impact on Kuwait's economy, leading to substantial improvements in infrastructure. Therefore, 90% of parents in Kuwait come from well-off families who live in high standards. Consequently, children are sent to schools with high standards in terms of education as well. This also indicates the preference of affluent families to send their children to private schools, aiming for them to receive the best opportunities in early American-style education, demographically.

3.3. Data Collection Tools

In this research, both a survey and a semi-structured interview were used to gather comprehensive insights. The survey (ERAS) provided quantitative data from a large sample, while an interview offered a qualitative perspective, enriching the current research with diverse viewpoints.

3.3.1. The survey (ERAS)

The Elementary Reading Attitude Survey (ERAS, McKenna & Kear, 1990) is a questionnaire with 20 items designed to assess students' feelings towards reading. Each item presents a simple statement about reading followed by four pictures of Garfield the Cat in different poses. Percentile ranks can be calculated for two separate subscales: recreational reading attitude and academic reading attitude. The recreational subscale focuses on reading for enjoyment outside of school, while the academic subscale evaluates attitudes towards reading school-related materials within the educational setting.

The Elementary Reading Attitude Survey is well-known for being a reliable and validated tool to measure students' attitudes toward reading. The questions cover various aspects, giving us a thorough investigation into the students' feelings about reading.

The survey (ERAS) comprises twenty statements related to reading. Students were instructed to select one of four Garfield illustrations corresponding to each statement, reflecting Garfield's varying facial expressions from cheerful to upset. This survey was conducted among a sizable cohort of 125 students, assessing their attitudes towards two key areas explored in this study: recreational and academic reading. Recreational items emphasize reading for enjoyment beyond the school environment, while the academic subscale assesses reading within the school context, including engagement with schoolbooks.

There was no need for randomization since the total amount of the second graders was fully present during the administration of the survey. All students being Kuwaiti, 74 of the students are males, and 51 of the students are females. During each session, the items were verbally presented. The ERAS forms, once completed, were assessed based on the

standardized guidelines outlined by McKenna and Kear (1990). Raw scores were utilized for all data evaluations. Since this survey has been previously utilized by numerous academics and is publicly accessible (confirmed), obtaining permission forms was not deemed necessary.

3.3.1.1. The administration of the survey

The researcher began by informing students that they wanted to find out how they felt about reading. It was emphasized that this was not a test and that there were no "right" answers. Sincerity was encouraged. Survey forms were distributed, and if the researcher wished to monitor the attitudes of specific students, they asked them to write their names in the space at the top. Holding up a copy of the survey so that the students could see the first page, the researcher pointed to the picture of Garfield at the far left of the first item. Students were asked to look at this same picture on their own survey form. Discussion ensued regarding the mood Garfield seemed to be in (very happy). Moving to the next picture, Garfield's mood was again discussed (this time, a little happy). Progressing to the third and fourth pictures, Garfield's moods—a little upset and very upset—were explored. The researcher explained that together they would read some statements about reading and that the students should think about how they felt about each statement. It was ensured that they circled the picture of Garfield that was closest to their own feelings. Each item was read aloud slowly and distinctly; then it was read a second time while students were thinking. The item number was reiterated, and students were reminded of page numbers when new pages were reached.

3.3.2. The interview

Alongside the survey, the researcher conducted an *interview* with the homeroom teachers of these students to get other insights. This interview was held with the homeroom teachers who were integrally involved with the students daily. These interviews were semi-structured, allowing the teachers to share their observations and insights into the students' attitudes toward reading. Teachers play a crucial role in providing valuable insights into students' attitudes toward reading due to their close and daily interaction with the students. Unlike surveys, which may provide quantitative data, interviews with teachers offer a qualitative perspective enriched by their first-hand observations and experiences. Since

homeroom teachers are intimately involved with students on a daily basis, they possess in-depth knowledge of individual student behaviours, attitudes, and challenges related to reading. Their insights can shed light on various factors influencing students' attitudes toward reading, such as classroom dynamics, teaching methods, and student engagement. Therefore, conducting interviews with homeroom teachers complements the survey data by providing a deeper understanding of the factors contributing to students' attitudes toward reading.

3.3.2.1. The structure of the interview

Based on ERAS, the interview questions were created almost the same, addressing the teacher's point of views towards their students' feelings about reading.

The following is Question 1 from the survey:

'How do you feel when you read a book on a rainy Saturday?'

The following is Question 1 from the *interview*:

'How **might your students feel** about reading a book on a rainy day in general?'

'How **might your male students feel** about reading a book on a rainy day?'

'How **might your female students feel** about reading a book on a rainy day?'

Utilizing the Elementary Reading Attitude Survey (ERAS) as a foundation, interview questions were formulated to closely mirror its content, aiming to elucidate teachers' perspectives on their students' attitudes toward reading. Additionally, the purpose of this data collection instrument was particularly used to ascertain whether there was parallelism between student perceptions (males and females separately) and teacher perspectives.

Consequently, the survey results with the information from the teacher interviews, a well-rounded dataset was created. This approach helped to analyse the students' attitudes from different angles, making the study more comprehensive and reliable.

CHAPTER 4

RESULTS

In this chapter of the study, the results of the quantitative data and qualitative data are presented.

For the quantitative data, raw score means, standard deviations, and ranges for the entire population, as well as disaggregating these metrics by gender is analysed. It includes comparing reading attitude means across different subscales and genders, and conducting T-tests to evaluate differences in recreational and academic subscales, as well as overall reading attitudes between genders. To achieve this aim, a detailed examination of the correlation between students' reading attitudes and their academic achievement, as measured by standardized test scores, is highlighted with the help of SPSS.

For the qualitative data, on the other hand, interviews with teachers are analyzed to gain deeper insights into factors influencing reading attitudes among students.

4.1. Findings of Quantitative Data

Research Question 1: What attitudes do young learners in Grade 2 exhibit towards the development of reading skills?

This section of the study examines raw score means, standard deviations, and ranges for the total population, including reading attitude means across subscales, as well as conducting T-tests to assess variations in recreational and academic subscales. To achieve this aim, the survey results of 125 students were organized into a table, as shown below (Survey Results of 5 Classes).

Table 4.1. Survey results of 5 classes (Overall population)

QUESTIONS	Column1					Total BOYS	Total GIRLS	Total (Boys & Girls)	TOTAL
		Happiest Total	Slightly Smiling Total	Mildly Upset Total	Very Upset Total				
1	Recreational	63	37	23	2	81	44	125	125
2	Recreational	67	24	16	18	81	44	125	125
3	Recreational	69	22	27	7	81	44	125	125
4	Recreational	71	23	18	13	81	44	125	125
5	Recreational	33	21	27	44	81	44	125	125
6	Recreational	62	28	18	17	81	44	125	125
7	Recreational	46	38	20	21	81	44	125	125
8	Recreational	49	16	27	33	81	44	125	125
9	Recreational	68	28	17	12	81	44	125	125
10	Recreational	61	20	24	20	81	44	125	125
11	Academic	59	30	17	19	81	44	125	125
12	Academic	44	50	14	17	81	44	125	125
13	Academic	60	24	21	20	81	44	125	125
14	Academic	58	21	23	23	81	44	125	125
15	Academic	64	22	18	21	81	44	125	125
16	Academic	57	29	24	15	81	44	125	125
17	Academic	56	34	12	23	81	44	125	125
18	Academic	37	19	31	38	81	44	125	125
19	Academic	34	19	39	33	81	44	125	125
20	Academic	37	25	27	36	81	44	125	125
TOTAL		1095	530	443	432				
		POSITIVE				NEGATIVE			

In the table above, Recreational and Academic questions are divided into 2 categories. Each Garfield illustration shows an option in the survey. Since there are 4 options in ERAS, there are 4 Garfield illustrations above ranging from the happiest total to the very upset total. For example, for Question number 1, 63 out of 125 students chose the happiest Garfield.

Table 4.2. and 4.3. below is the divided version of Table 4.1. based on recreational reading and academic reading questions.

Table 4.2. Survey Answers of Recreational Reading (Questions 1-10)

Questions	HAPPIEST	SLIGHTLY SMILING	MILDLY UPSET	VERY UPSET
1	63	37	23	2
2	67	24	16	18
3	69	22	27	7
4	71	23	18	13
5	33	21	27	44
6	62	28	18	17
7	46	38	20	21
8	49	16	27	33
9	68	28	17	12
10	61	20	24	20

Table 4.2. contains responses from 125 students for the first ten questions of ERAS (recreational reading) with four alternatives each. For example, according to the answers of the students (mixed genders), 71 (the maximum number of students) out of 125 students picked the Happiest Garfield of option for question number 4 whereas only 2 students (the minimum number of students) picked the very upset Garfield for question number 1.

Table 4.3. Survey Answers of Academic Reading (Questions 11-20)

Questions	HAPPIEST	SLIGHTLY SMILING	MILDLY UPSET	VERY UPSET
11	59	30	17	19
12	44	50	14	17
13	60	24	21	20
14	58	21	23	23
15	64	22	18	21
16	57	29	24	15
17	56	34	12	23
18	37	19	31	38
19	34	19	39	33
20	37	25	27	36

Table 4.3. contains responses from 125 students for questions from 11 to 20 of ERAS (academic reading) with four alternatives each. For example, according to the answers of the students (mixed genders), 60 (the max. number of students) out of 125 students picked the Happiest Garfield of option for question number 3 whereas only 12

students (the min. number of students) picked the very upset Garfield for question number 17.

4.1.1. Raw score means, standard deviations and ranges for the total of population

The mean reading scores and standard deviations for each subscale were computed for second-grade students. Discrepancies between the subscale scores and the overall total scores are evident in tables 1 to 5 and Figures 1 and 2. Table 1 presents scores for the entire sample, indicating means of 155 and a standard deviation of 10.28 across all scales. The score range varied from a minimum of 105 to a maximum of 195.

Table 4.4. Raw score means, standard deviations and ranges for the total of population

Variable	Means	SD	Min	Max
Recreational	75	10	50	95
Academic	80	12	55	100
Total	155	22	105	195

Based on the data provided in Table 4.4., which presents the raw score means, standard deviations, and ranges for the total second-grade population, it can be observed that students' attitudes towards reading foundations in L2 vary across different dimensions.

For the recreational aspect, the mean score is 75 with a standard deviation of 10. This indicates that, on average, students have a moderately positive attitude towards recreational reading, with some variability in their individual scores ranging from a minimum of 50 to a maximum of 95.

On the other hand, when considering the academic aspect, the mean score increases to 80, suggesting a slightly more positive attitude towards academic reading compared to recreational reading. The standard deviation is also slightly higher at 12, indicating a bit

more variability in academic reading attitudes among students. The range of scores for academic reading is from a minimum of 55 to a maximum of 100.

Overall, when combining both recreational and academic reading attitudes, the total mean score is 155, with a standard deviation of 22. This indicates that students generally have positive attitudes towards reading foundations in L2 at the primary level. However, there is considerable variability in their attitudes, as evidenced by the wide range of scores from a minimum of 105 to a maximum of 195. This suggests that while many students have positive attitudes towards reading, there are also some who may have less favorable attitudes, highlighting the importance of understanding and addressing individual differences in reading motivation and engagement. Based on the data provided in Table 1, which presents the raw score means, standard deviations, and ranges for the total second-grade population, it can be observed that students' attitudes towards reading foundations in L2 vary across different dimensions.

The same results are displayed in Figure 4.1.

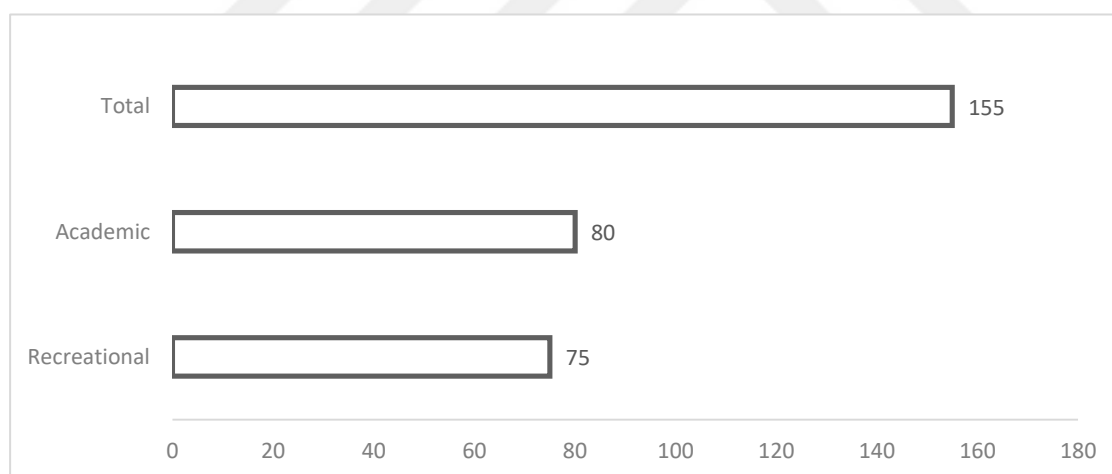


Figure 4.1. Reading attitude means by subscale

Research Question 2: Are there any discernable differences in the attitudes of Grade 2 students towards reading skill according to gender?

In this part, raw score means, standard deviations, and ranges of the reading attitude survey by gender; T-test recreational subscale only by gender; T-test for academic subscale only by gender and lastly T-test for overall reading attitude by gender take part to find if

there are considerable differences in the attitudes towards reading skill development among Grade 2 students based on their gender.

In Table 4.5. below, Recreational and Academic reading questions are again divided into 2 categories. Their gender, this time, was taken into account.

Table 4.5. Survey Results for **Recreational** and **Academic** Reading Questions in 5 Classes
(BOTH GENDERS)

QUESTIONS	Column1													Total BOYS	Total GIRLS	Total (Boys & Girls)
		Happiest BOYS	Happiest GIRLS	Happiest Total	Slightly Smiling BOYS	Slightly Smiling GIRLS	Slightly Smiling Total	Mildly Upset BOYS	Mildly Upset GIRLS	Mildly Upset Total	Very Upset BOYS	Very Upset GIRLS	Very Upset Total			
1	Recreational	48	15	63	19	18	37	12	11	23	2	0	2	81	44	125
2	Recreational	42	25	67	17	7	24	8	8	16	14	4	18	81	44	125
3	Recreational	44	25	69	15	7	22	16	11	27	6	1	7	81	44	125
4	Recreational	47	24	71	10	13	23	13	5	18	11	2	13	81	44	125
5	Recreational	27	6	33	16	5	21	19	8	27	19	25	44	81	44	125
6	Recreational	37	25	62	24	4	28	9	9	18	11	6	17	81	44	125
7	Recreational	29	17	46	26	12	38	11	9	20	15	6	21	81	44	125
8	Recreational	34	15	49	11	5	16	12	15	27	24	9	33	81	44	125
9	Recreational	51	17	68	14	14	28	9	8	17	7	5	12	81	44	125
10	Recreational	34	27	61	13	7	20	16	8	24	18	2	20	81	44	125
11	Academic	37	22	59	20	10	30	10	7	17	14	5	19	81	44	125
12	Academic	33	11	44	24	26	50	10	4	14	14	3	17	81	44	125
13	Academic	47	13	60	7	17	24	15	6	21	12	8	20	81	44	125
14	Academic	38	20	58	16	5	21	12	11	23	15	8	23	81	44	125
15	Academic	38	26	64	12	10	22	13	5	18	18	3	21	81	44	125
16	Academic	32	25	57	20	9	29	19	5	24	10	5	15	81	44	125
17	Academic	39	17	56	19	15	34	8	4	12	15	8	23	81	44	125
18	Academic	29	8	37	11	8	19	19	12	31	22	16	38	81	44	125
19	Academic	26	8	34	11	8	19	18	21	39	26	7	33	81	44	125
20	Academic	30	7	37	20	5	25	15	12	27	16	20	36	81	44	125
	TOTAL	742	353	1095	325	205	530	264	179	443	289	143	432	1620	880	2500
		POSITIVE						NEGATIVE								

Below are 4 expanded tables of table 4.5. for in-depth analysis:

Table 4.6. Survey Results for **Recreational Reading** Questions in 5 Classes **(BOYS ONLY)**

QUESTIONS	Column 1	Happiest BOYS	Slightly Smiling BOYS	Mildly Upset BOYS	Very Upset BOYS
1	Recreational	48	19	12	2
2	Recreational	42	17	8	14
3	Recreational	44	15	16	6
4	Recreational	47	10	13	11
5	Recreational	27	16	19	19
6	Recreational	37	24	9	11
7	Recreational	29	26	11	15
8	Recreational	34	11	12	24
9	Recreational	51	14	9	7
10	Recreational	34	13	16	18

Table 4.7. Survey Results for **Recreational Reading** Questions in 5 Classes **(GIRLS ONLY)**

QUESTIONS	Column 1	Happiest GIRLS	Slightly Smiling GIRLS	Mildly Upset GIRLS	Very Upset GIRLS
1	Recreational	15	18	11	0
2	Recreational	25	7	8	4
3	Recreational	25	7	11	1
4	Recreational	24	13	5	2
5	Recreational	6	5	8	25
6	Recreational	25	4	9	6
7	Recreational	17	12	9	6
8	Recreational	15	5	15	9
9	Recreational	17	14	8	5
10	Recreational	27	7	8	2

ACADEMIC READING QUESTIONS

Table 4.8. Survey Results for **Academic Reading** Questions in 5 Classes **(BOYS ONLY)**

QUESTIONS	Column 1	Happiest BOYS	Slightly Smiling BOYS	Mildly Upset BOYS	Very Upset BOYS
11	Academic	37	20	10	14
12	Academic	33	24	10	14
13	Academic	47	7	15	12
14	Academic	38	16	12	15
15	Academic	38	12	13	18
16	Academic	32	20	19	10
17	Academic	39	19	8	15
18	Academic	29	11	19	22
19	Academic	26	11	18	26
20	Academic	30	20	15	16

Table 4.9. Survey Results for **Academic Reading** Questions in 5 Classes **(GIRLS ONLY)**

QUESTIONS	Column 1	Happiest GIRLS	Slightly Smiling GIRLS	Mildly Upset GIRLS	Very Upset GIRLS
11	Academic	22	10	7	2
12	Academic	11	26	4	5
13	Academic	13	17	6	3
14	Academic	20	5	11	8
15	Academic	26	10	5	8
16	Academic	25	9	5	3
17	Academic	17	15	4	5
18	Academic	8	8	12	16
19	Academic	8	8	21	7
20	Academic	7	5	12	20

4.1.2. Raw score means, standard deviations, and ranges of the reading attitude survey by gender

Survey results on five classes (based on gender) were analyzed comprehensively in Table 4.10. below.

Table 4.10. Raw score means, standard deviations, and ranges of the reading attitude survey by gender

Variable	Gender	Means	SD	Min	Max
Recreational	Boys	72	8	55	90
	Girls	78	10	60	95
Academic	Boys	75	10	55	90
	Girls	82	12	65	100
Total	Boys	147	18	110	180
	Girls	160	20	125	195

In Table 4.10. above, it can be stated that (for the recreational reading) boys have a mean score of 72 with a standard deviation of 8, while girls have a slightly higher mean score of 78 with a standard deviation of 10. The range of scores for boys in recreational reading attitudes is from a minimum of 55 to a maximum of 90, while for girls, it ranges from 60 to 95.

When considering the academic aspect, boys have a mean score of 75 with a standard deviation of 10, while girls have a higher mean score of 82 with a standard deviation of 12. The range of scores for boys in academic reading attitudes is from a minimum of 55 to a maximum of 90, while for girls, it ranges from 65 to 100.

Overall, when combining both recreational and academic reading attitudes, the total mean score for boys is 147, with a standard deviation of 18, and for girls, it is 160, with a standard deviation of 20. The range of total scores for boys is from a minimum of 110 to a maximum of 180, while for girls, it ranges from 125 to 195.

The same results are displayed in Figure 4.2.

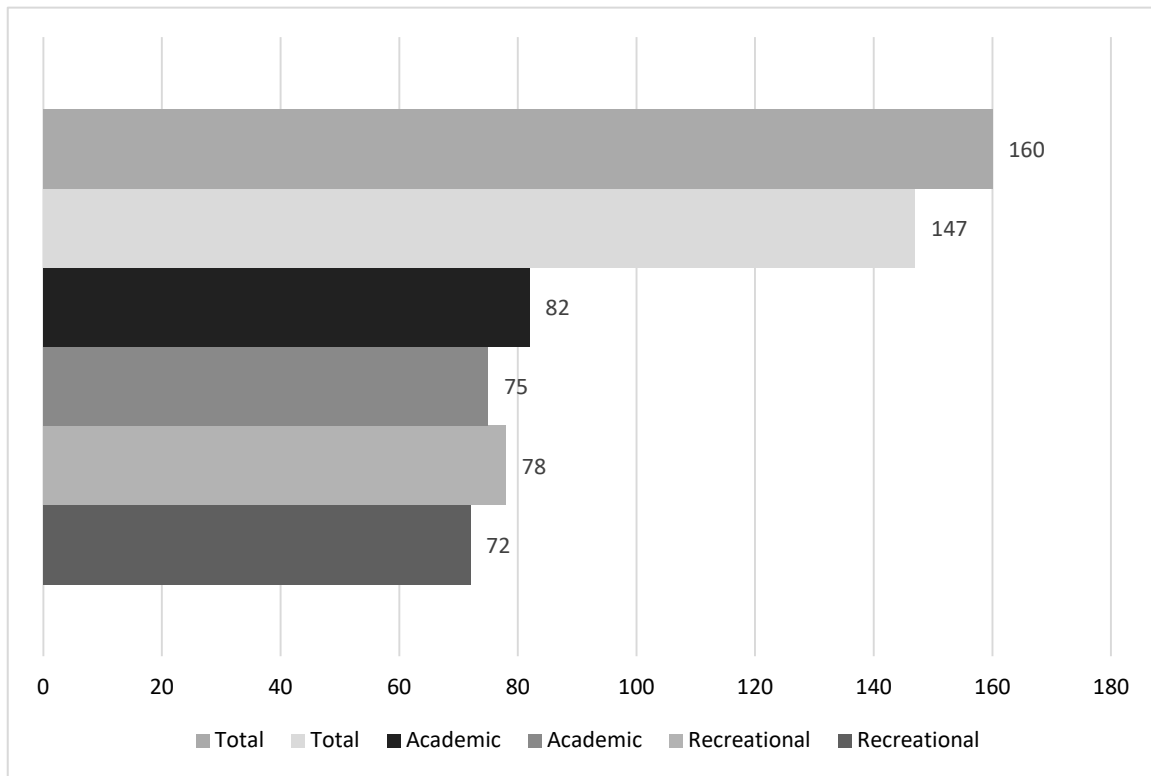


Figure 4.2. Reading attitude means by subscale and gender

4.1.3. T-Test Recreational Subscale Only by Gender

Table 4.11. T-test recreational subscale only by gender

Category	No. of Scores	Sum of Scores	Mean	Sum of Square Scores	SS
Girls	44	292	24.33	1011.17	127.35
Boys	81	289	24.08	742.83	92.85
t - Value (equal variance)					0.1955
Degrees of Freedom					22

According to the Table 4.11., the t-test analysis for the recreational subscale of the reading attitude survey by gender indicates interesting insights into the attitudes of students and how teachers perceive them.

For girls, there were 44 scores included in the analysis, with a total sum of scores of 292. The mean score for girls on the recreational subscale was calculated to be 24.33. The sum of squared scores for girls was 1011.17, resulting in a sum of squares (SS) value of 127.35.

On the other hand, for boys, there were 81 scores included in the analysis, with a total sum of scores of 289. The mean score for boys on the recreational subscale was slightly lower at 24.08. The sum of squared scores for boys was 742.83, resulting in a sum of squares (SS) value of 92.85. The t-value, assuming equal variance, was calculated to be 0.1955, and the degrees of freedom were determined to be 22.

Overall, these results suggest that there is a slight difference in the mean scores between girls and boys on the recreational subscale of the reading attitude survey. However, the difference is not substantial, indicating that both genders generally have similar attitudes toward recreational reading in L2 at the primary level.

4.1.4. T-Test Academic Subscale Only by Gender

Table 4.12. T-test for Academic Subscale Only by Gender

Category	No. of Scores	Sum of Scores	Mean	Sum of Squared Scores	SS
Girls	44	312	26	1154	144.25
Boys	81	306	25.5	1230	153.75
T-Value					0.041
Degrees of Freedom					22

Table 4.12. clearly illustrates that the t-test analysis for the academic subscale of the reading attitude survey by gender provides further insights into how students' attitudes toward academic reading in L2 at the primary level vary between genders.

For girls, the analysis included 44 scores, with a total sum of scores of 312. The mean score for girls on the academic subscale was calculated to be 26. The sum of squared

scores for girls was 1154, resulting in a sum of squares (SS) value of 144.25. Similarly, for boys, there were 81 scores included in the analysis, with a total sum of scores of 306. The mean score for boys on the academic subscale was slightly lower at 25.5. The sum of squared scores for boys was 1230, resulting in a sum of squares (SS) value of 153.75. The t-value calculated for this comparison was 0.041, and the degrees of freedom were determined to be 22.

Overall, the results suggest that there is a negligible difference in the mean scores between girls and boys on the academic subscale of the reading attitude survey. This indicates that both genders generally exhibit similar attitudes toward academic reading in L2 at the primary level. The small t-value further supports this conclusion, suggesting that any differences observed are likely due to random variation rather than meaningful disparities in attitudes between genders.

4.1.5. T-Test for Overall Reading Attitude by Gender

Table 4.13. T-test for Overall Reading Attitude by Gender

Category	No. of Scores	Sum of Scores	Mean	Sum of Squared Scores	SS
Girls	44	600	50	300	300
Boys	81	594	49.5	298	298
T-Value					0.8286
Degrees of Freedom					123

Based on the data on Table 4.13., the t-test for Overall Reading Attitude by Gender compares the mean scores of girls and boys to determine if there is a significant difference in their attitudes toward reading. In this analysis, the data includes the number of scores, sum of scores, mean, sum of squared scores, and the sum of squares (SS) for both girls and boys.

For girls, the sample consists of 44 scores, with a total sum of scores of 600. The mean reading attitude score for girls is calculated as 50, with a sum of squared scores of 300 and a corresponding sum of squares (SS) of 300.

Similarly, for boys, there are 81 scores, resulting in a total sum of scores of 594. The mean reading attitude score for boys is slightly lower at 49.5, with a sum of squared scores of 298 and a corresponding sum of squares (SS) of 298.

After performing the t-test calculation, the resulting t-value is approximately 0.8286, and the degrees of freedom are calculated as 123. The t-value indicates the magnitude of the difference between the means of the two groups, with a higher absolute t-value suggesting a greater difference. In this case, the positive t-value suggests that the mean reading attitude score for girls is slightly higher than that of boys.

The degrees of freedom represent the number of independent pieces of information available to estimate a parameter. In this analysis, the degrees of freedom are calculated as 123, reflecting the total number of scores minus 2.

Overall, these results provide insights into the differences in reading attitudes between girls and boys, contributing to a deeper understanding of how gender may influence students' perceptions and behaviours toward reading in a second language at the primary level.

4.2. Findings of Qualitative Data

Research Question 1: What attitudes do young learners in Grade 2 exhibit towards the development of reading skills?

In this part of the study, data were collected from the ERAS framework, interview questions were devised to closely align with it, focusing on teachers' perspectives regarding their students' attitudes toward reading. A more informal route was followed throughout the analysis of it as suggested by the author of the data collection tool (Kears, 1990):

‘...to note informally where the score falls in regard to the four nodes of the scale. A total score of 50, for example, would fall about midway on the scale, between the slightly happy and slightly upset figures, therefore indicating a relatively indifferent overall attitude toward reading.’

As mentioned before, to increase the reliability of the research, interview questions were slightly modified to target teachers’ opinions about their own students’ feelings towards reading skills. To serve this very same aim, questions such as ‘How might your students feel about ...) were asked to find the similarities and differences of students’ responses.

To analyze the data easier, initial letter matching and coding was established. The teacher of classroom A is Sharon, (coded as ‘S’), the teacher of classroom B is Carla (coded as ‘C’), the teacher of classroom C is Arnold (coded as ‘A’), the teacher of classroom D is Eric (coded as ‘E’) and the teacher of classroom D is Denver (coded as ‘D’).

4.2.1. Teachers’ beliefs on recreational reading attitudes of students

Below are the responses provided by the English teachers to the interview questions concerning students' attitudes toward recreational reading:

‘Q1. How might your students feel when they read a book on a rainy Saturday?’

S: ‘I don’t think the boys would find much interest; they’d probably look to play video games. I think the girls would find more joy in reading on a rainy day.’

C: ‘The girls would be more interested than the boys.’

A: ‘They won’t be so happy about it; boys are not as interested as girls. Maybe just a few boys would participate as it is the weekend.’

E: 'They may feel relaxed, and girls may be more interested as they have more imagination, so they may dive into a book on a rainy day. Boys might find it difficult; they may want some more activities that are interactive.'

D: 'Since they are 2nd graders, they are not the type of students who prefer reading at home. The boys, provided that it is something that sparks their interest, would have more fun than girls. The chance is low for girls.'

In general, while there may be differences in enthusiasm between boys and girls, both genders may benefit from interactive and engaging reading activities tailored to their interests and preferences.

Based on the answers of 5 teachers, it is apparent that boys would not find much interest in a rainy Saturday, even though it would involve an activity outside of school.

'Q2. How might your students feel when then read a book in school during free time?'

S: 'I think the girls would find more joy in reading at school, as they are more willing.'

C: 'The girls would be more interested than the boys.'

A: 'Students would want to play, so none of them would enjoy reading.'

E: 'Boys would rather play, but girls will be more willing to do so at school.'

D: 'In free time activities, 50% of both boys and girls would have fun.'

In general, while there may be differences in enthusiasm between genders, creating a conducive and engaging environment for reading during free time can potentially foster enjoyment and participation among all students.

As for the gender difference, girls are perceived to be more interested and willing to engage in reading activities at school compared to boys. While boys may prefer playing over reading during free time, girls may be more inclined to participate in reading activities, especially in a school setting. However, it is noted that during free time activities, an equal percentage of both boys and girls, approximately 50%, may find enjoyment, indicating that there may still be opportunities to foster a love for reading among all students.

‘Q3 How might your students feel about reading for fun at home?’

S 'I don't think boys will be inclined to voluntarily read for entertainment at home, whereas only a small percentage of girls will find pleasure in reading for the same purpose.'

C 'Only 7% of the boys would feel positive, whereas around 93% of the girls would be okay with it.'

A 'They would be interested and like it, as in class they seem so much interested in reading, and if it is homework they'd be OK. Most boys do not seem interested in academics. Girls are nice, and they'd be interested, as when I give them work, they would be eager to work on it.'

E 'Depending on the interest of the book, it will be harder for the books to focus on the book. Girls are easier to sit and focus.'

D 'Both boys and girls, 10%, have fun; the rest, 90%, would not feel curious about reading.'

In general, only a minority of both boys and girls (around 10%) may find reading enjoyable, while the majority may not feel curious or interested in reading.

Based on the responses provided by the teachers, it can be inferred that there is a notable difference in the reading habits and attitudes between boys and girls. Boys generally appear less inclined to engage in voluntary reading for entertainment purposes compared to girls, who seem more likely to find pleasure in reading at home. Additionally, a significant

majority of girls express positive feelings towards reading, while boys exhibit a lower level of enthusiasm, particularly regarding academic activities.

‘Q4 How might your students feel about getting a book for a present?’

S 'I don't think any of the boys would like to receive a book as a gift, but I believe a small number of girls would love it.'

C 'Because all kids love presents, 50% of both boys and girls would be excited to receive a book as a gift.'

A 'Regardless of the present, they'd be so happy; boys would be happy at first, but later on, no, yet girls would appreciate the books as a present.'

E 'The students love getting presents anyways; they would be excited about the pics. Both girls and boys feel so good, yet girls would feel a bit more excitement, I guess.'

D 'Just if it raises their interest, they will be fine. Boys, 50% of them, would feel happy, but the rest no. The girls, when given a present, have a tendency to be happy.'

Based on the responses provided by the teachers regarding students' attitudes towards receiving books as gifts, it can be inferred that there is a range of perspectives. Some teachers believe that students, regardless of gender, may appreciate receiving books as presents, while others suggest that only a portion of students would truly value them. However, there is a consensus that receiving presents, including books, generally brings happiness to students. Additionally, teachers highlight the importance of the content of the book in determining students' level of interest and excitement. Overall, while there may be variations in individual preferences, the act of receiving presents is viewed positively by students, contributing to their overall enjoyment and satisfaction.

While the majority of boys may not express enthusiasm for receiving a book as a gift, a small percentage of girls are likely to appreciate it. However, overall, both boys and

girls generally express positive feelings about receiving presents, with girls showing a slightly higher tendency to feel excited, particularly if the book aligns with their interests. Nonetheless, for both genders, the level of excitement largely depends on the individual's personal interests and preferences.

‘Q5 How might your students feel about spending free time reading a book?’

S 'I don't think any of the boys would find joy in reading during their free time, whereas the average number of girls would feel the opposite.'

C 'Most of the girls would really love to read in their free time, but only a small percentage of the boys would do so.'

A 'They will not be happy at all about spending their free time reading.'

E 'They might not want; the boys would be more willing to do physical activities or play video games. Girls have a similar tendency and are more willing to read in their free time.'

D 'If it is in class, they might raise interest when they read. Boys and girls, 50%.'

Overall, while there may be varying opinions on students' attitudes towards leisure reading, it is evident that creating engaging and supportive environments for reading, both in and out of the classroom, is important in fostering a love for reading among students.

It can be inferred from the answers that there is a notable difference in the reading habits and preferences between boys and girls during their free time. While the majority of girls may enjoy reading in their leisure time, a significant number of boys are less likely to find joy in reading and may prefer engaging in physical activities or playing video games instead. Overall, boys generally express less interest in reading during their free time compared to girls, although individual preferences may vary. Additionally, the teachers note that reading in class may pique the interest of both boys and girls equally, suggesting that the learning environment can impact students' engagement with reading materials.

‘Q6. How might your students feel about starting a new book?’

S 'I think half of the students would feel positive, while the other half would not.'

C 'High-achieving students and low-achieving students react differently to this question.'

A 'It depends on the interest of the book. I am saying that when I give them a book, they seem interested in it when they start it.'

E 'At first, because it is new, it may be interesting. The pictures, idea, and cover just because it is new. BOTH g and B.'

D 'The cover, illustrations, and pictures do catch their attention. All the boys and girls would feel very happy.'

It is evident that students' attitudes towards starting a new book can be influenced by various factors. These factors may include individual interests, academic achievement levels, and the appeal of the book itself. While some students may express positivity and excitement towards beginning a new book, others may not share the same level of enthusiasm. Furthermore, differences in academic performance between high-achieving and low-achieving students may also contribute to variations in their attitudes towards reading. Additionally, teachers observe that students may initially be drawn to a new book because of its novelty, which could be attributed to factors such as the cover design, illustrations, and pictures.

It is apparent from the answers of these teachers that students' feelings about starting a new book may vary depending on factors such as their individual interests, achievement levels, and the appeal of the book itself. While some students may feel positive and excited about starting a new book, others may not share the same enthusiasm. High-achieving and low-achieving students may also react differently to this question, suggesting that academic performance could influence their attitudes towards reading. Additionally, the teachers note

that students may initially be intrigued by a new book due to its novelty, including factors such as the cover, illustrations, and pictures.

‘Q7 How might your students feel about reading during summer vacation?’

S 'I don't think any gender would find joy in reading a book during their summer vacation.'

C 'If enough motivation is established by parents during the summer, everyone may come to love reading.'

A 'In summer vacations, they do not want to do anything school-related, so I don't think boys would be happy, for girls perhaps only 50% of boys would be happy.'

E 'They might want it joy as summer vacation is long. The boys would find reading interesting when they burn their energy. Similar to boys, girls also but they would be more willing.'

D '10% would be okay, as when they return from their holidays, it is observed that they barely read fluently according to their level.'

Overall, only a small percentage of students may feel comfortable reading during summer vacation, with many preferring to engage in other activities or taking a break from academic pursuits. These insights highlight the importance of fostering a love for reading throughout the school year and providing opportunities for students to engage with literature in ways that are meaningful and enjoyable to them.

Based on teachers' responses, it appears that there is a prevailing notion that students, particularly boys, may not derive much enjoyment from reading during the summer break, perhaps due to a desire to engage in non-academic activities; however, there is a suggestion that girls may exhibit a slightly higher level of interest, especially if incentivized by external

factors such as parental encouragement or if they perceive reading as a source of relaxation during the extended vacation period.

‘Q8. How might your students feel about reading instead of playing?’

S 'I believe that only 25% of the students prefer reading over playing. Specifically, about 5% of the boys and approximately 30% of the girls would feel more inclined towards reading than playing.'

C 'Half of them, under certain conditions such as if I promise they'll have fun after 10 minutes of reading, will read.'

A 'All will be happy about playing. What I usually observe is that kids always want to play, even if it is time to do academic study. Both girls and boys would prefer playing over reading.'

E 'I don't think their first choice would be reading over playing. Boys would rather play outside, run around or play video games than reading. Girls also when it's their free time.'

D 'Most of them would not feel happy about reading over playing. All the boys would prefer it. 80% of the girls would play.'

In general, it seems that the majority of students, regardless of gender, would prefer playing over reading, with only a small percentage expressing a stronger inclination towards reading, particularly among girls; however, some students may be willing to engage in reading under specific conditions or if presented with enticing incentives, while others may consistently prioritize play activities over reading, suggesting a prevailing preference for active recreation among students.

The teachers' responses suggest that most students tend to favor playing over reading, particularly in their leisure time. Boys, in particular, show a greater preference for physical activities or playing video games rather than reading. However, a minority of students,

mostly girls, may exhibit a stronger inclination towards reading than playing. Moreover, some students may be open to reading if certain conditions are met, such as being assured of enjoyable activities afterwards.

‘Q9 How might your students feel about going to a bookstore?’

S 'Less than 10% of the boys would be willing to go to a bookstore, whereas 40% of the girls would be willing to do so.'

C 'The boys would be more excited than the girls when they go to a bookstore. Illustrations really attract boys.'

A 'I don't think they would just do it all by themselves. In general, my kids are not interested in reading. I don't think boys would take the initiative to go to a bookstore to buy a book unless they are told to, but girls may.'

E 'They both find it interesting as it is something new to do. Boys would find it interesting as anything new would, also girls.'

D 'In general, if the level of the book is okay, then fine. All boys would be happy when they are taken to a bookstore. Girls, especially if the cover, title, and pictures are well-designed, would feel better than boys.'

Students may experience a sense of happiness during the visit, particularly if the books cater to their interests and preferences. Overall, visiting a bookstore presents an opportunity for students to explore new literary adventures and engage with enriching reading materials.

The teachers' responses indicate potential differences in the attitudes of boys and girls towards visiting a bookstore. While fewer than 10% of boys may express willingness to go, compared to approximately 40% of girls, those who do visit may exhibit excitement, particularly boys who are drawn to visually engaging illustrations. However, students in general may not spontaneously choose to visit a bookstore unless prompted. Nevertheless,

both boys and girls may find the experience intriguing, especially if the bookstore offers fresh and enticing books. Boys may experience happiness, particularly if the books are at an appropriate level, whereas girls may feel even more delighted, especially if the books boast well-designed covers, titles, and illustrations.

‘Q10 How might your students feel about reading different kinds of books?’

S 'I believe that 20% of students would feel happy when they read different kinds of books, with 50% of girls finding joy in doing so.'

C 'Boys tend to get bored more easily than girls, so different genres might attract them.'

A 'For them, they would never care about the genre as long as the story is interesting, as they are still young. If the storyline is good, they might.'

E 'I think reading different kinds of books would spark their interest and since their attention span is short, they would enjoy if you change the kind occasionally.'

D 'Short stories, science, tech, when they take a look at it first, yes, they would be happy. Boys, when they see something about football or space, etc., would show interest in that.'

In general, students may not place significant emphasis on the specific genre as long as the storyline proves engaging. According to teachers' perspectives, introducing a variety of genres could spark interest, especially considering students' relatively short attention spans.

The teachers' feedback indicates that students may have varying responses to reading different types of books. Approximately 20% of students, with a higher proportion of girls at around 50%, may feel happy when exploring diverse genres. Boys, in particular, may have a tendency to become bored more easily, but they might find different genres appealing. Introducing a variety of genres could generate interest, especially considering students' relatively short attention spans. For instance, short stories or topics related to science and

technology may capture their attention, with boys expressing particular interest in subjects such as football or space exploration. Overall, students may not be overly concerned about the specific genre as long as the storyline is engaging.

In conclusion, the responses indicate a net positive perception of 36%. In contrast, teachers' perceptions lean more negatively, with 32% expressing a positive attitude and 68% expressing a negative attitude. This results in a net negative perception of -36%. As for girls, students also similarly perceive the recreational aspects positively, with 64% expressing a positive attitude compared to 36% with a negative attitude, resulting in a net positive perception of 28%. Teachers, on the other hand, have a slightly more positive perception, with 66% expressing a positive attitude and 34% expressing a negative attitude. This results in a net positive perception of 32%. Overall, there's a noticeable disparity between students' and teachers' perceptions of the recreational aspect of the survey questions regarding reading. Teachers tend to have a more negative perception when compared to the students.

The contrast in perceptions between students and teachers underscores the importance of understanding the perspectives of both parties in educational assessments. While students seem to view the first ten questions positively, indicating a degree of engagement and receptiveness, teachers may interpret the same questions differently, potentially highlighting areas of concern or improvement in the learning environment.

Table 4.14. Interview with teachers (Differences between students' and teachers' responses of Questions 1-10 (Recreational))

Students' Attitudes	Teachers' Perspectives
TOTAL/SUMMARY (Recreational)	TOTAL/SUMMARY (Recreational)
BOYS	BOYS
%68 FEEL POSITIVE	%32 FEEL POSITIVE
%32 FEEL NEGATIVE	%68 FEEL NEGATIVE
GIRLS	GIRLS
%64 FEEL POSITIVE	%66 FEEL POSITIVE
%36 FEEL NEGATIVE	%34 FEEL NEGATIVE

According to the data in Table 4.14., 68% of boys expressed a positive attitude toward the first 10 questions (related to reading for pleasure or leisure), while 32% had a negative attitude. However, the teachers' perceptions differed significantly from the boys', as all teachers assumed that the majority of boys would feel negatively toward leisure-time reading.

Regarding girls, the data in the same table show that the students' perceptions toward the first 10 questions were nearly identical to those of the teachers, with only slight differences in the percentages.

Overall, while there is a notable disparity between teachers' assumptions and boys' actual attitudes toward reading for leisure, the responses from girls show a significant alignment with the teachers' perceptions.

4.2.2 Teachers' beliefs on academic reading attitudes of students

Q11. How might your students feel when a teacher asks them questions about what they read?'

S 'I would say 40% would like to be asked questions about their reading material. Twenty-five percent of the boys would like the questions addressed to them about their reading book, and 60% of the girls may do so. The art of reading, in all that they have on campus, comes easier to girls when compared to boys, and that's why they find more enjoyment. They can be more creative. Boys are more hands-on. '

C 'In general, if they read the story properly, they would be interested in answering, even the lowest-performing student. Even if one hyper boy may not know the answer, he still wants to... making girls comfortable.'

A 'In class, most of the time, kids would be excited as they are influenced by each other, and I, as a teacher, am here to motivate them. Motivation is the key. Girls, who are smarter than the boys, feel more interested and eager to answer. Boys

would only go for the easier answers, while girls enjoy hard questions, and boys don't.'

E 'In general, depending on their level, they might feel a little nervous. The boys might be eager to share, but they probably won't have the ability to express their feelings about the book. The girls might be more eager to share in something.'

D 'In general, 50% of students raise their fingers. The possibility of boys answering the questions is around 25%, and similarly, girls answer at the same percentage. The rest of the boys and girls remain silent.'

Some teachers assume gender differences in reading enjoyment, believing girls may excel in participation. Others prioritize inclusivity, fostering a supportive environment for all students to engage in discussions regardless of gender or academic levels. They stress motivation, safety in sharing, and recognize varying comfort levels in expressing thoughts about reading material. Overall, while some teachers make assumptions about gender differences in reading enjoyment and participation, others focus on creating a supportive environment for all students to engage with the material.

'Q12. How might your students feel about reading workbook pages and worksheets?'

S 'I would say 50% would like the textbook pages and sheets. Thirty-five percent of boys and 60% of girls would like them.'

C 'If the worksheet is easy, they would complete it comfortably. However, if the worksheet is hard or boring, they would move or roam around as they do not want to complete it, feeling tense. I need to facilitate the process for them, and both girls and boys would respond similarly.'

A 'Reading, in general, is an interesting activity. They attempt to read worksheets, but most of the time they need my assistance, so they don't have much eagerness unless I help them. Boys would prefer to ask me to explain the worksheet pages more than the girls, while girls would try to read.'

E 'My students might find it difficult and feel nervous. The boys have less patience, so they would feel more anxiety or stress. The girls have more patience, so they may feel less stressed.'

D 'In general, the worksheets are not highly favoured, but they still enjoy them as they are an activity. The boys, I guess, would like them but not love them. Similarly, the girls would like them, but not feel like they really love doing so.'

While some teachers emphasize differences in interest or emotional responses between boys and girls regarding worksheets, others focus on the impact of difficulty level and the need for teacher facilitation to ensure student engagement.

'Q13. How might your students feel about reading in school?'

S 'About 75% like reading. For boys, it's about 50% as they lack reading skills, and some may not feel...'

C 'In general, reading is fun, but my students sometimes struggle due to the language barrier. Depending on their interests, girls are more interested than boys.'

A 'I don't think my students show much eagerness in reading, neither boys nor girls.'

E 'Right now, I feel like their reading skills have not been developed well enough, so reading is something that is forced upon them. Boys just read by their emotions, and girls do similarly.'

D 'When I read something, more than half of the kids would be interested in it. The boys would like any piece of text when reading. Similarly, the girls would feel the same.'

In general, while certain educators highlight variations in boys' and girls' interests or reading proficiencies, others prioritize the pleasure of reading as a collective experience for all students.

‘Q14. How might your students feel about reading their school books?’

S 'Fifty percent would feel comfortable reading the schoolbooks themselves. Boys, at 40%, are not enthusiastic because of their low reading skills or lack of interest. Girls, however, are more...'

C 'Reading their books... I think our English books are hard for them, as most of the kids do not know how to pronounce the sounds or letters. I have some high and low achieving kids, and even those who can read among them always feel distracted because they really do not know what's going on.'

A 'In general, they don't like reading; they only read when I'm there and tell them to do so. Otherwise, they won't pick up a book and read on their own. Both girls and boys do the same.'

E 'They haven't developed their skills, but they feel more eager for these questions. The boys have developed their ability to read by relying on their emotions rather than understanding and connecting it to the text. Girls, similarly, have yet to fully develop their skills.'

D 'Obviously, if the reading text is suitable for them, which is not the case for our resources, as 90% of them are above their level, they would feel nervous. Boys would feel nervous too. Girls, on the other hand, would like them.'

Based on the answers, some students feel comfortable reading independently, others face challenges such as difficulties with pronunciation and comprehension, particularly in English texts. There's a notable disparity between boys and girls, with boys exhibiting less enthusiasm possibly due to perceived lower reading skills or interest levels. Overall, there seems to be a general disinterest among students in reading their school books independently, as they only engage with the material when directed by the teacher. However, students show eagerness for questions related to the reading material, indicating a desire for engagement.

‘Q15. How might your students feel about learning from a book?’

S 'In general, 75% love to read about new things. For boys, it's 50%. This would give them the chance to learn something new, whether it's about a new skill or technique that they can share or apply with their parents or classmates. Girls would be more eager, around 75%.'

C 'In general, they would be excited. Boys would feel happy, not sad. For example, one time I mentioned the word 'professor' and a boy asked the meaning of it. Once I explained, he felt so happy. Conversely, girls would be less comfortable than boys.'

A 'It depends on what they are learning; sometimes they pay interest, but sometimes they do not. Depending on the content, sometimes boys show interest in the reading text, and sometimes they pay no attention. The same applies to girls.'

E 'Anything new would spark their interest, even if they do not comprehend it well. Just the thought of something new, pictures, etc., would spark their interest. Both boys and girls would have the same interest because it is something new.'

D 'For example, we take them to the library once a week. Learning something new from a book they read in library classes would definitely make them all feel cherished. When compared to boys, perhaps more than the average number of girls would feel joy. However, since it is compulsory, girls might feel reluctant to complete their tasks, which is why they would probably feel less comfortable learning something new from a piece of text.'

Based on the teachers' responses, it can be deduced that students generally exhibit a positive attitude towards learning from books, with a notable eagerness for acquiring new knowledge. While there may be variations in interest levels between boys and girls, particularly in response to different content or contexts, the overall sentiment suggests a shared curiosity and enthusiasm for exploring new concepts through reading. Despite potential differences in comfort levels or compliance with compulsory tasks, the responses collectively highlight the value of books as a means of fostering joy and intellectual growth among students.

'Q16. How might your students feel when it's time for reading in class?'

S 'In general, 65% are interested. Forty percent are boys, as most do not show true interest, while 60% are girls.'

C 'It depends on the number of groups who are interested and who are not. Sometimes, they love to read and pay attention, eagerly waiting for instructions. However, for those who do not understand, especially boys, they feel sad. Girls would be more excited than boys, and they generally feel more positive.'

A 'Only a few students would be interested in silent reading, perhaps one or two boys and a few girls. However, the number of girls who would find it enjoyable is higher. It's not just about silent reading; reading, in general, attracts girls more than boys.'

E 'In general, since they are now developing their reading skills, they'd find it as a break to connect with something else rather than focusing on a teacher. The boys take it as a break, for them it's like looking at the board or to the teacher, independently doing something. The girls do the same.'

D 'In general, the kids would feel happy, but since it's material-based, both girls and boys might feel challenged as I said, the materials are hard. Both genders would find it challenging.'

It is evident that students' feelings when it's time for reading in class vary depending on factors such as interest, comprehension levels, and the nature of the reading materials. While some students, particularly girls, may feel excited and positive about reading activities, others, especially boys, may exhibit less interest or even feel sad if they struggle to understand the material.

Additionally, there seems to be a perception that girls are generally more drawn to reading activities than boys.

'Q17. How might your students feel about stories they read in reading class?'

S 'I think 75% would feel good because they can learn how to develop their vocabulary skills and find ways to relate their personal lives to the story, making it easier to comprehend. For boys, I would say 40%, but for girls, it's 60%, as they are more imaginative. They can look at a story and create another story based on that reading text, incorporating more story elements accordingly.'

C 'In general, they would both be cherished. If all the stories are adjusted to real-life act- outs, they would all be engaged, both boys and girls equally.'

A 'It depends on the story, particularly the storyline and its length. I highlighted the length because they may lose interest quite easily. Interest is also a significant factor.'

E 'In general, stories come with a lot of pictures and new vocabulary words, so they definitely spark their interest. Both genders find reading stories interesting because they are usually shorter and more suitable for kids.'

D 'Reading in class activities, especially some are okay, but some stories are long, so short stories would spark their interest. I can say boys would find the reading stories, especially long and boring ones, very annoying. Girls feel the same.'

In reading class, students' feelings about stories vary based on factors like engagement, imagination, and interest. Some, especially girls, may positively connect stories to their lives, improving comprehension through vocabulary development. Others propose that real-life act-outs could engage both genders.

Length and content also impact interest, with shorter, illustrated stories sparking more engagement. Longer narratives, especially among boys, may lead to disinterest, favoring shorter, more engaging tales. Ultimately, students' emotions hinge on personal connection, engagement, and presentation style.

'Q18. How might your students feel when you read out loud in class?'

S 'In general, students enjoy reading aloud, so about 80% would find enjoyment from the read-aloud sessions, as they create mental images. For boys, it's about 40%, partly due to the language barrier and lack of comprehension in reading. However, 60% of boys are able to use mental images to help them connect better.'

C 'Reading out loud would catch the attention of both genders since they focus on my tone of voice. I generally change my tone of voice; sometimes I use a high pitch, sometimes low, and that's how they feel excited. I think girls would be more excited and happier compared to boys if this is the case.'

A 'When I read aloud, they concentrate and show interest because they think I'll also ask them to mimic me, which they find enjoyable. Both boys and girls show interest in the same way.'

E 'Right now, at this stage, it is not more convenient for them, but it's not the best way to help them really comprehend something as they are just used to teachers reading for them. They would find it comfortable if we read. Both boys and girls would have less anxiety or stress.'

D 'When I read something aloud, all students would feel passive. The class remains silent. They become neutral. Both boys and girls feel indifferent.'

When teachers read aloud in class, students' feelings vary based on their engagement, comprehension, and comfort levels. While some, especially those who can visualize the text, may enjoy the experience, there's a gender difference, with girls potentially being more excited than boys, as per one viewpoint. However, another perspective suggests that both genders show interest by mimicking the teacher's tone. Yet, some students may feel indifferent due to a lack of engagement or comprehension. Overall, while some find read-aloud sessions engaging, others may feel less enthusiastic or neutral about the activity.

'Q19. How might your students feel about using a dictionary?'

S 'Only one student knows what a dictionary is and what it is used for. The other 24 have no idea.'

C 'They haven't used a dictionary in this grade. So...'

A 'Using a dictionary may make them feel happy as it will answer most of the questions they have. Both boys and girls would feel appreciated for using a dictionary in the classroom.'

E 'They haven't had a chance to use one yet in my presence.'

D 'In general, none of the students use a dictionary, and dictionary use is not encouraged, neither for boys nor for girls.'

When it comes to using a dictionary, students' feelings vary based on their familiarity and experiences. Some students may feel ignorant or unfamiliar with the concept of a dictionary, while others might feel happy and appreciated for its potential to answer their questions, as suggested by one teacher.

However, it appears that dictionary use isn't common among the students, as indicated by different responses, with some students not having had the chance to use one and others not encouraged to do so. So, there seems to be a lack of exposure to or emphasis on dictionary usage in the classroom setting, which may affect students' perceptions and attitudes towards this resource.

'Q 20. How might your students feel about taking a reading test?'

S 'I think the students would feel nervous and scared if they are being tested. This would probably give them a sense of anxiety, especially when it is something they don't feel confident in.'

C 'They would be scared, but some are excited to answer all on the spot. It depends on their level and also the text. Boys would be okay, but since my girls are shy, they would feel scared.'

A 'In general, I can observe anxiety if they have answered the questions correctly, so they ask for clarity, both boys and girls.'

E 'It is something that is challenging for them because they haven't developed their reading skills of actually comprehending what they read, rather than just reading through emotions. They ask for assistance. Both boys and girls find it challenging if they read something that is longer.'

D 'I guess, more or less, all kids would feel eager to answer the questions as we read them, especially since the passages are short and easy to understand. Both girls and boys would feel happy about it.'

It is noticed that students take a reading test; their feelings can be influenced by different things like how confident they feel, how hard the reading is, and how well they understand it. Some students might feel worried or nervous, especially if they don't feel very sure about their reading skills or if they think the test is difficult. Others might feel a mix of fear and excitement, depending on how ready they are and how familiar they are with the material. This feeling might also be affected by whether they are a boy or a girl, as some teachers suggest.

Many students might feel anxious and want to ask questions about their answers, no matter their gender. If the passages in the test are long, students might find it even harder and need help. But sometimes, students might feel eager and happy about answering questions, especially if the test is easy to understand. These different feelings show that students react in various ways to reading tests, which can be influenced by how confident they feel, how ready they are, and what the test is like.

Table 4.15. Interview with teachers (Differences between students' and teachers' responses of Questions 11-20 (Academic)

Students	Teachers
TOTAL/SUMMARY (Academic)	TOTAL/SUMMARY (Academic)
BOYS %63 POSITIVE %37 NEGATIVE	BOYS %44 POSITIVE %56 NEGATIVE
GIRLS %60 POSITIVE %40 NEGATIVE	GIRLS %68 POSITIVE %32 NEGATIVE

According to the data on Table 4.15., for boys, students perceive positively in terms of academic benefits, with 63% expressing a positive attitude compared to 37% with a negative attitude, resulting in a net positive perception of 26%. In contrast, teachers' perceptions are less positive, with 44% expressing a positive attitude and 56% expressing a negative attitude, resulting in a net negative perception of -12%. Once again teachers' perceptions on boys' academic reading attitudes showed difference than students' feelings for this type of reading.

For girls, it can be deducted that they consider academic reading positively with 60% expressing a positive attitude compared to 40% with a negative attitude, resulting in a net positive perception of 20%. Also, teachers' perceptions are more or less similar to students' attitudes on academic reading, with 68% expressing a positive attitude and 32%.

CHAPTER 5

DISCUSSION

The findings derived from the research questions presented in the previous chapter will be addressed in this chapter. There will be distinct, in-depth discussions of findings from quantitative and qualitative data contrasted with outcomes from similar prior studies.

5.1. Use of IXL

The cultivation of favourable perceptions towards reading has been linked to continuous reading habits throughout one's life span, as noted by Cullinan (1987). It is essential to recognize the significant role of the educational bridge between teachers and students, as well as the importance of where and when this education takes place. In this regard, there are certain differences between private and public schools. Although students' attitudes towards reading are commonly identified by teachers as important, (Quinn & Jadav, 1987) little time is spent developing positive reading attitudes in public schools (Greaney, 1991; Heathington & Alexander, 1984). It is important to note that there are significant differences in the emphasis placed on literacy between private and public schools. In private schools, there is more reinforcement of attitudes towards reading because of the greater resources available. This has been demonstrated by the increase in student success percentages with the use of the *IXL* program in the current study. It underscores the pivotal role of the educational relationship between teachers and students, emphasizing the significance of the learning environment. Notably, disparities exist between private and public schools regarding the reinforcement of reading attitudes, with private institutions typically having more resources available for this purpose. Additionally, the study reveals that both girls and boys demonstrated improved overall scores after a 20-week period of utilizing the *IXL* program, indicating the potential for private schools to provide more enriching educational experiences in terms of literacy development. In other words, it may be considered that private schools tend to reinforce attitudes towards reading more extensively due to the availability of greater resources.

The correlation between measures of reading attitude and achievement tends to be moderate, usually falling within the range of .20 to .40 according to three previous studies (Deck & Barnette, 1976; Roettger, Szymczuk, & Millard, 1979; Swanson, 1982). Although some researchers suggest that positive student attitudes towards reading lead to better reading achievement (Bettelheim & Zelan, 1981), others propose that the causal relationship operates in the opposite direction, from achievement to attitude (Quinn & Jadav, 1987). However, this study does not support this notion because when considering the contributions of the *IXL* program to students, even male students with more negative reading attitudes compared to females, instead of significantly lagging behind females after 20 weeks, only a small percentage difference was observed in terms of achievement. This indicates that reading attitudes in males do not entirely parallel their achievement.

5.2. Recreational Reading Attitudes of Both Genders

Some research indicated that proficient readers tend to exhibit more favourable attitudes towards reading compared to less proficient readers, as demonstrated by Wigfield & Asher (1984). Furthermore, both quantitative and qualitative analyses derived from this study corroborate this assertion. The majority of findings indicate that children characterized by high levels of reading engagement and active participation within the classroom exhibit more favourable attitudes towards reading. This alignment between positive reading attitudes and indicators of reading proficiency underscores the intricate interplay between reading habits, classroom dynamics, and attitudes towards literacy. It suggests that fostering an environment conducive to reading, coupled with active student engagement, and may significantly contribute to the development of positive reading dispositions among students. This also highlights the crucial role of both reading engagement and classroom dynamics in shaping students' attitudes towards reading, emphasizing the importance of creating an environment that fosters active participation and a love for literacy.

Research Question 1 aims to understand the attitudes that Grade 2 learners exhibit towards the development of reading skills. According to students' survey responses, regarding recreational reading, both genders exhibit a predominantly positive attitude towards most of the questions, specifically questions 1, 2, 3, 4, 6, 7, 9, and 10. However, for question 8, the attitudes are evenly split, with half of the responses being positive and half negative.

Questions except 5 and 8 are all about reading as a voluntarily activity. In general, both genders showed sympathy and positive attitude towards them. Question 5 (reading a book as a free time activity) stands out as the only question where majority of students has a negative response. Also, based on the responses of teachers, reading a book in a free time is not a trend among students.

A study's finding revealed that on most days, the majority of primary school children did little or no book reading. Consequently, it was suggested that teachers and parents should place greater emphasis on promoting book reading (Anderson, 1986). However, a study carried in Singapore revealed that reading was among the top five leisure activities for the children surveyed. In this study, it was asserted that mothers were the primary influencers encouraging children to read books, with fathers being the second most frequent source of encouragement (Majid, 2018).

A primary student's inclination to read more isn't solely influenced by encouragement from others. There may be other influential factors. A study on recreational reading found that 87% of children would read more for fun if they had access to more interesting books, more time for reading, or a quieter space (Doig, 1992). This suggests that many children are open to reading, indicating that they could be encouraged to read more with the right conditions. Consequently, it is important to create a supportive environment to foster children's interest in recreational reading. Based on this information, it can be inferred that if students are given books that align with their interests, along with ample time and a quieter environment for reading, it would likely boost their engagement in reading as a leisure activity.

The researcher of the current study also highlights another significant factor, drawing from her experiences. Most of the curricula used in private schools in the Middle East are generally difficult for students. If students are given texts that match their reading levels, the amount of reading they do as a leisure activity is likely to increase proportionately. Hassan & Dweik (2021) indicated that difficulties with reading skills can stem from various factors, including the curriculum and the associated teaching practices and materials.

5.3. Academic Reading Attitudes of Both Genders

In a study by Şahin-Taşkın and Esen-Aygün (2017), the data analysis revealed that primary school students generally had positive attitudes toward reading and it was found that 3rd grade students' attitudes towards academic reading were positive, too. This finding aligns with the students' survey responses of the current research - both genders generally have a positive attitude towards academic reading for most of the questions, except for the last three. This indicates that both boys and girls responded positively to questions 11 through 17.

Question 11 explores students' attitudes when a teacher asks them about what they read in the classroom. When teachers inquire about what students have read in class, most teachers perceive those students will react negatively. This perception, however, contrasts with the actual responses from students, which indicate they are more likely to feel anxious about answering such questions. This aligns with a study by Chan & Wu (2004), where many students reported feeling anxious when they couldn't understand what their teachers were saying. This anxiety could be linked to the use of English as the instructional language, suggesting that excessive English in teaching contributes to comprehension difficulties.

Question 12 focuses on evaluating students' perceptions of reading workbook pages and worksheets. Students' responses are generally very positive, whereas teachers suggest that these tasks may require significant assistance. This is because the reading comprehension level in EFL classes in the Middle East is challenging, even though students generally have adequate speaking skills. This aligns with Ihab's (2012) study, which found that in the early stages of learning to read, children's oral language comprehension is significantly higher than their reading comprehension and therefore reading reinforcement needs to start from early ages.

Question 13 seeks to determine the level of preference for reading within a school setting. According to their actual responses on the Elementary Reading Attitude Survey (ERAS), one-third of the students are unhappy with it. In contrast, three out of five teachers believe that children might feel more upset than this ratio suggests. They attribute this to factors such as a language barrier, insufficient reading skills, or reduced enthusiasm for reading. Language level is a determining factor as suggested by Hassan& Dweik (2021). Students may face numerous challenges when reading, including unfamiliar vocabulary, unfamiliar content, complex sentence patterns, limited background knowledge, and

unconventional or varied structural patterns. Additionally, insufficient reading strategies can hinder their ability to understand the text effectively. Similarly, Cain et al (2000) suggested that students struggle with reading comprehension and experience difficulties with automatic word and sentence recognition due to poor memory and a lack of effective reading comprehension strategies or concepts in the text. These issues contribute to their limited ability to understand reading material.

Question 14 explores the attitudes towards using school textbooks as a reading resource. Just over half of the students feel satisfied with them, while the rest are uncomfortable. Teachers attribute this discomfort to the difficulty of the materials, which makes them challenging to fully understand. Material selection plays a critical role in EFL classes. Wen-Cheng et al. (2011) similarly noted that for most teachers, textbooks are the foundation for lesson content, the skill set taught, and the types of language practice that students engage in during class. Therefore, a variety of resources should be used when choosing instructional media.

Question 15 explores learning from a book (such as a school textbook). Although these materials are challenging for Arabic-speaking students, many advanced learners (along with some struggling ones) still manage to develop their skills over time. This aligns with a study that showed learners with strong English proficiency not only excelled in the linguistic aspects of the language but also grasped its cultural elements more effectively than those with lower proficiency (Ahmad & Shah, 2014). Similarly, teachers noted that introducing new and different material can spark curiosity among children, potentially increasing their interest in reading.

For Question 16, most students' responses suggest a positive attitude toward in-class reading, and teachers' perceptions are in line with this, indicating that students would enjoy reading in class. This also relates to motivation. Furthermore, it's noted that motivation for in-class reading tends to be higher in the early years of primary school than in the later years. This finding aligns with a study by Biyik, Erdogan, & Yildiz (2017), which showed that second-grade students have a higher motivation to read compared to fourth-grade students.

Question 17 examines story reading in classroom settings. Both students' and teachers' responses demonstrate a strong positive attitude toward story reading as a method of academic learning. Kepe's result (2020) also aligns with the same outcome. He discovered that when English learners read age-appropriate and engaging contemporary texts while employing various strategies, they can improve their communication skills as well as their academic reading and writing competence. The researcher of this study has also observed similar results in her classes: the more stories students read, the more they tend to improve their reading speed.

Question 18 reveals the attitude of students when teachers read out loud in classroom. Based on the data in the findings of students' survey responses more than 50% of the students feel unhappy when the teachers read to them. This may simply result from the fact that they become passive during this time and want to be active instead. However, teachers' responses show no resemblance to that of kids. The majority of the teachers consider that the students' attitudes would be positively reinforced when they read aloud. The researcher of the current study also agrees on the idea that the students become more active and independent while being read to. This also aligns with the study by Ledger & Merga (2018) whose findings revealed that read aloud in the classroom and at home should continue long after the phase of learning independent reading skills, and it should encompass a wide variety of text types.

Question 19 addresses the use of dictionaries in the classroom. The majority of both students' and teachers' responses to this question were negative. The primary reason for this trend appears to be that dictionary skills are generally not sufficiently taught in second grade, even though developing these skills is crucial for students' reading and vocabulary acquisition. To improve this situation, educators might consider integrating dictionary use into the curriculum more extensively. Moreover, while advanced dictionaries can be intimidating for younger students, picture dictionaries or those with simple illustrations could be a valuable alternative, making the learning process more engaging and accessible. Encouraging students to use these resources can help them become more comfortable with dictionary skills and support their overall language development. In turn, this can lead to improved reading comprehension and a better grasp of new vocabulary.

Question 20 explores students' attitudes toward tests, revealing that many students feel uncomfortable with them. This is supported by teachers' observations, who used terms like "nervous," "scared," "anxious," and "challenged" to describe how students react to tests. Guo and Yan (2019) similarly noted that while students generally recognize the practical benefits of formative and summative assessments, they often have negative emotional reactions to these types of evaluations. This may be due to the language barrier, which plays a significant role in students' general anxiety about taking assessments in their second language (L2).

5.4. Recreational Reading Attitudes of Boys vs. Girls

Recreational reading initiatives have demonstrated the ability to enhance both the enjoyment and frequency of voluntary reading. Children develop their reading skills by engaging in reading activities, and their love for reading flourishes when pleasure becomes the primary motivation for reading, as emphasized by Pillar (1983). The reason is that the more children engage in recreational reading, the better they not only strengthen their reading skills but also develop critical thinking abilities, expand their vocabulary, and enhance their comprehension skills. Moreover, by encouraging a positive reading experience focused on pleasure and personal enjoyment, recreational reading programs contribute to the cultivation of a reading culture within schools and communities. This, in turn, promotes academic success, lifelong learning, and a deep appreciation for the transformative power of literature.

Research Question 2 is finding an answer to discover if there are any discernable differences in the attitudes of Grade 2 students towards reading skill according to gender. According to the survey results, the data, based on gender differences, indicates that there are discernible differences in Grade 2 students' attitudes towards reading skill according to gender. Girls, on average, show a more positive attitude towards reading than boys, both in terms of recreational and academic contexts. This finding suggests that interventions aiming to improve reading attitudes might benefit from considering gender-based differences and exploring targeted approaches to engage boys more effectively. However, teachers' assumptions about boys' attitudes toward reading for leisure differ significantly from the boys' actual views. However, when it comes to girls, their responses closely match what the teachers expected.

There are 4 questions which reflect contrast when compared to ERAS survey results of the students and these are 1, 5, 8 and 9.

For Question 1, according to responses from 5 teachers, it's clear that boys wouldn't be particularly interested in an activity on a rainy Saturday, even if it took place outside of school, yet girls are more likely to. This discovery emphasizes the need to delve into why boys and girls show varying levels of interest in extracurricular activities. Though the study only involved five teachers, their insights suggest an intriguing trend worth investigating further. One possible explanation lies in societal norms dictating what activities are deemed suitable based on gender. Boys may feel compelled to pursue activities aligned with traditional masculinity, while girls might feel more at ease pursuing diverse interests, regardless of gender stereotypes. Such disparities might arise from various factors, including differences in individual interests, societal influences, and the availability of alternative leisure activities.

Question 5 is the only answer where students and teachers diverge. The ERAS results suggest that both boys and girls exhibit limited enthusiasm for spending free time reading a book. In contrast, teachers' perspectives highlight a notable difference in reading habits and preferences between the genders during leisure time. While girls generally enjoy reading, many boys are less inclined and may prefer engaging in physical activities or playing video games instead. This comparison underscores the discrepancy between students' reported attitudes towards reading in ERAS and the observed patterns noted by teachers regarding boys' and girls' reading habits during free time. These differences, likewise, could stem from a range of factors, such as variances in personal interests, societal pressures, and the presence of alternative recreational options.

For Question 8, according to teachers, many students, especially boys, prefer playing to reading during their free time. Boys, in particular, lean towards physical activities or playing video games instead of reading. However, a few students, mainly girls, may have a stronger interest in reading than playing. Additionally, some students might be willing to read if they know there will be enjoyable activities afterward. Conversely, in ERAS responses, half of the girls express negative sentiments and half express positive ones, similarly, half of the boys respond positively while the other half respond negatively. For Question 9, ERAS responses highlight a similarity in positivity towards visiting a bookstore

among both boys and girls. Conversely, teachers' responses underscore a notable difference in the levels of interest between boys and girls, with fewer boys expressing interest compared to girls. However, both sources suggest that students, regardless of gender, may find a visit to a bookstore intriguing, especially if it offers fresh books. Additionally, both sources indicate that boys may feel happy during the visit, particularly if the books match their reading level, while girls may experience even more delight, especially if the books have appealing covers and illustrations.

However, there are 6 recreational reading questions that bear resemblance in terms of both students' and teachers' point of views. These are questions 2, 3, 4, 6, 7 and 10.

Question 2 explores students' book reading habits during school free time, aiming to uncover any disparities between boys and girls. According to ERAS data, both genders express enjoyment and give positive responses to this activity. Teachers commonly perceive girls as more inclined towards reading at school, while boys tend to favour play during free time. However, despite this perceived difference, both boys and girls demonstrate similar enjoyment in reading during leisure activities, indicating opportunities to promote reading among all students. This suggests the importance of creating inclusive environments that encourage and support all students' reading interests and habits, regardless of gender differences perceived by teachers.

For Question 3, ERAS responses indicate that both genders equally enjoy reading for fun at home. However, teachers observe a marked discrepancy in reading habits between boys and girls. While girls generally find more enjoyment in reading, both at home and academically, boys tend to show less enthusiasm, particularly in academic contexts. This highlights the significance of understanding students' individual reading preferences and creating tailored approaches to engage all students effectively in reading, both at home and in academic settings.

Survey findings of Question 4 highlight a shared affinity among boys and girls for receiving books as gifts. Teachers note that while most boys may not display enthusiasm when given a book, a few girls are inclined to appreciate it. Overall, both genders generally view receiving presents positively, although girls demonstrate slightly higher enthusiasm, particularly when the book aligns with their interests.

Question 6 explores how students feel about starting a new book, and it reveals a positive sentiment among both boys and girls. Additionally, teachers share similar feelings towards embarking on a new reading journey. This alignment between students and teachers suggests a shared enthusiasm for the prospect of diving into a fresh literary adventure.

In response to Question 7, teachers commonly hold the belief that students, particularly boys, may not find reading enjoyable during the summer. This perception likely stems from the assumption that boys prefer non-academic activities during their break. On the other hand, girls may demonstrate slightly more interest, particularly if they receive encouragement from parents or view reading as a means of relaxation during the extended vacation period. However, it is noteworthy that both boys and girls express positive sentiments towards summer reading in the ERAS responses.

For Question 10, both teachers' responses and ERAS data indicate that students, regardless of gender, enjoy exploring various genres. However, teachers note that about 20% of students, with a higher proportion of girls, may experience joy in this activity, while ERAS simply states that both boys and girls enjoy it without specifying proportions. Overall, both sources emphasize the importance of introducing diverse genres to engage students.

5.5. Academic Reading Attitudes of Boys vs. Girls

For Question 11, when teachers ask questions about what students read, teachers' responses are also aligned with ERAS, and girls show a preference for being asked questions about their reading compared to boys. This represents a teacher-centered approach. However, Barnett and Irwin (1994) found that students in teacher-centered classroom settings demonstrated less enjoyment in reading. For instance, educators can encourage active participation by diversifying question styles and allowing students to share their perspectives on the material. Moreover, fostering a classroom culture that values and celebrates reading can further enhance students' motivation and enjoyment.

In Question 12, girls feel much comfortable when answering questions about worksheets or workbook pages and this is also aligned with teachers' responses. Boys, who

are uneasy to concentrate than boys, are considered to be less focused on any particular worksheet activity.

According to the survey results of question 13 in ERAS as well as teachers' responses, reading in school make girls happier than boys and it is perhaps girls, in general, are more motivated. This elevated motivation may stem from cultural influences that prioritize verbal expression and communication skills, which are commonly associated with reading proficiency.

Question 14, which aims to assess attitudes towards reading books at school, has been perceived as a favourite activity by both boys and girls, as reflected in both the survey and interviews with teachers. It's encouraging to see that both boys and girls view reading books at school as a favourite activity. This suggests a positive attitude towards literacy and learning, which is essential for academic success and personal growth. It's also indicative of a supportive educational environment that values reading and encourages students to engage with literature. Such findings highlight the importance of fostering a reading culture within schools and communities to cultivate lifelong learners.

In Question 15, which inquiries about learning from books, both boys' and girls' responses were notably positive as well as teachers' positive comments. This alignment of perspectives between students and educators not only highlights the importance of fostering a reading culture but also suggests a cohesive and supportive learning environment within the school community.

The attitude toward reading time during class was evaluated for Question 16. This question aimed to evaluate students' perceptions and feelings regarding the allocated time for reading in the classroom setting. It is crucial to assess students' attitudes toward reading time in class, in this way, educators can tailor instructional approaches effectively. For instance, if they express enthusiasm and engagement, educators might consider incorporating more reading activities or extending the duration of reading sessions to further nurture their interest. Conversely, if students exhibit reluctance or disinterest, educators can explore alternative approaches, such as introducing diverse reading materials or integrating interactive discussions to enhance participation and comprehension.

Question 17 is asked to evaluate the students' perspectives towards reading stories in classroom media. According to the outcomes of both data collection tools, two genders, enjoy reading stories at school as an academic reading activity. This indicates that academic reading not only encourages active participation but also enhances students' enjoyment of literary activities.

When the academic reading attitudes of boys vs. girls were compared, it is deduced that girls scored higher on the academic reading compared to boys. In other words, in this analysis, girls outperformed boys for most of the questions. Questions from 11 to 17 were favoured by girls in ERAS, yet the last 3 questions, 18, 19 and 20 were less favoured. Therefore, Questions 18, 19, and 20 were not considered for discussion due to clashes arising from the analysis of the results.

5.6. Important Points

According to Yamashita's findings (2007), it is indicated that students exhibit more positive sentiments when reading in their native language compared to their second language due to the perceived challenges of the latter. Supporting this finding, in the current study, it is highlighted that there may be challenges such as differences in the alphabet that might slightly lead learners to demonstrate less favourable attitudes towards reading in their second language (because they are at the elementary school level). After all, even when these students leave school and go home, they encounter very few English words in a short amount of time. These writings typically include the names of American companies or American/English schools. Since Arabic is the official language of Kuwait, Arabic words or sentences are encountered everywhere unlike any countries whose L1 is English. This may be a hindrance to motivating kids in both inside and outside of the classroom reading opportunities.

According to Byro's research (2000), noticeable differences in reading attitudes emerged between boys and girls. Girls exhibited notably higher scores on the comprehensive reading attitude scale, which encompassed both academic and leisure aspects of reading. This suggests that girls who scored higher on the overall reading attitude scale also showed higher scores in both academic and leisure reading. Therefore, based on Byro's study, it can be deduced that elementary school girls generally have a more favourable attitude toward

reading in comparison to boys. In this study, in contrast, despite some differences between boys' and girls' attitudes towards reading, particularly in recreational reading contexts, there are notable similarities observed across various reading-related activities. Both boys and girls exhibit enthusiasm for starting new books, exploring diverse genres, and engaging in reading activities both at school and at home. Additionally, the alignment between students' and teachers' perspectives on certain reading-related activities underscores the importance of creating a supportive educational environment that values and promotes reading engagement among all students, regardless of gender differences. Based on the results' outcomes of this research, it is also highlighted the importance of fostering a positive reading culture within schools and communities, promoting reading as a pleasurable and rewarding activity, and tailoring reading approaches to meet the diverse needs and preferences of students.

Pottorff (1996) discovered that there are gender differences in reading achievement, with females generally outperforming males, especially in the early grades (Dechant & Smith, 1977; Johnson, 1973-1974; Kagan, 1964; Lehr, 1982). In these studies, the reasons behind variations in early reading skills were linked to various factors such as biological variances, delayed developmental pace, content of reading materials, and socio-cultural influences. However, despite extensive research, a direct cause-and-effect relationship has not been definitively established (Pottorff, 1996). In this study, similarly, the researcher is less likely to make a definitive statement regarding the factors that individually influence reading attitudes, as there may be other various factors beyond those mentioned.

Empirical studies uncovered girls generally hold more favorable attitudes towards reading in comparison to boys, as indicated by Downing and Che (1982). This suggests a gender-based difference in reading attitudes that warrants further investigation and consideration in educational settings. Additionally, both quantitative data analysis, which involves numerical information, and qualitative data analysis, which involves non-numerical information such as observations and interviews, obtained from this study contribute to reinforcing this observation. Both teachers and students have indicated through their responses that girls tend to have stronger reading attitudes compared to boys.

Similarly, in McKenna's (1995) study using the Elementary Reading Attitude Survey, it was found that girls consistently displayed more favourable attitudes towards both recreational and academic reading across all grade levels compared to boys. While the

gender gap widened with age in terms of recreational attitudes, it remained relatively stable for academic attitudes, irrespective of ability levels. Kush's (1996) separate study, also utilizing the Elementary Reading Attitude Survey, yielded similar results, indicating nonsignificant grade variations but consistent differences in attitudes between genders. Girls exhibited more positive attitudes towards recreational reading than boys, with higher consistency in their reading attitudes across survey administrations. These findings are in line with the outcomes observed in this study.

By understanding and addressing students' attitudes towards reading, educators can effectively nurture a lifelong love for reading, enhance academic success, and cultivate critical thinking skills among learners. Students need to feel supported and encouraged in their reading endeavors, both academically and recreationally, to develop a lifelong love for reading. This support can come from educators who provide access to diverse reading materials, create engaging reading environments, and celebrate reading achievements. The researcher of this study asserts that students at the primary level require opportunities to engage with reading materials that align with their interests and preferences, allowing them to develop a sense of ownership and enjoyment in their reading experiences. Educators can facilitate this by offering choices in reading selections, incorporating student interests into curriculum materials, and fostering a culture of reading autonomy. In addition to that, students need to develop critical thinking skills through their engagement with reading, which can be achieved by encouraging active reading practices, such as questioning, analyzing, and evaluating text content. Educators play a crucial role in guiding students to think critically about what they read, challenging assumptions, and exploring diverse perspectives within the texts they encounter. In summary, the study's exploration of Grade 2 students' attitudes towards reading and any potential variations based on gender illuminates the significance of fostering positive reading behaviours from an early age. It underscores the pivotal role of educators in nurturing a love for reading and enhancing academic achievement. Additionally, it emphasizes the importance of acknowledging and addressing any gender-related differences in reading attitudes to ensure that all students receive tailored support for their individual needs. By recognizing and responding to these nuances, educators can create an inclusive learning environment where every student is empowered to develop into proficient and enthusiastic readers.

Taking all of the above into consideration, the curriculum must also be evaluated concerning teachers' efforts to meet the required objectives of reading classes. Heathington and Alexander (1984) concluded in a study that primary-grade teachers allocate limited class time to cultivating positive attitudes towards reading, potentially due to competing curricular demands or a lack of specialized training in literacy instruction. However, neither the qualitative nor the quantitative findings of this study align with this assertion. In fact, students spend a significant amount of time engaging in English reading activities during their lessons. In every English-medium class, including subjects like Mathematics or Social Studies, students are consistently exposed to reading passages, whether easy or challenging, which continually encourage them to engage in reading.

It is observed in the current study that teachers' assessments of students' reading attitudes may not consistently align with the actual attitudes held by students, often being influenced to a greater extent by the students' reading proficiency, as indicated by Swanson (1982). For instance, in the 'Results' section of this study, teachers' responses regarding students' reading attitudes have differed from those of students at some points. This variance may stem from the influence of societal context and other factors. Among these factors, socio-cultural reasons could be included due to the fact that all the students whom the teachers teach are Kuwaiti. Consequently, it is quite natural for teachers to differ from the Kuwaiti lifestyle in terms of the education they received in the past, the family attention they received, or the time allocated to education.

CHAPTER 6

CONCLUSION

6.1. Summary of the Results

This study was conducted in an elementary school in a North Arab country to measure the reading attitudes of 125 students. The school is a private institution following the American curriculum. The data collection process involved administering the Elementary Reading Attitude Survey (ERAS) developed by McKenna and Kear (1990) to the students, conducting in-depth interviews with teachers, and utilizing the results from a 20-week implementation of the web-based educational platform, IXL. The researcher, who works at the school, had the advantage of on-site observation and examination, allowing for a more comprehensive understanding of the students' reading attitudes and the educational environment.

The cultivation of favourable perceptions towards reading has been linked to continuous reading habits throughout one's lifespan. Significant differences exist between private and public schools in reinforcing reading attitudes, primarily due to the greater resources available in private institutions. This study examines the impact of the IXL program on reading attitudes and achievements, highlighting the differences between private and public-school environments.

One significant aspect of this study was the integration of the IXL program, which contributed notably to the observed outcomes. The program facilitated an improvement in reading attitudes and achievements among students, demonstrating its effectiveness as an educational tool. The results indicated that both boys and girls showed enhanced overall scores after a 20-week period of using the program, suggesting that private schools, with greater access to resources like IXL, can provide more enriching educational experiences in terms of literacy development.

This study highlights the complex interplay between gender and reading attitudes among elementary school students. The integration of the IXL program significantly

improved reading attitudes and achievements, demonstrating its effectiveness as an educational tool. Both boys and girls demonstrated enhanced scores after using the program for 20 weeks, indicating that private schools, with greater access to resources, can offer more enriching literacy experiences. These findings underscore the importance of considering both students' self-reported attitudes and teachers' observations to develop strategies that effectively cultivate positive reading dispositions among all students, regardless of gender. In this regard, IXL, as a recent instructional web-based learning platform, contributed as an extracurricular tool for instructors to utilize.

This study also shed light on the complex interplay between gender and reading attitudes among elementary school students. Similar to some studies suggesting a substantial gender disparity in reading attitudes, with girls consistently displaying more positive attitudes toward reading, encompassing both academic and recreational aspects. However, teachers' perceptions offer nuanced insights, indicating only slight differences between genders, particularly regarding recreational reading attitudes in a second language context at the elementary level. These findings underscore the necessity of adopting a multifaceted approach to understanding and addressing gender dynamics in literacy education. While girls may generally exhibit stronger reading attitudes, teachers' perspectives reveal important nuances that may not be captured by quantitative measures alone. Therefore, it is imperative for educators to consider both students' self-reported attitudes and teachers' observations to develop tailored strategies that effectively cultivate positive reading dispositions among all students, regardless of gender. Moreover, gender differences in reading achievement, with females typically outperforming males, highlights the need for further investigation into the factors influencing early reading skills and attitudes. While biological variances, developmental pace, and socio-cultural influences may contribute to these differences, additional research is required to elucidate the specific mechanisms driving gender-based variations in reading attitudes.

6.2. Suggestions for Future Studies

Future studies may broaden the scope to include students from different grade levels beyond primary education in the future. This might allow for a more comprehensive understanding of how reading attitudes evolve throughout different stages of education and whether gender-related factors continue to influence attitudes towards reading. Given the

relatively small participant count in this study, future research may benefit from a larger and more diverse sample size. Including a larger number of participants from various educational backgrounds would enhance the generalizability of the findings and provide a more robust understanding of reading attitudes among primary school students. Conducting similar studies in different cultural contexts are likely to enable researchers to compare and contrast reading attitudes across different countries or educational systems. This could help identify cultural factors that may influence reading attitudes and inform the development of culturally responsive reading interventions. Longitudinal studies tracking the reading attitudes of students over an extended period may also provide valuable insights into the stability and development of reading attitudes over time. By following students from primary education into higher grade levels, researchers could observe how reading attitudes evolve with age and experience. Likewise, comparing the effectiveness of web-based and traditional teaching tools in fostering reading engagement may inform instructional practices and curriculum development in EFL contexts using the same data collection tool – ERAS.

Given the relatively small participant count in this study, future research may benefit from a larger and more diverse sample size. Including participants from various educational backgrounds would enhance the generalizability of the findings and provide a more robust understanding of reading attitudes among primary school students. Conducting similar studies in different cultural contexts could enable researchers to compare and contrast reading attitudes across countries or educational systems. This comparative approach could identify cultural factors influencing reading attitudes and inform the development of culturally responsive reading interventions. Longitudinal studies tracking students' reading attitudes over an extended period could offer valuable insights into the stability and development of these attitudes over time. Following students from primary education into higher grade levels could reveal how reading attitudes evolve with age and experience. Furthermore, comparing the effectiveness of web-based and traditional teaching tools in fostering reading engagement may inform instructional practices and curriculum development, particularly in English as Foreign Language (EFL) contexts. Utilizing the same data collection tool, such as the ERAS, would enable researchers to make meaningful comparisons across different instructional methods.

By addressing these areas in future research endeavours, scholars can contribute to a deeper understanding of reading attitudes among primary school students and inform evidence-based practices for promoting reading engagement and literacy development.

6.3. Pedagogical Implications

The pedagogical implications of this study underscore the importance of fostering a supportive reading environment that addresses the diverse needs and preferences of primary school students, thus making a significant contribution to the Arab education world. Educators should prioritize the development of positive reading attitudes by incorporating engaging reading materials, providing opportunities for choice in reading selections, and promoting a culture of reading autonomy. Additionally, teachers should be mindful of potential gender-related differences in reading attitudes and tailor instructional approaches accordingly.

By creating inclusive learning environments that celebrate reading and cater to individual students' interests, educators can play a pivotal role in nurturing a lifelong love for reading and enhancing academic success, thereby positively impacting the broader educational landscape in Arab countries.

Future studies could delve deeper into exploring specific strategies that educators can employ to effectively develop students' reading skills within the framework of creating inclusive learning environments. Research may investigate the implementation of differentiated instruction techniques tailored to individual students' reading levels and interests. Additionally, examining the impact of incorporating technology-enhanced learning tools, such as interactive e-books or digital reading platforms, could provide valuable insights into enhancing reading engagement and comprehension among primary school students in Arab countries. Moreover, exploring the role of parental involvement and community partnerships in promoting reading at home and in the broader community could offer promising avenues for further research. By investigating these areas, future studies can provide evidence-based recommendations for educators to optimize their practices and contribute to the continuous improvement of literacy education in Arab countries.

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APPENDICES

APPENDIX A

ELEMENTARY READING ATTITUDE SURVEY: OVERVIEW

Elementary Reading Attitude Survey

Directions for Use

The Elementary Reading Attitude Survey provides a quick indication of student attitudes toward reading. It consists of 20 items and can be administered to an entire classroom in about 10 minutes. Each item presents a brief, simply worded statement about reading, followed by four pictures of Garfield. Each pose is designed to depict a different emotional state, ranging from very positive to very negative.

Administration

Begin by telling students that you wish to find out how they feel about reading. Emphasize that this is *not* a test and that there are no “right” answers. Encourage sincerity.

Distribute the survey forms and, if you wish to monitor the attitudes of specific students, ask them to write their names in the space at the top. Hold up a copy of the survey so that the students can see the first page. Point to the picture of Garfield at the far left of the first item. Ask the students to look at this same picture on their own survey form. Discuss with them the mood Garfield seems to be in (very happy). Then move to the next picture and again discuss Garfield’s mood (this time, a *little* happy). In the same way, move to the third and fourth pictures and talk about Garfield’s moods—a little upset and very upset. It is helpful to point out the position of Garfield’s *mouth*, especially in the middle two figures.

Explain that together you will read some statements about reading and that the students should think about how they feel about each statement. They should then circle the picture of Garfield that is closest to their own feelings. (Emphasize that the students should respond according to their own feelings, not as Garfield might respond!) Read each item aloud slowly and distinctly; then read it a second time while students are thinking. Be sure to read the item *number* and to remind students of page numbers when new pages are reached.

Scoring

To score the survey, count four points for each leftmost (happiest) Garfield circled, three for each slightly smiling Garfield, two for each mildly upset Garfield, and one point for each very upset (rightmost) Garfield. Three scores for each student can be obtained: the total for the first 10 items, the total for the second 10, and a composite total. The first half of the survey relates to attitude toward recreational reading; the second half relates to attitude toward academic aspects of reading.

Interpretation

You can interpret scores in two ways. One is to note informally where the score falls in regard to the four nodes of the scale. A total score of 50, for example, would fall about midway on the scale, between the slightly happy and slightly upset figures, therefore indicating a relatively indifferent overall attitude toward reading. The other approach is more formal. It involves converting the raw scores into percentile ranks by means of the table in the Elementary Reading Attitude Survey Scoring Sheet. Be sure to use the norms for the right grade level and to note the column headings (Rec = recreational reading, Aca = academic reading, Tot = total score). If you wish to determine the average percentile rank for your class, average the raw scores first; then use the table to locate the percentile rank corresponding to the raw score mean. Percentile ranks cannot be averaged directly.

APPENDIX B

ELEMENTARY READING ATTITUDE SURVEY

Elementary Reading Attitude Survey

School: _____ Grade: _____ Name: _____

Directions: Please circle the picture that describes how you feel when you read

1. How do you feel when you read a book on a rainy Saturday?



2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



5. How do you feel about spending free time reading a book?



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6. How do you feel about starting a new book?



7. How do you feel about reading during summer vacation?



8. How do you feel about reading instead of playing?



9. How do you feel about going to a bookstore?



10. How do you feel about reading different kinds of books?



11. How do you feel when a teacher asks you questions about what you read?



12. How do you feel about reading workbook pages and worksheets?



13. How do you feel about reading in school?



14. How do you feel about reading your school books?



15. How do you feel about learning from a book?



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16. How do you feel when it's time for reading in class?



17. How do you feel about stories you read in reading class?



18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



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APPENDIX C

ELEMENTARY READING ATTITUDE SURVEY SCORING SHEET

Elementary Reading Attitude Survey Scoring Sheet

Student's name: _____

Teacher: _____

Grade: _____ Administration Date: _____

Scoring Guide

4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational Reading

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Raw Score: _____

Academic Reading

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Raw Score: _____

Full-Scale Raw Score _____ (Recreational+Academic): _____

Percentile Ranks: _____ Recreational:

_____ Academic:

_____ Full Scale:

Source: McKenna, M. C., & Kear, D. (1990). Measuring attitude toward reading: A new tool for teachers. *The Reading Teacher*, 43, 626-639. Used with permission. (© PAWS, www.professorgarfield.org. Survey designed by Dennis J. Kear, Wichita State University.)

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APPENDIX D

SURVEY RESULTS OF 5 CLASSES (A, B, C, D and E) BY NUMBERS

QUESTIONS	Column1													Total BOYS GIRLS			Total (Boys & Girls)			TOTAL
		Happiest BOYS	Happiest GIRLS	Happiest Total	Slightly Smiling BOYS	Slightly Smiling GIRLS	Slightly Smiling Total	Mildly Upset BOYS	Mildly Upset GIRLS	Mildly Upset Total	Very Upset BOYS	Very Upset GIRLS	Very Upset Total							
1	Recreational	48	15	63	19	18	37	12	11	23	2	0	2	81	44	125	125			
2	Recreational	42	25	67	17	7	24	8	8	16	14	4	18	81	44	125	125			
3	Recreational	44	25	69	15	7	22	16	11	27	6	1	7	81	44	125	125			
4	Recreational	47	24	71	10	13	23	13	5	18	11	2	13	81	44	125	125			
5	Recreational	27	6	33	16	5	21	19	8	27	19	25	44	81	44	125	125			
6	Recreational	37	25	62	24	4	28	9	9	18	11	6	17	81	44	125	125			
7	Recreational	29	17	46	26	12	38	11	9	20	15	6	21	81	44	125	125			
8	Recreational	34	15	49	11	5	16	12	15	27	24	9	33	81	44	125	125			
9	Recreational	51	17	68	14	14	28	9	8	17	7	5	12	81	44	125	125			
10	Recreational	34	27	61	13	7	20	16	8	24	18	2	20	81	44	125	125			
11	Academic	37	22	59	20	10	30	10	7	17	14	5	19	81	44	125	125			
12	Academic	33	11	44	24	26	50	10	4	14	14	3	17	81	44	125	125			
13	Academic	47	13	60	7	17	24	15	6	21	12	8	20	81	44	125	125			
14	Academic	38	20	58	16	5	21	12	11	23	15	8	23	81	44	125	125			
15	Academic	38	26	64	12	10	22	13	5	18	18	3	21	81	44	125	125			
16	Academic	32	25	57	20	9	29	19	5	24	10	5	15	81	44	125	125			
17	Academic	39	17	56	19	15	34	8	4	12	15	8	23	81	44	125	125			
18	Academic	29	8	37	11	8	19	19	12	31	22	16	38	81	44	125	125			
19	Academic	26	8	34	11	8	19	18	21	39	26	7	33	81	44	125	125			
20	Academic	30	7	37	20	5	25	15	12	27	16	20	36	81	44	125	125			
TOTAL		742	353	1095	325	205	530	264	179	443	289	143	432	1620	880	2500				
		POSITIVE												NEGATIVE						

APPENDIX E

INTERVIEW:

Interview with Second Grade Homeroom Teachers

Questions Created with the help of ERAS

RECREATIONAL

1. How might your students feel when they read a book on a rainy Saturday?
2. How might your students feel when then read a book in school during free time?
3. How might your students feel about reading for fun at home?
4. How might your students feel about getting a book for a present?
5. How might your students feel about spending free time reading a book?
6. How might your students feel about starting a new book?
7. How might your students feel about reading during summer vacation?
8. How might your students feel about reading instead of playing?
9. How might your students feel about going to a bookstore?
10. How might your students feel about reading different kinds of books?

ACADEMIC

11. How might your students feel when a teacher asks them questions about what they read?
12. How might your students feel about reading workbook pages and worksheets?
13. How might your students feel about reading in school?
14. How might your students feel about reading their school books?
15. How might your students feel about learning from a book?
16. How might your students feel when it's time for reading in class?
17. How might your students feel about stories they read in reading class?
18. How might your students feel when you read out loud in class?
19. How might your students feel about using a dictionary?

20. How might your students feel about taking a reading test?



APPENDIX F

ANSWERS OF 'S': RECREATIONAL

1 'I don't think the boys would find much interest; they'd probably look to play video games. I think the girls would find more joy in reading on a rainy day.'

2 'I think the girls would find more joy in reading at school, as they are more willing.'

3 'I don't think boys will be inclined to voluntarily read for entertainment at home, whereas only a small percentage of girls will find pleasure in reading for the same purpose.'

4 'I don't think any of the boys would like to receive a book as a gift, but I believe a small number of girls would love it.'

5 'I don't think any of the boys would find joy in reading during their free time, whereas the average number of girls would feel the opposite.'

6 'I think half of the students would feel positive, while the other half would not.'

7 'I don't think any gender would find joy in reading a book during their summer vacation.'

8 'I believe that only 25% of the students prefer reading over playing. Specifically, about 5% of the boys and approximately 30% of the girls would feel more inclined towards reading than playing.'

9 'Less than 10% of the boys would be willing to go to a bookstore, whereas 40% of the girls would be willing to do so.'

10 'I believe that 20% of students would feel happy when they read different kinds of books, with 50% of girls finding joy in doing so.'

APPENDIX G

ANSWERS OF 'S': ACADEMIC

11 'I would say 40% would like to be asked questions about their reading material. Twenty-five percent of the boys would like the questions addressed to them about their reading book, and 60% of the girls may do so. The art of reading, in all that they have on campus, comes easier to girls when compared to boys, and that's why they find more enjoyment. They can be more creative. Boys are more hands-on. '

12 'I would say 50% would like the textbook pages and sheets. Thirty-five percent of boys and 60% of girls would like them.'

13 'About 75% like reading. For boys, it's about 50% as they lack reading skills, and some may not feel...'

14 'Fifty percent would feel comfortable reading the schoolbooks themselves. Boys, at 40%, are not enthusiastic because of their low reading skills or lack of interest. Girls, however, are more...'

15 'In general, 75% love to read about new things. For boys, it's 50%. This would give them the chance to learn something new, whether it's about a new skill or technique that they can share or apply with their parents or classmates. Girls would be more eager, around 75%.'

16 'In general, 65% are interested. Forty percent are boys, as most do not show true interest, while 60% are girls.'

17 'I think 75% would feel good because they can learn how to develop their vocabulary skills and find ways to relate their personal lives to the story, making it easier to comprehend. For boys, I would say 40%, but for girls, it's 60%, as they are more imaginative. They can look at a story and create another story based on that reading text, incorporating more story elements accordingly.'

18 'In general, students enjoy reading aloud, so about 80% would find enjoyment from the read-aloud sessions, as they create mental images. For boys, it's about 40%, partly due to the language barrier and lack of comprehension in reading. However, 60% of boys are able to use mental images to help them connect better.'

19 'Only one student knows what a dictionary is and what it is used for. The other 24 have no idea.'

20 'I think the students would feel nervous and scared if they are being tested. This would probably give them a sense of anxiety, especially when it is something they don't feel confident in.'

APPENDIX H

ANSWERS OF 'C': RECREATIONAL

- 1 'The girls would be more interested than the boys.'
- 2 'The girls would be more interested than the boys.'
- 3 'Only 7% of the boys would feel positive, whereas around 99% of the girls would be okay with it.'
- 4 'Because all kids love presents, 50% of both boys and girls would be excited to receive a book as a gift.'
- 5 'Most of the girls would really love to read in their free time, but only a small percentage of the boys would do so.'
- 6 'High-achieving students and low-achieving students react differently to this question.'
- 7 'If enough motivation is established by parents during the summer, everyone may come to love reading.'
- 8 'Half of them, under certain conditions such as if I promise they'll have fun after 10 minutes of reading, will read.'
- 9 'The boys would be more excited than the girls when they go to a bookstore. Illustrations really attract boys.'
- 10 'Boys tend to get bored more easily than girls, so different genres might attract them.'

APPENDIX I

ANSWERS OF 'C':

ACADEMIC

11 'In general, if they read the story properly, they would be interested in answering, even the lowest-performing student. Even if one hyper boy may not know the answer, he still wants to... making girls comfortable.'

12 'If the worksheet is easy, they would complete it comfortably. However, if the worksheet is hard or boring, they would move or roam around as they do not want to complete it, feeling tense. I need to facilitate the process for them, and both girls and boys would respond similarly.'

13 'In general, reading is fun, but my students sometimes struggle due to the language barrier. Depending on their interests, girls are more interested than boys.'

14 'Reading their books... I think our English books are hard for them, as most of the kids do not know how to pronounce the sounds or letters. I have some high and low achieving kids, and even those who can read among them always feel distracted because they really do not know what's going on.'

15 'In general, they would be excited. Boys would feel happy, not sad. For example, one time I mentioned the word 'professor,' and a boy asked the meaning of it. Once I explained, he felt so happy. Conversely, girls would be less comfortable than boys.'

16 'It depends on the number of groups who are interested and who are not. Sometimes, they love to read and pay attention, eagerly waiting for instructions. However, for those who do not understand, especially boys, they feel sad. Girls would be more excited than boys, and they generally feel more positive.'

17 'In general, they would both be cherished. If all the stories are adjusted to real-life act-outs, they would all be engaged, both boys and girls equally.'

18 'Reading out loud would catch the attention of both genders since they focus on my tone of voice. I generally change my tone of voice; sometimes I use a high pitch, sometimes low, and that's how they feel excited. I think girls would be more excited and happier compared to boys if this is the case. '

19 'They haven't used a dictionary in this grade. So...'

20 'They would be scared, but some are excited to answer all on the spot. It depends on their level and also the text. Boys would be okay, but since my girls are shy, they would feel scared.'

APPENDIX J

ANSWERS OF 'A': RECREATIONAL

1 'They won't be so happy about it; boys are not as interested as girls. Maybe just a few boys would participate as it is the weekend.'

2 'Students would want to play, so none of them would enjoy reading.'

3 'They would be interested and like it, as in class they seem so much interested in reading, and if it is homework they'd be OK. Most boys do not seem interested in academics. Girls are nice, and they'd be interested, as when I give them work, they would be eager to work on it.'

4 'Regardless of the present, they'd be so happy; boys would be happy at first, but later on, no, yet girls would appreciate the books as a present.'

5 'They will not be happy at all about spending their free time reading.'

6 'It depends on the interest of the book. I am saying that when I give them a book, they seem interested in it when they start it.'

7 'In summer vacations, they do not want to do anything school-related, so I don't think boys would be happy, for girls perhaps only 50% of boys would be happy.'

8 'All will be happy about playing. What I usually observe is that kids always want to play, even if it is time to do academic study. Both girls and boys would prefer playing over reading.'

9 'I don't think they would just do it all by themselves. In general, my kids are not interested in reading. I don't think boys would take the initiative to go to a bookstore to buy a book unless they are told to, but girls may.'

10 'For them, they would never care about the genre as long as the story is interesting, as they are still young. If the storyline is good, they might.'

APPENDIX K

ANSWERS OF 'A':

ACADEMIC

11 'In class, most of the time, kids would be excited as they are influenced by each other, and I, as a teacher, am here to motivate them. Motivation is the key. Girls, who are smarter than the boys, feel more interested and eager to answer. Boys would only go for the easier answers, while girls enjoy hard questions, and boys don't.'

12 'Reading, in general, is an interesting activity. They attempt to read worksheets, but most of the time they need my assistance, so they don't have much eagerness unless I help them. Boys would prefer to ask me to explain the worksheet pages more than the girls, while girls would try to read.'

13 'I don't think my students show much eagerness in reading, neither boys nor girls.'

14 'In general, they don't like reading; they only read when I'm there and tell them to do so. Otherwise, they won't pick up a book and read on their own. Both girls and boys do the same.'

15 'It depends on what they are learning; sometimes they pay interest, but sometimes they do not. Depending on the content, sometimes boys show interest in the reading text, and sometimes they pay no attention. The same applies to girls.'

16 'Only a few students would be interested in silent reading, perhaps one or two boys and a few girls. However, the number of girls who would find it enjoyable is higher. It's not just about silent reading; reading, in general, attracts girls more than boys.'

17 'It depends on the story, particularly the storyline and its length. I highlighted the length because they may lose interest quite easily. Interest is also a significant factor.'

18 'When I read aloud, they concentrate and show interest because they think I'll also ask them to mimic me, which they find enjoyable. Both boys and girls show interest in the same way.'

19 'Using a dictionary may make them feel happy as it will answer most of the questions they have. Both boys and girls would feel appreciated for using a dictionary in the classroom.'

20 'In general, I can observe anxiety if they have answered the questions correctly, so they ask for clarity, both boys and girls.'



APPENDIX L

ANSWERS OF 'E': RECREATIONAL

1 'They may feel relaxed, and girls may be more interested as they have more imagination, so they may dive into a book on a rainy day. Boys might find it difficult; they may want some more activities that are interactive.'

2 'Boys would rather play, but girls will be more willing to do so at school.'

3 'Depending on the interest of the book, it will be harder for the books to focus on the book. Girls are easier to sit and focus.'

4 'The students love getting presents anyways; they would be excited about the pics. Both girls and boys feel so good, yet girls would feel a bit more excitement, I guess.'

5 'They might not want; the boys would be more willing to do physical activities or play video games. Girls have a similar tendency and are more willing to read in their free time.'

6 'At first, because it is new, it may be interesting. The pictures, idea, and cover just because it is new. BOTH g and B.'

7 'They might want it joy as summer vacation is long. The boys would find reading interesting when they burn their energy. Similar to boys, girls also but they would be more willing.'

8 'I don't think their first choice would be reading over playing. Boys would rather play outside, run around or play video games than reading. Girls also when it's their free time.'

9 'They both find it interesting as it is something new to do. Boys would find it interesting as anything new would, also girls.'

10 'I think reading different kinds of books would spark their interest and since their attention span is short, they would enjoy if you change the kind occasionally.'



APPENDIX M

ANSWERS OF 'E':

ACADEMIC

11 'In general, depending on their level, they might feel a little nervous. The boys might be eager to share, but they probably won't have the ability to express their feelings about the book. The girls might be more eager to share in something.'

12 'My students might find it difficult and feel nervous. The boys have less patience, so they would feel more anxiety or stress. The girls have more patience, so they may feel less stressed.'

13 'Right now, I feel like their reading skills have not been developed well enough, so reading is something that is forced upon them. Boys just read by their emotions, and girls do similarly.'

14 'They haven't developed their skills, but they feel more eager for these questions. The boys have developed their ability to read by relying on their emotions rather than understanding and connecting it to the text. Girls, similarly, have yet to fully develop their skills.'

15 'Anything new would spark their interest, even if they do not comprehend it well. Just the thought of something new, pictures, etc., would spark their interest. Both boys and girls would have the same interest because it is something new.'

16 'In general, since they are now developing their reading skills, they'd find it as a break to connect with something else rather than focusing on a teacher. The boys take it as a break, for them it's like looking at the board or to the teacher, independently doing something. The girls do the same.'

17 'In general, stories come with a lot of pictures and new vocabulary words, so they definitely spark their interest. Both genders find reading stories interesting because they are usually shorter and more suitable for kids.'

18 'Right now, at this stage, it is not more convenient for them, but it's not the best way to help them really comprehend something as they are just used to teachers reading for them. They would find it comfortable if we read. Both boys and girls would have less anxiety or stress.'

19 'They haven't had a chance to use one yet in my presence.'

20 'It is something that is challenging for them because they haven't developed their reading skills of actually comprehending what they read, rather than just reading through emotions. They ask for assistance. Both boys and girls find it challenging if they read something that is longer.'

APPENDIX N

ANSWERS OF 'D':

RECREATIONAL

1 'Since they are 2nd graders, they are not the type of students who prefer reading at home. The boys, provided that it is something that sparks their interest, would have more fun than girls. The chance is low for girls.'

2 'In free time activities, 50% of both boys and girls would have fun.'

3 'Both boys and girls, 10%, have fun; the rest, 90%, would not feel curious about reading.'

4 'Just if it raises their interest, they will be fine. Boys, 50% of them, would feel happy, but the rest no. The girls, when given a present, have a tendency to be happy.'

5 'If it is in class, they might raise interest when they read. Boys and girls, 50%.'

6 'The cover, illustrations, and pictures do catch their attention. All the boys and girls would feel very happy.'

7 '10% would be okay, as when they return from their holidays, it is observed that they barely read fluently according to their level.'

8 'Most of them would not feel happy about reading over playing. All the boys would prefer it. 80% of the girls would play.'

9 'In general, if the level of the book is okay, then fine. All boys would be happy when they are taken to a bookstore. Girls, especially if the cover, title, and pictures are well-designed, would feel better than boys.'

10 'Short stories, science, tech, when they take a look at it first, yes, they would be happy. Boys, when they see something about football or space, etc., would show interest in that.'



APPENDIX O

ANSWERS OF 'D':

ACADEMIC

11 'In general, 50% of students raise their fingers. The possibility of boys answering the questions is around 25%, and similarly, girls answer at the same percentage. The rest of the boys and girls remain silent.'

12 'In general, the worksheets are not highly favored, but they still enjoy them as they are an activity. The boys, I guess, would like them but not love them. Similarly, the girls would like them, but not feel like they really love doing so.'

13 'When I read something, more than half of the kids would be interested in it. The boys would like any piece of text when reading. Similarly, the girls would feel the same.'

14 'Obviously, if the reading text is suitable for them, which is not the case for our resources, as 90% of them are above their level, they would feel nervous. Boys would feel nervous too. Girls, on the other hand, would like them.'

15 'For example, we take them to the library once a week. Learning something new from a book they read in library classes would definitely make them all feel cherished. When compared to boys, perhaps more than the average number of girls would feel joy. However, since it is compulsory, girls might feel reluctant to complete their tasks, which is why they would probably feel less comfortable learning something new from a piece of text.'

16 'In general, the kids would feel happy, but since it's material-based, both girls and boys might feel challenged as I said, the materials are hard. Both genders would find it challenging.'

17 'Reading in class activities, especially some, are okay, but some stories are long, so short stories would spark their interest. I can say boys would find the reading stories, especially long and boring ones, very annoying. Girls feel the same.'

18 'When I read something aloud, all students would feel passive. The class remains silent. They become neutral. Both boys and girls feel indifferent.'

19 'In general, none of the students use a dictionary, and dictionary use is not encouraged, neither for boys nor for girls.'

20 'I guess, more or less, all kids would feel eager to answer the questions as we read them, especially since the passages are short and easy to understand. Both girls and boys would feel happy about it.'

APPENDIX P

THE RESULTS OF A WEB-BASED LEARNING TOOL IN TERMS OF EARLY READING FOR 20 WEEKS – CLASSROOM A

Classroom A / GR2		THE RESULTS OF A WEB-BASED LEARNING TOOL IN TERMS OF EARLY READING FOR 20 WEEKS																									
HOMEROOM TEACHER: 'S'		Performance of Boys																Performance of Girls									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	12	13	14	15	16	17	18	19	20	21
Category																											
Syllables		100	100	100	47	100	100	9	100	40	100	100	19	100	100	30	100	100	96	100	100	79	100	100	100	100	100
Rhyming		100	100	34	22	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Rhyming		100	100	49	10	100	100	100	100	100	100	100	100	100	100	100	100	100	100	99	100	90	100	100	100	100	100
Consonant blends and digraphs		100	100	50	60	100	100	10	100	100	100	100	46	100	100	74	100	100	91	100	100	100	100	100	100	100	100
Consonant blends and digraphs		100	100	100	100	100	100	14	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	87	100	100
Short vowels		100	100	100	100	100	100	8	100	100	100	100	100	100	50	100	100	100	83	100	100	100	100	100	100	100	100
Short vowels		100	100	100	100	100	100	100	100	66	100	100	100	100	59	100	40	100	100	100	100	100	100	100	100	100	100
Short vowels		100	100	69	16	100	100	100	100	100	100	100	100	100	99	100	100	100	76	100	100	100	100	100	100	100	100
Short vowels		100	100	34	35	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	90	100	100	100
Silent e		100	100	66	83	100	100	100	100	100	100	100	100	66	100	100	100	100	100	100	100	100	100	100	100	100	100
Silent e		100	100	100	100	100	100	100	100	94	100	100	100	100	100	66	100	100	100	89	100	100	100	100	100	100	100
Vowel teams		100	100	100	11	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Vowel teams		100	100	19	23	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Short and long vowel patterns		100	100	29	5	65	100	100	100	100	17	100	38	100	100	100	100	90	100	100	100	100	100	100	90	100	100
Short and long vowel patterns		100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	11	100	100	100	100	100	100	100	100	100	100
Short and long vowel patterns		100	100	100	80	55	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Short and long vowel patterns		90	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Short and long vowel patterns		90	100	100	100	28	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Diphthongs: oi, oy, ou, ow		100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Diphthongs: oi, oy, ou, ow		100	100	100	77	100	100	100	100	100	100	100	100	100	100	100	78	100	100	100	100	100	100	100	100	100	100
		99	100	74.45	56.95	94.4	100	88.05	100	91.86	100	99.9	93.25	98.3	95.4	95.2	89.75	99.5	98.45	100	99.45	99.3	100	100	100	99.35	100
		AVERAGE 921																AVERAGE 99.6									

APPENDIX Q

THE RESULTS OF A WEB-BASED LEARNING TOOL IN TERMS OF EARLY READING FOR 20 WEEKS – CLASSROOM B



Classroom B / CR2		THE RESULTS OF A WEB-BASED LEARNING TOOL IN TERMS OF EARLY READING FOR 20 WEEKS																					
HOMEROOM TEACHER: 'C'		Performance of Boys														Performance of Girls							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Category																							
	Syllables	100	100	100	60	100	100	90	100	100	100	100	100	100	100	100	100	100	44	100	100	100	100
	Rhyming	100	100	34	77	100	100	100	100	45	100	100	100	100	100	100	100	100	78	100	100	59	90
	Rhyming	100	100	49	54	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	Consonant blends and digraphs	100	100	50	40	100	100	10	100	100	100	100	100	100	100	100	100	100	100	100	48	100	
	Consonant blends and digraphs	100	100	100	100	100	100	35	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
	Short vowels	100	100	100	100	100	100	90	100	66	100	100	100	100	100	100	100	100	100	100	100	100	
	Short vowels	100	100	100	55	100	100	100	100	100	100	100	6	100	100	100	100	100	100	100	100	100	
	Short vowels	100	100	69	89	100	100	100	100	100	100	100	100	34	100	100	100	100	100	100	100	86	
	Short vowels	100	100	34	39	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
	Silent e	100	100	66	90	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	91	
	Silent e	100	100	100	100	90	100	100	100	89	100	100	100	100	100	100	100	100	100	100	100	100	
	Vowel teams	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	91	
	Vowel teams	100	100	19	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
	Short and long vowel patterns	100	100	29	6	40	100	100	100	96	100	89	100	100	100	100	100	100	100	100	100	80	
	Short and long vowel patterns	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	92	
	Short and long vowel patterns	100	100	100	55	76	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	92	
	Short and long vowel patterns	90	100	100	89	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
	Short and long vowel patterns	90	100	100	100	88	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
	Diphthongs: oi, oy, ou, ow	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	91	
	Diphthongs: oi, oy, ou, ow	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
		99	100	78	79.45	99.2	100	95.75	100	98.3	100	99.45	95.3	96.7	100	99.5	98.25	100	96.1	100	99	95.35	95.65
		AVERAGE 95.7														AVERAGE 97.9							

APPENDIX R

THE RESULTS OF A WEB-BASED LEARNING TOOL IN TERMS OF EARLY READING FOR 20 WEEKS – CLASSROOM C

Classroom C / GR2		THE RESULTS OF A WEB-BASED LEARNING TOOL IN TERMS OF EARLY READING FOR 20 WEEKS																										
HOMEROOM TEACHER: A'		Performance of Boys															Performance of Girls											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	14	15	16	17	18	19	20	21	22	23	24	25
Category																												
		Syllables	100	100	100	100	100	100	88	100	100	10	100	50	10	100	100	100	5	100	100	78	100	100	100	66	100	100
	Rhyming	100	100	89	60	100	100	100	100	66	100	100	23	100	55		100	66	100	100	100	100	100	100	57	100	100	100
	Rhyming	100	100	100	99	100	100	100	100	100	100	100	100	80	100		100	100	100	100	100	100	77	10	100	100	100	100
	Consonant blends and digraphs	100	100	100	100	100	100	10	100	100	100	100	100	100	100		100	100	100	100	100	100	100	100	100	100	100	100
	Consonant blends and digraphs	100	100	100	55	100	100	77	100	100	100	100	100	100	100		100	100	100	100	100	100	100	100	100	100	100	100
	Short vowels	100	100	100	100	100	90	100	100	100	100	100	60	90	100		100	100	100	100	100	100	100	100	100	100	100	100
	Short vowels	100	100	100	100	100	90	100	100	100	100	100	100	99	100		100	100	100	100	100	100	100	100	100	100	100	100
	Short vowels	100	100	88	100	76	100	100	100	100	100	100	100	100	100		100	100	100	100	100	100	100	100	100	100	100	100
	Short vowels	100	100	100	100	100	100	100	100	100	100	100	100	100	100		100	100	100	100	100	100	100	100	100	100	100	100
	Silent e	100	100	44	80	100	100	100	100	100	100	100	100	100	100		100	100	100	100	100	100	100	100	100	100	100	100
	Silent e	100	100	100	80	100	100	100	100	100	100	100	50	100	66		100	100	100	100	100	100	100	100	100	100	100	100
	Vowel teams	100	100	100	73	99	100	100	14	100	100	100	100	100	100		100	100	100	100	100	100	100	100	100	100	100	100
	Vowel teams	100	100	100	100	100	100	100	100	100	100	100	100	55	100	79		100	100	100	100	100	100	100	100	100	100	100
	Short and long vowel patterns	100	100	90	90	99	100	100	100	100	100	100	100	100	100		100	100	100	100	100	100	100	100	100	100	100	100
	Short and long vowel patterns	100	100	100	100	100	100	100	100	100	100	100	100	100	100		100	100	100	100	100	100	100	100	100	100	100	100
	Short and long vowel patterns	100	100	90	54	87	99	100	100	100	100	100	100	100	100		100	100	100	100	100	100	100	100	100	100	100	100
	Short and long vowel patterns	100	100	90	100	100	100	100	100	100	100	100	100	100	97	100		100	100	100	100	100	100	100	100	100	100	100
	Short and long vowel patterns	100	100	100	100	87	100	100	100	100	100	100	89	100	100		100	100	100	100	100	100	100	100	100	100	100	100
	Diphthongs: oi, oy, ou, ow	100	100	100	100	90	100	100	100	100	100	100	100	100	13		100	87	100	100	100	100	100	80	100	5	40	
	Diphthongs: oi, oy, ou, ow	100	100	100	100	100	100	100	100	100	100	100	100	100	99		100	55	100	100	100	100	10	100	100	67	100	100
		100	100	94.55	89.55	96.9	98.95	93.75	95.7	98.3	95.5	100	92.45	88.85	97.15	92.3	100	90.65	100	99.9	97.35	97.2	95.5	98.85	90.65	100	93.6	97
		AVERAGE 95.5															AVERAGE 96.7											

APPENDIX S

THE RESULTS OF A WEB-BASED LEARNING TOOL IN TERMS OF EARLY READING FOR 20 WEEKS – CLASSROOM D



Classroom D / CR2		THE RESULTS OF A WEB-BASED LEARNING TOOL IN TERMS OF EARLY READING FOR 20 WEEKS																								
HOMEROOM TEACHER: E'		Performance of Boys																		Performance of Girls						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Category																										
Syllables		88	100	100	100	10	100	100	100	100	98	50	100	100	100	100	100	100	100	100	100	100	100	100	100	41
Rhyming		100	100	65	100	100	100	100	100	100	100	100	100	98	100	100	89	100	100	100	100	100	100	100	100	100
Rhyming		100	100	100	100	100	100	100	100	100	100	100	100	100	100	78	100	100	100	100	100	100	100	100	100	100
Consonant blends and digraphs		100	100	100	100	100	100	100	100	76	100	100	100	100	100	100	100	88	100	100	100	100	100	100	100	100
Consonant blends and digraphs		100	100	100	100	44	100	100	90	100	100	100	100	100	100	45	100	99	100	100	100	100	100	100	100	100
Short vowels		100	64	100	100	100	100	100	100	100	100	89	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Short vowels		100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Short vowels		100	100	7	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	13
Short vowels		100	100	100	100	53	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Silent e		100	100	100	100	100	100	100	100	100	50	76	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Silent e		100	100	14	100	91	100	100	90	100	100	87	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Vowel teams		100	39	100	100	100	100	77	100	100	100	54	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Vowel teams		100	100	100	100	100	100	90	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Short and long vowel patterns		100	100	100	100	45	100	100	100	33	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Short and long vowel patterns		100	100	29	100	100	7	100	100	100	100	100	100	100	100	78	100	100	100	100	100	100	100	100	100	100
Short and long vowel patterns		100	100	100	100	66	100	100	100	100	100	100	100	100	100	100	4	100	100	100	100	100	100	100	100	100
Short and long vowel patterns		67	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Short and long vowel patterns		100	100	100	100	13	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Diphthongs: oi, oy, ou, ow		100	100	100	100	90	18	100	100	100	100	100	100	100	90	100	99	100	100	100	100	100	100	100	100	100
Diphthongs: oi, oy, ou, ow		100	100	100	100	100	20	100	79	100	100	98	100	100	91	100	100	100	100	100	100	100	100	100	100	100
		97.75	95.5	85.75	100	80.6	91.25	94.35	99	95.6	98.7	94.45	95.75	99.9	99.05	95.05	94.6	99.35	100							
		AVERAGE 95.3																		AVERAGE 97.7						

APPENDIX T

THE RESULTS OF A WEB-BASED LEARNING TOOL IN TERMS OF EARLY READING FOR 20 WEEKS – CLASSROOM E

Classroom E / GR2		THE RESULTS OF A WEB-BASED LEARNING TOOL IN TERMS OF EARLY READING FOR 20 WEEKS																								
HOMEROOM TEACHER: 'D'		Performance of Boys																		Performance of Girls						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Category																										
Syllables		100	100	100	24	100	100	7	100	45	100	100	100	10	100	100	80	100	68	100	100	100	99	100	78	
Rhyming		100	100	34	33	100	100	100	100	100	100	100	100	100	100	100	100	100	56	100	100	90	100	100	99	
Rhyming		100	100	49	0	100	100	100	100	100	100	100	100	90	100	90	100	100	100	100	100	100	100	100	100	
Consonant blends and digraphs		100	100	50	55	100	100	10	100	100	100	100	100	90	100	100	100	100	100	100	100	100	100	100	100	
Consonant blends and digraphs		100	100	100	100	100	100	9	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Short vowels		100	100	100	100	100	100	5	100	100	100	100	100	80	100	100	100	100	100	100	100	100	100	100	100	
Short vowels		100	100	100	66	100	100	100	100	72	100	100	100	5	100	100	100	100	100	100	100	100	100	100	100	
Short vowels		100	100	69	5	100	100	100	100	100	100	100	100	90	100	100	100	100	100	100	100	100	100	100	100	
Short vowels		100	100	34	46	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Silent e		100	100	66	83	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Silent e		100	100	100	100	91	100	100	100	91	100	100	100	100	100	85	100	100	100	100	100	100	100	100	100	
Vowel terms		100	100	100	9	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Vowel terms		100	100	19	10	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Short and long vowel patterns		100	100	29	0	45	100	100	100	11	100	44	23	100	100	100	100	100	100	80	100	100	100	100	100	
Short and long vowel patterns		100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Short and long vowel patterns		100	100	100	77	66	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Short and long vowel patterns		90	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Short and long vowel patterns		90	100	100	100	13	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
Diphthongs: oi, oy, ou, ow		100	100	100	100	90	100	100	100	100	100	100	100	100	100	100	80	100	100	100	100	100	100	100	100	
Diphthongs: oi, oy, ou, ow		100	100	100	90	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
		99	100	82.5	95.25	95.25	100	81.55	100	90.95	100	97.2	96.15	88.25	100	98.75	98	100	96.2	99	98.5	98.45	97.3	98.9	99.5	96.65
		AVERAGE 95.5																		AVERAGE 98.3						