

A STUDY OF ELEMENTARY LEVEL ENGLISH AS FOREIGN LANGUAGE STUDENTS' ATTITUDES TOWARDS READING FOR PLEASURE IN ENGLISH AT BANGKOK CHRISTIAN INTERNATIONAL SCHOOL, THAILAND

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Abstract: The purpose of this study was to investigate if there is a significant positive relationship between the attitudes towards reading for pleasure in English and their academic achievement of elementary level students of English as a foreign language (EFL) at Bangkok Christian International School (BCIS), Thailand. One hundred and seven elementary level students of BCIS participated in this study in the first semester of the 2012-2013 academic year. The quantitative data acquired from the questionnaire indicated that the participants had positive attitude towards reading for pleasure in English. The data also revealed the two main barriers for the students to read for pleasure in English. First, the students had difficulty choosing/finding books that interested them. Second, they had a lack of time to read for pleasure in English. The results also indicated that there were two distinct motivation factors. Intrinsically, the students would read if better/more books were available in the library. Extrinsically, the students would read if reading would help their grades improve. There was no indication of grade or gender differences in motivation to read for pleasure. However, there was a significant positive relationship between the students' attitudes towards reading for pleasure and their academic achievement.

Keywords: Reading For Pleasure, Students' Attitudes towards Reading for Pleasure, Motivation, Student Achievement, English as A Foreign Language (EFL), Drop Everything and Read (DEAR)

Introduction

Nowadays, educators raise concerns about the decline of interest for reading for pleasure among students because of current advances in information technology in the 21st century. With other forms of entertainment and media being available nowadays, it seems as if many people's passion to read has declined since educated people are no longer engaged readers (Italie, 2009). However, Krashen argued that there is no evidence to prove the decline in reading (Krashen, 2009; 2005). People

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might be reading in electronic formats other than books. Students might not be reading books in their hands; however, they might be reading books on Kindle, iPad, iPhone, blogs and news on the Internet, and other materials available online. On that note, teachers and parents also need to be aware that reading can be done in a variety of forms and any type of reading is beneficial for EFL students who want to learn English.

Reading remains one of the main skills required for functioning in today's world. Therefore, it is important for students to view both reading for pleasure and reading for academics as valuable and enjoyable. Teachers need to put extra effort to improving students' attitudes towards reading, and one of the ways is to find out about their attitudes, interests, and text preferences and then provide them with a variety of reading texts and activities that match those attitudes, interests, and preferences. The National Endowment for the Arts (NEA) reported in 2008 that there is a strong correlation between reading for pleasure and academic achievement of students (Gambrell, 2008). The finding from the NEA report is only for native speakers of English students who live in the US; however, based on this report, it will be useful to discover if there is a relationship between the attitudes of students of English as a foreign language (EFL) towards reading for pleasure in English and their academic achievement at a school in Thailand. Some of the EFL students in Bangkok Christian International School (BCIS) where the researcher works are struggling academically because of their limited English proficiency but they have to learn every subject in English. Most reading research has been done in native language reading, most specifically on native English reading, but the findings can be usefully transferred to EFL reading. Therefore, the researcher is interested in finding whether there is a correlation between EFL students' attitudes for reading for pleasure in English and their academic achievement.

Literature Review

Reading for pleasure enriches people's lives in many ways (Gambrell, 2008). Reading helps improve vocabulary (Clark & Rumbold, 2006; Fox, 2008; Krashen, 2009), concentration (Fox, 2008), and communication skills (Clark & Rumbold, 2006; Fox, 2008; Krashen, 2009, 2011). Those who read know more about literature, science, cultural literacy, and practical knowledge (Krashen, 2009). Children who read for pleasure have active imaginations and creativity (Rosita, 2011). Reading for pleasure can also enhance social skills in children (Clark & Rumbold, 2006). Research has revealed that reading for pleasure during the early years in life can positively impact an individual's life opportunities in the future (Black, 2006; Clark & Rumbold, 2006; Gambrell, 2008; Krashen, 2009; Wallop, 2011).

Reading for pleasure in English is not only beneficial for native English speakers, but also for others who read in a second language (Clark & Rumbold, 2006; Krashen, 2009). Research shows that reading in a foreign language helps students to develop and improve the following areas: reading skills, writing skills, listening skills, speaking skills, vocabulary, spelling, grammar, confidence, knowledge of the world (Krashen, 2009; Strauss, 2008; Watson, 2011). However,

reading enjoyment comes only when the reading is reasonably fluent and effortless, which could be difficult for second language learners (Strauss, 2008). Krashen (2007) explained that students who are learning English also prefer voluntary free reading to learn English rather than traditional language instruction; therefore, those who read for pleasure have stronger reading and writing abilities in English than those who only get formal language instruction. The best way to improve the knowledge of a foreign language is to go and live among its speakers, and the next best way is to read for pleasure in that language (Bulushy, 2012; Tamrackitkun, 2010). Therefore, reading for pleasure provides the opportunity for learning to occur outside the classroom.

After learning benefits of reading for pleasure, it is also interesting to find out why some people choose to read for pleasure while others do not. Attitudes play key factor in determining whether one likes to read or not. Briggs (1987) explained that attitudes developed during the preschool years, and it determines whether the students like or dislike reading. Many researchers have hypothesized that positive student attitudes toward reading contribute to higher reading achievement (Kush & Watkins, 1996). Good readers generally possess more positive attitudes toward reading than poor readers do (Baker & Wigfield, 1999; Kush & Watkins, 1996; Krashen, 2009). However, not all poor readers dislike reading, and despite their limited skills and continuing frustrations, they maintain positive reading attitudes (Kush & Watkins, 1996). Some studies find that girls tend to have more favorable reading attitudes than do boys and younger children tend to exhibit more positive attitudes toward reading than do other children (Kush & Watkins, 1996). A positive attitude produces an incentive that helps the students to try hard even when they face difficult situations while a negative attitude results in a lack of effort and makes the students to avoid a situation as much as they can. Students who have been mistreated as a result of their lack of reading skill or achievement develop strong negative emotions concerning reading.

Bandura's social learning theory stated that people learn through observing other's behaviors (Santrock, 2009). Therefore, modeling is a tool in encouraging reading (Burlew, Gordon, Holst, Smith, Ward, & Wheeler, 2000). Students get benefit from having role models that show enjoyment in reading (Burlew et al., 2000). Teachers and parents should seize every opportunity to show students the fun and value of reading. Modeling occurs if teachers read aloud to their class each day to share books with the students (Burlew et al., 2000). Likewise, parents can also read aloud to the children at home. Therefore, it is important to do model reading for students so that they will see reading as "a tool for relaxation rather than a forced and difficult activity" (Cuban, 2001, p.23).

Social learning theory serves as a "bridge" between behaviorism and cognitivism (Abbot, 2003). Bandura developed a model called a reciprocal determinism to explain that it takes behavior, person/cognitive, and environment to cause learning, and all three areas are interacting with each other when a person is learning (Boeree, 2006; Santrock, 2009). Within the reading for pleasure milieu, personal factors mean students' attitude towards reading.

Personal factors and behavior interdependently relate to each other because students' attitudes towards reading affect the students' behavior, which determines

whether they will get books to read or not. The students' behavior is also influenced directly and indirectly by their environmental factors, and in this case, teachers and parents. If teachers and parents are good role models for students, it will affect students' attitudes and their behaviors. Therefore all three areas are interacting with each other to determine if a student reads and why he or she reads.

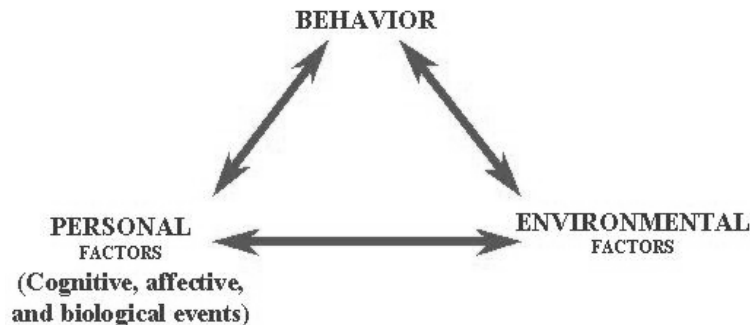


Figure 1: Bandura's Conception of Reciprocal Determinism. (Pajares, 2002)

Vygotsky explained that education for each child must be individualized to the child's zone of proximal development (Santrock, 2009). Zone of proximal development is Vygotsky's term for the range of what a child can do without help and what he or she can do with guidance and help of adults (Santrock, 2009). Vygotsky also explained the concept of scaffolding that children should be constantly challenged but support should be also given; therefore, children will not get frustrated when they experience challenges, and through this process, children achieve beyond their current capacity (Santrock, 2009; Wilson, 2003). Therefore, teachers need to allow students to read independently in areas in which they have the greatest interest (Wilson, 2003). However, giving choice without support can be also counterproductive because if students do not understand what they read, they are not going to enjoy what they read.

Constructivists view reading as a social practice (Luna, Urbanski, White, 2002; Wilson, 2003). As Bandura's reciprocal determinism explained, people have social motives, needs and desires that are learned through experiences and interacting with the world around them (Santrock, 2009). Parents', teachers', and peers' approvals are important social motives for most students. Sometimes students read to meet the expectations of others (Luna et al., 2002).

In cultural theories of reading for pleasure, Cuban (2001) explained that people read for pleasure to reduce tension and to help themselves emotionally. They also derive comfort from reading during the difficult times. Readers identify themselves with strong and weak characters and feel emotionally strong by relating their own stories to the stories they read. Offering pleasure reading that make students feel good can "hook" the students into reading because it is an "enjoyable and emotionally stimulating practice" (Cuban, 2001, p.23). When the students see reading as pleasurable, they will read regularly.

Research has confirmed that student motivation is a key factor in successful reading (Baker & Wigfield, 1999; Clark & Rumbold, 2006; Gambrell & Marinak,

2009; Gambrell, Palmer, Codling, & Mazzoni, 1996; McClure, 2008). Reading motivation is defined as an individual's belief about his or her own competency in reading and the value that one places on reading (Gambrell et al., 1996; McClure, 2008). Research has shown that motivation to read decreases with age. If children do not enjoy reading when they are young, they are unlikely to do so when they get older (Clark & Rumbold, 2006). However, Krashen (2007) argued that children have other interests as they get older, but their interest levels for reading remain the same. Regardless of this controversial research finding, it is important that all children need to develop not only reading skills, but also positive attitudes towards reading from an early age. Reading skills and motivation correlate with and influence one another and educators need to target both reading skills and motivation to increase long-term motivation and engagement in reading (McClure, 2008).

High motivation to read is associated with positive self-concept as a reader, and low motivation to read is associated with poor self-concept as a reader (Gambrell et al., 1996). Children with more positive attitudes are more motivated to read (Baker & Wigfield, 1999; Clark & Rumbold, 2006). Students who are more motivated to read become better readers (Clark & Rumbold, 2006; Gambrell et al., 1996; McClure, 2008). Engaged readers are motivated to read for different reasons; they want to use their existing prior knowledge to create new meaning and take part in other important social interactions (Baker & Wigfield, 1999). Highly motivated readers want to read and choose to read for many reasons: curiosity, involvement, social interchange, and emotional satisfaction (Gambrell et al., 1996). Teachers cannot instill students' motivation, but rather only provide activities where students' desire to learn is encouraged and enhanced (Black, 2006). Educators need to increase their understanding of how children acquire the motivation to develop into life-long readers (Burlew et al., 2000). There are many aspects of reading motivation: self-efficacy, extrinsic and intrinsic motivation (Black, 2006; Clark & Rumbold, 2006; Gambrell & Marinak, 2009), and curiosity (Black, 2006).

Self-efficacy influences students' motivation to read (Black, 2006; Gambrell & Marinak, 2009). Bandura explained that self-efficacy is the belief about oneself which causes one to make choices, go forward, and be able to persist during the tough times to produce a positive outcome (Gambrell & Marinak, 2009; Santrock, 2009). Self-efficacy influences students' choice of activities (Santrock, 2009). Bandura (1977) explained that people fear and avoid situations if they believe the situations are beyond their abilities to cope with, but they get involved in activities when they believe they are capable of handling. Students with low self-efficacy for learning might avoid challenging learning tasks; however, students with high self-efficacy are excited about these learning tasks (Santrock, 2009). Self-efficacy not only influences people's choice of activities, but also affects how much of their efforts people will use and how long they will sustain when they face difficult situations (Bandura, 1977). Bandura (1994) explained that people who achieve success easily without obstacles along the way will get discouraged easily when they face failure; therefore, it is important for people to realize that success requires sustained effort and they will have to persevere during the difficult times

to achieve success.

Curiosity also influences students' motivation to read (Black, 2006). Curiosity is defined as the desire to read about a particular topic of interest to a child (Luna et al., 2002). When students are curious, they feel more positive about reading for meaning, and reading becomes an exciting activity. By linking class activities with real world activities, students' natural curiosity about their world can be expressed and they view learning as a relevant and necessary part of their lives. Another important factor in becoming lifelong readers is choice (Clark & Rumbold, 2006; Gambrell & Marinak, 2009). Students are more motivated to learn when they are given choices which lead them to have personal curiosity (Santrock, 2009). Encouraging and respecting reading choices are important steps toward helping children and teenagers to develop a sense of ownership (Clark & Rumbold, 2006). According to Krashen (1993), students should be allowed to read anything that interest them in order to develop a habit and an enjoyment of reading (as cited in Clark & Rumbold, 2006). Gambrell (1996) also found that when students are asked which book they have enjoyed most, 80% of them said that they enjoyed most when they selected themselves (as cited in Clark & Rumbold, 2006). Researchers have found that students' intrinsic motivation in learning increases when they have some choice and opportunities to take responsibility for their learning (Santrock, 2009). Likewise when children are allowed to read something they want to read, they find it so pleasant that they will be "addicted" to reading (Krashen, 2007). Even when some books might be very difficult to read, if they are very interesting, students decide to read them anyway. However, students should be encouraged to select their own books and learn and use strategies for appropriate book selection. Struggling readers might need help when selecting appropriate materials. Being able to understand what children are reading is important because they might be able to read the words, but if they do not understand what they read, they are not going to enjoy reading (Christos, 2006).

Conceptual Framework

This study was designed to investigate if there was a significant positive relationship between the attitudes towards reading for pleasure in English of elementary level students of English as a foreign language (EFL) at BCIS and their academic achievement. The first variable was students' attitudes towards reading for pleasure in English. The second variable was the students' academic achievement.

(See Figure 2 on the next page)

Methodology

This study was a quantitative descriptive and correlational study which utilized a questionnaire to investigate the relationship between the elementary level EFL students' attitudes towards reading for pleasure in English and their academic achievement in BCIS. As a measure of students' academic achievement, the researcher utilized the students' GPA.

This study was designed as a cross-sectional study where data was collected at

a single in time; therefore, the results did not represent variations across time, but rather only highlighted the students' attitudes toward reading for pleasure in English and their academic achievement at the time of the data collection.

This study was designed to achieve the following objectives:

1. To identify the BCIS elementary level EFL students' attitudes to reading for pleasure in English.

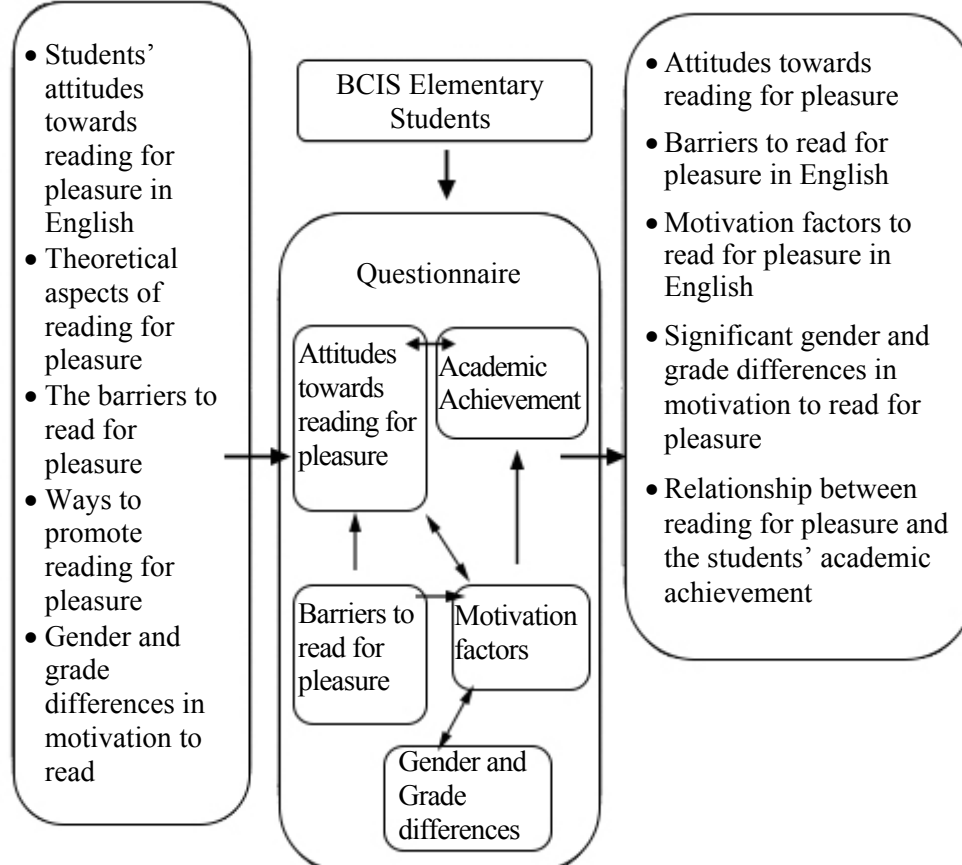


Figure 2: Conceptual Framework of The Study

2. To identify the barriers for BCIS elementary level EFL students to read for pleasure in English.

3. To identify the motivation factors to promote reading for pleasure in English for BCIS elementary level EFL students.

4. To determine if there is a significant difference between male and female BCIS elementary students in their attitudes towards reading for pleasure in English.

5. To determine if there is a significant difference among each grade level in BCIS elementary students' attitudes towards reading for pleasure in English.

6. To investigate the relationship between BCIS elementary level students'

attitudes towards reading for pleasure in English and their academic achievement.

The research also came up with the following hypotheses:

1. There is a significant difference between male and female BCIS elementary students in their attitudes towards reading for pleasure in English.
2. There is a significant difference among each grade level for BCIS elementary students' attitudes towards reading for pleasure in English.
3. There is a significant positive relationship between BCIS elementary level students' attitudes towards reading for pleasure in English and their academic achievement in BCIS.

Population and Sample

This study was conducted at Bangkok Christian International School (BCIS) in Bangkok, Thailand. BCIS is a small Christian school founded by a Korean missionary in 1997 to provide a quality and affordable education for children of Korean missionaries in Bangkok, Thailand. There were 280 students enrolled in the 2012-2013 academic year and more than 95% of the students are non-Native speakers of English representing 8 different countries with the majority being Thai and Korean students. In this study, the researcher used the purposive sampling technique, which is used when a researcher has a specific group in mind to serve a very specific need (Tongco, 2007). The researcher wanted to investigate the attitudes of the students to read for pleasure in English only in an international school setting with EFL students. Therefore, the researcher chose to conduct all of 107 elementary students from Grade 1 through Grade 6 as the population for this study since the school is also trying to promote the habit of reading for pleasure in English among its elementary level students.

Research Instruments

A questionnaire was used as the main instrument, and it consisted of three parts: a demographic section, the reading attitude section, and the barriers and motivation factors to read for pleasure in English section. The demographic section asked students their full name, grade, gender, and nationality, and the number of years studying in BCIS.

The demographic section asked students their full name, grade, gender, and nationality, and the number of years of studying in BCIS. Asking the full name was necessary to identify their current grade percentage which was one of the variables investigated in this study and it was a critical independent variable to determine if there was a positive relationship between the students' attitudes towards reading for pleasure in English and their academic achievement. The permission for the researcher to access students' grade percentages for the purpose of this study had been given by the school director of BCIS.

Part 2 of the questionnaire was from number 1 to 10 and the question items were derived from the Elementary Reading Attitude Survey (ERAS), constructed by McKenna and Kear (1990) with minor adjustments to get the quantitative data of the students' attitudes toward reading for pleasure in English. The ERAS was chosen for this research because it is considered a reliable and valid instrument to measure attitudes toward reading for elementary aged children (Gabelko, 2007).

Cronbach's alpha, a statistic to measure the internal consistency of attitude scales, was calculated at each grade level from Grade 1 to Grade 6 and these coefficients ranged from .74 to .87 (McKenna & Kear, 1990). In this study, the coefficients ranged from .70 to .89. Reliability of the ERAS for all grade levels was calculated and the coefficient was .82 (McKenna & Kear, 1990) and for this study the coefficient was .85; therefore, reliability of the instrument used in this study was considered sound and aligned with that of the original study.

The ERAS was divided into two sections and each section consisted of ten questions. The first section measured attitudes toward reading for pleasure and the second section measured attitudes toward academic aspects of reading. The aim of the current study is to survey attitudes toward pleasure reading, so the second section of the ERAS was not included in this study. Some visual adjustments have also been made to the instrument. The ERAS was constructed using a pictorial rating scale equating to 4 levels of response: strongly agree, agree, somewhat disagree, and disagree using the Garfield character with different facial expressions ranging from very happy to sad. In this study the Garfield character is replaced with smiley faces because EFL students at BCIS might not be familiar with the Garfield character. The following numerical points were given for each statement.

Happiest face	4 points
Slightly smiling face	3 points
Slightly upset face	2 points
Very upset face	1 point

Responses were quantified by assigning from 1 to 4 points to each item, from poor, satisfactory, good, and excellent, respectively. A four point Likert scale was used so that participants would make a choice concerning their feelings towards aspects of reading for pleasure without choosing a neutral or central option. Since there were ten questions for measuring the attitude of pleasure reading, the maximum score is 40 and minimum score is 10. A high score indicates that the students have positive attitude toward reading for pleasure while a low score indicates a negative attitude toward reading for pleasure.

In part 3, there were eleven questions (numbers 11 to 21) constructed by the researcher to gather information about the barriers for EFL students in BCIS elementary school to read for pleasure and motivation factors to read for pleasure. Question items 11 -17 were constructed to gather information about the barriers to read for pleasure in English. There were two forced-choices and students had to choose either *Agree* or *Disagree*.

Question items 18-19 were constructed to gather information about the motivation factors to read for pleasure. The questions were designed to force the respondents to express their opinions by checking the options that apply to them because the survey was designed for elementary students and the researcher wanted to eliminate "Don't Know" or "Neutral" responses. For question items 18 and 19, students were permitted to select more than one listed text type. The researcher added question items 20 and 21 to gain additional information in students' favorite genres to read for pleasure and their overall attitude towards reading for pleasure. The question items were not part of the research objectives;

however, the researcher believed that those information would be useful and valuable for the BCIS teachers.

Collection of Data

The researcher began the collection of data by requesting the permission from the Principal of BCIS and the head of the Elementary Department to administer the questionnaire in all the elementary classes. The researcher collected the data herself from the sample school. The survey was carried out from October 15 to October 19, 2012, which was the end of quarter 1. The researcher distributed the questionnaires to each homeroom teacher from Grade 1 to Grade 6 and each homeroom teacher administered the questionnaires with his or her class. Before the students took the questionnaires, students were encouraged to respond honestly as there were no correct or incorrect answers. Participating students were also asked to mention their full name so that the researcher could assess their GPA to determine if there was a positive relationship between the students' attitudes towards pleasure reading in English and their academic achievement.

Data Analysis

For objectives 1, 2, and 3, descriptive statistics were used. For objective 1, the researcher looked at the scores from the interpretation chart to identify the EFL students' attitudes to pleasure reading in English ranked excellent, good, satisfactory or poor. For objective 2, the researcher looked at frequencies and means to identify the barriers for elementary EFL students at BCIS to read for pleasure in English. For objective 3, the researcher looked at the frequencies and means to identify the motivation factors that promote reading for pleasure in English for elementary EFL students at BCIS.

For objective 4, the researcher used the Independent Sample t test because the researcher wanted to investigate the difference in the attitudes to read for pleasure between two independent groups (male and female students). The researcher utilized a One-Way ANOVA for the objective 5 because the researcher wanted to examine the differences on the dependent variable (attitude towards reading for pleasure in English) among different grade levels.

The Pearson product-moment correlation coefficient test was used for the data analysis for research objective 6 which aimed to investigate the relationship between students' attitudes towards reading for pleasure and their academic achievement. The attitude towards reading for pleasure was measured by the ERAS and the students' grade percentages were shown in numerical values out of 100.

Findings

The study used both descriptive and correlational statistics. Data collected from the section 2 of the ERAS was used to identify objective 1: the EFL students' attitudes to reading for pleasure in English. The frequency and the mean scores of student responses to the ten questions were calculated. The mean scores ranged from 10 to 39. The mean score for students' attitudes was 28.40 with a standard deviation was 6.00. Table 1 presents the mean scores of the attitudes of the 107 EFL students' in

the sample to reading for pleasure in English.

Table 1: Mean Scores by Each Category for the EFL Students' Attitudes to Reading for Pleasure in English

Attitudes	Frequency	Mean
Excellent (30-40)	47	34
Good (20-29)	53	25.05
Satisfactory (10-19)	7	16.14
Poor (0-9)	0	0

Table 2: Mean, Median, and Standard Deviation Scores for the EFL Students' Attitudes to Reading for Pleasure in English

Mean	28.40
Median	29.00
Std. Deviation	6.01

The attitude of the EFL students to read for pleasure in English was 28.4; therefore, using the scale in Table 1, the BCIS elementary level EFL students as a whole had good attitudes towards reading for pleasure in English. Table 3 represents the frequency table for objective 2: the barriers to read for pleasure in English.

Table 3: Frequency Table for the Barriers to Read for Pleasure in English

Barriers	Gender	Grade						Total
		1	2	3	4	5	6	
School (N=64)	Male	3	4	5	5	5	10	64
	Female	15	2	3	2	5	5	(60%)
Parents	Male	1	2	0	0	1	1	16
	Female	8	2	0	1	0	0	(15%)
Lack of vicarious	Male	3	4	3	0	1	7	42
	Female	13	4	1	0	0	6	(39%)
Lack of resources	Male	4	3	6	5	5	9	73
	Female	13	8	3	7	3	7	(68%)

Seventy-three students mentioned that they had difficulty in choosing or finding books that interest them. Sixty students described that they did not have time because they had too much work. Forty-five students mentioned that reading was difficult. Therefore, the researcher concluded that lack of resources was the top barrier to reading for pleasure in English. School was also a barrier for students to read for pleasure in English because the students had too much school work to do that they lack of time to read for pleasure.

Table 4 presents the frequency table of objective 3: motivation factors to read for pleasure in English.

Table 4: Frequency Table for the Motivation Factors to Read for Pleasure in English

Motivation	Sex	Grade						Total
		1	2	3	4	5	6	
Intrinsic Motivation	Male	1	6	2	3	5	10	27
	Female	10	4	2	4	4	5	29
Extrinsic Motivation (N=51)	Male	3	1	6	4	3	6	23
	Female	9	5	2	3	1	8	28

The results indicated that the students who participated in this study had two distinct motivation factors. From intrinsic motivation, 61% of the students who took the survey said they would read if better/more books were available in the library. For extrinsic motivation, 61% of the students who took the survey said they would read if reading helped their grades improve.

The researcher used the Independent Samples t test to investigate objective 4. Levene's test for equality of variances showed that Levene's F, 0.205, was larger than .05; therefore not statistically significant. Table 5 shows the resulting data of the Independent Samples t test between male and female students for the attitudes towards reading for pleasure. There was no significant difference between male and female students on the attitudes toward reading for pleasure, $t(107) = 1.652, p > .001$.

Table 5: Comparison of Male and Female Students on Attitudes towards Reading for Pleasure Scores (n=52 Males and 55 Females)

Variable	M	S.D.	<i>t</i>	df	Sig(2- tailed)
Attitude toward Reading for Pleasure Score			-1.652	105	.102
Males	27.42	6.26			
Females	29.32	5.66			

From above findings, the researcher rejected research hypothesis one: There is a significant difference among each grade level on the attitudes toward reading for pleasure.

The researcher also examined the differences in the attitudes to read for pleasure among different grade levels; therefore, the researcher utilized One-Way Analysis of Variance (One-Way ANOVA). In this study, One-Way ANOVA compared the means of six independent groups of students (Grade 1 to Grade 6 students) on the dependent variable (the attitudes to reading for pleasure). Table 6 shows the means scores (M) and standard deviation (SD) of attitudes to read for pleasure in English by each grade level.

Table 6: Means Scores (M) and Standard Deviation (SD) of Attitudes to Read for Pleasure in English by Each Grade Level

Year	Attitudes to Read for pleasure	
	M	S.D.

Grade 1 (N=20)	29.30	6.16
Grade 2 (N=19)	26.94	6.90
Grade 3 (N=12)	28.08	6.90
Grade 4 (N=16)	29.68	4.82
Grade 5 (N=13)	29.07	5.89
Grade 6 (N=27)	27.81	5.73
Total (N=107)	28.40	6.00

Table 7 presents the resulting data of One-Way ANOVA on attitudes to read for pleasure in English scores across six groups.

Table 7: One-Way ANOVA Summary Table Comparing the Grades One to Six Students on Attitudes to Read for Pleasure in English (n=20 Grade One, 19 Grade Two, 12 Grade Three, 16 Grade Four, 13 Grade Five, and 27 Grade Six Students)

Source		df	Sum of Squares	Mean Square	F	Sig.
Attitudes toward Reading for Pleasure	Between Groups	5	99.221	19.844	.538	.747
	Within Groups	101	3728.499	36.916		
	Total	106	3827.720			

Statistically significant differences were not found among six groups [$F(5,101) = .538$, $p = .747$] in attitude towards reading for pleasure at the $p < .05$ level; therefore, the researcher rejected hypothesis two: there is a significant differences among each grade level in the attitude toward reading for pleasure in English.

The Pearson Product Moment Correlation Coefficient was utilized to determine the significance and direction of the relationship between students' attitudes towards reading for pleasure and their academic achievement. The results are displayed in Table 8. There was a positive correlation between the two variables, $r = .756$, $n = 107$, $p = .000$. The resulting data shows that and Sig. was .000, which was smaller than .05. Therefore, the resulted supported the hypothesis three that there was a strong, positive correlation between students' attitude towards reading for pleasure in English and their academic achievement. Better attitude towards reading for pleasure in English was correlated with better academic achievement.

Table 8: Correlation between The Students' Attitudes towards Reading for Pleasure in English and Their Academic Achievement (N=107)

		Attitude	Student Achievement (GPA)
Attitude	Pearson Correlation	1.000	.756
	Sig. (2-tailed)		.000
	N	107	107
Student	Pearson Correlation	.756	1.000

Achievement	Sig. (2-tailed)	.000	
(GPA)	N	107	107

Discussion

Students' positive attitudes towards reading for pleasure in English need to be celebrated and promoted in schools if the teachers want their students to have reading engagement in class. It is good news for the BCIS elementary teachers that BCIS elementary level EFL students have good attitudes toward reading for pleasure in English.

The researcher believes that the following three activities in BCIS may contribute to the students' good attitude towards reading for pleasure in English. First, BCIS teachers promote positive attitudes towards reading in class by having a classroom library with about 100 books. These classroom libraries are organized and managed by the homeroom teachers. Teachers model for the students how to organize and take care of books; therefore, students understand that books are valuable and they can enjoy the books with good care. Second, BCIS also has quarterly book orders from Scholastic, a global book publishing company, and students can order books of their choice. Each class also receives some funds from the school and each homeroom teacher can order the books with the students by looking at the book order together as a class and can order books as a class. There is also a Scholastic book fair at the school once a semester and students can explore the books and invite their parents to take a look at the books and ask them to buy books. Teachers can promote and order books that students like to read. This likely leads the students to develop the positive attitude towards reading for academic purposes as well as for pleasure. Third, blocks of time devoted to reading for pleasure daily are also an effective way to promote reading. In BCIS, through DEAR time, the students have a consistent and regular routine and students know when and what to do during DEAR time.

Krashen (2005; 2009; 2011) also pointed out that those who have more access to books will read more books. Students in BCIS have access to the school library as well as their class library. However, students might not be making use of the library enough. Students also indicated that they had too much work and they had a lack of time to read for pleasure in English. One of the reasons might be that the students were occupied with many activities and homework after school and they had little time to pick up a book to read for pleasure. With high-stakes standardized testing driving curriculum, BCIS teachers were also pressured to cover the whole curriculum. As a result, the students had little or no time to explore books of their choice. In BCIS, the administrators were trying to raise the academic achievements of the students by promoting the love of reading. During long holidays such as Christmas and Spring break, students are given recommended reading lists; however, students might view them as homework and might not experience pleasure out of reading.

Students' motivation factors also indicated that they would read if better/more books are available in the library. Students might not realize that there actually are more books available in the library than they thought. The researcher

also noticed that students went to the library to check out books; however, they did not go there as a class. Each classroom mainly depends on the classroom library to check out books during DEAR time. Currently, there is no program provided by the librarian which meets the academic and pleasure reading needs of the students. A program that provides those needs will help lessen the barrier of the students not being able to find the books that interest them. Students also indicated that they would read books if reading would help their grades improve. Having a personal interest in texts enhances students' attitude to read for pleasure. The students are pressured to do well academically and students see from their peers that those who like to read do well academically. Both intrinsic and extrinsic reasons for reading relate to students' successful reading activity; however, if the students are motivated to read intrinsically, it will be more beneficial for students because intrinsic motivation to read will stir the students to become life-long learners.

The results also indicated that there was no indication of differences among grade levels in attitude to read for pleasure. This finding contrasts with that of Marinak & Gambrell (2010) that the students' attitude to read decreases with age, even among elementary school children. The results also indicated that there was no indication of differences between male and female students of BCIS in their attitude to read for pleasure. This also contrasts with findings of Black (2006) and Marinak & Gambrell (2010) that female students have better attitudes toward reading than male students at all grade levels in both reading for pleasure and academic reading. The researcher conducted the survey in BCIS with 107 students which is a small sample; therefore, differences in attitudes might not be significant enough to be noted.

There was a significant positive relationship between the students' attitudes towards reading for pleasure and their academic achievement. Therefore, this finding supports that of Krashen (2009), Kush and Watkins (1996). This finding aligns with the students' extrinsic motivation factor to read for pleasure; the students in BCIS read for pleasure to get better grades.

This study has provided BCIS teachers with a clearer understanding of the reading attitudes and preferences of their students. Meaningful student learning will not happen if students do not put effort or invest time during the reading experience. Students will not put effort unless they develop the notion that reading is an enjoyable activity in which they can engage. Teachers can positively influence students' attitudes to reading by regularly reflecting on and adjusting their teaching and learning strategies. They can integrate a wide range of appropriately leveled texts into class reading activities. Teachers also need to align their teaching practices with students' reading interests. Real-life and life-like reading texts and activities are crucial in promoting students' positive reading attitudes. Teachers also should use a combination of print and electronic texts in class and that can lead to having positive effects on students' attitudes to reading. If teachers truly are interested in promoting positive attitudes among students, they must design activities that are relevant for this generation of learners. Teachers must also act as reflective reading models so that students to look up to their teachers as role model whom influence them to read for pleasure.

This study highlighted reading attitudes of students in one Christian school

with only 107 students. Therefore, generalization cannot be made for other schools or other grade levels. This study did not attempt to find out long-term attitudes among elementary school students or highlight changes in students' attitudes over time; rather, this study attempted to provide a snapshot insight into reading attitudes of students in one elementary school at a single point in time. With any self-reporting attitudinal or perception instrument, it can be difficult to know whether students actually feel, believe, or do the things they report. Therefore, researchers using self-report instruments can only report on what students say, rather than on what they may actually not from daily reading behavior or teaching observations. Conducting a further study with a qualitative paradigm is suggested as an in-depth investigative interview could offer deeper attitudinal information from students. Such an approach will be useful to explore the results of the quantitative data and check the accuracy of the self-reported responses of the students. Moreover, it will be interesting to find out if there are any differences in attitudes towards reading for pleasure in English depending on the nationality of the students.

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