

An Action-Research Study on 8th Grade Students' Motivation towards
Reading Habits of English Short Stories: A Comparative Study among Six
Educational Districts in the State of Kuwait

By

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DECLARATION

I declare that this work is the result of my own investigation and that it has not already been accepted in substance for any degree, nor it is being currently submitted for any other degree.

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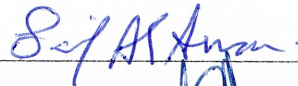
An Action-Research Study on 8th Grade Students' Motivation
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Study among Six Educational Districts in the State of Kuwait

submitted by Hala Jassim Qabazard to the Department of Foreign Languages
and Literatures satisfactory and acceptable for the Master of Arts Degree in
Applied English Language Studies.

Thesis Committee

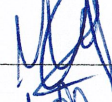
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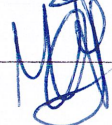
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To my beloved parents

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ABSTRACT

This research aims at measuring the kind of reading habits that 8th grade students (boys and girls) in the State of Kuwait have towards reading short stories in English and their degree of motivation. Three main hypotheses were formulated and were tested in the form of a questionnaire. The first hypothesis tested students' overall views about their reading habits of English short stories during their school year in relation to their gender. The second hypothesis focused on students' overall views about their reading habits of English short stories and the level of such habits in the different educational districts. The third hypothesis dealt with the relationship between students' reading habits and the prizes offered to the students for doing their assignments. Other sub-hypotheses were also formulated to test the following variables: reading habits, level of difficulty in reading English stories, motivation and parental encouragement.

The data were collected from a total number of 691 students from six main Educational areas in the state of Kuwait: Al-Asma, Hawalli, Farwania, AL-Jahra, Ahmadi and Mubarak Al-kabeer. A statistical analysis was conducted on all the questionnaire items using the Statistical Package for Social Sciences (SPSS). The items of the questionnaire were correlated with the three main independent variables, which were gender, educational districts and prizes received by the students for their reading of English short stories.

The results of the study show that female students have access to better reading resources and get better parental encouragement. All the results obtained for differences in reading habits within their different educational districts are highly significant. Students in Al-Jahra district have

the highest positive reading habits which were due to students' having more teachers' motivation and encouragement than the other groups. As for their level of achievement in terms of receiving prizes, all the results are highly significant which mean the students who receive prizes for their reading of short stories have positive views towards their reading.

The most important findings showed that providing reading resources and parental encouragement positively affected the students' overall reading habits of English short stories. Hence, the study requires the Ministry of Education in Kuwait to bring essential changes in their educational system regarding students' English reading habits in public schools. In addition, both parents and teachers play a significant role in introducing them to reading. As a result, students might eventually be more motivated towards reading English short stories, which is hoped to lead to a better language performance on the part of EFL learners. This can be accomplished by providing the students with suitable reading materials for which they should be given prizes in order for them to be motivated towards achieving better reading English skills.

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CHAPTER ONE

INTRODUCTION

The role of reading as a language skill has received considerable attention among researchers and teachers over the last two decades or more. As an “intra personal problem-solving task that takes place within the brain knowledge structures” (Bernhardt, 1991: 6) reading is understood not only as a cognitive activity, but also as a social process that is vital to the success of academic L2 writers (Eskey, 1993; McKay 1993).

Empirical studies in the field of literacy almost overwhelmingly show that reading for academic and recreational purposes positively influences L1 and L2 development among both children and adults (Krashen, 1985). Despite the large body of evidence that supports the positive influences of reading on language and literacy skill development, we still lack a comprehensive understanding of exactly how the act of reading impacts on literacy skills, particularly composing skills. Furthermore, reading comprehension initially depends almost exclusively on the students’ ability to automatically read words that are already in their speaking vocabulary and that represent familiar concepts. Competent decoding, however, is a necessary but not sufficient condition for good reading. Reading is not a single process; rather, it is complex and made up of many interrelated component processes (Lieberman & Lieberman, 1990: 352). Motivation to read is related to the expansion of reading power. For students to become mature, effective readers, they must have both the skill and the will to read. Research has suggested that classroom cultures that foster reading motivation are characterized by a teacher’s reading model, a book-rich reading environment, opportunities for choice, familiarity with books, social interaction about books,

and literacy-related incentives that reflect the value of reading (Gambrell, 1996: 20). To maximize the potential of reading in L2 academic literacy development, it is vital for classroom teachers to know how reading promotes an understanding of the purposes, functions, and structures of academic and non-academic texts (Kroll, 1993).

Strong correlations between reading habits and measured writing ability have been discovered among older learners. Fader (1976) reports the outcomes of numerous L1 studies in which adolescent participants in pleasure reading programs consistently demonstrated more fluent and complex writing skills than their fellow students who were not program participants and who reported little or no voluntary reading. Perhaps the most effective way to encourage ESL learners to read English texts on their own is to dramatize the value of voluntary reading by describing, discussing and, if possible, modelling reading for personal enjoyment and enrichment (Dupuy, Tse, and Cook, 1996). This could mean devoting class time to exposing the short- and long-term benefits of reading for writing and for education in general. Newcastle (1985) stated that the teacher might also help students discover resources where texts of personal interest might be located. For example, ESL students might not realize that the campus library probably subscribes to a number of daily newspapers and popular magazines and is a good place to keep updated with current events. She also mentioned that teachers might discuss with the students ways of making time for pleasure reading. By addressing these issues in the writing class, the teacher signifies the value of reading for enrichment.

In courses where reading is an integral component of the composition class, teachers may offer their students a range of texts from which they can make individual selections, rather than requiring a single text book or a set of readings. This plan, according to Dupuy, Tse, and Cook (1996) can work

effectively in content-based courses where students might be further encouraged to seek out their own reading materials based on topics to be covered in the course. Even in courses where the teachers' hands are essentially tied in terms of materials selection, writing assignments (for example, summarizes, reviews, essays, research reports) may be designed to allow students to choose their own sources.

For the purpose of this study, the term short story means that the language of the story is simple and within the comprehension of 8th grade students. It usually consists of ten to fifteen or twenty word-count. In addition, a short story has a simple theme, plot, setting and it is a kind of a story that is straightforward with no ambiguities. These stories, known as structural readers, are probably graded in terms of language difficulty. In other words, there are stories that are intended for beginners and others for intermediate levels. There are also advanced readers which are normally handled at the advanced level. The kinds of readers that are taken into consideration in this study are the ones intended for the beginners' level.

EFL learners are usually exposed to different types of short stories but they often find stories more interesting to read. Singer (2002) gave a number of reasons for students' preference for reading narrative stories. Singer (2002) states that a short story is a narrative that presents its characters in action, which seem to be true to human nature, but actual historical truth is irrelevant. Stories are normally assumed to be fiction though there maybe much basis for them in the author's life or in some event or situation he knows about. Writers use their imagination to create stories that illustrate some aspect of human experience. Furthermore, Mark (1988) reports that a story is a narrative that is told or read rather than shown (in contrast to drama) with a narrator (the teller of the story). In addition, she stated that a short story concentrates on producing one main

impression and centres on one incident, situation or character.

It can be stated that all educational systems all over the world incorporate some form of reading activities into their school curriculum to encourage their students, which will eventually improve their overall reading skills. This study has been chosen for the purpose of measuring 8th grade students' (boys and girls) reading habits of English short stories. 8th grade students have been selected because these are the students who proceed on to high school if they pass their 8th grade, so without having an adequate level of reading skills in English, are likely to face difficulty in their high school education and may fail or drop out. It is, therefore, essential for teachers to focus their attention on appropriate reading skills necessary for high school education.

1.1 Statement of the problems

English language teachers in Kuwait have often criticized the English language school curriculum because such a curriculum does not offer appropriate reading materials. In other words, students are not exposed to extensive reading texts and are not encouraged to read outside school settings. In a situation like this, students' will miss the right type of motivation needed in reading English short stories. This might be seen the result of students' lack of both teachers and parents' encouragement.

English language teachers have often blamed their schools for not equipping their libraries with suitable English reading materials, mainly in boys' schools. Students do not see any point in spending their time using their school library, unless it proves students with a wide range of books to read.

1.2 Aims of the study

This study aims at finding the following:

- a. means by which 8th grade students can be encouraged to read more short stories in English;
- b. how parents and teachers can help promote reading;
- c. which of the six educational districts provide better motivation towards reading and where students are being more encouraged than the other districts;
- d. which gender tends to have more positive motivation towards reading short stories in English;
- e. the relation this has to EFL learners' performance.

1.3 Hypotheses of the study

This study addresses the following three main null hypotheses:

- H. (1) there is statistically no significant difference at 0.05 between students' overall English short story reading habits and gender differences.
- H. (2) there is statistically no significant difference at 0.05 between students' overall English short story reading habits and their educational districts.
- H. (3) there is statistically no significant difference at 0.05 between students' overall English short story reading habits and the number of prizes which they have received for their reading In English.

In addition to the above three main null hypotheses, each main null hypothesis is divided into five other sub-hypotheses according to the twenty-three dependant variables tested in the questionnaire. These will be dealt with in the section of the analyses of the results. The purpose of these sub-hypotheses is

to further strengthen the results of the main hypotheses.

1.4 Significance of the study

This study addresses the significance of reading short stories in the development of students' overall reading skills. It also addresses the need for incorporating short stories in any language curricula adopted in a school. Furthermore, English learners will achieve better reading skills if they are exposed to more books. It goes without saying that learners of English as a foreign language cannot attain the necessary language skills from a single language textbook learnt throughout the entire year.

In order to become independent readers students need to read on their own. The best way to achieve this goal is to incorporate short stories into the EFL school curricula and for parents and teachers to encourage students to achieve the maximum language benefits from reading English short stories. If this is achieved in earlier language stages, for example, 8th grade, the students can be better prepared to become effectively independent readers when they move on to their higher level of education.

It is hoped that this study will prove to be helpful for parents and school administrators in getting positive feedback about the opinions of the students' English short story reading habits with regard to their gender differences and their prize awards received during their school year. This study will help EFL specialists to know which of the educational districts needs to improve the study habits of reading short stories and how motivation, parental encouragement and school prize awards, together with the provision of enough reading sources can advance students' reading habits.

To the best of my knowledge of the researcher no study on reading habits in EFL on a large scale has been attempted. It is hoped that this study will be useful in encouraging English language teachers in the state of Kuwait to adopt changes in their school curriculum in terms of adopting suitable reading schemes centered on English short stories. This might lead to a better standard in English of 8th grade students in the State of Kuwait.

1.5 Procedures of the study

A quantitative questionnaire was circulated to various schools in all the six educational districts to the students of 8th grade in the State of Kuwait. The questionnaire was administered to 24 randomly selected schools from these educational districts. Four schools were selected from each district and which consisted of two 8th grade boys' and two 8th grade girls' schools. A total of 1,344 out of a target population of 5010 copies of the questionnaire were distributed to randomly selected schools from which 691 copies were received and formed the main data needed for the study.

The students were personally instructed to answer the questions according to their own personal views regarding each item. They were moreover, assured that their responses would be kept confidential and would be used for statistical analyses only. This was an essential procedure and the data was then analyzed in two phases:

1.5.1 Phase 1

In phase one the general frequencies of the various independent and dependent variables were calculated. Some dependent variables were recoded to match the other dependent variables. The frequency distribution of all the independent and

dependent variables were calculated. Furthermore, the reliability using Cronbach's Alpha was calculated taking into account all the dependent variables. The various dependent variables were later regrouped into various sub-totals to match with the various hypotheses. The reliability analysis for these sub-totals was also calculated. The reliability for all the sub-totals as well as for the grand total was very high showing that the test instrument was very reliable.

1.5.2 Phase 2

In this phase more important and advanced results were derived. The various means, standard deviations, T-values, F-values for various sub-groups using the group wise T-test and one-way analysis of variance (ANOVA) were all calculated. Various group wise T-test and ANOVA were computed depending on the various null hypotheses that were to be tested. Statistically significant differences at (.05 level) with respect to gender, area of living and the number of prize awards the students may have received during their year, for various totals representing the various hypotheses to be tested, were computed. The results of the T-test and ANOVA were interpreted with respect to various research questions and thus various null hypotheses were tested.

1.6 Definitions of action-research

Action-research is the application of fact-finding in order to solve practical problems. Burns (1997: 353) states that action-researchers are immediately concerned with adding more 'truth' to the body of educational knowledge that appears in articles and books. It is situational, collaborative and participatory. Action-research involves teachers as generators of knowledge in a bottom up approach to professional development with the professional researchers as the

resource person for the teachers. It focuses on specific problems in a defined context and not on obtaining scientific knowledge that can be generalized, thus on-the-spot procedure is designed to deal with a concrete problem. Scientific research involves a fixed purpose and design. Action-research is adaptive, tentative and evolutionary. Scientific research cannot interpret the present until it knows the answers to its investigation. Action-research does not know what questions to ask until it has interpreted the present. Action-research usually commences with observations in the real world and raises such questions as why EFL students are not so motivated in reading English short stories. By doing such research, the researcher can simply gather some evidence which could suggest further explanations of the problem situations, which will in turn lead to more gathering of information. This “testing” of the hypothesis is not a statistical testing. It is seeing whether the evidence is congruent with the hypothesis. Since action-research does not aim to increase knowledge, issues of research reliability and validity can generally be downplayed in action-research while practical and immediate usefulness become more important (Nunan, 1993).

Action-researchers are interested in the improvement of the educational practices in which they are engaged, in other words, how to do their job better. Their investigations are conducted into those activities they wish to handle more capably. Those who conduct quantitative educational research believe that practice will improve because of the findings of their studies. They assume that the discovery and publication of this will, in due course and almost by the very nature of things, bring about change for the better. Action researchers argue that it is the responsibility of practitioners, in contrast to those who are so called investigators, to take new findings into account.

White (1991) mentions that action-research is about involving teachers,

students, parents and school administrators (among others) in the tasks of critical analysis of their own situations with a view to transforming them in ways that will improve the situations as educational contexts for students, teachers and society. It is a form of 'conscientiousness', a commitment to the improvement of education; if research is to achieve concrete transformation of educational situations, then this requires a theory of change which links researchers and practitioners in a common task in which the quality of the research and practice roles is transcended. It requires joint participation and collaboration in the process of social transformation, expressed in joint participation in the decision-making processes of transformation. It is therefore democratic in operation.

Winter (1989) suggests that action research has the potential to generate genuine improvements in schools. It gives educators new opportunities to reflect on and assess their teaching to explore and test new ideas, methods, and materials; to assess how effective the new approaches were; to share feedback with fellow team members; and to make decisions about which new approaches to include in the team's curriculum, instruction, and assessment plans.

Burns (1997) also gives favorable conditions for action-research, which would include:

- a. willingness on the part of a teacher to invest time in efforts associated with research and change;
- b. mutual trust between researcher(s) and participants;

These considerations suggest that the most appropriate type of classroom in which to operate the teacher-researcher strategy would be an 'informal' classroom. By 'informal' is meant, in very general terms, a classroom in which there is a relatively high degree of autonomy on the part of the student, a flexible approach towards the allotment of time to the different area of the curriculum

and a relatively high priority given to work in which the students are able to interpret in their own individual ways.

Furthermore, Burns (1997) suggests that action research is used in real situations, rather than in contrived, experimental studies, since its primary focus is on solving real problems. It can, however, be used by social scientists for preliminary or pilot research, especially when the situation is too ambiguous to frame a precise research question. Mostly, though, in accordance with its principles, it is chosen when circumstances require flexibility, the involvement of the people in the research, or change must take place quickly or holistically.

It is often the case that those who apply this approach are practitioners who wish to improve understanding of their practice, social change activists trying to mount an action campaign, or, more likely, academics who have been invited into an organization (or other domain) by decision makers aware of a problem requiring action-research, but lacking the requisite methodological knowledge to deal with it.

In addition, Winter (1989) mentions that action-research is known by many other names, including participatory research, collaborative inquiry, action learning, and contextual action research, but all are variations on a theme. Put simply, action-research is “learning by doing”—a group of people identifies a problem, does something to resolve it, sees how successful their efforts were, and, if not satisfied tries again.

Winter (1989) adds that action-research is an approach to problem solving, rather than a single method for collecting and analyzing data. Thus, it allows for several different research tools to be used as the project is conducted. These various methods, which are generally common to the qualitative research paradigm, include: keeping a research journal, document collection and analysis, participant observation recordings, questionnaire surveys, structured and

unstructured interviews and case studies. Because action research is carried out in real world circumstances, and involves close and open communication among the people involved, researchers must pay close attention to ethical considerations in the conduct of their work. Winter (1989) lists a number of principles:

- a. all participants must be allowed to influence the work, and the wishes of those who do not wish to participate must be respected;
- b. the development of the work must remain visible and open to suggestions from others;
- c. permission must be obtained before making observations or examining documents produced for other purposes;
- d. descriptions of others' work and points of view must be negotiated with those concerned before being published;
- e. the researcher must accept responsibility for maintaining confidentiality;
- f. decisions made about the direction of the research and the probable outcomes are collective;
- g. researchers are explicit about the nature of the research process from the beginning, including all personal biases and interests;
- h. there is equal access to information generated by the process for all participants;
- i. the outside researcher and the initial design team must create a process which maximizes opportunities for involvement of all participants.

1.7 Limitations of the study

Though the researcher planned to go to as many schools as possible, the Ministry of Education could not satisfy such ambitions due to the large number of instructors wanting to do various studies and surveys. Thus the Ministry of Education had already set a limited time for researchers to conduct their research studies for the degree of M.A. and Ph.D. The researcher, therefore, was restricted to selecting only some samples from government schools, and was not able to do so from the private schools.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Motivational variables and second language learning

The influence of motivational variables in second language learning was first examined in a study conducted by Gardner and Lambert (1959). They were not totally convinced that achievement was largely because of linguistic aptitude, suggesting that variables other than linguistic aptitude were involved. Such an assumption was mainly based on the fact that when measures of aptitude were correlated with grades in language courses, the validity coefficients showed considerable variability from situation to situation even with tests developed through factor analytic methods. Their study brought attention to motivation as a factor influencing both the level of proficiency and the rate of success in learning a foreign or second language. In a later study Gardner & Lambert (1972) set out to measure the influence of different motivational variables in learning second languages. Their pioneering work led to the construction of a socio-psychological theory of second or foreign language learning, according to which the learners' level of success in a second language is determined by the extent to which they are psychologically prepared to adopt various aspects of behavior which characterize members of the target linguistic cultural group.

Gardner and Smythe (1975) came up with a taxonomy presenting sixteen motivational variables in four categories. The first category denoting Group Specific Attitudes reflects attitudes toward groups which speak the language.

The second category denoting Course related Characteristics, reflects attitudes towards learning French, attitudes towards the French course and its teacher and parental encouragement to learn the second language. The third category was the Motivational Indices reflects the student's goals in learning French, the amount of effort a person spends in trying to learn the language and his desire to learn it. The integrative orientation reflects the students' reasons for learning the language so as to learn more about how to communicate with and possibly interact with speakers of the second language. The fourth category is identified as General Attitudes and is not necessarily associated with either of the first two categories.

Since the development of their motivational theory, interest in the exploration of motivation has grown considerably and a number of exploratory studies have been undertaken, mainly in second language situations, which have brought similar or alternative insights into this recent discipline of socio-psycholinguistics. A number of studies set out to determine the influence of motivational variables on students' proficiency. Hermann (1980) considered the new language itself to be rewarding to the learner, and not so much his integration into another cultural group or the achievement of particular utilitarian aims. The mere satisfaction one derives from achievement in the learning task may influence one's attitudes to the target language community and may even result in a degree of change in these attitudes.

Gardner and Lambert (1972) were the first to maintain that learners' success in acquiring a second language is dependent on the existence of motivational variables that work in favor of acquiring the language. Learners' reasons for acquiring a second or foreign language are examined in terms of their instrumental or integrative values that are derived from learning it. Krashen (1981) defined a learner's type of integrative motivation as a learner's desire to

be valued as a speaking member of the second language community and the learner's possession of such integrative motivation should encourage him to interact with speakers of the second language and obtain intake. The instrumental type of motivation was defined by Krashen (1981) as the learner's desire to achieve proficiency in the language for utilitarian or practical purposes and the presence of this type of motivational orientation will encourage its performers to interact with the second language speakers so as to achieve certain ends.

Interest in the study of the influence of motivational and attitudinal factors initially gained its popularity in second language learning situations. Lukmani (1972: 272) found that integrative and instrumental motives were highly correlated with each other as well as with achievement in ESL. In her study, contrary to expectation, the instrumental motive was more highly correlated with achievement than the integrative motive. In other words, 'the higher their motivation to use English as a means of career advancement, the better their English scores (272). Results of Savignon's experimental study (1972) showed that there are no significant correlations between student interests in learning French. These findings were interpreted as indicating that interest in learning French is of little or no value in predicting success in elementary language acquisition in an uncultured Mid-western community. This interpretation contrasts with that of Gardner (1960: 17-18), which emphasizes the importance of motivational variables in determining success in second-language acquisition. Studies by Oller (1977a; and 1977b) Gardner (1960) Feenstra (1968) Gardner (1983) Strong (1984) Gardner and MacIntyre (1983) Wigzell and Al-Ansari (1993) Oxford and Shearin (1994) and many others examined the influence of socio-psychological variables on the acquisition of a second language. Jayatilaka (1982) undertook a multiple correlational study, which revealed that

instrumentally motivated students (86% of his subjects) performed better on the language proficiency test than integratively motivated students (34% of his subjects).

If second language learning is considered to constitute a truly social psychological experiment, Gardner (1983: 223) argued that motivation is expected to play a more dominant role than aptitude in informal contexts, such as watching films in the other language, because it is assumed that motivational levels will determine whether or not students avail themselves of such informal opportunities to learn the language. Once the student enters an informal language acquisition context, language aptitude would become influential, but motivational factors dominate because they determine whether or not students even take advantage of these contexts. Svanes (1987) stated that closeness in culture would probably promote an integrative motivation to study the target language. However no significant correlation was found among the high achievers. Teweles (1995) studied a sample of 40 freshman and sophomores at 2 national universities in China and Japan. He found that students' level of motivation did not correlate highly with proficiency. Coleman (1995) studied over 3,000 British college and university students who were learning different foreign languages. He found a slight but measurable relationship between integrative and/or instrumental motivation and foreign language proficiency. Lang (1996) found that integrative motivation correlated significantly with American Sign Language (ASL) proficiency. Instrumental motives, however, were perceived as less important. Kember et al (1996) studied 174 students in a mechanical engineering course at a Hong Kong university. Their English language ability correlates weakly with the motivational variables studied. Results of Kang's study (1999) indicated that the students' language use was restricted to instrumental purposes, that their orientation was intrinsic and

extrinsic as well as instrumental and integrative.

Although all of the studies discussed investigated the effects of motivation on foreign language acquisition, there is no definite answer about the causes of individual differences in acquiring a foreign language. However, many educators agree that the most crucial factor in learning the new language is the role of the learner (Savignon, 1972). In a study conducted by Gradman and Hanania (1991) on 101 students taking intensive English at Indiana University, it was found that factors such as previous experience of learning English, exposure to and the use of English inside and outside the classroom influenced students' levels of English proficiency.

Giota (1995) made a survey of the use of English in a non-academic environment by Swedish 9 year-old students. The researcher found that 16% of the children visited English-speaking countries; they used English differently, speaking, learning, reading and writing in their leisure time. And 89% of the children considered that their parents helped them with doing homework. Finally, almost all of these children felt that English was important for Swedes to know. Studies by Lee (1997), Yager (1998) and Spezzini and Oxford (1998) have all confirmed the importance of motivation in learning a second language.

The pedagogical implications showed that learners of English certainly need to approach the language with positive motivational attitudes and should be encouraged to do so in order to reach a reasonable level of success. This certainly leads us to a methodological debate in the field of foreign language teaching that focuses on both ways of promoting and managing motivation and furthermore on instructional technique and classroom management. Hauser (1990) suggested that teachers could break their daily routine techniques of favoring a particular method and need to develop an approach to teaching, which they find more responsive to the needs of their students. Moreover,

teachers could broaden their views of teaching the language in order to allow the students to experience some success in learning the language.

2.2 The importance of motivation in reading

Jayatilka (1982) mentions that motivation can have drastic effects on how an individual carries out a certain task and how much effort is put into it. The Motivational basis of achievement can be quite varied, as there are some individuals that, although highly motivated, may not be very successful. In this case encouragement could be given so that the drive to succeed is not lost. Furthermore, Jayatilka reports that students who are motivated tend to work faster and produce better quality work; however, if a student is not motivated the teacher could encourage motivation or try to help to improve it. The importance of motivation for students is therefore obvious; it is important that schools encourage students to be motivated in order for them to work more efficiently. To improve motivation the individual must be encouraged, the importance of the task / subject must be made clear and the benefits of the success will prevail. Parents and teachers also must play an important part as they prove to be the most influential parties. Schools should be seen to be a motivating setting for its students offering exciting methods of learning and a motivating atmosphere. This way, pupils will be able to make the most out of their time in school.

“Students personal reading may include curiosity, social involvements, competition and work avoidance” (Luna, 2002: 71). When reading motivation is lacking, the extent of the learner’s active involvement and attitude towards learning in general wanes. Probable causes for this low motivation included lack of materials and models. Therefore, the following solutions were expanded upon

- a. an abundance and variety of books in the classroom;
- b. a teacher who actively models reading behaviors

- c. opportunities for interaction with others in the classroom and, most importantly parents' involvement.

The result of Luna's study shows that students were more positively motivated to read for pleasure. In addition, when students were given the choice to read a book they wanted, their eagerness expanded to share what they have read with others.

Kane (1997) suggests that many factors influence a child's motivation to read. These may include learning difficulties, emotional well-being and home and school environment. She reports on how home and school environment could motivate children's reading and ways to implement motivational techniques. In other words, if students were presented with a sufficient amount of suitable reading materials, available at their school or home, they would eventually be motivated to read.

Buzzard (2001) mentions that schools could promote a program for increasing student reading motivation through the use of co-operative learning activities, differentiating reading instruction, and active reading strategies. She mentioned that probable causes for the lack of student motivation in reading were because materials were often picked for students with little thought for relevance to their lives and interests. She reported that students were not familiar with the variety of genres and authors. As a result, students lack the skills required to reading rich and engaging books.

Motivation plays an important factor in reading "Motivation is a rather persistent problem in guiding students to read well" (Edigar, 1988: 14). If a student lacks motivation a low energy level will be available for learning to read. Edigar mentioned that through motivation, a learner is encouraged to achieve definite goals in reading. Attention and retention by the student are important in recognizing new words whether the approach is phonics instruction

or identification of words through contextual situations. Furthermore, he mentions that numerous reasons could be given for students lacking motivation, from poor teaching methods to inadequate reading materials. “ The teacher could use a variety of stimulating methods in teaching students and the subject matter must be of interest to students,” (Edigar, 1988: 13). In other words, appropriate reading materials; variety in teaching methods and meaningful learning could affect the students’ attitude towards reading.

Guthrie (1977) reports that motivation to read and engagement in reading can be increased in classrooms. He mentions that teachers can emphasize even principals for creating engaging classrooms, including real-world observation, conceptual themes, self-directed learning, strategy instruction, social collaboration, self-expression and coherence in the curriculum.

Teachers play a fundamental role because they can influence students who face difficulty in reading than those who do not. “Teachers working with at-risk students must in still in their students the motivation and desire to read ” (Hunt, 1990: 19). At-risk readers do not value reading in the same way teachers do, he added. Hunt suggests that teachers should strive to make the reading experience one that is relevant to the student both at their present reading level and when their ability to read has improved. Furthermore, Hunt (1990) reports that teachers can provide a learning environment that focuses on reading, thinking, and discussion rather than skills, workbooks and tests. Many at-risk readers are not aware of their own reading weakness. Hunt states that by providing students with reading materials that are slightly above their reading ability which focus on subjects of high interest to the students, at-risk readers will be reminded that they still have a long way to go on becoming readers who can use reading as a means of unlocking information. Furthermore, he suggests that having students make predictions about a story before they read it might provide a format in

which students are reading to prove or disprove their predictions about the story, thus creating their own purpose for reading. Rasinski (1989) states that reading aloud to children fosters growth in a number of reading areas, from developing a sense of story to improving vocabulary, as well as motivating students to finish a story started in a read-aloud session. He also mentions that series books or books by a noted author can encourage a student to read and that daily sustained reading at school and home can motivate students to incorporate reading into their own schedule. Furthermore, Rasinski suggests that cooperative activities placing students in reading situations in which they have some responsibility for success or failure of a group endeavor, also motivates students to read. However, (Lippe, 1996) reports that students lack of motivation was due to the lack of reading materials some schools have and that parents often don't read enough at home with their children. Therefore, she suggests that a program should be reinforced to increase awareness of books and exposure to reading materials both at home and at school. As a result, students eventually will be motivated to read. In addition, Shefelbine (1990) mentions that both teachers and parents can motivate their children through viewing reading as a social act, to be shared with others. He also suggests that both parents and teachers could see reading as an opportunity to explore their children's interests,

While we think of all the activities that are designed to motivate and increase student output, we have to consider a learner's motivation, together with his/her intelligence and disciplined application to the task. This leads to differentiation between those who fail and those who succeed in learning the language. It is motivation that generates in intelligent students a need for being disciplined in their application to the learning task. Furthermore, motivation and motivational levels are unique to every individual, teachers, parents and schools could nurture the motivation of its students to help to maintain its pupils'

motivational levels.

2.3 Reading and parental encouragement

Chesney (1995) suggests that teaching reading should mean teaching understanding. Once a child knows how to build an understanding, the mechanics of reading comes quickly because the student knows what the goal is. Furthermore, Duggins (1989) mentioned books that spell everything out and make all future actions obvious from the start do not constitute great literature, although they may well make the best-seller lists and that reading or at least intelligent reading, the kind that involves thinking on behalf of the reader, requires understanding of the most complex sort.

Everett (1987) mentions that setting the foundation for reading is necessary before the student begins first grade, and will be crucial to academic achievements in a variety of subjects. Her research showed that reading to children as early as infancy can give them a strong base for language concepts and cognitive skills related to print. Everett (1987) also mentions that it would be helpful if students were introduced to colorful stories and picture books to foster an interest in reading. In addition she mentioned that reading is instrumental in forming a foundation on which to build a child's educational career. Whether the child in question is too young to comprehend the words on a page, makes no difference. Scientists, pediatricians, and educators alike agree that reading to children strengthens their resolve in learning. They also contend that setting an example by reading in front of children is one of the major ways to contribute to an interest in reading. It is important to remember that information shouldn't be imposed on a child. Children are active participant in their own development and education. However, taking the time to interact with

them over reading stimuli helps to reinforce their development and education.

Ediger (1991) mentions that students should have a well-developed sense of the world around them to understand a story. In particular, they must know about the sorts of plans people adopt, when they adopt them, and how they pursue them. This indicates that a great deal of what enables students to read is not the language but world knowledge, and the processes utilizing the knowledge which constitutes the key issues in reading comprehension. On the other hand, Hauser (1990) suggests that some parents believe that learning to read starts with memorizing the alphabet and sounding out words, but the fundamentals of reading begin much earlier and that adults lay the foundation for reading every day, when they point out objects and describe what they are doing while dressing an infant, grocery shopping with a toddler, or putting the child to bed. Jensen (1998) believes that parents play an important role at home. They try to develop their children's needs, especially by providing them with help when needed to doing their homework. In addition, Hauser (1990) suggests that parents could have a warm and nurturing relationship with their children in order for that child to feel free in expressing their affection and acceptance. Parents' could also use problem solving to address parent-child communication difficulties or conflicts, for example, not by being dictatorial, but by talking with the child so that child would know right from wrong. It is important for parents to recognize their child's progress and effort, not just the final product. In addition, they can encourage their child to exert effort, work hard in academic subjects and to be persistent. Furthermore, it would be advisable for parents to talk to their children about attributes, including strengths and limitations. On the other hand, Leonhardt (1996) mentions that it is important for a parent to talk to and listen to their children's opinion and needs. By doing so, children will eventually feel respected, grateful and appreciative and that their existence is

being appreciated by both parents.

Jensen (1998) mentioned that it would be very useful for parents to take their children to the local library and introduce them to the wide selection of books and story-telling programs that they offer.

Kang (1999) mentions that if schools do not offer extensive reading programs, the school administrator and the board could be urged to provide their students with these types of programs. Moreover, Nunan (1993) states that having plenty of interesting reading materials at home such as books, magazines and newspapers would encourage the student to read more frequently. In addition, if a student is facing difficulty in reading, parents could try and speak to their child educators about finding useful ways to solving such matters regarding the student reading skills. On the other hand, Newcastle (1985) suggests that teachers could be positive and supportive by encouraging their students' performances simply by giving prizes to help them improve their reading skills. Moreover, Newcastle also mentions that the classroom should be a friendly, warm and comfortable environment for the student when learning and that it would be of great benefit if the classroom promotes cooperation amongst the students, rather than competition.

Kolczynski (1973) mentions that there have been several studies that have examined the effect of sex difference on learning to read. Various findings have suggested:

- a. that girls tended to perform better on readiness measures;
- b. that boys scored significantly higher on a criterion test administered after programmed instruction while girls scored higher after direct teacher instruction;
- c. that girls excelled over boys in reading achievement while

the reverse was true that girls develop language competence before boys. Educational implications were then discussed, concluding that teachers should identify those factors that possibly interfere with the boys, “right to read” and to plan and implement programs that produce quality readers, giving more attention to each and every individual.

Dungan (1978) mentions that female students are more likely to be interested in reading than male students. Duggins (1989) conducts a study to determine if boys were better at telling a story than girls. The results showed that the girls did significantly better than males in almost all areas of the study. Anders (1977) believes that students comprehend more than their peers, and that they actually read more than their peers. Analysis of the survey by both Anders and Cardell shows that junior high school students in Tucson read more books, but fewer magazines and newspapers than the other two groups and that the adults relied more on reading materials as a news source than the other two groups.

Washburn (1977) mentions that student interest in reading and literature might be increased in several ways. Before students can learn to appreciate literature, they should be interested in reading. In other words, if students are given the choice to select their own reading materials, they will eventually be interested and this will improve their reading skills. Lathman (1975) believes that teachers could motivate students to read by identifying the reasons for reading, showing students what benefits various reading materials offer. Nevertheless, Lathman also suggests that teachers could also encourage students to read by expressing interest in the books that students have read (asking questions and suggesting other reading materials on the same subject) and by making books accessible in the classroom (developing a classroom library and

setting aside class time for independent reading). On the other hand, Staiger (1979) believes that those who share the responsibility for developing the reading habit in children are their parents, the influence of the school and their school library.

Further research by Mc-Millen and Sloan (1980) shows that the teacher plays an influential role in regard to their students' reading habits. In addition, Bossing, Burgess and Bost (1984) suggest that there is a strong correlation between reading and vocabulary knowledge. In other words, students who have a large vocabulary are usually good readers. Moreover, Newcastle (1985) suggests that if reading is to become a lifelong passion, teachers could strive to encourage in their students a lifelong interest in reading and to improve their literature appreciation and critical reading abilities. She also indicated that teachers could enrich the reading curriculum beyond the basic skills program if children are to learn to love to read.

Furthermore, Wigfield and Asher (1983) mention that parents appear to play a critical role in the development of achievement motivation. Parents generally foster strong achievement motivation by their high expectations of success and their involvement in the achievement related activities of their children. In addition, they mentioned that parents could read aloud to their children, talk to them about their experiences, take them places and take an interest in their reading progress. Children's success and interest in reading is said by Wigfield and Asher to depend largely on whether children acquire knowledge at home are encouraged to talk about their feelings, whether their parents converse with them and, most importantly, whether parents read aloud to them.

However, Nunan (1993) mentions that teachers could try accepting the challenge of encouraging lifetime reading habits in schools. In addition, if

students are exposed to reading materials, they will eventually be tempted to browse and read from such sources, as books, magazines and other reading materials. Moreover, Rosen (1985) mentions that since successful learning comes from proactive behavior, teachers could help students by acquiring new concepts and skills that positively affect student motivation. Furthermore, Howell and Theodora (1983) conducts a study to determine the effectiveness of after school reading programs in order to motivate students by giving them books to read. Results of the repeated use of the reading program indicated that the students improved in their reading skills. In this respect, Everett (1987) mentions that students who spent 15 minutes of recreational reading (reading self-selected material for enjoyment) five times a week for three weeks (both boys and girls) appeared to be equally enthusiastic about the reading program. Furthermore, Thompson (1984) mentions that those who starts reading early in life with a broad range of interests and continues this behavior are of particular interest because they identify silent characteristics and acquired traits of people who like to read. On the other hand, Newcastle (1985) believed that a place should be set-aside within the classroom where reading activities might be carried on. Time should be given to the encouragement of reading and use of the center, and for responding to the materials. In addition, Jobe (1982) also suggests strategies that would improve students' reading interest. For example:

- a. improving the school library and acquainting students with it;
- b. encouraging students to keep track of their current reading interest;
- c. keeping students immersed in the books they find enjoyable and readable;
- d. having children suggest books they would like to take home

with them.

Furthermore, Ediger (1988) mentions that teachers play an important role in encouraging their students to read more by giving them a large selection of reading materials and by having them choose which book they would be more interested in reading for pleasure. On the other hand, Chesney (1995) indicates that children only become better readers when both parents read aloud to them, thus the child will learn how to read well and if they are read to from the time that they are young, they will eventually find interest in reading words. Nevertheless, Leonhardt (1996) aims to show parents how to instill the love of reading in their children and how to nurture that love throughout their lives. She realized that very often children follow consistent paths as readers. Furthermore, Ediger (1988) mentions that students needed to be involved with their teachers by selecting appropriate reading materials and that teachers should encourage their students to spend at least 15 minutes a day reading.

Lange (1994) mentions that students in recent years were found to be reading less. The analysis of the probable cause data, as well as the professional literature, revealed that several possible causes existed for the lack of time students spent in independent, or leisure reading because children were being attracted regularly by modern technology and media. Moreover, O'Leary (1991) believes that to develop good reading habits, children could be surrounded with books, and other reading materials not only in the classroom, but also at home. Children who read and are read to outside of school tend to have better reading habits than those who are not read to at all. O'Leary also adds that parents could make reading a routine as being part of everyday basis as well as an important family vocation. By doing so, children will eventually develop a love for reading and they will gain reading competence that is essential for academic

achievement. Furthermore, he added that children who are introduced to books at an early age are more prone to grasp the variances in phonics, which in turn affects their language skills and cognitive abilities.

CHAPTER THREE

RESEARCH PROCEDURES

Scientific Research Methods can be divided into two categories, Qualitative and Quantitative. Both methods are essential because when they are conducted effectively, they can yield reliable results. Both methods are highly regarded by the scientific community.

3.1 Qualitative research methods

Qualitative methods do not use quantitative measurement, but rather attempt to define the quality of something. Case studies, historical reviews, focus group sessions and biographical sketches are all widely used forms of qualitative research methods. A qualitative study can involve “survey research”. Sometimes, a qualitative study will probe into areas in which answers are unattainable by quantitative means. In the hands of the well-trained researcher, qualitative methods can be a very powerful tool.

3.2 Quantitative research methods

Unlike qualitative research, the quantitative method utilizes precise numeric measurement. The language of quantitative methods is numbers. The quantitative methods measure “quantity” as its name implies. Quantitative studies include statistical market surveys, experimental-control statistical studies, etc. The quantitative research method yields more scientific findings. In a quantitative approach a surveys’ questions might be answered with numeric

responses such as 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree and 5 = strongly agree. The most common software package used nowadays is SPSS (Statistical Package for Social Sciences). The software has proved to be very effective in analyzing large quantities of data and produce very reliable results.

Quantitative research methods will usually make a research project more credible. There will be established precise results at which the findings are either “significant” or “not significant” and the final report will be a more objective product to present and defend. In the quantitative mode one can derive a formal null hypothesis from the research questions and then test it statistically. Quantitative studies lend themselves to rigorous and repeatable objective standards, due to statistical testing capabilities. In collecting the questionnaires, the identity of the respondents was kept confidential even to the researcher. Thus, the researcher can measure the truthfulness of the respondents about their English short story reading habits. The questionnaire was finally constructed and tested. In its final form, it consisted of 23 dependent questions divided into five sub-groups as follows. Each of the sub-groups dealt with one aspect of the problems.

1. English short story reading habits.
2. Level of language difficulty of reading an English short story.
3. Motivational influence for English short story reading habits.
4. Parental encouragement for English short story reading habits.
5. Providing enough resources and teacher encouragement for English-short-story reading habits.

All the items or the tool questions dealt with the students’ motivation towards reading short stories in relation to 8th grade students in Kuwait.

3.3 Validity and reliability of the questionnaire

The questionnaire was tested more than once, and required amendments were made to ensure its clarity and efficiency in measuring what it intended to measure. When the questionnaire was almost in its final amended form, it was tested for its validity and reliability. In order to determine the validity of the questionnaires, which means its suitability, a group of specialists in the field of educational evaluation at Kuwait University examined the content of the questionnaire. They all confirmed its face validity. In other words, the questionnaire measured what it intended to measure. Minor changes had to be made to certain items of the questionnaire before finally approving its validity.

As far as the reliability is concerned, the questionnaire was tested on 10 students of 8th grade who were studying at two different schools in different educational areas and their responses were taken. After a period of two weeks, the same questionnaire was applied to the same respondents and again their responses were taken. The correlation coefficient between the results of the two applications was calculated. The Cronbach's Alpha value of this correlation coefficient was = 0.80. We have also calculated the value for the final form of the tool with all the respondents and it was found to have a highly significant correlation of 0.86. These two results confirm the consistency of the measurements and show the reliability of the instrument.

3.4 Sample study and sample design

A total number of 1344 copies of the questionnaire was circulated to various students of both genders of 8th grades in all the six educational districts. Out of all the students who were selected only 691 students volunteered to fill in the questionnaire. These were returned to the researcher about one month later.

Thus, the sample consisted of only 691 students. The questionnaire consisted of 3 Independent variables and 23 dependent variables. The general characteristics of the sample are outlined in various tables as shown. The SPSSWIN 11.0.1 program was used to analyze the data. Several tables were formed to show the differences between various independent and dependent variables. The various independent and dependent variables are defined as follows:

Independent variables:

1. Gender
2. Educational districts
3. Prize awards

Dependent variables:

The 23 dependent variables are defined as follows:

- Q1. I love reading an English short Story.
- Q2. The earlier English reading habits and practice began, the more likely the child will become a lifelong reader.
- Q3. I keep a dictionary next to me when reading English short stories.
- Q4. I can explain what I read in English short stories to another person.
- Q5. I can summarize what I read in English short stories.
- Q6. I read English short stories.
- Q7. I read English short stories to make better use of my free time.
- Q8. I have read this month.
- Q9. I spend hour (s) reading English short stories everyday.
- Q10. Reading English stories can be difficult.

- Q11. I read English short stories to gain information.
- Q12. Reading English short stories motivates students to improve their spelling, grammar and writing.
- Q13. I enjoy reading English short stories because it encourages me to read more.
- Q14. I have English short stories at home.
- Q15. I ask my parents to buy me English short stories.
- Q16. My parents buy me English short stories every month.
- Q17. When I was younger, my parents read me an English short story, before going to bed.
- Q18. While reading English short stories, I would ask my parents to help me with things I don't understand.
- Q19. My parents encourage me to read English short stories to improve my skills of English.
- Q20. My school library has a selection of English short stories.
- Q21. My English teacher encourages me to use the school library in order to borrow English short stories.
- Q22. My English teacher urges me to read English short stories.
- Q23. The school librarian helps us to choose suitable English short stories to read.

3.5 Measuring scale for the dependent variables

The respondents were asked to respond to all the responses included in the questionnaire. In the four or three level measuring scales, for example: (always = 3 points, sometimes = 2 points, rarely = 1 point and never = 0). The students were given all the free time needed to evaluate each item. Some questions were

worded negatively, so as to alert the students to what is being asked and to be sure that they were answering the questions after reading them properly. This technique of asking negative items was intended to know whether the respondents were taking the questionnaire seriously.

To calculate the mean values in the more natural way in the ascending order, the dependent variables (Q1 to Q7), (Q10 only), (Q11 to Q15) and (Q17 to Q23) have been recoded at the time of creating the master file. Initially Q1 had the following responses at the time of the data collection and data entry.

- 1 always
- 2 sometimes
- 3 rarely
- 4 never

While creating the master file in (Q1) for example, was been recoded as shown below.

- 1 never
- 2 rarely
- 3 sometimes
- 4 always

3.6 Formulating the hypotheses (Computing totals)

To have a more logical analysis of the dependent variables, all the 23 dependent variables were grouped into 5 totals called (tot) 1 as follows. These dependent groups were formulated on the basis of the hypotheses design. All the 23 dependent variables were added and created a grand total called (tot) 6. A command was given to the SPSS programme to do the calculation of the various

variables in order to come up with six identified categories. This was achieved by adopting the following computation:

Compute (tot) 1 = Q 1 to Q 9.

Compute (tot) 2 = Q 10 only.

Compute (tot) 3 = Q 11 to Q 14.

Compute (tot) 4 = Q 15 to Q 19.

Compute (tot) 5 = Q 20 to Q 23.

Compute (tot) 6 = Q1 to Q23

A total of six new sub-hypotheses, on the basis of the hypotheses, were labelled and defined. After the computation process, the following six different categories here emerged:

(Tot) 1 'Reading habits'

(Tot) 2 'Level of difficulty in reading an English short story'

(Tot) 3 'Motivational influence'

(Tot) 4 'Parental encouragement'

(Tot) 5 'Provision of sources and teacher encouragement'

(Tot) 6 'An over all view about their reading habits in English'.

3.7 Testing the hypotheses

To test the various hypotheses called (tot) 1 to (tot) 6, a T-test and a one-way ANOVA, analysis of variance were used. To test the hypothesis with respect to

gender (male, female), the T-test was applied. In addition, to test the hypothesis with respect to the educational district and the number of prize awards received by the students, the one-way analysis of variance was also applied. All the hypotheses were tested at 0.05 level of confidence.

CHAPTER FOUR

INTERPRETATION OF THE RESULTS

4.1 Introduction

In this chapter all the statistical results have been presented in the form of tables showing the results of the T-test and one-way ANOVA. These have been presented to discuss the results with respect to their statistical level of significance. Thus, the results of the statistical analysis have correlated in line with the objectives of the study.

4.2 Statistical interpretations of the results of Table 1

Table 1 shows the frequency distribution of the independent variables. The total number of male students consisted of 346, and thus constituting 50.1% of the entire sample, while the females consisted of 345 students' (49.9%). This meant that the two samples were almost exactly the same in number.

All the six educational districts have been covered. The distribution of the figure numbers for all the districts is shown in table 1. The number of students who did not receive any prize for reading English short stories were 331 (47.9%); the students who got only 1 prize were 168 (24.3%) and the students who got 2 prizes were 90 (13%) while the students who got more than 2 prizes were 102 (14.8%).

Table 1: Frequency distribution of the independent variables

Variable Labels	Value Labels	Frequency	Valid %
Sex	Male	346	50.1
	Female	345	49.9
Total		691	100
Area	Al-Asma	119	17.2
	Hawalli	127	18.4
	Farwania	119	17.2
	AL-Jahra	102	14.8
	Ahmadi	103	14.9
	Mubarak Al-Kabeer	121	17.5
Total		691	100
Prize awards	No Prize	331	47.9
	1 prize	168	24.3
	2 Prize	90	13.0
	2+ prize	102	14.8
Total		691	100

4.3 Statistical interpretations of the results in Table 2

Table 2 on the next page shows the frequency distribution, mean values and standard deviations for all the dependent variables, i.e. Q1 to Q23

The mean value of Q1 “I love reading an English short Story” is 2.38. Thus the average opinion of the students lies between rarely and sometimes. This indicates that students in the schools do not seem to be encouraged in reading English short stories.

The mean value of Q2 “the earlier English reading habits and practice began, the more likely the child will become a lifelong reader” is 3.27. The opinion of the students lies between sometimes and always. This shows that students’ believe in earlier English reading habits and practice.

The mean value of Q3 “I keep a dictionary next to me when reading an English short story” is 2.33. It is clear that the average opinion of the students lies between rarely and sometimes. This shows that students do not use the

dictionary while reading English short stories.

The mean value of Q4 “I can explain what I can read in English stories to another person” is 2.61. Thus the overall opinion of the students lies between rarely and sometimes. It is clear that students cannot explain comfortably to their friends what they have read in an English short story.

The mean value of Q5 “I can summarize what I read in English stories.” is 2.50. Here once again the overall opinion of the students lies between rarely and sometimes. This explains that average students cannot very comfortably summarize to their friends what they have read in an English short story.

Dependent variable Q6 reads, “I read English stories”. 5.1% of the students read English stories at school. Only 13.5% mentioned that they read English stories at home. 52.6% of the students read English stories at the libraries and 28.6% say that they read English short stories in the club. Therefore, the majority of the students favored reading at their school library.

The mean value of Q7 “I read English stories to make better use of my free time” is 2.59. The students’ opinion lies between rarely and sometimes. This shows that average students do not read English short stories in their free time.

Dependent variable Q8 reads, “I read this month English story”. 21.6% of the students’ said that they did not read English short stories this month at all. 26.8% of the students have read only one English short story. Whereas, 23.2% have read only two English short stories and 29.1% have read more than two short stories in English this month.

Dependent variable Q9 reads, “I read every day English stories for the following number of minutes”. 51.7% of students read for approximately 15 minutes, 27.5% read for approximately 30 minutes, while 14.8% read for approximately one hour and 6.1% read for approximately more than one hour

every day.

The mean value of Q10 “reading English stories can be difficult” is 2.68. Thus, the overall opinion of the students lies between rarely and sometimes. 50.4% students feel that sometimes it is difficult to read English short stories. Only 14.5% say it is never difficult and 15.9% say it always difficult to read English short stories.

The mean value of Q11 “I read English stories to gain some general information” is 2.91. The overall opinion of the students is almost near to sometimes. On an average base, students’ read to gain some general information.

The mean value of Q12 “reading English stories motivates one to improve their spelling, grammar and writing” is 3.25. Thus the overall opinion of the students lies between sometimes and always. This shows that most of the students agree that reading English short stories improves one’s spelling, grammar and writing. 53.4% of the students say that it always improves their grammar and their spelling, whereas 27.5 % say that it sometimes improves their grammar.

The mean value of Q13 “I enjoy reading English stories because it encourages me to read more” is 2.87. The students’ opinion lies between rarely and sometimes and close to sometimes. This indicates that students sometimes are being encouraged while they read an English short story.

The mean value of Q14 “I have English stories at home” is 2.61. This shows that the majority of the students’ opinion of the students lies between rarely and sometimes. 43.6% of the students mentioned that they do not have English short stories at home.

The mean value of Q15 “I ask my parents to buy me English stories” is 2.12. Thus the overall students do not ask their parents to buy them English

short stories. Nearly 60% never ask their parents to buy them English short stories.

The dependent variable Q16 “My parents buy me English Stories every month” shows that about 42.5 % of the parents do not buy English short stories every month. 15.9 % buy only one English short story every month. Only 20.1% of the parents buy 2 English short stories every month and 21.4% of the parents buy more than 2 English short stories every month.

The mean value of Q17 “When I was younger, my parents read me an English short story before going to bed” is 1.61. Thus, the overall opinion of the students lies between never and rarely. 67% say parents never read an English short story to their children before going to bed. 11.4 % say that they rarely read a short story to their child. Thus, overall parents hardly read an English short story to their children before going to bed.

The mean value of Q18 “While reading an English story, I would ask my parents to help me with things I don’t understand.” is 2.57. Thus, the overall opinion of the students lies between rarely and sometimes. 43.7% of the students never ask or very rarely ask help to help them. 28.2% students sometime ask, whereas 28.1% always ask their parents for help.

The mean value of Q19 “My parents encourage me to read English story to improve my skills of English.” is 3.07. Thus, the overall opinion of the students lies between sometimes and always but almost toward sometimes. 51.2% of the students say that their parents always encourage them to read English short stories, whereas 21.7% say that their parents encourage them only sometimes.

The mean value of Q20 “My school library has a selection of English story” is 2.97. 40.7 % of the students say that their school library has a large amount of English short stories. On the whole, school libraries have a reasonable

number of English short Stories.

The mean value of Q21 “My English teacher encourages me to use the school library to borrow English story” is 2.40. Thus, the overall opinion of the students lies between rarely and sometimes. 25.6% of the students are always encouraged by their teachers to borrow English short stories, whereas 24.7% of the students are sometimes encouraged.

The mean value of Q22 “My English teacher urges me to read English story” is 2.67. Thus the overall opinion of the students lies between rarely and sometimes. 34.9% of the students are always urged by their teachers to read English short stories, whereas 24.3% of the students are sometimes urged by their teachers to do so.

The mean value of Q23 “the school librarian helps us choose suitable English stories to read” is 1.96. Thus the overall opinion of the students lies between never and rarely. 65.7% of the students say that they are never helped by their librarians to choose English short stories. As a result, the students will not be motivated towards reading.

Table 2: Frequency and Percentage Distribution for the Dependent variables (Questions 1 - 23)

Variable	Never		Rarely		Sometimes		Always		Mean	S.D.
	N	%	N	%	N	%	N	%		
Q.1	165	23.9	158	22.9	305	44.1	63	9.1	2.38	0.94
Q.2	46	6.7	65	9.4	235	34	345	49.9	3.27	0.88
Q.3	253	36.6	108	15.6	182	26.3	148	21.4	2.33	1.17
Q.4	143	20.7	120	17.4	292	42.3	136	19.7	2.61	1.02
Q.5	171	24.7	136	19.7	253	36.6	131	19.0	2.50	1.06
Q.7	136	19.7	139	20.1	288	41.7	128	18.5	2.59	1.00
Q.10	100	14.5	133	19.2	348	50.4	110	15.9	2.68	0.91
Q.11	92	13.3	100	14.5	275	39.8	224	32.4	2.91	0.99
Q.12	66	9.6	66	9.6	190	27.5	369	53.4	3.25	0.97
Q.13	116	16.8	94	13.6	248	35.9	233	33.7	2.87	1.06
Q.14	163	23.6	138	20	196	28.4	194	28.1	2.61	1.12
Q.15	280	40.5	133	19.2	193	27.9	85	12.3	2.12	1.07
Q.17	463	67.0	79	11.4	103	14.9	46	6.7	1.61	0.96
Q.18	192	27.8	110	15.9	195	28.2	194	28.1	2.57	1.16
Q.19	117	16.9	70	10.1	150	21.7	354	51.2	3.07	1.13
Q.21	247	35.7	96	13.9	171	24.7	177	25.6	2.40	1.21
Q.22	190	27.5	92	13.3	168	24.3	241	34.9	2.67	1.21
Q.23	370	53.5	84	12.2	133	19.2	104	15.1	1.96	1.15

Table 2.1: Frequency and Percentage Distribution for the Dependent variable (Question 6)

	At School		At Home		In the Library		In the Club			
Question	N	%	N	%	N	%	N	%	Mean	SD
Q.6	35	5.1	93	13.5	363	52.6	200	28.9	3.05	0.79

The above table shows that a large number of the students prefer to read at the school library and only 5% prefers to read at home.

Table 2.2: Frequency and Percentage Distribution for the Dependent variable (Question 8)

	No Eng story		One story		Two stories		More than two			
Question	N	%	N	%	N	%	N	%	Mean	SD
Q.8	149	21.6	181	26.2	160	23.2	201	29.1	2.60	1.12

Table 2.2 indicates that 29% of the students read more than two stories a month, whereas only 21% read one English story a month.

Table 2.3: Frequency and Percentage Distribution for the Dependent variable (Question 9)

	Approx. 15 min.		Approx. half an hour		Approx. an hour		More than an hour			
Question	N	%	N	%	N	%	N	%	Mean	SD
Q.9	357	51.7	190	27.5	102	14.8	42	6.1	1.75	0.92

In this table 51% of the students spend approximately 15 minutes every day and only 6% of the students read more than an hour.

Table 2.4: Frequency and Percentage Distribution for the Dependent variable (Question 16)

	No story		One story		Two stories		More than two			
Question	N	%	N	%	N	%	N	%	Mean	SD
Q.16	294	42.5	110	15.9	139	20.1	148	21.4	2.20	1.20

The result of Table 2.4 shows that 42% of the students' parents do not buy

English stories every month. On the other hand, 15% of the students said that their parents only buy one story.

Table 2.5: Frequency and Percentage Distribution for the
Dependent variable (Question 20)

	A large amount		Average amount		Little amount		Very limited amount			
Question	N	%	N	%	N	%	N	%	Mean	SD
Q.20	109	15.8	82	11.9	219	31.7	281	40.7	2.97	1.07

The above table clearly shows that 40% of the school libraries have very limited amounts of books available. Whereas 11% say that their school libraries have an average amount of books.

4.4 Statistical interpretations of the results in Table 3

The 23 dependent variables were further divided into six categories labeled as (tot) 1 to (tot) 6 based on the six hypotheses testing. The mean values and Standard Deviations for these six totals have been shown in table 3. The mean value for (tot) 1 is 2.56. This shows that the “Reading habits” of all the students lies between rarely and sometimes. This indicates that students are not being motivated enough towards reading English short stories.

The mean value for (tot) 2 is 2.67. This means that, on an average basis, the “the level of difficulty in reading an English short story” of all the students lies between rarely and sometimes. Students find reading English stories as sometimes difficult because these students have not acquired the necessary study skills of reading short stories.

The mean value for (tot) 3 is 2.90. This suggests that the average “Motivational influence” of all the students lies between rarely and sometimes. Sometimes the students are motivated towards reading. In addition, they feel

that through reading, they will eventually improve their spelling and grammar.

The mean value for (tot) 4 is 2.31. It is clear that on an average the “Parental encouragement about reading English short stories” of all the students lies between rarely and sometimes. This shows that parents do not encourage their children to read as much as they are in need to. Parental encouragement plays an important role in improving the reading habits of children.

The mean value for (tot) 5 is 2.49. This suggests that “Providing enough resources and teacher encouragement” of all the students lie between rarely and sometimes. This shows that schools don not have adequate number of English books available are their school. Therefore, students are not motivated to read and teachers’ need to encourage and motivate their students towards reading.

The mean value of (tot) 6 is 2.56. This indicates that “overall reading habits” of the students lie between rarely and sometimes. The mean value shows that students in general are not being motivated towards reading. There is not enough encouragement from either the parents’ or the teachers’. In addition, schools need to bring sufficient number of English books. These results show that by providing students with enough resources, parental encouragement and teachers motivation, students will eventually enjoy reading.

Table 3: Mean Scores and Standard Deviations for all the
Six dependent variables (Totals)

Variable name	Mean	S.D.
Reading Habits (questions 1-9)	2.56	0.56
Level of difficulty in reading an English short story (Questions 10)	2.67	0.90
Motivational Influence (Questions 11-14)	2.90	0.77
Parental Encouragement (Questions 15-19)	2.31	0.77
Providing enough Resources and Teacher Encouragement (Questions 20-23)	2.49	0.86
Overall view about their reading habits of English short stories	2.56	0.53

4.5 Statistical interpretations of the results in table 4

The reliability degree for all the 23 variables was calculated together with their sub- scales as shown in Table 4. The reliability coefficient for the main scale (tot) 6 as well as for the sub scales (tot) 1, (tot) 3, (tot) 4 and (tot) 5 was significantly high.

- 1 Reliability for the sub-scale (tot) 1, “Reading habits” was calculated as 0.73.
- 2 Reliability for the sub-scale (tot) 2, “Level of difficulty in reading an English short story” could not be calculated as it represented a single variable Q10.
- 3 Reliability for the sub-scale (tot) 3, “Motivational influence in reading habits” was calculated as 0.73.
- 4 Reliability for the sub-scale (tot) 4, “Parental encouragement in reading habits” was calculated as 0.73.
- 5 Reliability for the sub-scale (tot) 5, “Providing enough resources and teachers encouragement in reading habits” was calculated as 0.72.
- 6 Reliability for the sub-scale (tot) 6, “Over all view about their reading habits of English short stories” was calculated as 0.86.

Table 4: Reliability Analysis for all the six variables

Variable name	Mean	S.D.	Cronbach's Alpha
Reading Habits (Questions 1-9)	2.56	0.56	0.73
Level of difficulty in reading an English short story (Question 10)	2.67	0.90	Could not be computed
Motivational Influence (Questions 11-14)	2.9	0.77	0.73
Parental Encouragement (Questions 15-19)	2.31	0.77	0.73
Providing Enough Resources and Teacher Encouragement (Questions 20-23)	2.49	0.86	0.72
Overall View about their reading habits of English short stories	2.56	0.53	0.86

4.6 Statistical interpretations of the results in Table 5

Table 5 shows the inner-items correlation coefficients between these six totals. These correlation values show how the various variables are correlated with each other. The correlation coefficient between (tot) 1 and (tot) 3 is 0.71 ($p < .01$). This shows a significant correlation which that when the motivational influence increases, the students' motivation towards English short story reading habits also increased. Thus if parents want to increase their children reading habits, they have to constantly keep on motivating them by getting them a number of interesting English short stories.

The correlation coefficient between (tot) 1 and (tot) 4 is 0.56 ($p < .01$). This shows a positive correlation between the two variables which means that when parental encouragement has increased, the motivation towards English reading has also increased.

The correlation coefficient between (tot) 1 and (tot) 2 is -0.20 ($p < .01$). This shows a negative correlation. This indicates that whenever students face difficulties in reading, they tend to be less motivated.

The correlation coefficient between (tot) 3 and (tot) 4 is 0.60 ($P < .01$). The correlation is highly significant. This indicates that when parental encouragement increased, the students' motivation increased as well.

TABLE 5: Correlation coefficients between the six totals

Variable Names	TOT1	TOT2	TOT3	TOT4	TOT5
Reading Habits (Questions 1-9)	—				
Level of difficulty in reading short stories	-.20 **	—			
Motivational Influence (Questions 11-14)	.71 **	-.16 **	—		
Parental Encouragement (Questions 15-19)	.56 **	-.16 **	.60 **	—	
Providing Enough Resources and Teacher Encouragement (Questions 20-23)	.34 **	-.010 (Not significant)	.41 **	.40 **	—
Overall Views about their reading habits of English short stories	.85 **	-.105 *	.84 **	.80 **	.65 **

*P < 0. 01 **P < 0. 001

4.7 Hypotheses in relation to the respondents' gender

Here the statistical significant differences between males and females versus their overall view about their reading habits of English short stories are discussed. The following six null hypotheses (H.1 ~ H.E) are defined and tested in accordance with the other five major variables related to reading English short story reading habits of 8th grade students:

H.1: There is no statistically significant difference between male and female students of 8th grade in the state of Kuwait regarding “the overall about English short story reading habits”.

H.1.A: There is no statistically significant difference between male and female students of 8th grade in the state of Kuwait regarding “their reading habits in English”.

H.1.B: There is no statistically significant difference between male and female students of 8th grade in the state of Kuwait regarding “level of

difficulty in reading an English short story”.

H.1.C: There is no statistically significant difference between male and female students of 8th grade in the state of Kuwait regarding “the motivational influence for English short story reading habits”.

H.1.D: There is no statistically significant difference between male and female students of 8th grade in the state of Kuwait regarding “the parental encouragement for English short story reading habits”.

H.1.E: There is no statistically significant difference at between male and female students of 8th grade in the state of Kuwait regarding “providing enough resources and teacher encouragement for English short story reading habits”.

4.8 Statistical interpretations of the results in Table 6

Testing the six null hypotheses in relation to the respondents’ gender, some important results (Mean, Standard Deviation, T-Values, 2 Tail Probability) have been shown in Table 6.

Table 6: T-test results between male and female mean scores

Variable names	Males Mean	S.D.	Females Mean	S.D.	T-Test
Reading Habits (Questions 1-9)	2.50	0.57	2.62	0.54	-2.95*
Level of difficulty of reading an English short story (Question 10)	2.68	0.95	2.67	0.85	0.13
Motivational Influence (Question 11-14)	2.79	0.80	3.02	0.73	-3.99**
Parental Encouragement (Questions 15-19)	2.29	0.77	2.33	0.78	-0.56
Providing Enough Resources and Teacher Encouragement (Questions 20-23)	2.34	0.90	2.65	0.79	-4.64 **
Overall View About their reading habits of English short Stories	2.48	0.55	2.63	0.49	-3.7 *

***P < 0. 01 **P < 0. 001**

Table 6 shows that overall speaking there is a statistical significant difference between male and female students in their overall reading habits. Thus null hypothesis H.1 is rejected.

The table also shows that there is no statistical significant difference between male and female students regarding their reading habits. The mean values of reading habits for both male and female students' lie between rarely and sometimes. Thus null hypothesis H.1.A is accepted.

The table also shows that there is a statistical significant difference between male and female students regarding the level of difficulty in reading an English short story. Thus null hypothesis H.1.B is rejected.

The table also shows that there is no statistical significant difference between male and female students regarding the motivational influence which affect their reading habits. The mean value for the male student is 2.79, whereas, the female student is 3.02. The mean values show that the female students got more motivated in their reading habits, but both male and female students did not differ significantly. Thus null hypothesis H.1.C is accepted.

The table also shows that there is no statistical significant difference between male and female students regarding their parental encouragement and its affect on their reading habits. Thus null hypothesis H.1.D is accepted.

The table also shows that there is a statistical significant difference between male and female students concerning the provision of resources and teachers' encouragement which influences their reading habits. Thus null hypothesis H.1.E is rejected.

On the whole, we find that the female students have the highest positive attitude towards reading English stories than male students. Motivational influence towards reading English stories and parental encouragement are seen to be more influential among the female students. Providing enough resources

and teachers' encouragement affect the female students' greatly. Therefore, they tend to be more motivated towards reading.

4.9 Hypotheses with respect to the six educational districts

The statistical significant differences with respect to the students in the six educational districts versus the six major questions related to their "English story reading habits", the following six null hypotheses (H.2 – H.2.E) have been defined and tested as follows:

H.2: There is no statistically significant difference among students of 8th grade of six educational districts in the State of Kuwait regarding their overall view towards their English short story reading habits.

H.2.A: There is no statistically significant difference among students of 8th grade of six educational districts in the State of Kuwait regarding their attitude towards "their English story reading habits".

H.2.B: There is no statistically significant difference among students of 8th grade of six educational districts in the State of Kuwait regarding their attitude towards English story reading habits on the basis of "level of difficulty in reading an English short story".

H.2.C: There is no statistically significant difference among students of 8th grade of six educational districts in the State of Kuwait regarding their attitude towards English story reading habits on the basis of "the motivational influence for English short story reading habits".

H.2.D: There is no statistically significant difference among students of 8th grade of six educational districts in the State of Kuwait regarding their attitude towards English story reading habits on the basis of "the parental encouragement for English short story reading habits".

H.2.E: There is no statistically significant difference among students of 8th grade of six educational districts in the State of Kuwait regarding their attitude towards English story reading habits “by providing enough resources and teacher encouragement”.

4.10 Statistical interpretations of the results in Tables 7.1~7.3

The statistical significant difference among the students of 8th grade in the State of Kuwait of six educational districts versus the six totals, a one-way analysis of variance ANOVA has been computed and the results are shown in Tables 7., 7.1 and 7.2.

TABLE 7: ANOVA by the six areas: Mean Values and Standard Deviations

Variable Names		Al-Asma	Hawalli	Farwaniya	Al-Jahra	Ahmadi	Mubarak Al Kabeer	Total
Reading habits	Mean	2.66	2.62	2.51	2.69	2.50	2.39	2.56
	S.D.	0.52	0.56	0.59	0.52	0.56	0.57	0.56
Level of difficulty in reading a story	Mean	2.52	2.53	2.65	2.80	2.55	3.00	2.67
	S.D.	0.88	0.89	0.96	0.85	0.82	0.92	0.90
Motivational Influence	Mean	3.00	3.05	2.85	3.02	2.90	2.64	2.90
	S.D.	0.68	0.72	0.81	0.66	0.76	0.91	0.77
Parental Encouragement	Mean	2.45	2.37	2.20	2.52	2.19	2.14	2.13
	S.D.	0.7	0.76	0.83	0.80	0.74	0.74	0.77
Providing Enough Resources and Teacher Encouragement	Mean	2.50	2.52	2.33	2.72	2.55	2.38	2.49
	S.D.	0.89	0.79	0.90	0.86	0.81	0.86	0.86
Overall view about their reading habits of English short stories	Mean	2.64	2.62	2.47	2.72	2.52	2.40	2.56
	S.D.	0.47	0.52	0.56	0.48	0.51	0.56	0.53

Table 7.1: ANOVA by the six areas Sum Of Squares and Mean Squares For Between Groups and Within Groups

Variable Names	Source	D.F	Sum of Squares	Mean Squares	F - Ratio
Reading Habits	Between Groups	5	7.417	1.483	4.78**
	Within Groups	685	212.523	0.310	
Level of difficulty in reading a story	Between Groups	5	21.337	4.267	5.31**
	Within Groups	685	549.697	0.802	
Motivational Influence	Between Groups	5	14.138	2.828	4.78**
	Within Groups	685	404.493	0.591	
Parental Encouragement	Between Groups	5	13.597	2.72	4.63**
	Within Groups	685	401.959	0.587	
Providing Enough Resources and Teacher Encouragement	Between Groups	5	10.529	2.106	2.86*
	Within Groups	685	503.408	0.735	
Overall View About their reading habits of English short Stories	Between Groups	5	7.886	1.577	5.73**
	Within Groups	685	188.545	0.275	

***P < 0. 01 **P < 0. 001**

TABLE 7.2: ANOVA BY THE SIX AREAS Result of Multiple Range Test Using Scheffe Procedure Between the Means Scores

Variable Names	Pairs of Groups Significantly Different At 0.050 level	Mean Difference
Reading Habits	Al-Asma vs Mubarak Al-Kabeer	0.26 *
	Jahra vs Mubarak Al-Kabeer	0.30 **
Level of difficulty in reading an English short story	Mubarak Al-Kabeer vs Al-Asma	0.47 **
	Mubarak Al-Kabeer vs Hawalli	0.46 **
	Mubarak Al-Kabeer vs Ahmadi	0.44 *
Motivational Influence	Al-Asma vs Mubarak Al-Kabeer	0.35 *
	Hawalli vs Mubarak Al-Kabeer	0.40 **
	Al-Jahra vs Mubarak Al-Kabeer	0.37 *
Parental Encouragement	Al-Jahra vs Mubarak Al-Kabeer	0.38 *
Providing Enough Resources and Teacher Encouragement	Al-Jahra vs Farwaniya	0.38 *
Overall View about their reading habits of English short stories	Al-Asma vs Mubarak Al-Kabeer	0.23 *
	Al-Jahra vs Farwaniya	0.25 *
	Al-Jahra vs Mubarak Al-Kabeer	0.31 **

***P < 0. 01 **P < 0. 001**

Tables 7 to 7.2 show that there is a statistical significant difference among the students of the various educational districts regarding their attitude “For overall

view about English story reading habits". Using a Multiple range test, Scheffe Procedure, between the mean scores we find that this significant difference exists between the students of Al-Asma and Mubarak Al-Kabir districts and of Al-Jahra and Mubarak Al-Kabir. We also find that this significant difference exists between the students of Al-Jahra and Farwaniya districts. The highest mean score for "overall views about English story reading habits" is found among students of Al-Jahra district. Thus null hypothesis H.2 is rejected.

Furthermore, we find that the students in Al-Jahra district have the highest positive attitude towards reading English stories. "Motivational influence towards reading English stories" is seen maximum among the students from Hawalli district. Parental encouragement, providing enough resources and teachers' encouragement were given an immense effect on the students from Al-Jahra district. In addition, students from Al-Jahra have the positive maximum attitude towards reading English stories.

Tables 7 to 7.2 show that there is a statistical significant difference among the students of the various educational districts regarding "Their attitude of English story reading habits". Using a Multiple range test, Scheffe Procedure, between the mean scores we find that this significant difference exists between the students of districts of (Asma and Mubarak Al-Kabir). We also find that this significant difference exists between the students of the districts of AL-Jahra and Mubarak Al-Kabir. The highest attitude towards English story reading habits is found among students of Al-Jahra District. Thus null hypothesis H.2.A is rejected.

Tables 7 to 7.2 show that there is a statistical significant difference among the students of the various educational districts regarding the "Level of difficulty in reading an English short story" Using a Multiple range test, Scheffe Procedure, between the mean scores we find that this significant difference

exists between the students in the districts of Al- Asma and Mubarak Al-Kabir and in the districts of Hawalli and Mubarak Al-Kabir. We also find that this significant difference exists between the students of the districts of Ahmadhi and Mubarak Al-Kabir. The highest mean score for “Factors influencing their English Story reading habits” is found among students of Mubak Al-Kabir district. Thus null hypothesis H.2.B is rejected.

Tables 7 to 7.2 show that there is a statistical significant difference among the students of the various educational districts regarding the “The motivational influence for English story reading habits”. Using a Multiple range test, Scheffe Procedure, between the mean scores we find that this significant difference exists between the students of districts of Al-Asma and Mubarak Al-Kabir and in the districts of Hawalli and Mubarak Al-Kabir. We also find that this significant difference exists between the students of districts of A-Jahra and Mubarak Al-Kabir. The highest mean score for “The motivational influence for English story reading habits” is found among students of Hawalli District. Thus null hypothesis H.2.C is rejected.

Tables 7 to 7.2 show that there is a statistical significant difference among the students of the various educational districts regarding the “The parental encouragement for English story reading habits”. Using a Multiple range test, Scheffe Procedure, between the mean scores we find that this significant difference exists between the students of districts of AL-Jahra and Mubarak Al-Kabir. The highest mean score for “The parental encouragement for English story reading habits” is found among students of AL-Jahra district. Thus null hypothesis H.2.D is rejected.

Tables 7 to 7.2 show that there is a statistical significant difference among the students of the various educational districts regarding their attitudes towards English story reading habits “By providing enough resources and teacher

encouragement". Using a Multiple range test, Scheffe Procedure, between the mean scores we find that this significant difference exists between the students of districts of A-Jahra and Farwaniya. The highest mean score for regarding "By providing much resource and teacher encouragement for English story reading habits "is found among students of AL-Jahra district. Thus null hypothesis H.2.E is rejected.

4.11 Hypotheses with respect to prize awards

The statistical significant differences with respect to the students who received prize awards versus the six major questions related to their "English story reading habits", the following six null hypotheses (H.3 ~ H. 3.E) have been defined and tested as follows:

H. 3: There is no statistically significant difference among students of various achievements levels regarding their overall views score about English story reading habits".

H. 3.A: There is no statistically significant difference among the students of the various achievements levels based on their certificates regarding their attitude towards "Their English story reading habits".

H. 3.B: There is no statistically significant difference among students of various achievements levels regarding their attitude towards English story reading habits on the basis of "The level of difficulty in reading an English short story".

H. 3.C: There is no statistically significant difference among students of various achievements levels regarding their attitude towards English Story Reading Habits on the basis of "The motivational influence for English story reading habits".

H.3.D: There is no statistically significant difference among students of various achievements levels regarding their attitude towards English Story Reading Habits on the basis of “The parental encouragement for English story reading habits”.

H. 3.E: There is no statistically significant difference among students of various achievements levels regarding their attitude towards English story reading habits “By providing enough resource and teacher encouragement”.

4.12 Statistical interpretations of the results in Tables 8 – 8.2

To examine the statistical significant difference among the students of 8th grade regarding their reading habits versus their prize awards, a one-way analysis of variance ANOVA has been computed and some important results are shown in Tables 8, 8.1 and 8.2.

TABLE 8: ANOVA by ACHIEVEMENTS Mean Values and Standard Deviations

Variable Names		No Prize	1 Prize	2 Prizes	2+ Prizes	Total
Reading Habits	Mean	2.43	2.60	2.65	2.85	2.56
	S.D.	0.58	0.46	0.54	0.53	0.56
Level of difficulty in reading a story	Mean	2.80	2.66	2.45	2.46	2.67
	S.D.	0.91	0.88	0.91	0.86	0.90
Motivational Influence	Mean	2.75	2.94	3.00	3.27	2.90
	S.D.	0.82	0.68	0.74	0.67	0.77
Parental Encouragement	Mean	2.21	2.28	2.42	2.59	2.31
	S.D.	0.76	0.76	0.74	0.78	0.77
Providing Enough Sources and Teacher Encouragement	Mean	2.40	2.55	2.40	2.80	2.49
	S.D.	0.85	0.81	0.87	0.89	0.86
Overall View About Reading Habits of English Short Stories	Mean	2.45	2.58	2.61	2.84	2.56
	S.D.	0.55	0.44	0.51	0.50	0.53

TABLE 8.1: ANOVA BY ACHIEVEMENTS Sum of Squares and Mean Squares for Between Groups and Within Groups

Variable Names	Source	D. F.	Sum of Squares	Mean Squares	F - Ratio
Reading Habits	Between Groups	3	15.589	5.19	17.46 *
	Within Groups	687	204.351	0.29	
Level of difficulty in reading a story	Between Groups	3	15.026	5.00	6.18 *
	Within Groups	687	556.008	0.80	
Motivational Influence	Between Groups	3	22.829	7.61	13.20 *
	Within Groups	687	395.802	0.57	
Parental Encouragement	Between Groups	3	12.363	4.121	7.02 *
	Within Groups	687	403.193	0.58	
Providing Enough Sources and Teacher Encouragement	Between Groups	3	13.781	4.59	6.31 *
	Within Groups	687	500.156	0.72	
Overall View about Reading Habits of English Short Stories	Between Groups	3	12.581	4.19	15.67 *
	Within Groups	687	183.851	0.26	

*P < 0.001

TABLE 8.2: ANOVA BY ACHIEVEMENTS Results of Multiple Range Test Using Schaeffe Procedure at Between the Means Scores

Variable Names	Pairs of Groups Significantly Different	Mean Difference
Reading Habits	1_prize vs. no_prize	0.17 *
	2_prizes vs. no_prize	0.22 **
	2+_prizes vs. no_prize	0.42 ***
	2+_prizes vs. 1_prize	0.25 **
Level of Difficulty in Reading Stories	2_prizes vs. no prize	0.35 *
	2+_prizes vs. no prize	0.34 **
Motivational Influence	2_prizes vs. no prize	0.25 *
	2+_prizes vs. no prize	0.52 ***
	2+_prizes vs. 1_prize	0.33 **
Parental Encouragement	2+_prizes vs. no prize	0.37 ***
	2+_prizes vs. 1_prize	0.30 *
Providing Enough Sources and Teacher Encouragement	2+_prizes vs. no prize	0.39 **
	2+_prizes vs. 2_prizes	0.39 *
Overall View About Reading English Short Stories	2+_prizes vs. no prize	0.39 ***
	2+_prizes vs. 1_prize	0.25 **
	2+_prizes vs. 2_prizes	0.23 *

*P<0.05 **P < 0. 01 ***P < 0. 001

Tables 8 to 8.2 show that there are statistical significant differences between

students' overall view about English story reading habits and their prize awards. A Multiple range test, Scheffe Procedure at (.05) is used to show the differences between the mean scores for prize awarded versus no prize awarded for their reading. The results clearly show that students received more prizes expressed more positive In other words students who received prizes expressed more positive views about overall reading habits. Thus null hypothesis H.3 is rejected.

Tables 8 to 8.2 show that there are statistical significant differences between their attitudes of English story reading habits. Results of the multiple range tests, Scheffe Procedure at (.05), between the mean scores show that the significant differences are in the way anticipated. This means that the students who expressed more positive reading habits achieved more prizes. Thus null hypothesis H.3.A is rejected.

The tables also show that there are statistical significant differences regarding their level of difficulty in reading short stories and the amount of prizes they achieved in their school. Again results of the multiple range test, Scheffe Procedure at (.05), showed significant differences between the students. Those who expressed less difficulty in reading stories received prizes for reading achievement and vice versa. Thus null hypothesis H.2.B is rejected.

The results in the tables show that there are statistical significant differences among the students concerning their motivational influence for English story reading habits and the prizes they receive in the schools. Results of the multiple range test, Scheffe Procedure between the mean scores showed significant differences between the students. Those who expressed that they received prizes were more positively influenced towards English story reading habits" is. Thus null hypothesis H.3.C is rejected.

The results in the tables show that there are statistical significant differences

among the students with regard to the parental encouragement for English story reading habits versus their prizes award. Again the result of the multiple range tests, Scheffe Procedure between the mean scores showed that there are significant differences exist between the two variables. In other words students, who received a higher degree of parental encouragement, received more prizes at school. Thus null hypothesis H.3.D is rejected.

Tables 8 to 8.2 also shows that there are statistical significant differences between providing enough resources and teacher encouragement and their prize awards. The result of the multiple range tests, Scheffe Procedure, between the mean scores of the two variables showed that students who have been provided with more reading resources and encouraged by their teachers to make use of such resources received more prizes. Thus null hypothesis H.3.E is rejected.

CHAPTER FIVE

DISCUSSION OF THE RESULTS & THEIR PEDAGOGICAL IMPLICATIONS

5.1 The significance of the results

This study has brought about a number of significant results that are of value to both language teachers and educational practitioners in the State of Kuwait. If reading is to be improved, Kuwaiti learners of English should become aware of the importance of its skills acquisition. Teachers should strive to design appropriate reading tasks by which students can approach the skill of reading with more positive attitudes, motivation and less classroom fear.

The majority of the respondents to the study questionnaire have exhibited a reasonable degree of positive approach to a number of variables pertaining to their English reading habits both inside and outside the school setting. The fact is that their mean score has consistently been above the average level in all the six major categories of their reading habits. The subjects of the study showed motivation towards their English short story reading habits regardless of being drawn from different educational districts. It is true that certain district subjects showed slightly more significantly positive attitudes to their English short story reading habits than others. However, the mean score of the total sample was consistent with such motivation. This means that Kuwaiti learners of English can substantially be encouraged to develop appropriate reading habits. This is an essential learning approach if early stages of reading in a foreign language are meant to succeed. English is learnt as a compulsory foreign subject not only in

Kuwait itself, but also in all other Gulf States. In fact, it is the only foreign language that has had its political and economical ties in the region for a long time. Learners of English no longer view English as the language of Great Britain or the USA, but they see that in order to be successful in their future careers students need to acquire the skills of a foreign language on which their academic and career prospects depend.

To be able to read in English is what learners are supposed to achieve in their early days of schooling. Both males and females have shown positive reading habits although females have shown a slightly greater degree of such habits due to being positively encouraged by either their parents or teachers in the schools. It was found that the female students had the highest motivation towards reading English short stories. Motivational influence of female students was higher than that of male students throughout the six educational districts. Parental encouragement had the maximum effect on the female students. Providing enough resources and teachers' encouragement was more affective on the female students and their attitudes towards English short story reading tended to be more positive.

In addition, it was concluded that students of Al-Jahra district had the highest reading habits of reading English short stories. This has been due to having more motivation, parental encouragement and certainly they have been provided with enough resources and getting more teacher encouragement (see table 7.3). Motivational influence towards reading was greater among the students from Hawalli district. Overall, students from Al-Jahra district had a highly positive approach towards reading English short stories.

Rewarding the students with some sort of prize is seen to have positive impact on enhancing their reading skills. Furthermore, students who had been awarded more than two prizes were very much motivated by their parents' and

teachers' encouragement. They were highly encouraged in reading English short stories when they were provided with enough resources. Nevertheless, these students have the highest attitudes towards habits in reading English stories.

5.2 Introducing extensive reading programs

Kuwaiti teachers in schools need to develop constructive extensive reading programs. They should be intended to enable reluctant readers, at all educational levels, to approach reading more positively. Day and Bamford (2000) believed that the first step is to consider the ways in which EFL reading is commonly taught. Traditional approaches and classroom practices, with their focus on translating, answering comprehension questions, or practicing skills such as finding main ideas, tend to ignore the larger context of students' attitudes toward reading and their motivation to read. The result, inevitably, is students with little or no interest in reading English. For further information on the characteristics of successful extensive programs, see (Day and Bamford, 1998). The following are some suggested educational hints by which the adoptions of a well-planned extensive reading program could become a constructive and meaningful one.

For an extensive reading program to develop effectively, it should be taken into account the students' own cultural background. It is impractical for a teacher to attempt to introduce a reading program in an EFL classroom where reading for pleasure is not very much valued. Smith (1997) suggested that books should be attractively displayed and available, and the forming of a book club. We need to inculcate in reluctant readers a positive attitude toward reading. In short, students with positive attitudes towards reading in their own language are likely to begin with a positive attitude towards second language reading. Thus, students for whom first language reading is less attractive or important will come to second language reading with less positive, or even negative, attitudes

(Day and Bamford, 1998). Students with positive reading attitudes can be easily motivated to read in the second language and about its culture and people. An extensive reading approach may influence attitudes toward the second language culture and people if the students, through their reading, come to view the second language culture and people in a favorable light. Day and Bamford (1998) maintained that successful extensive reading programs also place emphasis on a positive classroom environment and ongoing reading experiences. It is indeed the ongoing experiences of extensive second language reading that have the most potential to establish positive attitudes towards second language reading. Extensive reading is thus a powerful tool for teachers concerned with building and maintaining positive attitudes towards second language reading among their students. But the development of positive attitudes is not an end in itself, for attitude influences something equally important in reading and that is motivation (Day and Bamford, 1998).

The reading materials used in an extensive program may have the power to motivate learners positively into making the decision to read in the second language, as they are interesting, at the appropriate linguistic levels and readily available. EFL English teachers in the State of Kuwait are in need to find the type of reading materials that their students will find both easy and interesting to read. When selecting reading materials for any age group and ability level, teachers should have the students' interests most upper in mind (Day and Bamford, 1998). If reading materials are in the students' fields of interest, comprehension is made easier because the students have knowledge of the subject matter. For beginning and intermediate students, however, the most suitable reading materials are books, magazines and newspapers, especially those written for EFL learners. There are hundreds of attractive fiction and nonfiction books appropriate to students of various ages and interests. Titles of

books are listed in the catalogues of such publishers as Oxford University Press, Longman and Heinemann.

Educational practitioners in schools need to seriously consider incorporating extensive reading schemes into any EFL curriculum, regardless of the methodology or approach currently in operation. For example, programs, which utilize a reading-skills approach, can add extensive reading without compromising the existing goals and objectives. Once an extensive reading program is incorporated into the curriculum, it helps achieve its objectives of teaching students to read and pass examinations. It also improves students' attitude toward reading skills.

The best way to incorporate extensive reading into the EFL curriculum is through the implementation of a program in which students read and report on their reading to the teacher and other students. This becomes part of an existing course, as a noncredit addition to a course, or as an extracurricular activity. This is done by adding a requirement that the students read a certain number of books per week or per semester. As an inducement to read, teachers could tell their students the rewards of extensive reading. Teachers would then encourage the students to read on their own. Their responsibility would be to keep a record of this reading. At the same time, teachers could consider giving extra credit that might influence a student's final grade. A teacher can know if students are actually reading and that they understand what they read by having students answer questions. Another common way of checking reading is to require students to write a short summary of what they read. However, this type of evaluation gives no indication to the teacher of how much a student enjoyed reading. Thus, a student can write a paragraph or two about their reactions to a book. Such reaction reports are enjoyable for teachers to read because they give insights into students' thoughts and feelings. They also indicate to what extent a

student is developing into an eager reader of English. They can also begin by reading some of the easy English books or other materials that their students are reading. This certainly allows teachers to recommend books to individual students or to the whole class. Whenever appropriate, they read aloud to the students a paragraph from a book, a poem, a newspaper article or an item from an Internet site. These can be posted on the classroom wall and other students can be invited to do the same. Eventually teachers can build a reading community with the students - a community of people who are enjoying and sharing English reading and are making it part of their lives (Day and Bamford, 1998).

Research conducted by Day and Bamford (1998) suggested that there is a wide range of learning benefits from such activity. Their experimental studies have shown that not only is their improvement in reading, but that there are improvements in a range of language uses and areas of the language study. Although such studies have focused on language improvements, it is clear that these are effective benefits as well. Success in reading and its associated skills, most notably writing, makes learner come to enjoy language learning and to value their study of English. This is the most significant stage in reaching reluctant EFL readers in Kuwaiti government schools is to allow students to discover that they can actually read in English and enjoy it. It is only through exposure to reading materials that they are likely to become proficient readers in English as an extensive reading program surely supports all aspects of an English language school program.

CHAPTER SIX

CONCLUSIONS AND CONCLUDING REMARKS

6.1 Motivating and encouraging EFL learners

Since English is a compulsory school subject, it needs to be incorporated well and effectively in the school curricula, teachers need to teach its fundamental skills both in writing and reading so in the future confidence in a language will come with time and by continuous and rigorous reading. Both teachers and parents could find useful means by which the students can be encouraged and motivated to read short stories in English. Teachers need to find out different motivational ways and these motivational ways should be applied continuously. This certainly leads us to a methodological debate in the field of teaching reading skills that focus much more on ways of promoting and managing motivation, rather than giving instructional techniques by which the students in Kuwait can improve their reading habits.

EFL learners' motivation in assimilating the language may either have positive or negative influence on the rate of success in the language. This certainly leads us to incorporate certain techniques in the State schools that focus on ways both of promoting and managing motivation and furthermore on instructional techniques in reading and classroom management. Since the students studied here have shown a significant degree of motivation in their approach to reading EFL materials, teachers could break their daily routine techniques of favoring a particular method and must develop an approach to teaching reading which they find more responsive to the needs of Kuwaiti EFL

learners. Moreover, the teachers themselves need to broaden their teaching techniques of reading in order to allow the students to experience some benefit in reading in English. The EFL specialists in the English language advisorate need to bear this in mind when exploiting reading materials that both promote students' motivation further and at the same time develop their cognitive learning strategies.

This study has shown that providing enough reading resources in the State schools, together with parental encouragement and motivational influence, the students' reading habits can be boosted which will eventually contribute to a better EFL learning system in Kuwait. Parents also need to continuously encourage their children to read and provide them with sufficient number of materials so that they could develop a positive attitude towards reading habits. Both parents and teachers could help their children with their reading so that they could be encouraged and as a result be more interested. They could accept the challenge of encouraging the lifetime reading habits in schools, homes and in libraries. Parents need to become role models of reading, and they should set aside time for family reading. In addition, schools should promote reading by making sure students know that reading is a tool and encourage them to take books from the library, as well as challenging students to think about, discuss and argue about what they have understood from their readings.

No degree of motivation can be enhanced without the support and encouragement of the parents as the results of the present study have revealed. To improve the child's motivation towards reading, parents could find ways to develop in themselves a reading habit. They could also take adequate time to listen to the child reading orally in the home setting and motivate their children to read for pleasure and initiate a recreational reading program. It is essential for a child to be provided with a comfortable, quiet reading environment. Children

who read and are read to outside of school do better than those who do not read at all. Parents could make reading a routine part of life on an everyday basis as well as on important family vocations. If they do so, their children will develop a love for reading and a respect for each other's characteristics and dignity. Reading aloud to children fosters growth in a number of reading areas, from developing a sense of story to improving vocabulary, as well as motivating students to finish a story started in a read-aloud session. Daily sustained reading at school and at home can motivate students to incorporate reading into their own schedule. Cooperative activities, placing students in reading situations in which they have some responsibility for the success or failure of a group endeavor, motivates students to read. Through parental encouragement, children could enjoy reading and make it fun for themselves.

6.2 The importance of parental encouragement

Parents are their children's first teachers and they are the ones who influence their introduction to education. They could prepare for their children's educational future simply by making their first introduction to school a positive one. By reading to youngsters, introducing them to colors and numbers, and exposing them to social behaviors when playing with their peers helps make the school transition much easier. They could set the stage for positive school experiences early by emphasizing to their children such values as respect for their teacher, the importance of classroom behavior, and tolerance of their fellow students. Making education a priority in the home helps children realize the emphasis their parents place on learning. They could begin showing their interest in education by always asking their children what they learned in school that day. Furthermore, parents should make it a point to introduce their child to

the teacher, and then stay in contact. It could be emphasized to the teacher, administrators and the students that it would be best for them to contact the parents if there is any problem or cause for concern.

It is important for parents to visit their child's school site regularly. Just by going into the building with their child in the morning or stopping by to see a new wall display makes the child realize that their parents care about their education. It takes consistent, effective parenting skills to keep up with children as they grow. Their schooling should be one of the parents' highest priorities. Parental encouragement is a great tool for keeping enthusiasm for learning. Sharing educational success means starting on the right path towards a lifetime of positive experiences. We are in need to promote awareness and positive attitudes towards the reading habit in the educational committees, schools, clubs, media and home in the State of Kuwait. Curricula are to be designed in a manner that compels students to read regularly or on a daily basis.

The researcher believes that parents are their children's best advocates. Parents' willingness to contact teachers on a regular basis about their children's progress is perhaps the first step to becoming involved in their children's education. Armed with good information about a child's performance, parents can proceed in both direct and indirect ways to influence the child's progress. Parents can become directly involved in children's education by

- a. overseeing the child's homework time;
- b. setting a time each day for homework to be done, and checking the child's work for completeness and understanding;
- c. providing support for educators, essential leadership for programs, and ideas for improvements in the education system;
- d. taking advantage of opportunities to become involved with school administration and policy development, for example, attending

school board meetings and joining the PTA (Parents Teachers Association). Shefelbine (1991: 31-37)

Children's education may be indirectly influenced as parents become a familiar presence in the school by volunteering to help in the library, the school cafeteria, monitoring the halls, selling tickets, and chaperoning parties and field trips. As parents' faces become familiar in the school environment, natural opportunities may arise for communicating with their children's teachers. Furthermore, as educators witness parents' concerned involvement, they may become more receptive to parents' communication regarding their children's needs. Cooperation between teachers and parents may involve

- a. training teachers to work with parents and to view them as partners in the education of their children;
- b. arranging contacts in neutral settings; offer informal classes in parenting, ESL, or other topics of interest;
- c. arranging transportation for parents who do not own a vehicle;
- d. considering establishing a home/school coordinator to develop programs and act as a liaison between teachers and families;
- e. encouraging mothers and fathers to attend and speak out in steering committees and task forces. Shefelbine (1991: 35-37)

Family involvement in the education of children is essential to academic success. While research has shown parental involvement with schools has a significant impact on the achievement of children, several barriers stand in the way of full involvement from parents. Negative communication of families from the school diminishes trust on the part of parents who may feel humiliated for their own and their children's lack of educational progress. Parents, for whom English is a second language, may have difficulty understanding and may feel

discriminated against for their inability to converse in English. Workers in low-paying jobs often must work long hours to earn enough to support their families and may not be able to attend school meetings. Addressing these barriers to parental involvement is necessary to enhance the learning capabilities of all children. This is especially true for children whose learning is hindered by disadvantages or stress in their home or environment.

It is also vital to address the misunderstandings and fears of both parents and teachers in communicating with one another. Parents are often reluctant to be involved in schools, because they fear judgment and criticism from the school staff and administration. Teachers, on the other hand, sometimes oppose parent involvement in the areas in which educators have traditionally held communication and minimize distrust on the part of the parents. Another useful intervention is educating parents and other community members on how to best work with teachers and school administration to improve reading standards.

Furthermore, more research is needed to understand what types of parental involvement are most beneficial. It is not clear, for instance, what the level of participation is and how the impact of involvement can affect parents' feelings about their children, parents' literacy and self-esteem. It is not clear that students achieve more when parents provide good reading materials in the home, monitor their television, supervise homework and hold reasonably high expectations of their children's performance. What is important, however, is that parents work together with school officials to improve school policy.

6.3 The role of teacher-librarians in government schools

Reading can be an important recreation for a lot of students. It is important for the school library to provide a welcoming, comfortable and accessible environment for its students. It is also important to ensure the libraries'

atmosphere for students to feel welcomed into using the educational resources available in their school library. Although some students find it difficult to use the school library without the support of an aid, others find it is one place where they can manage independently because the library staff should be able to assist them whenever they are in need of help or guidance. Most students in Kuwait don't like using their school library because it is not a pleasant place to go to (Ministry of Education, 1996). This may be to some extent to escape from reading or doing schoolwork. There are a limited number of students who actually value the library as somewhere to relax, talk quietly with friends, or use the computers available.

Another important factor is that a large number of librarians in the government schools in Kuwait do not offer the kind of guidance and assistance students need when using the resources in the library (Ministry of Education, 1999). This is due to the irresponsible and lazy behavior some librarian staff might have. Therefore, students get de-motivated, discouraged and helpless at the same time. In this case, students would naturally express great frustration at being limited in their browsing in search for a suitable book to read.

EFL teachers and school librarians are in need to encourage their students to read for pleasure. Librarians play an important role in schools because they are the ones who guide students to perceive reasons for learning to read and develop positive approaches towards reading (Ministry of Education, 1999). They could attempt to encourage non-readers with suitable books in order to gain the student's interest. It is a librarians' duty to choose appropriate supplementary reading materials for students to read in order for them to enjoy them. Librarians need to promote a comfortable atmosphere in the school library for students to do some recreational reading. Librarians have the potential for influencing students' attitude towards reading habits because they have the

ability to differentiate between students who are active readers and those who are not. Furthermore, a librarian could continuously try to gain students' awareness by explaining to them that through reading, they gain general information, acquire facts and build their vocabulary. They could motivate students to read by identifying the reasons for reading, showing students what benefits various reading materials offer. Librarians could stay interested and involved in students' growth as readers. In order to develop good reading habits, students must be surrounded with a number of interesting books, magazines and other materials for them to choose from. Librarians need to encourage and expose these reading materials so that eventually students will be tempted to browse them and read from such sources. In addition, librarians should keep track of their students' current reading interests and find out what books they enjoy reading most. By doing so, students are more likely to instill in themselves the love of reading and nurture that love throughout their lives. This could be accomplished through the introduction of extensive reading assignments.

These extensive reading activities could be conducted as part of the students' extra-curricular work for which encouraging prizes can be handed out to high achievers during the school morning assembly. Moreover students may be asked to give a brief talk on the summaries of the stories they have read. The variety of introducing extra-reading activities in the language will no doubt lessen the adverse effect of the factors influencing their reading habits in English and will certainly strengthen their motivation to read more and read different texts written in different disciplines. They will gradually read authentic passages intended perhaps for more advanced students. This could be the ultimate aim or objective of any EFL reading program.

6.4 Final recommendations

The researcher suggests that students are in need to learn, manage ideas and information. Teacher-librarians teach everything a classroom teacher might teach, always with a focus on integrating information processing skills into the content. No longer are “library skills” taught separately from classroom curriculum. Teacher-librarians, in conjunction with classroom teachers, must ensure that students learn how to become effective information processors. With resource-based learning, a teacher-librarian and a classroom teacher will allow this to happen. The teacher-librarian could advocate the integration of information literacy into classroom programs. They need to collaborate with staff to plan, teach and evaluate units of study in which information literacy is integrated with outcomes stated in the curricula. Furthermore, they should keep informed about new resources and choose appropriate materials based on staff and students’ need and budget. It is their duty to understand that people learn in different ways and at different rates and apply this knowledge to collaborative planning. Nevertheless, teacher-librarians could develop and conduct information sessions on a variety of topics and participate on professional development committees within the school/division. In addition, they should commit to life-long learning personally and professionally.

Students are in need to grow in their ability to respond personally and critically to oral and literary texts. Together with classroom teachers, teacher-librarians could engage in teaching that provides opportunities for learners to interact with a variety of quality texts and genres, for example, teacher-librarians might recommend literature and information resources in order to promote the use of a wide variety of materials. They could promote and model a commitment of reading, and cultivate an appreciation of literature. Nevertheless, they could

encourage and respect a wide range of thoughtful responses and foster knowledge and acceptance of one's own culture and that of others.

The researcher feels that it is important that administrators and classroom teachers understand that the primary role of a teacher-librarian is instructional; teacher-librarians teach. Most have taught in the classroom before moving to positions in the "extended classroom," the school library. They work in conjunction with administration and classroom teachers in developing, delivering and evaluating resource-based school library programs in their own schools. Approximately two-thirds of a teacher-librarian's workday will concentrate on giving instructions to students. When teacher-librarians are accepted as full teaching partners, school library programs grow and students learn how to become competent information problem solvers.

Furthermore, promoting the love of literature has remained a constant element of the teacher-librarian's changing instructional role. Teacher-librarians could introduce students to good books, magazines, newspapers and online reading. This introduction may take direct or subtle forms. Read-aloud stories for younger grades, book-talks for developing readers or casual references to a recent "good read" are ways which a teacher-librarian may "instruct" students in becoming readers for pleasure. Other ways in which the love of literature can be promoted include books, displays, author studies etc. Of course, this means that the teacher-librarian should have the responsibility of keeping informed on the "best of the best" in current reading material. Many teacher-librarians who make good selections for their libraries need to use professional journals and websites, which review new literature.

Confidence in using the school library is an important factor. During their free hours at school, many students have a large amount of leisure time. Therefore, this could be a great chance for them to use the school library in

order to get familiarized, introduced to and exposed to the resources available instead of passing through the school library doors every day with no help from the librarians. This is a very familiar case in government schools in Kuwait where students lose interest and eventually are not drawn to reading. For students, the opportunity to become information literate offers a lifelong tool, which encourages the building of self-esteem and independence. Information skill classes in the library often make use of peer tutoring and co-operative learning that has been found to benefit many. It is therefore, advised for most school librarians in Kuwait to work with materials to suit individual students' needs. School librarians in the public schools in Kuwait should offer one-to-one instruction to students, or modify the expectations for individual students. As a result, students will be able to benefit from the facilities that the school library offers and most importantly to be allowed to manage on their own to gain some sort of independence.

On the whole, by suggesting such recommendations, it is believed that students in Kuwait public schools could greatly benefit from their school library providing them with adequate assistance and guidance. In addition, if parents try to make quality time with their children, both parties will gain and achieve a lot of advantages in and out of school. In other words, the researcher believes that it is never too late for parents' to help their children because there are many ways one can participate in making a positive change in a child's life.

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Appendix

Questionnaire

- School:.....

- Sex: Male Female

- How many prize awards did you receive in the past year?

- | | | | |
|----|----------|----|---------------|
| a. | none | c. | two |
| b. | only one | d. | more than two |
-

1. I ... love reading an English short Story.

- | | | | |
|----|-----------|----|--------|
| a. | always | c. | rarely |
| b. | sometimes | d. | never |

2. The earlier English reading habits and practice began the more likely the child will ... become a lifelong reader.

- | | | | |
|----|-----------|----|--------|
| a. | always | c. | rarely |
| b. | sometimes | d. | never |

3. I ... keep a dictionary next to me when reading an English short story.

- | | | | |
|----|-----------|----|--------|
| a. | always | c. | rarely |
| b. | sometimes | d. | never |

4. I can ... explain what I read in an English short story to another person.

- | | | | |
|----|-----------|----|--------|
| a. | always | c. | rarely |
| b. | sometimes | d. | never |

5. I can ...summarize what I read in an English short story.
- | | |
|--------------|-----------|
| a. always | c. rarely |
| b. sometimes | d. never |
6. I read an English short story
- | | |
|---------------|--------------------|
| a. at school. | c. in the library. |
| b. at home. | d. in the club. |
7. I ... read an English short story to make better use of my free time.
- | | |
|--------------|-----------|
| a. always | c. rarely |
| b. sometimes | d. never |
8. I have read this month
- | | |
|-----------------------------|---|
| a. no English short story. | c. two English short stories. |
| b. one English short story. | d. more than two English short stories. |
9. I spend ... reading an English short Story everyday.
- | | |
|--------------------------------|--------------------------|
| a. approximately 15 minutes | c. approximately an hour |
| b. approximately half an hour. | d. more than an hour |
10. Reading an English short story can ... be difficult.
- | | |
|--------------|-----------|
| a. always | c. rarely |
| b. sometimes | d. never |
11. I ... read an English short story to gain information.
- | | |
|--------------|-----------|
| a. always | c. rarely |
| b. sometimes | d. never |
12. Reading an English short story motivates one to improve one's spelling, grammar and writing.
- | | |
|-----------|-----------|
| a. always | c. rarely |
|-----------|-----------|

20. My school library has a selection of English short story.
- | | |
|-------------------------------|---------------------------------|
| a. a large amount of books | c. little amount of books |
| b. an average amount of books | d. very limited amount of books |
21. My English teacher ... encourages me to use the school library to borrow an English short story.
- | | |
|--------------|-----------|
| a. always | c. rarely |
| b. sometimes | d. never |
22. My English teacher ... urges me to read an English short story.
- | | |
|--------------|-----------|
| a. always | c. rarely |
| b. sometimes | d. never |
23. The school librarian ... helps us to choose a suitable English short story to read.
- | | |
|--------------|-----------|
| a. always | c. rarely |
| b. sometimes | d. never |

بحث عملي حول علاقة دافعية طلبة المرحلة الثامنة وعاداتهم الدراسية لقراءة القصص القصيرة باللغة الإنجليزية: دراسة مقارنة لست مناطق تعليمية بدولة الكويت

ملخص البحث:

تهدف هذه الدراسة إلى قياس نوعية عادات القراءة للقصص القصيرة الإنجليزية لطلبة المرحلة الثامنة (ذكور وإناث) في دولة الكويت ومقدار دافعتهم لقراءة هذه القصص. تم قياس ثلاث فرضيات أساسية من خلال استبانته. قاست الفرضية الأولى وجهات نظر الطلبة حول عاداتهم الدراسية لقراءة القصص القصيرة الإنجليزية في مدرستهم وعلاقة ذلك بوجود فروق جنسية بالنسبة لهذه العادات بينما ركزت الفرضية الثانية على قياس هذه العادات الدراسية ومستواها في المناطق التعليمية المختلفة. والفرضية الثالثة قاست العلاقة بين هذه العادات الدراسية لقراءة القصص القصيرة ومدى وجود قصص مناسبة للقراءة في مكتبة مدرستهم. هذا وقد شكلت فرضيات فرعية لقياس عادات الطلبة للقراءة، مدى صعوبة قراءة هذه القصص، دافعية الطلبة وتشجيع الوالدين لهم.

تم جمع البيانات المطلوبة للدراسة من 691 طالب وطالبة اختيروا من المناطق التعليمية الست بدولة الكويت وهي العاصمة، حولي، الفروانية، الجهراء، الأحمدية، ومبارك الكبير. أجريت التحاليل المطلوبة على بنود الاستبانة باستخدام الحزمة الإحصائية للعلوم الاجتماعية المعروفة بـ SPSS تم ربط بنود الاستبانة بالعناصر الثلاثة الأساسية للدراسة وهي: الجنس، المناطق التعليمية المختلفة، والجوائز التي أستمها الطلبة لقيامهم بقراءة القصص.

تشير نتائج الدراسة أن الإناث لديهن وسائل قرائية أفضل ويحصلن على تشجيع أكبر من الوالدين. هذا وتشير جميع النتائج إلى وجود إختلافات في عادات الطلبة أثناء قراءة القصص في المناطق التعليمية المختلفة، وأن هذه الإختلافات ذات دلائل إحصائية عالية. إن طلبة منطقة الجهراء يمتلكون أعلى نسبة بعادات القراءة الصحيحة وقد يكون السبب في ذلك إلى دافع المدرسين وتشجيعهم أكثر للطلبة على القراءة عن بقية المجموعات. أما بالنسبة لحصولهم على جوائز تقديرية لقراءة القصص فإن جميع النتائج تشير إلى أن الطلبة يحصلون على جوائز لقراءتهم للقصص القصيرة باللغة الإنجليزية.

إن أهم النتائج التي تشير لها هذه الدراسة هو أن وجود مصادر تعليمية للقراءة وتشجيع الوالدين له الأثر على إكساب عادات قرائية صحيحة للقصص القصيرة بشكل عام. ولهذا فإن على وزارة التربية والتعليم في الكويت أن تجري تغييرات أساسية في نظام التعليم بالنسبة لعادات الطلبة الدراسية لقراءة القصص القصيرة في المدارس الحكومية. هذا بالإضافة إلى أن الوالدين والمدرسين لهم دور أساسي في تشجيع الطلبة على ممارسة قراءة القصص مما سيؤدي إلى إكساب الطلبة دافعية أكثر نحو تعزيز عاداتهم الدراسية في قراءة القصص القصيرة باللغة الإنجليزية وهذا بلا شك فيه سيكون له أثراً كبيراً في تحسين أدائهم اللغوي أثناء تعلم اللغة الإنجليزية كلغة أجنبية.