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Research topic

THE EFFECT OF AN
ELECTRONIC
READING PROGRAM
ON THE READING
AND
COMPREHENSION
OF STUDENTS

Purpose of the research

- Students in the independent schools in Qatar are not performing at the required level
- One of the reasons is the use of English language in teaching and assessing Math and Science
- Students have low levels of English
- One of the basic skills in English is, reading by which students are able to comprehend.

Purpose of the research

- One of the main issues is that students do not have the ability to read questions and thus will not be able to comprehend nor respond to such questions
- The main aim of this research is to find a teaching tool or strategy by which students will improve their reading and comprehending skills

Main Question

- **What is the effect of a technological reading assistant program on the student's performance in reading and comprehension?**

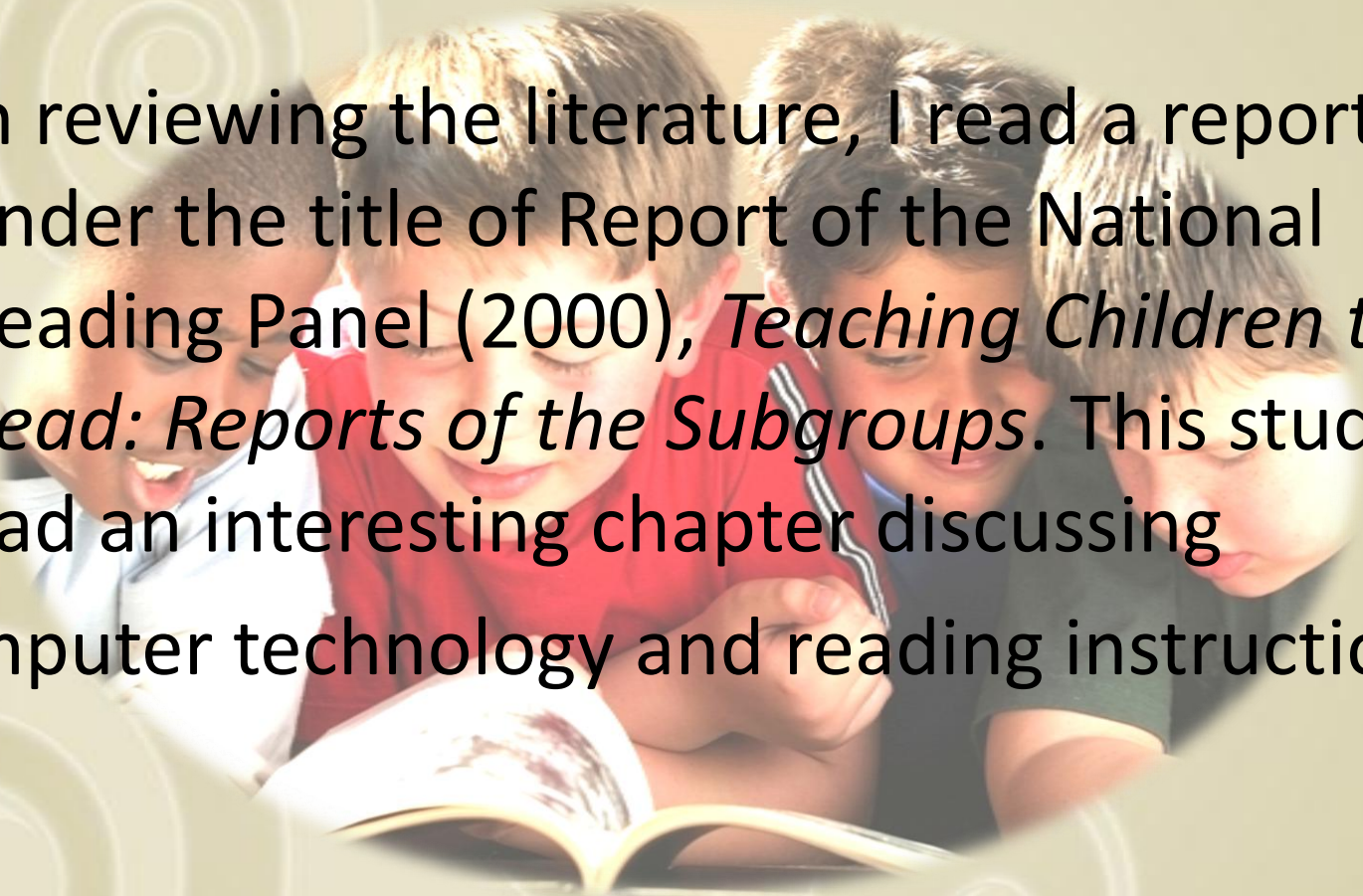


Related questions

- Will the Reading Assistant program be user friendly and will students enjoy using it?
- How frequent should the program be used and for how long, so as to show a positive impact on the reading and comprehension skills of the students?
- Will the students show improvement in the reading and comprehension skills when using the program and will this lead to an improvement in their exam results?
- What other factors would affect the improvement of reading and comprehension of students?

Link to review of literature

- In reviewing the literature, I read a report under the title of Report of the National Reading Panel (2000), *Teaching Children to Read: Reports of the Subgroups*. This study had an interesting chapter discussing computer technology and reading instruction.



Main findings of literature review

- ***Computers can be used for some reading instructional tasks.***
- ***Multimedia computer software can be used for reading instruction***
- ***Hypertext has a great deal of potential in reading instruction***



More Recent research

- Going through a more recent research about the actual program scientific learning reading assistant program (Florida Center for Reading Research, n.d.) the following was concluded:



Strengths of Scientific Learning Reading Assistant

- It offers a variety of opportunities for repeated readings with an emphasis on vocabulary and comprehension.*
- Many types of support and assistance are available for readers; most particularly, immediate corrective feedback during the student's oral read aloud. .*
- The Reports offer many possibilities to differentiate instruction.*
- Implementation of Reading Assistant is easy and very flexible, for students and teachers.*

After going through the literature review

- I wanted to study the impact of the program on the Qatari Students being ESL students
- I want to use the program as an instructional tool and I used the regular assessments of the students to practically evaluate the impact of the program on the regular ongoing assessment of the students

Subjects

- The subjects were a group of grade five students in Al Huda Independent Girls School which is located in Muaither district a Bedouin area with parents who are mostly illiterate



Data sources

- Reading & comprehension assessments of students prior to using the program
- Reading & comprehension assessments of students after using the program
- Interviews with teachers
- Interviews with students
- Surveys for parents
- Surveys for teachers



Data collection techniques

- For the quantitative data, the analysis will be through tables, graphs and their interpretations.
- Qualitative data the analysis will be through themes which will be created through certain patterns and repetition of phrases within the interviews and questionnaires



Description of the study



REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:				
Present	4/5			
Absent	0			
Tardy	1			
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement L = Unsatisfactory • I = Insignificant / Incomplete				
Student:	Grade:	Year:		



Choice
of the
sample

Reading
passages
using
rubrics

Compre
hension
tests

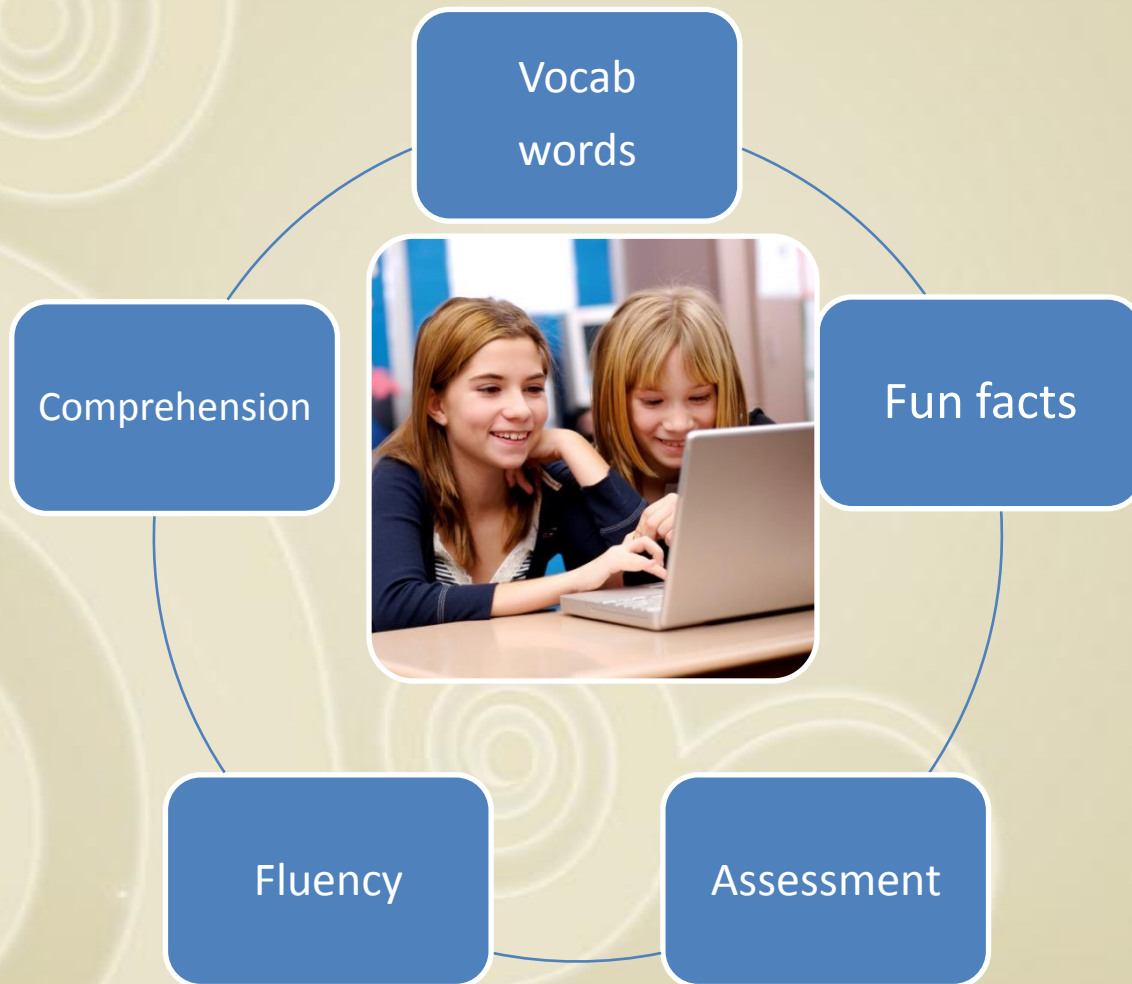
Assessing
reading
Survey
Given to
class
teacher

Using
reading
Assistant
Program

Reading Assistant program



Reading Assistant program



Description of the study



Use
Program
twice a
week for
30
minutes



Student
interview



Teacher
Interview

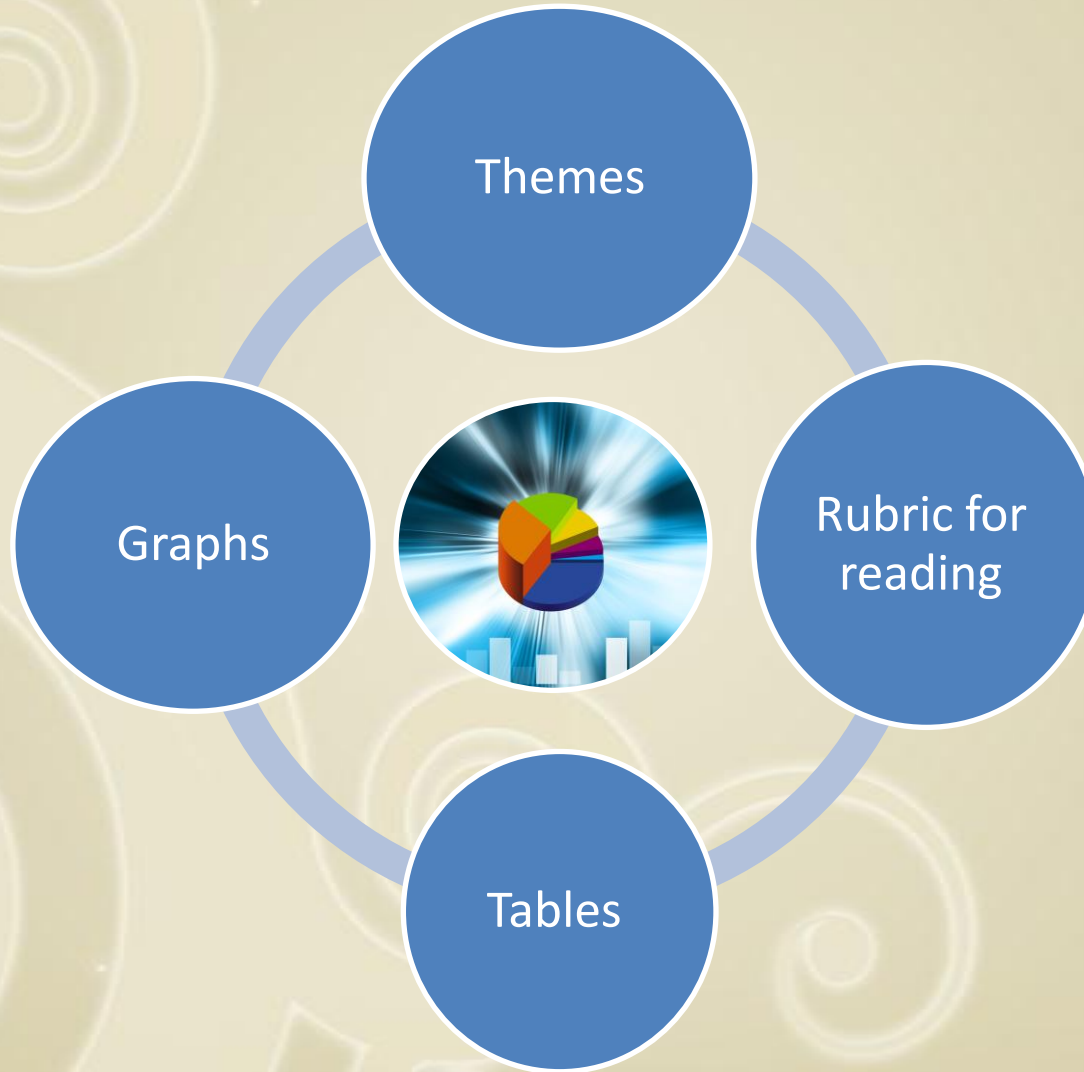


Parents
survey



Post tests

Data Analysis and interpretation



Comparing between pre and post reading assessment

Reading rubric before using program

<i>Expression</i>	1* Very little expression*
<i>Phrasing</i>	*1* Mostly word-byword; pauses at end punctuation
<i>Rate</i>	*1* Less than 70 words per minute
<i>Accuracy</i>	*1* Under 85% accurate

Comparing between pre and post reading assessment

Reading rubric After using program

<i>Expression</i>	*2* Some expression in parts of the selection
<i>Phrasing</i>	*1* Mostly word-by-word; pauses at end punctuation
<i>Rate</i>	*1* Less than 70 words per minute
<i>Accuracy</i>	*2* 86-89% accurate

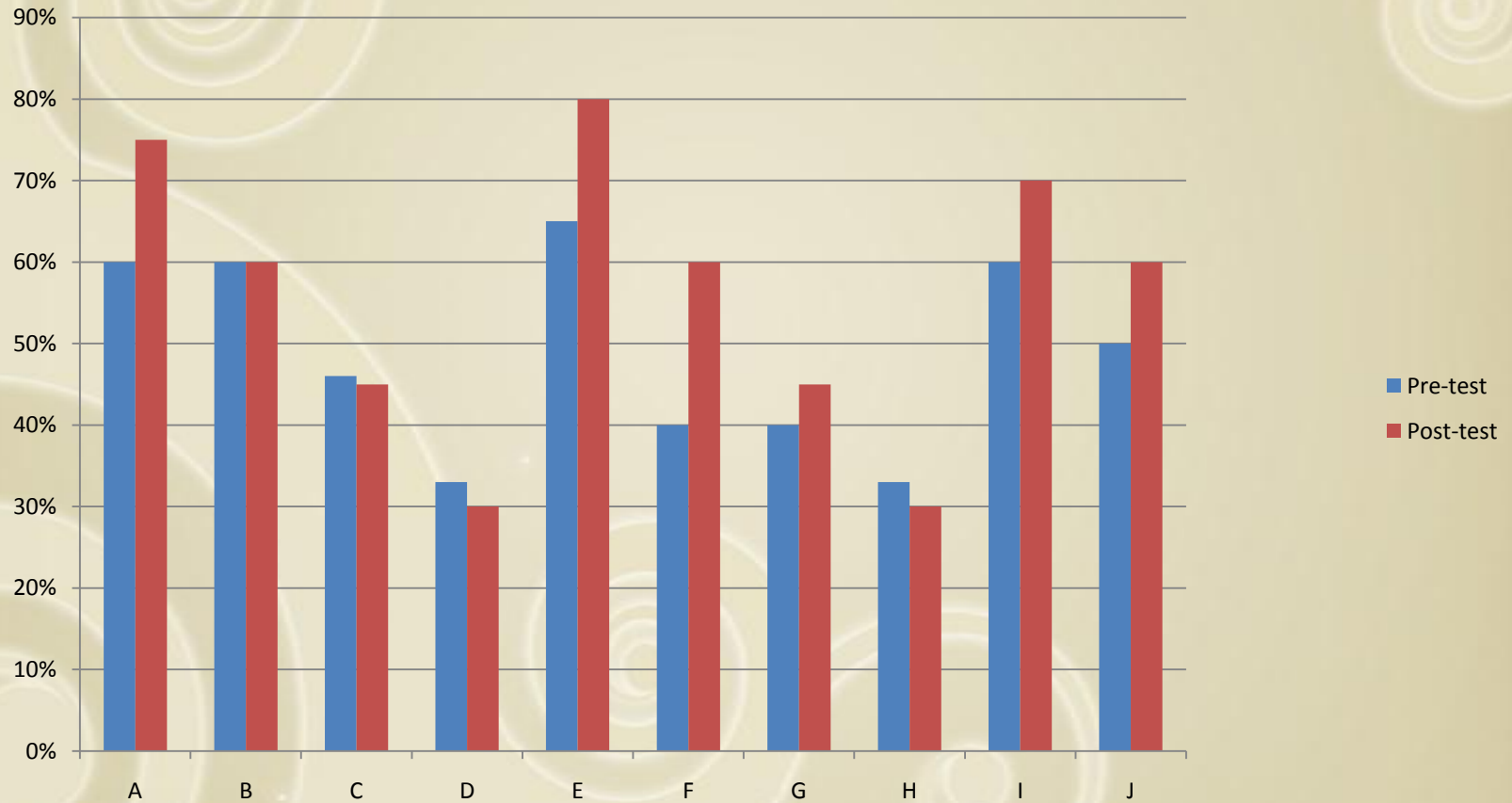
Interpretation

- Improvement in the expression of the students
- listening to stories is very effective to improve the intonation and expression of students in reading.
- Accuracy of students in reading also showed a slight improvement due to the same reason of listening to the stories being read.
- Rate of reading and the proper phrasing would show more improvement when the program is used for a longer period of time.

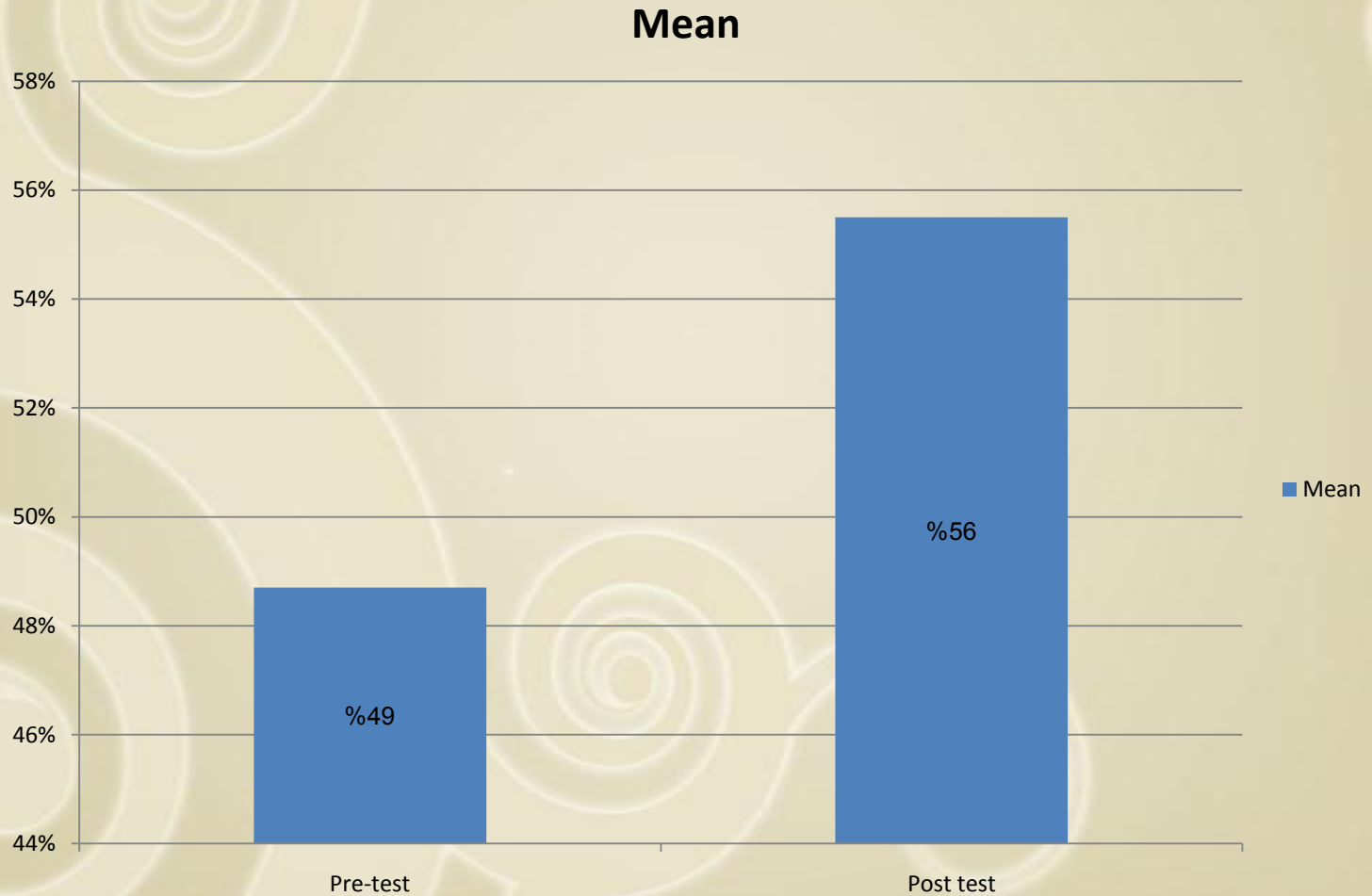
Pre and post Comprehension tests

Subject	Pre-test	Post test
A	60%	75%
B	60%	60%
C	46%	45%
D	33%	30%
E	65%	80%
F	40%	60%
G	40%	45%
H	33%	30%
I	60%	70%
J	50%	60%
Average percentage of results of all students.	49%	56%

Pre and post Comprehension tests



Comparison of Average



Interpretation

- The results showing improvement is a good sign, indicating that students will show progress in comprehension by using the Reading Assistant Program within a full reading program reflecting many other procedures that could be implemented



Themes Emerging from surveys and questionnaires

- ***Importance of reading and comprehension:*** All participants think that reading is very important and that adds to the knowledge and vocabulary of the individual.
- ***Reading frequency*** All of the participants own books at home but the frequency of reading varies from one case to another.
- ***Type of books read:*** Most students prefer fiction books and parents declared that their children like to read both Arabic and English books.

Benefits of the Reading assistant Program

- **All students** agreed that they enjoyed the program and that they benefited from it in several ways:
 - Better pronunciation of words
 - More Vocabulary words
 - More interesting and interactive
 - Challenging

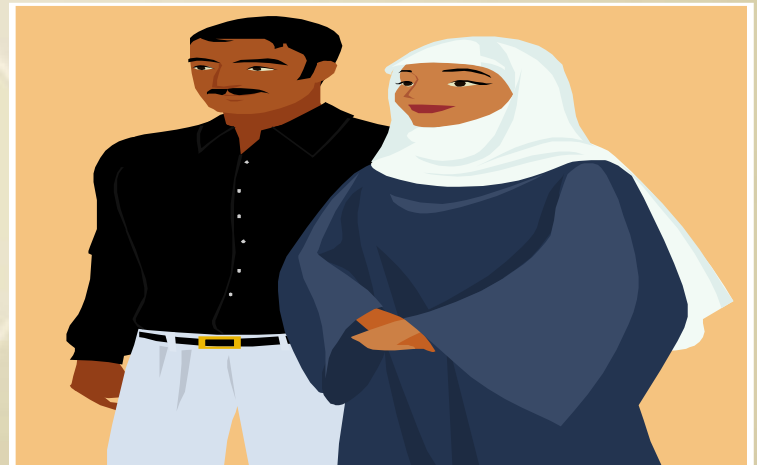


Benefits of the Reading assistant Program

- **Teachers** enjoyed working with the program and recommended that it should be part of our English teaching plan next year. The benefits they listed were
- It gives the students interesting extracts to listen to and read
- It helps them recognize correct pronunciation of words
- It allows students become aware of their mistakes
- The use of sounds and images to teach students reading is very important
- Helps students enjoy reading
- They added that it is recommended to use the program at least twice a week during the next year

Benefits of the Reading assistant Program

- **Parents** liked the idea of the program and thought that their children enjoyed the program and benefited from it .The idea of technology integration is recommend in the education of their children



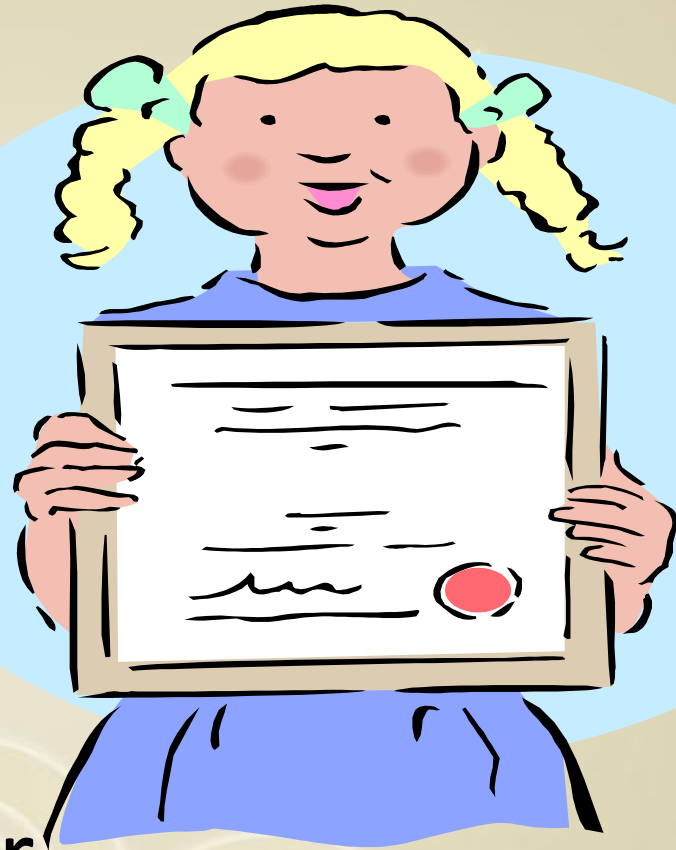
Findings and Conclusion

- **Low level of reading and comprehension**
- **The Program proved to be effective.**
- **Importance of reading and comprehension**
- **Other Factors affecting improvement of Reading and comprehension**
- The content and methodology of curriculum delivered to them within the English Language course
- The implementation of technology based Reading Assistant programs
- The frequency of reading in school or at home

Action Plan

- The program will be available in the Computer labs, Library, English classrooms and support rooms
- Teachers will design their unit plans to include the use of the Reading Assistant program at least twice a week either in class in the library. or in the computer labs
- Implementing a reading scheme program

- *Action springs not from thought, but from a readiness for responsibility.”*



Thank you for your
attention