AMERICAN UNIVERSITY OF BEIRUT

THE ROLE OF PARENTAL READING PRACTICES IN GRADE FOUR LEBANESE STUDENTS' READING COMPREHENSION IN EFL

by

REMI HOUSSAM ELDEEN

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submitted in partial fulfillment of the requirements
for the degree of Master of Arts
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THE ROLE OF PARENTAL READING PRACTICES IN
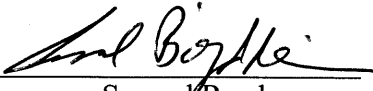GRADE FOUR LEBANESE STUDENTS' READING
COMPREHENSION IN EFL

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AN ABSTRACT OF THE PROJECT OF

Remi Bassam Houssam Eldeen   for Master of Arts
                                                        Major: Elementary Education

Title: The Role of Parental Reading Practices in Grade Four Lebanese Students' Reading Comprehension in EFL

Various research was conducted on parental involvement and children's academic achievement at school. Studies have found that parental involvement plays an important role in young children's academic success (Durand, 2011). Parental involvement is what parents do to improve their children's educational activities at home and empower the communication with teachers about their children's school success (Hashmi & Akhter, 2013). In this study, however, parental involvement was limited to the reading practices that 44 Lebanese parents and their grade 4 children engage with at home, with the intention of improving their children's reading.

The purpose of the study is to describe and explore the role of parental involvement on children's reading comprehension in English as a foreign language (EFL) for 44 grade 4 Lebanese students.

The rationale for this study is the replication of past research in the context of a Middle Eastern culture (Lebanon) in which Arabic is the native language.

In order to answer the 2 research questions: a) What are the parental involvement reading practices for grade 4 study participants? and b) What is the role of parental reading practices in a selected sample for grade 4 Lebanese students' EFL reading comprehension achievement? a quantitative study was conducted. First, 40 parents of the Lebanese grade 4 students, at a private school in Al Shouf area in Mount Lebanon, answered a questionnaire which was informed by Learning to Read Survey from the 2016 wave of the Progress in International Reading Literacy Study (PIRLS). Second, grade 4 students' assessment in reading comprehension in EFL was informed by the Progress in International Reading Literacy Study (PIRLS), and the students answered the same type of reading comprehension questions that were used in the parents' questionnaire. Third, grade 4 English teacher at the randomly selected private school was interviewed about her teaching strategies in reading comprehension that are practiced in her grade 4 classes. Finally, the results of grade 4 Lebanese students on reading achievement in EFL were interpreted and analyzed in relation to the collected data from the Learning to Read Survey by using SPSS program. The results revealed that there is a significant correlation between reading achievement and parental attitudes, $r = 31$, $p = .03$, number of books $r = .50$, $p = .00$, and speaking English at home, $r = .50$, $p = .00$. Conversely, there were no statistically significant correlations between homework ($r = .03$, $p = .84$) and parental reading ($r = .17$, $p = .24$) on the one hand and reading achievement on the other.

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CHAPTER I

INTRODUCTION

Background

Various research was conducted on parental involvement and children's academic achievement at school. Many studies have found that parental involvement plays an important role in young children's academic success (Durand, 2011). Parental involvement is what parents do to improve their children's educational activities at home and empower the communication with teachers about their children's school success (Hashmi & Akhter, 2013). In this study, however, parental involvement will be limited to the reading practices that 44 Lebanese parents and their grade 4 children engage with at home, with the intention of improving reading.

Purpose Statement

The purpose of the study is to describe and explore the role of parental involvement on children's reading comprehension in English as a foreign language (EFL) for 44 grade 4 Lebanese students.

Significance of the Study

Numerous studies in different national contexts have established a positive link between parental involvement and reading achievement in English as a foreign language (Hashmi, & Akhter, 2013; Malhi, Bharti, & Sidhu, 2017). Other studies investigated the variety of strategies that parents adopt to support, sustain and enhance their children's efforts to learn English vocabulary (Gao, 2012). Given the reading in EFL is an integral component of the language arts curriculum in Lebanon, a need arises at present to explore whether parental involvement affects Lebanese grade 4 reading comprehension in EFL, and a need to describe the parents' strategies in helping their children to improve

their reading in EFL. Additionally, studies that were done have mainly examined the reading development of English in the context of western cultures. Therefore, the rationale for this study is the replication of past research in the context of a Middle Eastern country (Lebanon) in which Arabic is the native language.

Contribution to Educational Research and Practice

There are two implications of the study findings. First, school administrators and teachers can organize orientations to train parents on how to involve and implement reading activities at home, specifically in English, but possibly transferrable to Arabic. Second, teachers can better manage and plan with parents to improve the children's reading in EFL.

Research Questions, Hypotheses, and Variables

Research Questions

I. What are the parental involvement reading practices for grade 4 study participants?

II. What is the role of parental reading practices in a selected sample for grade 4 Lebanese students' EFL reading comprehension achievement?

Hypothesis

Parental involvement has a positive effect on Lebanese grade 4 reading comprehension in EFL.

CHAPTER II
LITERATURE REVIEW

Introduction

A plathora of research was done on parental involvement and children's academic achievement at school. A number of studies have found that parental involvement plays an important role in young children's academic success (Durand, 2011). However, this study focuses on the effect of parental involvement on students' reading comprehension. Therefore, this literature review is divided into four sections: importance of parental involvement and academic achievement, parental involvement and reading achievement in different countries, parental involvement and reading comprehension, and parental involvement in reading practices at home.

Importance of Parental Involvement in Children's Academic Achievement

Parental involvement has gained the attraction of many researchers. Many studies revealed that parental involvement has a positive influence on students' academic achievement (Bakker (2007); Hashmi & Akhter (2013); Malhi, and Bharti, & Sidhu (2017), and the more they are involved in their children's education, the better the results are (McCoy & Cole, 2011).

Parents are considered one of the most important factors who affect their children's success at school. McCoy and Cole (2011) explained that the more intensely parents are involved in their children's learning, the more beneficial are the achievement effects. Additionally, Jeynes (2005) stated that parental involvement is a true indicator of meta-analysis that is closely related to higher student achievement.

The results of the study done by Hashmi & Akhter (2013) showed that the high involvement of parents in their children's education revealed high school achievement scores, and they concluded that parental involvement with their elementary children's schooling does impact positively on their academic achievement. Additionally, the study done by Bakker (2007) revealed that parental involvement has been shown to have a significant effect on assessments, greater school participation in reading, spelling and mathematics at the elementary level. Finally, the study done by Atta and Jamil (2012) in Pakistan showed that parents who were involved in the educational activities of their children, helped minimize the academic deficiencies of their children. Atta and Jamil (2012) also concluded that there is a high relationship between parental participation and the academic accomplishments of their children, and that parental influence has strong effect on educational attainments of the students as it helps shape their further improvement.

Parental Involvement and Reading achievement in Different Countries

Studies about parental involvement and reading in EFL were conducted in different countries. These studies showed common results that parental involvement has a positive effect on students' reading in EFL.

A study done in Hong kong by Cheung, Lam, Au, So, Huang, & Tsang, (2017) focused on the effect of parental or home factors (reading books, telling stories, playing word games, and visiting a library etc.), and the interrelationships between home factors and students' factors on students' reading achievement in EFL. Their study was based on the data obtained from the PIRLS 2011. The results revealed that parental background is an important factor that indirectly affects reading motivation, reading self-efficacy, and EFL reading achievement of students.

Jung, (2016) examined a large sample of kindergarten children in the USA. The aim of his study was to examine the effect of parental activities at home on their children's reading skills. The results showed that "higher engagement in shared parent–child activities may be an important focus in intentional efforts aimed at enhancing early reading achievement" (Jung, 2016, p. 61).

Yalçın, Demirtaşlı, Barış-Pekmezci, & Pehlivan, (2014) examined the role of parents on Turkish students' reading achievement. This study focused on the school activities which students and parents attended together. The results of the study showed that parental activities has an impact on students' reading achievement.

Parental Involvement and Reading Comprehension

According to Rutledge (2013), the lack of parental involvement in children's learning may lead to failure in improving their children's reading scores. The National Assessment of Educational Progress (NAEP, 2007) reports that many educators claimed that if parents are not involved in their children's learning, grades in reading and other subject areas will drop. Furthermore, studies revealed that parents can highly affect their children's reading comprehension. According to the different studies that were conducted by Bang (2009), CCSRI (2005), & Dichele (2006); parents are considered one of the most essential factors that play an important role in improving their children's reading comprehension (as cited in Schraeder, 2015).

Parental Involvement in Reading Practices at Home

Research has revealed that parental involvement in reading practices with their children positively affect their children's reading performance. PISA 2009 results indicate that, there is a close relationship between students reading performance and certain parent-student activities (OECD, 2011).

The findings of the study done by Jung (2016) suggest that higher engagement in shared parent–child activities may improve early reading achievement. Parental involvement in reading practices may take many forms. Roberts et al. (2005) report among family shared impactful activities could be reading together, visiting the library, watching TV, or being involving in learning activities. Additionally, a study conducted by Bus et al. (1995) showed that involving parents in early home literacy activities (EHLA) with their children, and the educational resources that are available at home affects children's reading achievement.

The above review reflects that the time that parents share with their children in reading practices and activities at home and school are essential ingredients for children to perform and achieve better in reading and reading comprehension.

CHAPTER III

METHODOLOGY

The methodology section presents the research design of the study, the sampling, the instruments, the validity and reliability of the instruments, the data collection procedure, and the data-analysis procedure.

Research Design

This study is a quantitative and correlational study. First, 44 parents of the Lebanese grade 4 students, at a private school in Al Shouf area in Mount Lebanon, answered a questionnaire informed by Learning to Read Survey from the 2016 wave of the Progress in International Reading Literacy Study (PIRLS).

Second, grade 4 students' assessment in reading comprehension in EFL was based on the Progress in International Reading Literacy Study (PIRLS); all the students answered the same type of reading comprehension questions that were used in the parents' questionnaire.

Third, grade 4 English teacher at the randomly selected private school was interviewed about her teaching strategies in reading comprehension that she practiced in her grade 4 classes.

Finally, the results of grade 4 Lebanese students on reading achievement in EFL were interpreted and analyzed in relation to the collected data from the Learning to Read Survey.

Sampling

Population Characteristics

Lebanon is divided into 8 governances, and each governorate includes provinces. Al Shouf area is part of Mount Lebanon governorate, and there is a number of private schools in Al Shouf. However, for the confinement of the project scope, studying all the private schools in Al Shouf area was not possible for the researcher. Therefore, the researcher focused on 4 large elementary private schools in Al Shouf; large school is defined as having 400 students in the elementary school in the Shouf area. Each these 4 elementary schools includes more than 400 students.

Sample Procedure

After identifying the 4 large elementary private schools in Al Shouf, one large school was randomly selected.

Participants

From the randomly selected large elementary private school in Al Shouf, Grade 4 Lebanese students, their parents, and their English teacher participated in the study. The number of students is 44 students (26 males and 18 females) taking into consideration multiple sections of grade 4 in the school, and one English teacher. Grade 4 was selected because it is the first level in Cycle II in the Lebanese curriculum; in addition, they are moving to being independent readers at the instructional level in EFL, (Roe, Burns, 2010)

Instruments

Parents' Questionnaire

The parents of the Lebanese grade 4 students at the study site answered the questionnaire informed by (Learning to Read Survey) from the 2006 wave of the Progress in International Reading Literacy Study (PIRLS). The questionnaire (appendix 1) helped the researcher get data on parental involvement in reading at home, such as: the duration of time that parents spend on reading with their children, the type of books that parents and

children read together, the reading process, and the type of reading comprehension questions that the parents ask to their children etc.

PIRLS Assessment

The PIRLS assessment (appendix 2) was used to measure student performance on a combined reading literacy scale, as well as two subscales of purposes of reading: reading for literary experience and reading to acquire and use information. Moreover, the questions in PIRLS were based on Bloom's Taxonomy (Knowledge, comprehension, application, analysis, synthesis, and evaluation), and the comprehension questions that were asked to the students were also based on Bloom's Taxonomy. Not only that but also, the reading comprehension text, the reading comprehension questions, and the rubric (appendix 3) were based on   PIRLS. The duration of the reading comprehension assessment was approximately 70 minutes.

Although there was a scoring guide in the PIRLS assessment, the teacher didn't not use the students' scores to assess their academic achievement, rather the scores were used to address the study questions only.

Teacher's Interview

Grade 4 English teacher at study site was interviewed about her teaching strategies in reading comprehension that she practices in her grade 4 classes. The main purpose of the interview with the teacher was to check if the students have learned the reading comprehension skills from their parents, from their teachers, or from both of them.

Validity and Reliability

According to the validity and reliability of the Learning to Read Survey, the questionnaire was informed by PIRLS, and with the assistance of an expert in the field of education. "PIRLS 2016 was obtained by the International Association for the Evaluation

of Educational Achievement (IEA) and is being conducted in more than 50 countries around the world" (Kelly, P.29, 2001).

Also to address validity and reliability of PIRLS reading assessment attainment, "In 2011, PIRLS was administered to nationally representative samples of 4th-grade students in 53 education systems around the world. The PIRLS assessment measures student performance on a combined reading literacy scale, as well as two subscales of purposes of reading: reading for literary experience and reading to acquire and use information" (Thompson, Provasnik, Kastberg, Ferraro, Lemanski, Roey, & Jenkins, P. iii, 2012). Moreover, the reading comprehension rubric was also developed by the assistance of an expert in the field of education.

Data Collection Procedure

Data collection procedure was completed in 5 steps.

First, the researcher acquired the Institutional Review Board (IRB) approval. Then, a permission from the school principal to approach the students, their parents, and their teachers was approved.

Second, the researcher met the students during recess for five minutes in order to brief them about the study and invite them to participate. Students who wanted to participate in the study completed and signed a child assent form directly, and some students waited for the second day because they wanted to ask their parents. The meeting with the students was in the classroom. In total, all 44 students in grade participated in the study.

Third, the school Principal sent a clear written letter to the parents of selected participants explaining to them the importance of their participation in this study, and that there is no risk at all, and that all the collected data will be confidential. The letter was written in Arabic language so it can be easily comprehended by the parents. Along with the

invitation letter to participate in the study, the school principal enclosed the parents' consent form, the child's permission consent form, and the questionnaire to be completed by the parents. The school principal gave these documents to each participating child to take to his/her parents and bring them back after the parents have agreed to participate in the study through signing the consent forms and completed the parents' questionnaire. Informing the selected participants, sending them the consent form, and receiving back their signature on the consent form took 2 days.

Fourth, after receiving the signed consent forms from all 44 parents, the students who wanted to participate in the study completed the reading comprehension assessment on the same day with the presence of the researcher of this study. In order to ensure justice and compensate for the missed sessions for students who participated in the study, the researcher coordinated with the English coordinator in order to arrange for makeup session(s) as needed.

Fifth, the English teacher, who agreed to participate in the study, also signed an interview consent form. The interview was recorded in a private room at the school to ensure privacy.

Data-Analysis Procedures

Descriptive statistics (Mean and Standard Deviation) of parents' responses to the items in the study questionnaire were computed and discussed in order to address question 1 of the study. In addition, composite scores were computed by summing up scores on the responses to the sub-scale items within the questionnaire that measure the various aspects of parental involvement. Likewise, International Reading Literacy Study (PIRLS) values was computed to examine the relationship between the various aspects of parental involvement and reading comprehension. Moreover, the researcher computed a simple regression analysis to determine the aspects of parental involvement that predict reading

comprehension achievement. The various aspects of parental involvement were used as factors (predictor variables), and reading comprehension achievement was used as a dependent variable. Finally, the answers of the teacher's interview were discussed question by question.

CHAPTER IV

RESULTS

Descriptive Statistics Analysis

The results of the descriptive statistics analysis conducted to address the first research question regarding the reading parental involvement of the study participants are reported in the subsequent tables below:

Table 1: *Gender of the study participants*

	Frequency	Percent	Valid Percent	Cumulative Percent
male	26	59.1	59.1	59.1
female	18	40.9	40.9	100.0
Total	44	100.0	100.0	

Table 1 shows that there were 26 (59%) male and 18 (49.9%) female participants in the study.

Table 2: *Completion of study questionnaire by gender*

	Frequency	Percent	Valid Percent	Cumulative Percent
Mother	28	63.6	63.6	63.6
Father	7	15.9	15.9	79.5
Both	8	18.2	18.2	97.7
4.00	1	2.3	2.3	100.0
Total	44	100.0	100.0	

Table 2 shows that 28 (63.6%) mothers, 7 (15.9%) fathers, 8 (18.2%) both parents, and 1 (2.3%) others.

Table 3: *Frequency of asking about homework completion*

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	1	2.3	2.3	2.3
3.00	10	22.7	22.7	25.0
4.00	33	75.0	75.0	100.0
Total	44	100.0	100.0	

The results shown in Table 3 above show that the majority of parents inquire about whether their children have completed their homework (n = 34, 97.7%).

Table 4: *Helping participants with homework*

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	1	2.3	2.3	2.3
3.00	10	22.7	22.7	25.0
4.00	33	75.0	75.0	100.0
Total	44	100.0	100.0	

The results shown in Table 4 above show that the majority of parents help their children with homework (n = 34, 97.7%).

Table 5: *Time parents read*

	Frequency	Percent	Valid Percent	Cumulative Percent
less than an hour	15	34.1	34.1	34.1
1-5 hours	21	47.7	47.7	81.8
6-10	2	4.5	4.5	86.4
More than 10	6	13.6	13.6	100.0
Total	44	100.0	100.0	

Table 5 shows that the parents of the study participants tend not read much themselves: 15 parents (34.1%) read less than an hour per week, 21 (47.7%) read between 1-5 hours, 2 (4.5% read from 6-10 hours, and only 6 parents (13.6%) read more than 10 hours a week.

Table 6: *Read only as needed*

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	11	25.0	25.0	25.0
2.00	12	27.3	27.3	52.3

	Frequency	Percent	Valid Percent	Cumulative Percent
3.00	15	34.1	34.1	86.4
4.00	6	13.6	13.6	100.0
Total	44	100.0	100.0	

Table 6 shows that the parents are divided with regard of practice of reading themselves: 52.3% read only if they need to, and 47.7% read with having to do so.

Table 7: *Taking about what they read*

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	6	13.6	13.6	13.6
2.00	10	22.7	22.7	36.4
3.00	17	38.6	38.6	75.0
4.00	11	25.0	25.0	100.0
Total	44	100.0	100.0	

Table 7 shows 16 parents (36.4%) do not like to talk about what they have read, meanwhile 28 (63.6%) like to talk about what they read.

Table 8: *Spending spare time reading*

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	5	11.4	11.4	11.4
2.00	14	31.8	31.8	43.2
3.00	14	31.8	31.8	75.0
4.00	11	25.0	25.0	100.0
Total	44	100.0	100.0	

Table 8 shows that 43% of the parents do not spend their spare time reading, where as 63.6% reported that they spend spare time reading.

Table 9: *Reading only if information is needed*

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	10	22.7	22.7	22.7
2.00	13	29.5	29.5	52.3

	Frequency	Percent	Valid Percent	Cumulative Percent
3.00	15	34.1	34.1	86.4
4.00	6	13.6	13.6	100.0
Total	44	100.0	100.0	

Table 9 shows that the parents are dividend regarding the questions of whether they read only if information is needed: 52.3 % versus 47.8% respectively.

Table 10: *Importance of reading at home*

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	6	13.6	13.6	13.6
2.00	12	27.3	27.3	40.9
3.00	10	22.7	22.7	63.6
4.00	16	36.4	36.4	100.0
Total	44	100.0	100.0	

Table 10 shows that 40.9% of the parents tend see reading as an important activity at home, where as 59.1% perceive reading as an important activity to be performed at home.

Table 11: *Desire for more time to read*

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	11	25.0	25.0	25.0
2.00	7	15.9	15.9	40.9
3.00	11	25.0	25.0	65.9
4.00	15	34.1	34.1	100.0
Total	44	100.0	100.0	

Table 12 shows that the parents tend to be divided regarding desire for having more time in order to read: 40.9% versus 59.1%.

Table 12: *Enjoyment of reading*

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	6	13.6	13.6	13.6
2.00	6	13.6	13.6	27.3
3.00	16	36.4	36.4	63.6
4.00	16	36.4	36.4	100.0
Total	44	100.0	100.0	

Table 12 shows that 27.3% of the parents do not enjoy reading, and 72.8% reported that they enjoy reading.

Table 13: *Reading as hobby*

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	10	22.7	22.7	22.7
2.00	11	25.0	25.0	47.7
3.00	13	29.5	29.5	77.3
4.00	10	22.7	22.7	100.0
Total	44	100.0	100.0	

Table 13 shows that the parents tend to be divided regarding the questions of taking reading as hobby: 47.7% versus 53.2%.

Table 14: *Number of books*

	Frequency	Percent	Valid Percent	Cumulative Percent
0-10	16	36.4	36.4	36.4
1-25	9	20.5	20.5	56.8
26-100	14	31.8	31.8	88.6
101-200	5	11.4	11.4	100.0
Total	44	100.0	100.0	

Table 14 shows that a considerable percentage of parents have few books at home: 16 (36.4%) have 0-10 books, 9 (20.5%) have 1-25 books, 14 (31.8%) have 26-100 books, and only 5 (11.4%) have between 101-200 books.

Table 15: *Device for reading e-books*

	Frequency	Percent	Valid Percent	Cumulative Percent
yes	36	81.8	81.8	81.8
No	8	18.2	18.2	100.0
Total	44	100.0	100.0	

Table 15 shows that the majority of the parents reported that their children have a device to read e-books: 36 (81,8%) versus only 8 parents (18.2%) who reported that their children have no device to read e-books.

Table 16: *Frequency of speaking English at home*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	3	6.8	6.8	6.8
	Almost always	6	13.6	13.6	20.5
	Sometimes	33	75.0	75.0	95.5
	Never	2	4.5	4.5	100.0
	Total	44	100.0	100.0	

Table 16 shows that 20.5% of the parents reported that they always or almost speak English as home, 75.0% sometimes speak English at home, and 4.5% never do,

Table 17: Reading books

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	7	15.9	15.9	15.9
2.00	28	63.6	63.6	79.5
3.00	9	20.5	20.5	100.0
Total	44	100.0	100.0	

Table 17 shows that 7 (15.9%) tend not read books, 28 (63%) somewhat read, and 9 (20%) read books.

Table 18: *Telling stories*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	18.2	18.2	18.2
	2.00	22	50.0	50.0	68.2
	3.00	14	31.8	31.8	100.0
	Total	44	100.0	100.0	

Table 18 shows that 8 (18.2%) tend not tell stories, 22 (50%) somewhat tell stories, and 14 (31%) tell stories.

Table 19: *Taking about what children do*

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	2	4.5	4.5	4.5
2.00	21	47.7	47.7	52.3
3.00	21	47.7	47.7	100.0
Total	44	100.0	100.0	

Table 19 shows that 2 (4.5.2%) tend not to talk about what children do, 21 (47.7 %) somewhat tlk, and 21 (47.7) do talk about what children do.

Table 20: *Talking about what children read*

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	6	13.6	13.6	13.6
2.00	22	50.0	50.0	63.6
3.00	16	36.4	36.4	100.0
Total	44	100.0	100.0	

Table 20 shows that 6 (13.6 %) tend not to talk about what children read, 22 (50.0 %) somewhat talk, and 16 (36.4) do talk about what children read.

Table 21: *Library visit*

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	19	43.2	43.2	43.2
2.00	21	47.7	47.7	90.9
3.00	4	9.1	9.1	100.0
Total	44	100.0	100.0	

Table 21 shows that 19 (43.2%) do not visit library, 21 (47.7.0 %) somewhat visit, and 4 (9.1) visit library.

Table 22: *Time reading to child*

	Frequency	Percent	Valid Percent	Cumulative Percent
0--15	15	34.1	34.1	34.1
15-30	21	47.7	47.7	81.8
30-60	5	11.4	11.4	93.2
More 60	3	6.8	6.8	100.0
Total	44	100.0	100.0	

Table 22 shows that 15 (34.1%) spend 0-15 minutes reading to child every day, 21 (15-30%) spend 15-30 minutes, 5 (11.4%) 30-60 minutes, and 3 (6.8%) more than 60 minutes.

Table 23: *Involvement in reading helps child*

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	37	84.1	84.1	84.1
No	7	15.9	15.9	100.0
Total	44	100.0	100.0	

Table 23 shows that 37 (84.1%) percent think that involvement in reading helps children read; meanwhile 7 (15.9%) do not believe so.

Table 24: *Asking questions while reading*

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	36	81.8	81.8	81.8
No	8	18.2	18.2	100.0
Total	44	100.0	100.0	

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Table 24 shows that 36 (81.8%) ask children questions while they read; meanwhile 8 (18.n%) do not ask them questions.

Table 25: *Questions about story title*

	Frequency	Percent	Valid Percent	Cumulative Percent
yes	36	81.8	81.8	81.8
No	8	18.2	18.2	100.0
Total	44	100.0	100.0	

Table 25 shows that 36 (81.8%) ask children questions about title; meanwhile 8 (18.2%) do not ask them questions about title.

Table 26: *Questions about main character*

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	36	81.8	81.8	81.8
No	8	18.2	18.2	100.0
Total	44	100.0	100.0	

Table 26 shows that 36 (81.8%) ask children questions about character; meanwhile 8 (18.2%) do not ask them questions about character.

Table 27: *Questions about where story takes place*

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	37	84.1	84.1	84.1
no	7	15.9	15.9	100.0
Total	44	100.0	100.0	

Table 27 shows that 37 (84.1%) ask children questions about where story takes place; meanwhile 7 (15.9%) do not ask them questions about where story takes place

Table 28: *Questions about what happens next*

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	34	77.3	77.3	77.3
No	10	22.7	22.7	100.0
Total	44	100.0	100.0	

Table 28 shows that 34 (77.3 %) ask children questions about what happens next; meanwhile 10 (22.7%) do not ask them questions about what happens next.

Table 29: *Questions about what happens throughout the story*

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	32	72.7	72.7	72.7
No	11	25.0	25.0	97.7
Total	44	100.0	100.0	

Table 29 shows that 32 (72.7 %) ask children questions about what happens throughout the story; meanwhile 11 (25.0 %) do not ask them questions about what happens throughout the story.

Table 30: *Questions about the problem of the story*

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	33	75.0	75.0	75.0
No	11	25.0	25.0	100.0
Total	44	100.0	100.0	

Table 30 shows that 33 (75.0 %) ask children questions about the problems of the story; meanwhile 11 (25.0 %) do not ask them questions about the problems of the story.

Table 31: *Questions about the feelings of characters*

	Frequency	Percent	Valid Percent	Cumulative Percent
yes	24	54.5	54.5	54.5

			Valid	Cumulative
	Frequency	Percent	Percent	Percent
No	20	45.5	45.5	100.0
Total	44	100.0	100.0	

Table 31 shows that 24 (54.6 %) ask children questions about the feelings of characters in the story; meanwhile 20 (45.5 %) do not ask them questions about the feelings of characters in the story.

Table 32: *Questions about suggesting a different story ending*

			Valid	Cumulative
	Frequency	Percent	Percent	Percent
Yes	19	43.2	43.2	43.2
No	25	56.8	56.8	100.0
Total	44	100.0	100.0	

Table 32 shows that 19 (43.2 %) ask children questions about different story endings; meanwhile 25 (56.8 %) do not ask them questions about different story endings.

Table 33: *Questions about having a similar experience*

			Valid	Cumulative
	Frequency	Percent	Percent	Percent
Yes	12	27.3	27.3	27.3
No	32	72.7	72.7	100.0
Total	44	100.0	100.0	

Table 33 shows that 12 (27.3 %) ask children whether they had similar experience; meanwhile 32 (72.7 %) do not ask them questions whether they had similar experience.

Table 34: *Questions about having faced a similar problem*

			Valid	Cumulative
	Frequency	Percent	Percent	Percent
Yes	22	50.0	50.0	50.0
No	22	50.0	50.0	100.0
Total	44	100.0	100.0	

Table 34 shows that 22 (50.0 %) ask children whether they had similar problem; meanwhile 22 (50.0 %) do not ask them questions whether they had similar problem.

Table 35: *Questions about describing the main characters*

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	23	52.3	52.3	52.3
No	21	47.7	47.7	100.0
Total	44	100.0	100.0	

Table 35 shows that 23 (52.3 %) ask children to describe main character; meanwhile 21 (47.7%) do not ask them about describing main character.

Table 36: *Questions about whether the main character is good or not*

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	28	63.6	63.6	63.6
No	16	36.4	36.4	100.0
Total	44	100.0	100.0	

Table 36 shows that 28 (63.6 %) ask children whether the main character is good; meanwhile 16 (36.4 %) do not ask them.

Table 37: *Questions about moral lesson*

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	30	68.2	68.2	68.2
No	14	31.8	31.8	100.0
Total	44	100.0	100.0	

Table 37 shows that 30 (68.2 %) ask children whether the story moral lesson; meanwhile 14 (31.8 %) do not ask them.

Table 38: *Questions about what they liked about character*

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	31	70.5	70.5	70.5
No	13	29.5	29.5	100.0
Total	44	100.0	100.0	

Table 38 shows that 31 (70.5 %) ask children whether the liked main character; meanwhile 13 (29.5 %) do not ask them.

Correlation Analysis

The results of the correlation analysis conducted to examine the relationship between a number of parental involvement and reading achievement are reported in Table 38 below:

Variable	Reading achievement	n	p
Homework	$r = .03$	44	.84
Parental Reading	$r = .17$	44	.24
Parental Attitude	$r = 31*$	44	.03
Literacy Activities	$r = .26$	44	.08
Number of Books	$r = .50**$	44	.00
Speaking English at Home	$r = 50**$	44	.00
Time Reading to Child	$r = 36*$	44	.01

Table 39 show statistically significant correlations between reading achievement and parental attitudes, $r = .31$, $p = .03$, number of books $r = .50$, $p = .00$, speaking English at home, $r = .50$, $p = .00$, and time reading to child, $r = .36$, $p = .01$. Conversely, there were no statistically significant correlations between homework ($r = .03$, $p = .84$), parental reading ($r = .17$, $p = .24$), and literacy activities ($r = .26$, $p = .08$) on the one hand and reading achievement on the other.

Interview Results

The main purpose of the interview with the teacher was to check if the students have learned the reading comprehension skills from their parents, from their teachers, or from both of them. The answers for each question are the following:

Q1: The teacher explained that she asks different types of reading comprehension questions that range from the lowest level to the highest level of reading comprehension questions.

Q2: The teacher depends on Bloom's taxonomy in teaching reading comprehension. For example, she explains the tile of the story, the setting of the story, the main characters, the problem, the solution, and the moral lesson of the story etc.

Q3: The teacher explained that she depends on Bloom's taxonomy in teaching reading comprehension and in reading comprehension questions. For example, she asks the students different questions from the different levels of Bloom's taxonomy: knowledge, comprehension, application, analysis, synthesis, evaluation, and creativity questions.

Q4: the teacher said that there is time for reading stories at the school, but not all students like to participate in the reading stories so that they join another kind of activities.

CHAPTER V

DISCUSSION

Discussion of Descriptive Statistics

The results of the descriptive statistics analysis were conducted to address the first research question regarding the reading parental involvement of the study participants. The number of males who participated in the study is more than the number of female participants in which the number of males was 26 while the number of females was 18. According to the parental questionnaire, the number of mothers who completed the questionnaire is greater than the number of fathers who completed the questionnaire. This means that mothers tend to be involved more than fathers in the educational issues that are related to their children.

The results about the frequency of asking about homework, asking about whether their children have completed their homework, and helping their children in homework showed that the parents are highly involved in their children's homework.

The results about the time that parents spend on reading showed that the parents of the study participants tend not to read much themselves, and that is a new finding that was not tracked in the literature.

The results also revealed that more than half of the parents who participated in the study like to talk about what they read. Additionally, the number of parents who like

to spend their time reading is greater than the number of parents who don't like to spend their time by reading.

The study showed that those parents who liked to read helped their children in their reading comprehension; this finding on parents' attitude and parental involvement was not reported in the literature, hence it presents itself as a new finding. The results also revealed that parents are divided regarding the questions of whether they read only if information is needed or if they read as a hobby. Although the results showed that the number of parents who consider reading as an important activity at home is less than the number of parents who perceive reading as an important activity to be performed at home, 75% of the parents enjoy reading. Moreover, the results showed that a considerable percentage of parents (36.4 %) have few books at home, but the majority of the parents (81.8 %) reported that their children have a device to read e-books.

According to the frequency of speaking English at home, very few children never speak English at home, a small number of children almost speak English at home, and most of the children sometimes speak English at home. Very few parents tend not to tell stories and read books with their children, more than half of the parents somewhat tell stories and read with their children, and few parents tell stories and read with their children as also reported in Roberts et al. (2005).

A big number of parents and their children do not visit the library, nearly half of the parents and their children somewhat visit the library, and very few number of the parents and their children visit the library. Most of the parents think that that their involvement in reading practices help their children, and most of the parents ask their children questions while reading. Most of the parents ask their children straight forward questions and stated information which is the lowest level of reading comprehension, some parents ask their children comprehension questions which is the second level of

reading comprehension, and few parents ask their children high level of reading comprehension questions. This type of parents' literacy practices as reported in the results chapter adds a new dimension to parental involvement and its impact on their children's reading comprehension, which so far is not reported in the literature.

Discussion of Correlation Analysis

The results of the correlation analysis were conducted to examine the relationship between a number of parental involvement and reading achievement. The results revealed statistically significant correlations between reading achievement and parental attitudes, $r = .31$, $p = .03$, number of books $r = .50$, $p = .00$, speaking English at home, $r = .50$, $p = .00$, and time reading to child, $r = .36, p = .01$. Conversely, there were no statistically significant correlations between homework ($r = .03$, $p = .84$), parental reading ($r = .17$, $p = .24$), and literacy activities ($r = .26, p = .08)$ on the one hand and reading achievement on the other. Therefore, parental attitudes toward reading, the number of books, speaking English at home and spending time reading to child has a positive effect on grade 4 Lebanese students' reading comprehension in EFL. However, parental involvement in homework, parental reading, and literacy activities don't affect grade 4 Lebanese students' reading comprehension in EFL.

Discussion of Interview Results

The main purpose of the interview with the teacher was to check if the students have learned the reading comprehension skills from their parents, from their teachers, or from both of them. It was clear from the answers of the teacher and from the Statistical results that the students have learned the reading comprehension skills from both their parents and their teacher. The parents ask their children simple reading comprehension

questions (straight forward questions, stated information and comprehension questions), while the teacher asks her students all type of reading comprehension questions.

CHAPTER VI

CONCLUSION

This quantitative and correlational study which was conducted in the Shouf area of Mount Lebanon examined the role of parents in their children's EFL achievement in reading comprehension. The study posed two research questions related to parental reading practices at home, and the role of parental involvement in their children's reading comprehension achievement in EFL.

The reported results corroborate what the literature proposes in parental involvement in the areas of parental attitudes toward reading and number of books at home.

Nevertheless, the highlights of the study are the results that contradict the literature in the areas of parental involvement in homework and literacy practices at home.

Limitations

There are three limitations to this study. One limitation is that the study was conducted with only grade four students and in one private school in Lebanon. The outcomes from the study may not be generalizable to other contexts. Hence, the

generalizability of the findings is limited to studies that would be done in an environment where the context and background of the students are similar to those of this study. Another limitation is the number of students who participated in this study, which does not represent all Lebanese grade 4 students; it would be better for future research to include more participants for a better representation.

Recommendations

Based on the study results, four recommendations can be made in the field of parental involvement and students' reading comprehension achievement.

First, school administrators and teachers can organize orientations to train parents on how to involve and implement reading activities at home, specifically in English, but possibly transferrable to Arabic.

Second, teachers can better manage and plan with parents to improve the children's reading in EFL.

Third, all stake holders in improving children's reading comprehension achievement need to collaborate in order to alleviate the child's reading performance in EFL; hence, it was found that it is not the teacher's role solely or the parents' responsibility per se. Children's reading improves if there is continuity between school and home as corroborated by (Kerawalla, 2007).

Fourth, further study on parental involvement and reading needs to be conducted on a bigger sample size, different grade levels and possibly other language arts skills.

PARENTS' QUESTIONNAIRE

This survey should be completed by the parents of grade 4 Lebanese students in a private school in Al Shouf Lebanon. The information being collected will be extremely useful for helping understand how parents involve in their children's reading comprehension. Therefore, we kindly ask you to respond to all of the questions you feel comfortable answering. We would like to reassure you, however, that your responses to this survey are confidential.

1- **This survey will be completed by:**
(Check only one circle)

○ Mother

○ Father

○ Both

2- **How often do you or someone else in your home do the following things?**
(4: highly agree   3: agree 2: disagree   1: highly disagree)

	4	3	2	1
a. Ask if your child has done his/her homework	○	○	○	○
b. Help your child with homework	○	○	○	○
c. Review your child's homework to make sure it is correct	○	○	○	○

3- **In a typical week, how much time do you usually spend reading for yourself at home, including books, magazines, newspapers, and materials for work (in print or digital media)?**
(Check one circle only)

○   Less than one hour a week

○   1–5 hours a week

○   6–10 hours a week

○   More than 10 hours a week

4- Please indicate how much you agree with the following statements about reading.

(4: highly agree   3: agree 2: disagree   1: highly disagree)

		4	**3**	**2**	**1**
a.	I read only if I have to	○	○	○	○
b.	I like talking about what I read with other people	○	○	○	○
c.	I like to spend my spare time reading	○	○	○	○
d.	I read only if I need information	○	○	○	○
e.	Reading is an important activity in my home	○	○	○	○
f.	I would like to have more time for reading	○	○	○	○
g.	I enjoy reading	○	○	○	○
h.	Reading is one of my favorite hobbies	○	○	○	○

5- About how many children's books are there in your home? (Do not count children's e-books, magazines, or school books.)

(Check one circle only)

○ 0–10

○ 11–25

○ 26–100

○ 101–200

○ More than 200

6- Do you have a device that your child can use for reading e-books (e.g., an e-reader, a tablet, and a computer)?

(check one circle only)

○ Yes

○ No

7- How often does your child speak English at home?
(Check one circle only)

⭕ Always

⭕ Almost always

⭕ Sometimes

⭕ Never

8- How often do you or someone else in your home do the following activities with your child?
(3:often   2:sometimes   1:never)

		3	**2**	**1**
a.	Read books	⭕	⭕	⭕
b.	Tell stories		⭕	⭕	⭕
c.	Talk about things your child has done	⭕	⭕	⭕
d.	Talk about what your child has read	⭕	⭕	⭕
e.	Visit the library	⭕	⭕	⭕

9- How much time do you spend on reading with your child every day?

(Check one circle only)

⭕ 0-15 minutes

⭕ 15-30 minutes

⭕ 30-60 minutes

⭕ More than 60 minutes

10- Does your involvement help your child's reading? If your answer is "yes", give examples.

⭕ Yes

⭕ No

_____
_____
_____

11- While reading with my child, do you ask him/her reading comprehension questions? If your answer is NO don't answer question 12.

⭕ Yes

○ No

12- While reading with your child, do you ask him/her such questions?

    a. What is the title of the story?

        ○ Yes

        ○ NO

    b. Who are the main characters in the story?

        ○ YES

        ○ NO

    c. Where did the story take place?

        ○ YES

        ○ NO

    d. What do you think will happen next?

        ○ YES

        ○ NO

    e. What happened at the beginning, at the middle, and at the end of the story?

        ○ YES

        ○ NO

    f. What is the problem of the story?

        ○ YES

        ○ NO

    g. Why do you think the character was happy, upset, worried, excited, angry, or nervous….?

        ○ YES

        ○ NO

    h. Can you suggest another ending to the story?

        ○ YES

        ○ NO

i.   Did you have a similar experience?

     ○ YES

     ○ NO

j.   If you have faced the same problem, how would you solve it?

     ○ YES

     ○ NO

k.   How can you describe the main character of the story?

     ○ YES

     ○ NO

l.   Is the main character a good person? Why?

     ○ YES

     ○ NO

m. What is the moral lesson that you have learned from the story?

     ○ YES

     ○ NO

n.   What did you like most about the character? Why?

     ○ YES

     ○ NO

Thank you ……….

APPENDIX 2

PIRLS READING COMPREHENSION ASSESSMENT

Sample PIRLS Passages, Questions, and Scoring Guide

Reading for Literary Experience

Enemy Pie

Enemy Pie

by Derek Munson

It was a perfect summer until Jeremy Ross moved in right next door to my best friend Stanley. I did not like Jeremy. He had a party and I wasn't even invited. But my best friend Stanley was.

I never had an enemy until Jeremy moved into the neighborhood. Dad told me that when he was my age, he had enemies, too. But he knew of a way to get rid of them.

Dad pulled a worn-out scrap of paper from a recipe book.

"Enemy Pie," he said, satisfied. You may be wondering what exactly is an Enemy Pie. Dad said the recipe was so secret, he couldn't even tell me. I begged him to tell me something—anything.

"I will tell you this, Tom," he said to me. "Enemy Pie is the fastest known way to get rid of enemies."

This got me thinking. What kinds of disgusting things would I put into Enemy Pie? I brought Dad earthworms and rocks, but he gave them right back.

I went outside to play. All the while, I listened to the sounds of my dad in the kitchen. This could be a great summer after all.

I tried to imagine how horrible Enemy Pie must smell. But I smelled something really good. As far as I could tell, it was coming from our kitchen. I was confused.

I went inside to ask Dad what was wrong. Enemy Pie shouldn't smell this good. But Dad was smart. "If it smelled bad, your enemy would never eat it," he said. I could tell he'd made this pie before.

The oven buzzer rang. Dad put on oven mitts and pulled out the pie. It looked good enough to eat! I was beginning to understand.

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But still, I wasn't sure how this Enemy Pie worked. What exactly did it do to enemies? Maybe it made their hair fall out, or their breath stinky. I asked Dad, but he was no help.

While the pie cooled, Dad filled me in on my job.

He whispered. "In order for it to work, you need to spend a day with your enemy. Even worse, you have to be nice to him. It's not easy. But that's the only way that Enemy Pie can work. Are you sure you want to do this?"

Of course I was.

All I had to do was spend one day with Jeremy, then he'd be out of my life. I rode my bike to his house and knocked on the door.

When Jeremy opened the door, he seemed surprised.

"Can you come out and play?" I asked.

He looked confused. "I'll go ask my mom," he said. He came back with his shoes in his hand.

We rode bikes for a while, then ate lunch. After lunch we went over to my house.

It was strange, but I was having fun with my enemy. I couldn't tell Dad that, since he had worked so hard to make the pie.

We played games until my dad called us for dinner.

Dad had made my favorite food. It was Jeremy's favorite, too! Maybe Jeremy wasn't so bad after all. I was beginning to think that maybe we should forget about Enemy Pie.

"Dad", I said, "It sure is nice having a new friend." I was trying to tell him that Jeremy was no longer my enemy. But Dad only smiled and nodded. I think he thought I was just pretending.

But after dinner, Dad brought out the pie. He dished up three plates and passed one to me and one to Jeremy.

"Wow!" Jeremy said, looking at the pie.

I panicked. I didn't want Jeremy to eat Enemy Pie! He was my friend!

"Don't eat it!" I cried. "It's bad!"

Jeremy's fork stopped before reaching his mouth. He looked at me funny. I felt relieved. I had saved his life.

"If it's so bad," Jeremy asked, "then why has your dad already eaten half of it?"

Sure enough, Dad was eating Enemy Pie.

"Good stuff," Dad mumbled. I sat there watching them eat. Neither one of them was losing any hair! It seemed safe, so I took a tiny taste. It was delicious!

After dessert, Jeremy invited me to come over to his house the next morning.

As for Enemy Pie, I still don't know how to make it. I still wonder if enemies really do hate it or if their hair falls out or their breath turns bad. But I don't know if I'll ever get an answer, because I just lost my best enemy.

Questions

1- Who is telling the story?

      a. Jeremy

      b. Dad

      c. Stanley

      d. Tom

2- What is the title of the story?

_____

3- Who is the main character in the story?

_____

4- During which season did the story happen?

_____

5- At the beginning of the story, why did Tom think Jeremy was his enemy?

_____

6- Write one ingredient that Tom thought would be an Enemy Pie?

_____

7- Why did Tom think it could be a great summer after all?

a. He liked playing outside.

b. He was excited about Dad's plan.

c. He made a new friend.

d. He wanted to taste an Enemy Pie.

8- How did Tom feel when he first smelled Enemy Pie? Explain why he felt this way.

_____

_____

9- What did Tom think could happen when his enemy ate Enemy Pie? Write one thing.

_____

10- What kind of person is Tom's dad? Give example of what he did in the story that shows this.

_____

_____

_____

11- What lesson might you learn from this story?

_____

_____

APPENDIX 3

PIRLS RUBRIC

Scoring Guide

1- **Acceptable Response** (0.5 point)

Tom

Unacceptable Response (0 points)

Any name other than Tom is considered wrong. (0 points)

2- **Acceptable Response (1 point)**

Enemy Pie

Unacceptable Response (0 points)

Any title other that Enemy Pie is considered wrong.

3- **Acceptable Response (1 point)**

The main character is Tom.

Unacceptable response (0 points)

Any name other than Tom is considered wrong.

4- **Acceptable Response (1 point)**

The story happened during summer.

Unacceptable Response

Any season other than summer is considered wrong.

5- **Acceptable Response (1 point)**

The response shows understanding that Tom considered Jeremy his enemy, either because Jeremy did not invite him to his party, or because Jeremy invited Tom's best friend Stanley and not him.

Examples:

Tom was not invited to Jeremy's party.

Jeremy invited his friend to his party, but did not invite Tom.

OR, the response shows understanding that Tom was afraid that Jeremy would take his place as Stanley's best friend.

Examples:

Tom was jealous of him moving in next to Stanley.

Jeremy took his best friend.

Unacceptable Response

The response does not show understanding of why Tom considered Jeremy his enemy. The response may repeat words from the question, or may provide a vague response that acknowledges that Jeremy moved in next door to Stanley or invited him to his party without showing understanding of the consequence.

Examples:

Jeremy was his enemy.

Jeremy moved in right next door to Tom's best friend.

Jeremy invited Stanley to his party.

Jeremy was new in the neighborhood.

Jeremy was his friend.

6- **Acceptable Response (1 point)**

The response identifies either (earth) worms or rocks as an ingredient (earthworms, worms, rocks).

Unacceptable Response (0 points)

The response does not provide either of the ingredients listed above. The response may provide a vague description without mention of a specific ingredient, may name an incorrect ingredient alongside a correct response, or may describe what would happen to someone who ate the pie.

Examples:

rocks and dirt

worms and raspberries

disgusting things

secret ingredients

things that make your hair fall out

7- **Acceptable Response (0.5 point)**

He made a new friend.

Unacceptable Response (0 points)

Any answer other than "he made a new friend" is considered wrong.

8- **Acceptable Response (Full comprehension: 1 point)**

The response shows understanding that Tom was confused because he thought Enemy Pie was supposed to smell bad, or that Tom was surprised because the pie his dad made (actually) smelled good.

NOTE TO SCORERS: Students may express Tom's confused or surprised feelings in a variety of ways.

Examples:

confused because he thought it was made with disgusting things

He didn't understand. It should taste horrible.

He felt unsure. Enemy Pie should smell bad.

surprised because it smelled really good

Acceptable Response (Partial comprehension: 0.5 points)

The response shows understanding that Tom was confused or surprised when he smelled Enemy Pie for the first time, but does not explain why.

Examples:

Confused

He wondered what was going on.

OR, the response explains that Enemy Pie didn't smell the way he thought it would without providing the feeling.

Examples:

Enemy Pie shouldn't smell this good.

He thought the pie would smell bad.

He thought it would smell awful, but it didn't.

Unacceptable Response (0 point)

The response does not provide either the appropriate feeling or an explanation.

Examples:

He smelled something really good. (Please note that this response does not provide a feeling or a clear explanation for why Tom was confused.)

He felt hungry.

9- **Acceptable Response (1 point)**

The response identifies one of the consequences of eating Enemy Pie from the list below.

NOTE TO SCORERS: Ignore minor variations in phrasing from the text, as long as it is clear what is intended.

Consequences of Eating Enemy Pie:

His hair would fall out.

His breath would stink.

He would go away.

Something bad would happen /He would get sick (or die).

Unacceptable Response (0 points)

The response does not provide any of the words or phrases in the list above. The response may repeat words from the question.

Examples:

He might like it.

He would become his friend.

Nothing would happen.

He would become his enemy.

10- Acceptable Response (Complete comprehension: 1 point)

The response describes one plausible character trait of Tom's dad that is central to his role in the story (e.g., helpful, caring, nice, good, smart, clever, tricky, and secretive). In addition, the response provides one example of Tom's dad's actions that is evidence of the character trait.

NOTE TO SCORERS: Traits may be expressed as a longer description, rather than as a single word.

Examples:

He was caring because he wanted to help his son make friends.

He was smart in how he found a way for the boys to like each other.

He was the kind of person who kept secrets. He kept Tom from finding out that Enemy Pie was just a normal pie.

He was nice. He wanted Tom and Jeremy to get along.

Tom's dad was kind. He thought of a plan for his son to make friends.

Acceptable Response (Partial Comprehension: 0.5 points)

The response provides one plausible character trait of Tom's dad that is central to his role in the story (e.g., helpful, caring, smart, clever, tricky, and secretive). Traits may be expressed as a longer description, rather than as a single word.

Examples:

He was caring.

He was nice.

He was a good person.

He was a good dad.

He cared about his son.

He wanted to help Tom.

He was clever. He made a pie. (Please note that "he made a pie" is not an appropriate example of Tom's dad's cleverness.)

Unacceptable Response (0 points)

The response does not provide an appropriate description of Tom's dad's character. The response may provide a general character trait of Tom's dad that is not supported by the text, or a vague description that demonstrates limited comprehension of the story without further textual support.

Examples:

Tom's dad was mean.

He was confused. (Please note that this response describes Tom in the story.)

He was a cook. He baked a pie. (Please note that "he was a cook" is not a character description.)

OR, the response may provide an example of Tom's dad's actions without providing a character trait.

Examples:

He made Tom think Enemy Pie would work.

He kept the recipe a secret.

He told Tom to play with Jeremy.

11- Acceptable Response (1point)

The response provides an evaluation of the main message or theme of the story that acknowledges the importance of giving a relationship the chance to grow before deciding whether someone is your friend, or indicates that it is possible to change how you feel about someone.

Examples:

Don't judge someone before you know them.

You can make friends if you give it a chance.

Your enemy can become your friend.

Try to like your enemy. They might become your friend.

Unacceptable Response (0 points)

The response does not provide a plausible evaluation of the main message or theme of

the story. The response may provide a main message that is too general, or may refer to

a message that is not central to the story.

Examples:

Be nice to everyone.

You shouldn't have enemies. (Please note that this is an inaccurate generalization of the main message.)

Don't eat Enemy Pie.

 It isn't nice to exclude someone from your party.

APPENDIX 4

INTERVIEW QUESTIONS

Interview Questions (possible follow up questions

1- What type of reading comprehension questions do you ask your students? Explain.
2- Do you depend on Bloom's taxonomy in teaching reading comprehension? Give examples.
3- Do you depend on Bloom's taxonomy in the reading comprehension exam? Give examples.
4- Is there time for reading stories at school?

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