

Comparing English Language Reading Engagement at Elementary Level

Muhammad Akram, Sobia Kiran & Abdul Rauf

¹Assistant Professor, Division of Education, University of Education Lahore, Pakistan

makram@ue.edu.pk

¹PhD scholar IER, University of the Punjab, Lahore

sobiakiran45@gmail.com

¹PhD scholar IER, University of the Punjab, Lahore

proffabdulrauf@gmail.com

Abstract

This study was designed to understand elementary students' reading engagement in English language, to measure the relationship between students' reading engagement and their achievement in English language learning, and to compare level of reading engagement in learning of English language between boys and girls. Five boys' and five girls' public elementary schools in Tehsil Lahore were selected randomly as sample of the study. 200 male and female students were randomly from 10 sampled schools. A Reading Engagement Survey with 14 items and 3 factors was adapted for data collection. Pilot study showed .80 reliability of the questionnaire. A positive significant relationship between students' reading engagement and achievement was found. Data revealed that female students demonstrated higher level of reading engagement than male students. The study recommends that male students should be given more attention to increase English Language reading engagement so that they can maximize their achievement.

Key Words: Reading Engagement, language anxiety, task, reading flow, student achievement

Introduction

In everyday life reading plays vital role. In early stage children learn how to read and as adults they read to learn. Reading is to get the news, learn rules, and understand how to do things. Reading is done in any language which is in experience of reader. Language competency is essential for effective reading. The basic purpose of reading is to essence the written text. Reading is defined as the process of looking at written symbols to get the essence of text. To pass the examination and understand the academic subjects reading habits are known as well-planned and arranged activities for the learners of every level (Akkaya & Kirmizi, 2010). Students' academic success and achievement depends upon reading habits of a learner. Students having different background possess different reading habits. Their reading habits predict their academic success (Al-Mansour, 2014).

Reading is essential for academic achievement. No educationist or researcher can get success without adopting reading habits. Reading helps learner to acquire and get desired knowledge. Reading habits are defined as good to accelerate students in learning and gaining information at its maximum level (Alqadi & Alqadi, 2013). Quick learning demands intensive reading. Reading helps to improve language skills by attaining a variety of vocabulary, grammatical structures, and communicative function. Reading is defined as getting essence of written text with the help of eyes. Eyes are applied to input the graphic shape of written text to brain which latter processes it into knowledge which becomes reliable and believable (Bailey, Butler, LaFramenta & Ong, 2004).

Reading is the means of achievement, communication and sharing information and ideas. The term engagement is often used in phrase of student achievement. Relationship between reading engagement and student achievement has important consequences for the students and their teachers. To understand the dissimilarities of individual students' reading

Comparing English Language Reading Engagement at Elementary Level

Akram, Sobia & Rauf

engagement and to have a chance of affecting these students' school success at a young age, it is critical that engagement be examined in specific domains (Bitchener, Young, & Cameron, 2005).

Reading process starts by interfacing written text which ends in meaningful understanding of text. Carreker (2005) defines the process of reading as dynamic and varying according to purpose and time of reading. Purpose of reading helps reader to determine the type of reading to be adopted because reading is to get new information.

Lai, Hung-Hsu, and Yu (2009) summarize ways of reading by enlisting them as skimming, scanning, intensive, and extensive reading. Skimming is defined getting the gist of the text. Scanning is to find out the specific piece of information. Both skimming and reading are quick ways of reading text. Intensive is to read for fully grasping the meaning and essence of written text. To pass the time and get leisure through reading extensive reading is the most appropriate way of reading.

Chuenchaichon (2011) described the ways to gain efficiency in reading by practicing skimming, scanning, intensive, and extensive reading. They help reader to gain maximum knowledge in shortest time. Students become reader at the time of their interest, learning, and felicity. The nature of reading depends upon the wish to enhance knowledge of selected topic of reading. Engaged readers can find books of personal importance and engage themselves to read them. The amount of time spent for reading is satisfied by the involvement engagement with the text. Experience readers gain new knowledge with the help of their experience and built cognitive concepts and approaches to develop equilibrium between learnt and new knowledge (Cooper & Bikowski, 2007).

Improper reading habits affect students' academic achievement badly. For excellent academic achievement students need to develop good and effective reading habits. Modern advancement in technology has contributed to decrease the habit of reading in young generation. They prefer to watch movies, dramas, and other shows on television instead of reading. Gadgets are hindering students to engage themselves in reading activity (Cutting & Scarborough, 2006).

Reading is the key to people's cognitive development. No doubt, that reading is one of the most useful habits ever. Reading is a main component of brains' development, as it improves the functioning of the brain. Scientists have verified the fact that reading increases the number of neural connections in the human brain, thereby improving intelligence. For the people who may deal with depression time from a time, books are the best medicine. In the modern era when intelligence is something people are seek for, reading also makes you more attractive. It is well-known that the ability to maintain a conversation on any topic and to show your knowledge provides you with much higher chances that people would like you eventually. Educators appreciate students to read books other than syllabus prescribed by the institution or school for specific grade level. It is also emphasized by the educators that if books become interesting students take interest and read such book extensively (Johns & Davies, 1983).

Interestingness of a book is thirty time powerful for students to take interest in reading a book than its readability. A report of commission on reading (1985) suggests developing interestingness in books for age and grading specific level to engage students in reading. The quality of interestingness of a book develops positive attitude in learners about the reading of books (de-Morgado, 2009).

Comparing English Language Reading Engagement at Elementary Level

Akram, Sobia & Rauf

School environment where students can read independently enhances students' reading habits and reading comprehension which results in good achievement. It makes students pleasure reader and engage them in reading. Deane, Sheehan, Sabatini, Futagi, and Kostin (2006) concluded that pleasure reading helps students to consider text and reading as significant without occurrences of reading comprehension.

Minding the importance of reading in teaching and learning as well as in research works present study was designed to find out the Relationship between Reading engagement and Student achievement of grade 7th in English Language learning. Reading engagement is conceived as looking written texts to conceive its essence. Every symbol has its distinguished essence for reader. Reader's interaction with written symbols and even punctuation marks is comprehended as reading engagement. Achievement is perceived as the gain or acquisition from an activity or task. Whatever a reader acquires or gets through reading process is defined as achievement. Here achievement has been taken as annual results or grades of students in the subject of English Language learning at grade 7th.

Research Questions

1. What do public school students perceive of their reading engagement in English?
2. What is the relationship between students' reading engagement and achievement in English Language learning?
3. Do male and female students demonstrate difference in their reading engagement in English Language learning?
- 4.

Literature Review

In the present study, many subfields of reading research have been organized into two Broad categories: (1) Beliefs, attitudes, and emotions about reading, and (2) Motivation, self-Regulation, and flow while reading. The first category concerns the impact of students' personal beliefs about reading. The second category concerns mental states conducive to reading. The final section of the literature review summarizes the major approaches to assessing various sub constructs of reading engagement, including reading motivation and reading self-concept.

Beliefs, Attitudes, and Emotions about Reading

Students' beliefs, attitudes, and emotions about reading help demonstrate how students engage in the act of reading. These personal characteristics illuminate the underpinnings of Reading engagement from a social-cognitive perspective (Bandura, 2001). In Social-cognitive theories of learning, personal characteristics interact reciprocally with other characteristics of a student's environment. These other characteristics might include the presence or absence of books or the temperament of a student and teacher. In this section, personal beliefs, attitudes, and emotions about reading will be examined in more detail.

Task-value in regards to reading: Task-value is a term that indicates an individual's believes that a task is important and worthwhile. Duke, Purcell-Gates, Hall, and Tower (2006) point out two important components of task-value: Utility value and intrinsic value. Utility value indicates that an individual believes that the task at hand will be useful, whereas

Comparing English Language Reading Engagement at Elementary Level

Akram, Sobia & Rauf

intrinsic value indicates that an individual values doing an activity for its own sake because it is enjoyable or interesting. Utility value is linked to achievement. Fogel and Ehri, (2000) found that college students' perceived usefulness of a course indirectly predicted students' achievement on exams, as mediated by self-efficacy, a sub construct which is discussed in more detail later. Both forms of task-value—utility value and intrinsic value—are linked to motivation, which, in turn is highly correlated with school success (Fogel & Ehri, 2000). This indicates that if students are interested in reading for the sake of reading and believe that it is a useful and valid skill in life, they will be more motivated and, therefore, more likely to succeed. A recent study of both academic and non-academic learning contexts suggests that initial interest was associated with achievement goals.

An individual's belief that he or she can succeed at a task is closely examined in the social-cognitive perspective (Ehri, 2004). Research on self-efficacy indicates that one's feelings about effectiveness and beliefs about success are closely tied to one's actual success. However, the potential for success is often mitigated by the presence of negative emotions, such as anxiety.

Reading anxiety

While psychological research confirms that a moderate amount of anxiety, sometimes, helps learning. High levels of anxiety can hinder the process of developing as a reader. Generalized anxiety gets a lot of popular media attention, and it is commonly believed to have a negative effect on school performance. These negative effects are particularly strong when researchers examine domain-specific anxiety. The authors of Reading Anxiety Scale found that the correlation between reading anxiety and reading achievement is stronger than that between general anxiety and reading achievement of students (Evans, Hartshorn, McCollum, & Wolfersberger, 2010).

In addition to examining the impact of reading anxiety on students' school performance, researchers have studied how reading anxiety affects boys and girls differently and how it develops as student's age. In one study of reading anxiety, an age effect was found, indicating that reading anxiety may actually increase as elementary-school student's age. In order to support the academic and personal development of students, it is important to reduce the impact that excessive reading anxiety has on the elementary-school student's development (Farahzad & Emam, 2010).

Motivation, Self-Regulation, and Flow While Reading

When a student's personal beliefs and attitudes about reading are aligned, the student will be able to exhibit motivation, self-regulation, and the psychological state of flow while reading. In this section, these elements of reading engagement are explored more thoroughly and connections among them are discussed from a social-cognitive perspective. Motivation is one of the most frequently studied aspects of reading. Hedgcock, and Ferris (2018) defines motivation in reading as set of beliefs that influences reader to interact with text to understand its essence. These resulting interactions with the text are often understood as reading engagement. Hedgcock and Ferris (2018) describe the distinction between motivation and engagement as a difference between the why and the what. Motivation is energy and direction, or why we do what we do, whereas engagement is energy in action and describes the connection between a person and an activity.

Comparing English Language Reading Engagement at Elementary Level

Akram, Sobia & Rauf

Motivation has important links to reading frequency. Hedgcock and Ferris (2018) initially reported significant positive correlations between reading frequency and both extrinsic and intrinsic motivation. In line with previous knowledge about the types of motivation, intrinsic motivation was once again found preferable to extrinsic motivation. In a study by Gersten, Fuchs, Williams, and Baker (2001) intrinsic motivation predicted students' amount and breadth of reading more strongly than extrinsic motivation.

The benefits of motivation are evident not only with formal assessment methods like the Motivation for Reading Questionnaire, but can also be illuminated using individual interviews. Based on interviews, motivation was found to predict reading-comprehension growth (Gilbert & Graham, 2010). The author found that when previous reading achievement, motivation developed by extrinsic factors, and amounts of reading were controlled for motivation developed intrinsically was related to reading comprehension for fourth-seven students in Pakistan. The achievement of self-regulation is theorized to happen to develop reading habits which are considered as effective reading habits (Grabe, 2003). From a social-cognitive perspective, emotional and contextual factors also play an important role in self-regulated learning. It is crucial that all of these elements be included in a conception of self-regulation. To understand how students learn to self-regulate while reading.

In a research study on involvement, Legault, Green-Demers, and Pelletier, (2006) stated that students' engagement with text happens when they concentrate and comprehend text with full essence. Involvement and flow become available mental states when concentration and comprehension are both operating. The link between flow states and motivation was examined using the Flow Short Scale (Vollmeyer & Rheinberg, 2006). The author of the scale found that flow states, as measured by their scale, is a mediator between initial motivation, and college student performance.

Assessing Reading Engagement

Many outcomes for which teachers strive, including learning itself, are latent constructs, meaning they cannot be observed directly but rather must be inferred. For example, it is difficult to know if a child has actually learned the material covered by his or her teacher and, as a result, a pencil-and-paper test of knowledge is used to infer whether learning has taken place. Reading engagement is also a latent construct which means that it is an elusive outcome when it comes to measurement. However, without understanding if students want to read, like to read, or feel efficacious as readers, it is very difficult for teachers to direct the course of students' reading education. Thus, assessments measuring attitudinal and cognitive aspects of reading engagement have been developed and refined in recent decades.

Subsequent research moved away from interest and attitude towards more clearly defined psychological constructs, like self-concept and self-perception. Harmer (2006) reading self-concept questionnaire assesses students' perceptions about their competence in reading, difficulty of reading, attitudes about reading, and feelings toward reading.

Hirvela (2004) writes that motivation to read questionnaires basis on two theoretical grounds. One is reading engagement motivation and second is theory of motivation for achievement. The engagement perspective integrates cognitive, motivational, and social aspects of reading and views readers as individuals with different purposes for reading, coming from different previous experiences, and existing in different social settings and who generate knowledge based on an interaction of all these aspects (Hirvela, 2004). The

Comparing English Language Reading Engagement at Elementary Level

Akram, Sobia & Rauf

Motivation for Reading Questionnaire assesses 11 dimensions. These 11 dimensions can be grouped into three categories.

Owusu-Acheaw and Larson (2014) conducted a study to examine study habits and their academic achievement of learners of secondary grade level. The results concluded that both girls and boys differ significantly on their study habits and academic achievement. Ibrahim (2006) conducted study to find out the reading interest of elementary grade level students in a southeastern state Atlanta, Georgia. The study findings showed that both male and female are different in their interest of reading. Female showed their interests for romance, friendship, stories on animals, fiction related to history, and adventure reading. On the other hand male were interested to read text related to sports and science. Male's preference was for nonfiction text reading than females.

Islam (2013) summarizes that books has significant effects on reader according to the stage and age. Everyday reading may include reading for the purpose an individual does. Such reading also has significant effects on academic achievement of students. Kamran and Mansoor (2017) believe that much information can be gained through reading throughout the life. Reading provides initial as well as advanced knowledge about any concept. Good habits of reading in everyday life activities or academic reading contribute to have good academic achievement (Kamran & Mansoor, 2017).

Macbeth (2010) states that it is reading which provides knowledge, give pleasure, enjoy stories, acquire information belong to past, present or prediction for future. Reading is purely associated with books. Written words in books provide complete and comprehensive picture of an idea.

Lack of academic achievement and performance is the result of poor reading habits of students of present age. They avoid reading and as a result cannot perform well in academic achievement. This situation is causing the state of worry and dilemma for stakeholders of educational field (Mahboob, 2003). Today schooling system has no pattern and policy to engage students in reading. They are not developing enthusiasm in students to read extensively and intensively for the purpose of gaining knowledge and improve their academic achievement. The spirit of school to develop reading habits among students is nearly absent in schools (Mahboob, 2003).

Reading being an intellectual activity is fully dependent upon reading habits. Good reading habits enhances intellectual efficacy of a learner. It develops enthusiasm in students to engage in reading a text (Kamran & Mansoor, 2017). The studies (Mermelstein, 2015; Plakans, 2009; Singh & Hussain, 2011) concluded that students of both gender male and female were different on reading habits at intermediate level of education. Their habits have great influence on their academic achievement.

Models of Reading Process

When it comes to the study of English language, reading has usually been at the center of debates among teachers and researchers. Therefore, an attempt will be made to define reading as a communicative process by following certain relevant descriptive frameworks in this area. There are three main models being proposed to explain the nature of foreign language learning to read: (1) bottom-up processing model, which is so called because it focuses on developing the basic skill of matching sounds with letters, syllables, and words written on a page; (2) top-down processing model, which focuses on the background

Comparing English Language Reading Engagement at Elementary Level

Akram, Sobia & Rauf

knowledge that a reader uses to comprehend a text; and (3) the third model called interactive model which incorporates both top-down and bottom-up processing models and regards text processing as a non-linear, constantly developing phenomenon where both the former explanations constantly react and influence one another. Current reading research claims that readers use a similar cognitive process when they read (Plakans & Gebiril, 2012). Therefore, in this section, all the three reading models will be described.

Bottom-up Reading Model

This reading model is developed by Rao (2007) who claims that reading is a process of decoding letter-by-letter. After readers begin to decode the letters of word level and syntactic features of text, they can build their textual meaning. They read texts by ways of focusing on linguistic forms at the level of word and sentence. As familiarities with the words increase, the readers will automatically recognize the words. This helps them to read fluently. On top of this, comprehension is produced when readers decode the letter, encode the sound and then construct the meaning from the text.

Though this model is convincing, researchers (Rao, 2007) still do not vehemently support it, pointing out that the spelling-sound correspondence is complex and unpredictable. They argue that this process of reading causes slow and laborious reading because of short-term memory overload, and readers' easily forgetting what they have read at the end of the reading (Rahman, 2006). According to Rao (2007) if a reader cannot keep a sentence long enough in the short-term memory, comprehension will be less satisfactory. Therefore, readers may remember only isolated facts but cannot integrate them into a cohesive understanding. Another limitation of this model is that the information contained at this level cannot interact with the higher level information (Rao, 2007).

Top-down Reading Model

This model is contrasted with the bottom-up model, because it emphasizes from brain to text (Rahman, 2006). According to this model, what readers bring to text is more important than what the text brings to reader. The main characteristic of this model is that the reader relies more on existing knowledge and makes minimal use of written information (Rao, 2007). Readers' predictions and background knowledge play a significant role in their reading (Rahman, 2006). In this process, readers read in a cyclical process, making guesses about the message of the text and checking the text for confirming or rejecting cues, based on personal schemata and contextual clues. While reading, they fit the text information into their existing knowledge structure (Rahman, 2006). The top-down reading model has a great deal of influence on both L1 and L2 teaching, especially in promoting readers' prediction, guessing from context, and getting the main idea.

Interactive Reading Model

However, some researchers suggested that during the reading process, comprehension is more complex than the two models would predict. They argued that comprehension is achieved through the interaction of both the bottom-up and top down processes. Therefore, a balanced view between language and reasoning process has been advocated by most L2 reading researchers (Rahman, 2015). While reading, readers actively combine their bottom-up processes, for example, the ability to decode and recognize words and grammatical forms with

Comparing English Language Reading Engagement at Elementary Level

Akram, Sobia & Rauf

their top-down processes, such as using background knowledge to predict and confirm meaning (Rudner & Schafer, 2002) and, therefore, comprehension is the result of meaning construction, not just transmission of the graphic information to the reader's mind (Plakans & Gebiril, 2012). The interactive reading model is seen as similar in both first language (L1) and second language (L2) contexts. Readers interact with the text to create its meaning as their mental processes work together at different levels (Plakans & Gebiril, 2012).

Based on the literature, the researchers conclude that reading engagement increases student performance and efficiency in achievement. This study will focus on measuring the relationship between reading engagement and achievement in English in grade 7.

Methodology

This study is quantitative and correlational in nature. All the elementary students of public school of Tehsil Lahore were included in the population of study. The researchers randomly selected 5 boys' and 5 girls' elementary schools in District Lahore for the purpose of the study. Then, 200 male and female students from the sampled schools were randomly selected. A reading engagement survey initially developed by Whitaker (2009) was adapted by the researchers. The instrument included 14 items with 3 factors named, *Task*, *Anxiety*, and *Flow*. The reliability of Task scale was .73, for Anxiety .74, and .72 was found for Flow factor. The overall reliability of the questionnaire was found to be high (.80). The students were asked to show the level of their engagement in reading English language related to the course of 7th grades. The options of the scale were: 1 (never), 2 (rare), 3 (sometimes), 4 (mostly), and 5 (always). All ethical concerns such as confidentiality and consent were considered accordingly. After data collection, data were entered in SPSS software for further analysis. Pearson correlation was applied to find out the relationship and independent sample t-test was used to compare the mean score of male and female teachers.

Data Analysis

Data were collected from 200 students of grade 7th from 10 public elementary schools of male and female. The data were analyzed with the help of SPSS software (statistical package for social science). The data analysis is presented in Table 1.

Q. 1: What do public school students perceive of their reading engagement in English?

Table 1: *Descriptive Statistics (N=200)*

Factors	Min.	Max.	Mean	S.D.
Task	13.00	25.00	20.69	2.490
Anxiety	5.00	25.00	21.01	3.123
Flow	5.00	25.00	15.85	2.831

Table 1 shows that the descriptive statistics about reading engagement of the sampled students. According to Table 1, the minimum score on *Task* factor was found to be Min.= 13.00 and Max.= 25.00 with M=20.65, S.D.=2.490. The mean score of 20.69 means that majority of the students were *mostly engaged* in reading related to *Task*. For *Anxiety*, lowest score was found to be Min=5.00, Max. =25.00, M=21.01, S.D=3.123. The mean score of 21.01 means that the students were *mostly engaged* and they showed higher level of anxiety. Further, the descriptive statistics showed that the score of students on *Flow* factor was found

Comparing English Language Reading Engagement at Elementary Level

Akram, Sobia & Rauf

to be Min.=5.00, Max.=25.00, with M=15.85, and S.D.=2.831; it means that students were *sometimes* focused on Flow while engaged in reading.

Q. 2: What is the relationship between students' reading engagement and achievement?

For this research question, Pearson r was calculated. The results are given in Table 2.

Table 2

Relationship between Reading Engagement and Student Achievement				
Variables	Anxiety	Task	Flow	Achievement
Anxiety				
Task	45*			
Flow	35*	56*		
Achievement	65*	58*	44*	

*Correlation is significant at the 0.05 level (2-tailed).

Table 2 shows that there are positive and significant relationships between all factors of reading engagement. Further, Table 2 shows that student achievement is significantly correlated with Anxiety ($r=.65$), Task factor ($r=.58$), and Flow factor ($r=.44$). In overall, student achievement is significantly correlated with reading engagement.

Q. 3: Do male and female students demonstrate difference in their reading engagement?

Table 3: *t-Test for Independent Samples Based on Student Gender*

	Gender	N	Mean	S.D.	Df	T	Sig.
Task	Boys	100	19.55	2.606	198	-7.273	.000*
	Girls	100	21.83	1.74110			
Anxiety	Boys	100	19.93	3.53126	198	-5.237	.000*
	Girls	100	22.10	2.16725			
Flow	Boys	100	14.7100	3.05933	198	-6.246	.000*
	Girls	100	17.0000	2.02010			
Overall	Boys	100	54.1900	5.96233	198	-9.482	.000*
	Girls	100	60.9300	3.86973			

(* Sig. at .000, 2-tailed)

T-test for independent samples was run to see the difference between male and female students' perceptions of their reading engagement. Table 3 shows that male and female students significantly differ on their perceptions regarding task factor, $t(198)=-7.273$, $p=.000$. On Anxiety, $t(198)=-5.237$, $p=.000$, and flow factor, $t(198)=-6.246$, $p=.000$. In overall, girls were found to be better in reading engagement than boys, $t(198)=-9.482$, $p=.000$.

Findings

Data analysis yielded following findings.

- Majority of the students at elementary level in public schools are engaged in English reading related to factor Task.
- Students show high level of anxiety while reading English.
- Students at elementary level focus on Flow while engaged in reading English.
- There is significant positive relationship between students' reading engagement in the subject of English and achievement at elementary level.
- Factor anxiety is highly related with achievement, while other factors are also significantly positively related with the factors Task, Flow, and Anxiety.

Comparing English Language Reading Engagement at Elementary Level

Akram, Sobia & Rauf

- Both male and female students differ in their perceptions on reading engagement factors such as Task, Flow, and Anxiety.
- Overall results show that female students are better in reading engagement in the subject of English language than male students at elementary level.

Discussion

The study was conducted to understand, measure, and compare elementary students' reading engagement in English language learning and its relationship with students' achievement in English language learning. Data analysis and findings revealed that majority of the students at elementary level remain engaged in reading English language. This is consistent with studies (Jones, & Brown, 2011; Metallidou & Vlachou, 2007). Students showed high level of anxiety while reading English language. This finding is consistent with findings (Mermelstein, 2015). Flow was another factor selected for measuring reading engagement in English language learning. Present study has yielded findings that at elementary level students focus on flow while reading. The finding is consistent with (Martin & Dowson, 2009). Present study focused two variables-elementary students' reading engagement and achievement. Data yielded that these two variables were significantly positively correlated with each other. This finding is consistent with (Plakans & Gebril, 2012). Anxiety is highly positively correlated with students' achievement.

The comparison between male and female elementary students' perceptions on reading engagement revealed that they differ in their perception. These findings are consistent with (Wigfield, et al., 2008). Overall results yielded that female students are better in reading engagement. Girls showed more interest and remained engaged in reading English language. On the other hand male students did not show so strong interest in reading engagement as female students. They were found less interested in reading engagement in English language learning. Data also revealed that there was difference in their achievement level. Girls were higher in their level of achievement than boys at elementary level. These findings are consistent with studies (Guthrie, Klauda, & Ho, 2013).

It is concluded that there is strong positive correlation between elementary students' reading engagement in English language learning and achievement. Girl students are more engaged in English language reading engagement than boy students. Girls show higher achievement than boys in English language learning.

Recommendations

Based on the findings and discussion, the researchers recommend that

- Male students should be given attention how to increase their reading engagement and achievement. They need more attention for their improvement in reading engagement in English language learning.
- Relationship between reading engagement and achievement showed that both variables cannot be separated from each other. The increase or decrease of reading engagement level ultimately will effect achievement relatively. Therefore, both-reading engagement and achievement should be kept in mind while teaching English language at elementary level.

Comparing English Language Reading Engagement at Elementary Level

Akram, Sobia & Rauf

- The study was limited to a small sample size. Further studies should be conducted with larger sample size to see more comprehensive difference between male and female students' perceptions on reading engagement and achievement.
- Based on these limitations, the interpretations of the study might be taken cautiously.

References

- Akkaya, N., & Kirmizi, F. S. (2010). Relationship between attitudes to reading and time allotted to writing in primary education. *Procedia-Social and Behavioral Sciences*, 2(2), 4742-4746.
- Al-Mansour, N. S. (2014). The effect of an extensive reading program on the writing performance of Saudi EFL university students. *International Journal of Linguistics*, 6(2), 247.
- Alqadi, K. R., & Alqadi, H. M. (2013). The Effect of extensive reading on developing the grammatical accuracy of the EFL freshmen at Al Al-Bayt University. *Journal of Education and Practice*, 4(6), 106-113.
- Bailey, A. L., Butler, F. A., LaFramenta, C., & Ong, C. (2004). Towards the Characterization of Academic Language in Upper Elementary Science Classrooms. CSE Report 621. *US Department of Education*. Retrieved from <https://files.eric.ed.gov/fulltext/ED483387.pdf>
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual review of psychology*, 52(1), 1-26.
- Bitchener, J., Young, S., & Cameron, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of second language writing*, 14(3), 191-205.

Comparing English Language Reading Engagement at Elementary Level

Akram, Sobia & Rauf

- Carreker, S. (2005). Teaching spelling. *Multisensory teaching of basic language skills*, 2, 217-256.
- Chuenchaichon, Y. (2011). Impact of intensive reading on the written performance of Thai university EFL writers. *Language Studies Working Papers*, 3, 3-14.
- Cooper, A., & Bikowski, D. (2007). Writing at the graduate level: what tasks do professors actually require?. *Journal of English for Academic Purposes*, 6(3), 206-221.
- Cutting, L. E., & Scarborough, H. S. (2006). Prediction of reading comprehension: Relative contributions of word recognition, language proficiency, and other cognitive skills can depend on how comprehension is measured. *Scientific studies of reading*, 10(3), 277-299.
- de Morgado, N. F. (2009). Extensive reading: Students' performance and perception. *The Reading Matrix*, 9(1) 31-43.
- Deane, P., Sheehan, K. M., Sabatini, J., Futagi, Y., & Kostin, I. (2006). Differences in text structure and its implications for assessment of struggling readers. *Scientific Studies of Reading*, 10(3), 257-275.
- Duke, N. K., Purcell-Gates, V., Hall, L. A., & Tower, C. (2006). Authentic literacy activities for developing comprehension and writing. *The Reading Teacher*, 60(4), 344-355.
- Ehri, L. (2004). Teaching phonemic awareness and phonics. *The voice of evidence in reading research*, 153-186.
- Evans, N. W., Hartshorn, K. J., McCollum, R. M., & Wolfersberger, M. (2010). Contextualizing corrective feedback in second language writing pedagogy. *Language Teaching Research*, 14(4), 445-463.

Comparing English Language Reading Engagement at Elementary Level

Akram, Sobia & Rauf

- Farahzad, F., & Emam, A. (2010). Reading-writing Connections in EAP Courses: Implications and Applications. *Journal of Language Teaching & Research*, 1(5), 596-604.
- Fogel, H., & Ehri, L. C. (2000). Teaching elementary students who speak Black English Vernacular to write in Standard English: Effects of dialect transformation practice. *Contemporary Educational Psychology*, 25(2), 212-235.
- Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of educational research*, 71(2), 279-320.
- Gilbert, J., & Graham, S. (2010). Teaching writing to elementary students in grades 4–6: A national survey. *The Elementary School Journal*, 110(4), 494-518.
- Grabe, W. (2003). Reading and writing relations: Second language perspectives on research and practice. In B. Kroll (Ed.), *Exploring the dynamics of second language writing* (pp. 242- 262). Cambridge, England: Cambridge University Press.
- Guthrie, J. T., Klauda, S. L., & Ho, A. N. (2013). Modeling the relationships among reading instruction, motivation, engagement, and achievement for adolescents. *Reading Research Quarterly*, 48(1), 9-26.
- Harmer, J. (2006). *How to teach writing?* Pearson Education, India.
- Hedgcock, J. S., & Ferris, D. R. (2018). *Teaching readers of English: Students, texts, and contexts*. Routledge.
- Hirvela, A. (2004). *Connecting reading & writing in second language writing instruction*. Michigan: University of Michigan Press.

Comparing English Language Reading Engagement at Elementary Level

Akram, Sobia & Rauf

- Ibrahim, H. (2006). The effect of using the reading for writing approach on developing the writing ability of Egyptian EFL learners and their attitudes towards writing. Retrieved from <https://files.eric.ed.gov/fulltext/ED498363.pdf>
- Islam, M. (2013). *L2 motivational self-system and relational factors affecting the L2 motivation of Pakistani students in the public universities of Central Punjab, Pakistan*. Pakistan: University of Leads.
- Johns, T., & Davies, F. (1983). Text as a vehicle for information: The classroom use of written texts in teaching reading in a foreign language. *Reading in a foreign language, 1*(1), 1-19.
- Jones, T., & Brown, C. (2011). Reading engagement: A comparison between e-books and traditional print books in an elementary classroom. *Online Submission, 4*(2), 5-22.
- Kamran, S., & Mansoor, S. (2017). Globalization and language use on social media in Pakistan. *European Journal of Language and Literature Studies, 8*(1), 79-84.
- Lai, Y. S., Hung-Hsu, T., & Yu, P. T. (2009). A multimedia English learning system using HMMs to improve phonemic awareness for English learning. *Journal of Educational Technology & Society, 12*(3), 266.
- Legault, L., Green-Demers, I., & Pelletier, L. (2006). Why do high school students lack motivation in the classroom? Toward an understanding of academic motivation and the role of social support. *Journal of educational psychology, 98*(3), 567-582.
- Macbeth, K. P. (2010). Deliberate false provisions: The use and usefulness of models in learning academic writing. *Journal of Second Language Writing, 19*(1), 33-48.
- Mahboob, A. (2003). The English language in Pakistan: A brief overview of its history and linguistics. *Pakistan Journal of Language, 4*(1), 1-28.

Comparing English Language Reading Engagement at Elementary Level

Akram, Sobia & Rauf

- Martin, A. J., & Dowson, M. (2009). Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and educational practice. *Review of educational research*, 79(1), 327-365.
- Mermelstein, A. D. (2015). Improving EFL learners' writing through enhanced extensive reading. *Reading in a Foreign Language*, 27(2), 182-190.
- Metallidou, P., & Vlachou, A. (2007). Motivational beliefs, cognitive engagement, and achievement in language and mathematics in elementary school children. *International journal of psychology*, 42(1), 2-15.
- Owusu-Acheaw, M., & Larson, A. G. (2014). Reading habits among students and its effect on academic performance: A study of students of Koforidua Polytechnic. *Library Philosophy and Practice*, 1, 1-22.
- Plakans, L. (2009). The role of reading strategies in integrated L2 writing tasks. *Journal of English for Academic Purposes*, 8(4), 252-266.
- Plakans, L., & Gebril, A. (2012). A close investigation into source use in integrated second language writing tasks. *Assessing Writing*, 17(1), 18-34.
- Rahman, T. (2006). Language policy, multilingualism and language vitality in Pakistan. *Trends in Linguistics Studies and Monographs*, 17(5), 73-80.
- Rahman, T. (2015). *Pakistani English*. Islamabad, Pakistan: National Institute of Pakistan Studies.
- Rao, Z. (2007). Training in brainstorming and developing writing skills. *ELT Journal*, 61(2), 100-106.
- Rudner, L. M., & Schafer, W. D. (2002). *What teachers need to know about assessment?* United States: Published by the National Education Association.

Comparing English Language Reading Engagement at Elementary Level

Akram, Sobia & Rauf

Singh, Y. G., & Hussain, K. M. A. (2011). Academic achievement and study habits of higher secondary students. *International Referred Research Journal*, 3(27), 2-20

Vollmeyer, R., & Rheinberg, F. (2006). Motivational effects on self-regulated learning with different tasks. *Educational Psychology Review*, 18(3), 239-253.

Whitaker, S. K. (2009). *Development and validation of the reading engagement survey* (Doctoral dissertation, UGA). Retrieved from https://getd.libs.uga.edu/pdfs/whitaker_sarah_k_200905_ma.pdf

Wigfield, A., Guthrie, J. T., Perencevich, K. C., Taboada, A., Klauda, S. L., McRae, A., & Barbosa, P. (2008). Role of reading engagement in mediating effects of reading comprehension instruction on reading outcomes. *Psychology in the Schools*, 45(5), 432-445.