

## Approaches of Lower Basic Grades Teachers to the Activity of Reading to Students in Jordan

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### ABSTRACT

The present study is aimed at exploring the approaches adopted by female teachers of lower basic grades (1st, 2nd and 3rd) to the activity of reading to students, approach differences depending on the grade taught and the teacher's experience. To this end, a questionnaire was distributed to a random sample of 150 lower basic grades teachers in Amman-based primary schools during the second semester of the academic year 2017/2018. The study showed a positive approach by the teachers to their students. In addition, there were no statistically significant differences between these teachers in their approaches to the activity of reading to students depending on the variables of grade or years of experience. In light of the results, a number of recommendations are made. Most importantly, the apparent positive approach by the lower basic grades teachers to the activity of reading to students needs to be invested by introducing some useful reading activities to the curricula and urging the teachers to apply them.

**Keywords:** *approaches, lower basic grades teachers, activity of reading, students, curricula*

### INTRODUCTION

As reading widely opens diverse doors of knowledge and education, developed countries pay a great deal of attention to the teaching of reading to the lower basic grades. More particularly, this skill is a major factor in improving the Arabic language for its readers, by facilitating access to standard vocabulary, grammatical sentences, acceptable structures and rhetorical devices. In other words, when the language is closer to the readers, they seek to acquire it and control it. They become acquainted with old and new high-level books and they reach an educated status (Al-Kandari & Ata, 1416H).

Teaching reading is not only about making students read accurately, but it is also about elevating the students' reading taste and creating a positive approach to practise it as a basic habit which shapes the conscious reader's personality. Fadheel (1415H) summarized the obstacles which face the teaching of reading at schools in the teachers' focus on the mechanisms which help the students decipher and pronounce different codes and signs. In other words, when they teach reading, they only aim at the students' acquisition of the reading performance.

The reading teacher's role in the lower basic grades is much wider than educating students about accurate reading or good pronunciation. It equally has to do with promoting positive approaches to the skill. The

significance of such approaches stems from being a central factor which would assist the students practise reading, befriend books and constantly check sources of knowledge.

The teacher's reading to the children facilitates the learning of reading, provokes motivation to read and develops their positive approaches. Thus, a lower basic grades teacher bears a great responsibility to create a suitable atmosphere for reading (Hemerick, 1999). The lower basic grades constitute the first stage in the child's education outside home. They aim at building diverse experiences, developing tendencies and interests, consolidating positive approaches which influence the children's targets forever and modifying their behaviour in a bid to accomplish such targets. Due to the importance of this stage, it has received a great deal of attention.

As for the child's language development features in this stage, he/she gradually begins by pronouncing nouns, verbs, prepositions, pronouns and then semantic connectors. He/she would need language training in terms of using words, sentences and accurate pronunciation (Dyerson, 2012). In the stage of 6-9 years old, the child's ability to read advances to recognize sentences and link their content to form. After that, the actual reading stage develops, starting from the sentence to the word to the letter. In addition, the speed of loud reading increases when moving from one grade to the

next, and the older he/she becomes, the less reading mistakes he/she commits.

This period is considered by scholars to be the official stage of the organized beginning to learn reading and writing. However, this is not the only target of reading. There are significant objectives to be realized and achieved by teachers, some of which are general, aimed at public education, and some are particular, aimed at the primary stage.

According to Al-Kandari and Ata (1416H, p.149), some of the general objectives to teach reading are as follows:

- Providing students with experience from their environment
- Expanding the students' knowledge content about objects, incidents, places and times
- Consolidating improved approaches, values and behaviour patterns
- Empowering students to create solutions to their personal and communal problems which suit their age
- Adding to the students' cultural background
- Developing effective ways of thinking and expression of opinion.

As for the particular objectives of reading in the primary stage, Mujawer (1983) lists the following:

- Developing the basic skills of the reading ability. This is done by recognizing words; checking vocabulary meanings; comprehending and interpreting passages; realizing relations between words, sentences and expressions; silent reading which accomplishes economy of effort and time; accurate loud reading; and skillful use of books
- Enabling the students to acquire rich experiences through the reading processes
- Making students enjoy reading more
- Developing the learner's desire to read, by taking into consideration his/her preferences
- Providing the learner with a plenty of vocabulary
- Training the learner to use what he/she has read in his/her daily life.

It is clear that the above do not concentrate on the basic skills stated by Mujawer to build the reading ability. Furthermore, among the particular objectives of teaching reading in the primary stage, other than equipping the child with the skills and abilities to master reading, is to attract the child to reading and befriending books. This is an important and fertile age to develop the love of reading and build a positive relation between the child and books (Fadhlullah, 1995).

A successful reading teacher keeps in mind the general objectives of teaching reading in the primary stage and

concentrates efforts and activities to achieve it. She shall not limit herself to that narrow targets of empowering the child to realize the forms of words, distinguish their different and similar shapes, recognize syllables and letters, produce sounds from the natural places of articulation, draw and write letters and other skills which make reading a mechanical concept that does not build or advance the child's personality (Mustafa, 1414H, p.118).

A reading teacher plays a central role in enhancing the students' motivation for reading and developing a relevant positive attitude. To this end, she is required to be a role model in the love of reading, as she is considered a key source in this regard. The students' positive attitude to reading contributes to self-learning. For instance, the teacher's reading of different stories and texts is a vital means to develop such a positive attitude to reading and learning.

The enhancement of the love and habit of reading in the students' hearts is one of the school's basic roles, which can only be achieved through the teacher's love and practise of reading (Adas, 1998). According to May (1994), the teacher's daily reading to students has several advantages, such as showing a good reading behaviour as an example to her students; providing language structures; giving a stock of new vocabulary and expressions in oral and audio forms; showing the reader's response to incidents by showing wonder, happiness or sadness; demonstrating how to choose the suitable book, offering diverse writing styles; and contrasting between two authors' handling of a certain issue.

Routman (1996) recommends the reading teachers to introduce the students to several genres of literature as well as choose books of elevated language, beautiful expressions and attractive stories. Reading to students is an effective activity offered by adults to children, or by teachers to students. It also helps achieve the reading objectives and develop relevant student attitudes.

The literature review indicates the increasing importance of practicing reading to students in the lower basic grades in particular. Dyerson (2012) lists the advantages of reading to students of all ages. It exposes students to words for the first time, introduces the structure of more complicated and eloquent sentences than those they know; develop the students' sense and composition of stories; helps advance their reading skills; pushes for better motivation towards creative writing; supports them in discussions or innovative activities and exercises; and adds fun to the child's life. Reutzel & Cooter (1996) points out that the children who read in an early stage most probably come from families where parents constantly read to children.

These children generate a perception of how to build stories and become open to a broad world of printed language in all its forms.

May (1994) argues that reading to children teaches new vocabulary in a spontaneous, non-artificial manner. In the course of the narration, the children have the opportunity for enquiry and discussion, and they attempt to find answers to questions in their minds. In such a natural context (reading a story), children do not fear from being tested and the chances to learn from mistakes are broader, as there is no punishment. Moreover, there is more chance to connect old and new experiences in an atmosphere of fun and participation.

The present study draws the teachers' and educators' attention to the significance of reading to students, as well as to the relevant approaches of lower basic grades teachers. This is expected to produce students who read effectively, appreciate the importance of reading and are good users of the Arabic Language, of which reading is a major skill.

### **Problem and Significance of the Study**

The Jordanian Ministry of Education pays significant attention to the teachers of reading to the lower basic grades. However, effective reading has not received enough care by the teachers. Upon visiting many lower basic schools and asking some teachers, the researcher has found the lack of the activity of reading to students - albeit important – in the reading syllabus. Therefore, in a bid to identify the approaches of the lower basic grades teachers to the activity of reading to students, in terms of attention or negligence, as well as the scarcity of Arabic studies on the topic, especially in Jordan, the problem of the study is related to the approaches of the lower basic grades teachers to the activity of reading to students in Jordan?

### **Questions of the Study**

The study attempts to answer the following questions:

1. What are the approaches of the lower basic grades teachers to the activity of reading to students in Jordan?
2. Are there any statistically significant differences in the approaches of the lower basic grades teachers to the activity of reading to students depending on the grade variable?
3. Are there any statistically significant differences in the approaches of the lower basic grades teachers to the activity of reading to students depending on the experience variable?

### **Objectives of the Study**

The study sheds light on the significance of reading to students in the lower basic grades. It is also aimed at

identifying the approaches of the lower basic grades teachers to the activity of reading to students, taking into consideration the differences according to the variables of grade taught and the teacher's experience.

### **Scope of the Study**

The study is committed to the following limitations:

1. The teachers' effective reading in the school environment in both types of sound performance and comprehension.
2. Lower basic grades teachers, due to the focus on teaching reading and writing in this stage and to the impact of reading on the students' progress in language and knowledge
3. Lower basic schools in the city of Amman
4. Second semester of the academic year 2017/2018.

### **Population and Sample of the Study**

The population of the study consists of all the teachers of the lower basic grades (first, second and third grades) in Amman. Using the arbitrary method, 150 female teachers were chosen as a sample. The researcher's ties with several public and private schools were invested to send questionnaires to the teachers.

### **Concepts of the Study**

#### **Approach**

In psychology, Approach is defined as a relatively constant state expressing the opinions, interests and target which include expecting specific types of experience and readiness to relevant responses (Deriver, 1975). As for Zahran (1986), Approach is the individual's stance on the issues which are interesting to him/her based on experiences acquired through learning from several life incidents in the environment he/she lives in, and this incident takes the form of consent or refusal through the individual's verbal or practical behaviour.

In this study, the approach to the reading to students is defined as the attitude of the the lower basic grades teachers at Amman-based schools to the activity of reading to students. This attitude takes the form of consent or refusal through the teacher's response to the measurement of the students' approach to reading used in the present study.

#### **Lower Basic Grades Teachers**

This refers to the female teachers who teach the first, second and third grades of the primary stage.

## Activity of Reading to Students

This refers to the lower basic grades teachers' reading to students of stories or literary texts suitable to their age, attempting to develop the students' habit of reading and gain other benefits of this type of reading activity.

To the researcher's knowledge, there are diverse, but few, studies on the activity of reading to students. Therefore, the present study concentrates on measuring the approaches of lower basic grades teachers to this activity.

Al-Wa'eli & Abul-Ruz (2011) point out that focusing on critical reading skills helps students move from quantitative to qualitative learning. The latter aims at qualifying the learner, as the axis of the educational process, by developing his/her thinking and providing him/her with new information to be appropriately employed to solve the problems he/she encounters. They conclude that some trainee teachers are not aware of the secondary skills related to the critical reading level and that they are already weak in these skills. In addition, most of them are not interested in developing their students' critical reading skills during field training, whether through teaching or assessment methods.

Midcalf (2008) looked into the approaches of the basic stage teachers before service to the teaching of reading content in the US, and whether these approaches vary depending on academic specialization. The sample consisted of 86 teachers in a pre-service teacher training programme at a US university. The results showed that the teachers had positive approaches to the teaching of reading content and that specialization did not have any impact on the sample approaches.

According to Nassar (2002), there was a positive approach for the basic grades teachers to reading to students. Moreover, there were no statistically significant differences between these teachers in the approaches to reading to students depending on the grade, specialization or experience variable. As a result, the researcher recommended educators to make use of the teachers' positive approach to reading to students in using and including the activity in the reading curriculum for the basic grades.

Hemerick (1999) explored the impact of systematic reading to students on motivation and positive approach to reading. The results showed statistically significant differences in favour of the students who were subject to reading for half an hour per day. They had a positive approach to reading and better motivation to read and borrow books. The researcher made the teachers read

systematically to fourth and fifth grades students for 45 days. On the other hand, peers from other sections were given choice to read what they liked of stories and other things. Prior and post Estes Scale was used to measure the students' approach to reading.

In another experiment by Kita, Eshel, Marom, Mazor & Krnfeld (1996), a prior test was given to measure the students' comprehension of English and ask them to fill in a questionnaire on their background of the language. Then the researchers requested that the subject teacher read a story daily for 10 minutes before starting the lesson and then hold a discussion on the story in various ways. After the post test, there was notable statistically significant improvement in the level of the students' achievement in the reading comprehension questions as well as in growth of positive approach to free reading.

Lackteig & Russel (1993) checked what 183 primary grades teachers in the State of Nebraska read loudly to students every day, how long they spent, the advantages they think they accomplished and the books or stories found most interesting by students for reading. The researchers used a questionnaire prepared by their own for this purpose. The findings indicated that 71% of the teachers read to students for an average of 20 minutes, while 28% read for 10-15 minutes. For the teachers, the advantages centered on having fun (52%), promoting the love of reading in the students (49%), building listening skills (23%), offering comfort and recreation (23%), boosting motivation for reading (19%) and building vocabulary (15%).

Gongora (1993) conducted a study on the impact of training parents to use a mechanism of reading to children on increasing vocabulary. The sample consisted of 11 six- to seven-year olds with their parents in Baytown, Texas. The sample consisted of experimental and control groups. In the former, the children and parents were trained on strategies or mechanisms for reading to children, including the enhancement of motivation, content or information, training and, finally, application. Although the reading took place to children in both groups, the latter was not trained on anything. The results were positive, but not statistically significant, in favour of the experimental group in terms of the acquisition and development of vocabulary and the parents' positive approach to reading to children.

Kita (1992) conducted a study in Hebron (Khalil) on the impact of the teacher's systematic reading of a series of stories on the students' reading achievement. It was concluded that the teacher's systematic reading of stories to students helped them acquire the reading skills. That raised their average comprehension and

achievement in the reading subject as well as their abilities to read comic books.

Abdul-Rahman (1411H) explored the impact of religious stories in teaching some disciplines of Islamic Education on seventh grade students' achievement and religious behaviour. She listed the main characteristics of religious stories, built an objective achievement test of chosen topics and set a measurement to test the appropriate religious behaviour. Among the major findings was that using religious stories in teaching the Islamic Education curriculum to seventh grade students had a significant impact in improving the students' achievement in terms of remembrance and comprehension.

### Discussion of the Literature Review

There is literature on the activity of reading to students, but only few studies are found in Arabic, especially with regard to the impact of stories on teaching, as in Abdul-Rahman. However, in relation to reading to students as treated in the present study, it could be hardly found as Al-Nassar did. Moreover, the approaches of lower basic grades teachers to the activity of reading to students was almost totally absent in the Arabic studies. The present article attempts to measure the approaches of lower basic grades teachers to the activity of reading to students in Jordan as well as the positive or negative impact of the grade and experience with reference to their approaches to reading interesting literary texts or stories to students.

## METHODOLOGY OF THE STUDY

### Tool of the Study

To build the tool of the study and collect the data necessary to answer the questions of the study, the references relevant to the significance of the activity of reading to lower basic grade students were consulted. Then, a research tool was developed to measure the approaches of lower basic grades teachers to the activity. It is a questionnaire made up of two parts: the teacher's personal information and the private questions on the activity and relevant teachers' approaches.

On the one hand, the former contained questions on which grade the teacher taught and her years of experience. On the other hand, the latter included 22 questions which determined the approaches of the teachers to the activity of reading to students. The questions were phrased in a way that covered most of the points stated in the relevant literature review and the class teacher's role in developing the positive approach to reading.

To avoid any misunderstanding by the respondents of "the activity of reading to students" and help in securing

the most accurate answer, they were given a straightforward definition of the concept. Then, they were required to choose the suitable answer which showed the degree of agreement or disagreement with each statement according to the five following options: Strongly agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly disagree (1).

The measurement contained positive and negative statements to draw the respondents' attention and assure credibility. Thus, a relative value in a descending order was given to the following positive statements: 1, 2, 3, 4, 5, 6, 7, 10, 12, 13, 14, 15, 17, 19, 20, 21 and 22. However, a relative value in an ascending order was given to the following negative statements: 8, 9, 11, 16 and 18.

Table 1 shows the total scores made up of the application of the measurement of the approaches of lower basic grades teachers to the activity of reading to students. The scores ranged between 22 and 110. While a high score reflects a strong positive approach to the activity of reading to students, a low score indicates a strong negative approach to the activity of reading to students.

**Table 1.** Interpreting the Scores of the Approaches of Lower Basic Grades Teachers to the Activity of Reading to Students

| Range  | Score    | Approach level     | Approach type |
|--------|----------|--------------------|---------------|
| 99-110 | 4.50-5   | High               | Positive      |
| 88-98  | 4-4.45   | Upper-intermediate | Positive      |
| 77-87  | 3.5-3.95 | Intermediate       | Positive      |
| 66-76  | 3-3.45   | Mediocre           | Negative      |
| 0-55   | 0-2.5    | Low                | Negative      |

### Validity of the Tool

The formal and actual validity of the measurement statements was reviewed by a number of experts. Upon initial checking, the measurement was given to specialists in Arabic Language teaching methodologies, research methodologies and Arabic Language supervisors to assess the correctness, objectivity, inclusiveness of the questions and their connection to the study and measurement. The referees' suggestions of modification, omission or addition were introduced to set measurement in its final form.

### Stability of the Tool

To measure the stability of the tool, it was applied to an arbitrary sample of 20 teachers of lower basic grades in the city of Amman in the first semester of the academic

year 2017-2018. The stability coefficient was measured by using Alpha Cronbach and amounted to 0.84, which is acceptable for the purpose of this study. Furthermore, the teachers who answered the first stage of the questionnaire questions were excluded in the final application of the measurement.

**Procedures of the Study**

- The sample of the study was identified to apply the tool to the arbitrarily chosen teachers.
- The questionnaire was distributed to the chosen teachers and collected in the first month of the second semester in the academic year 2017/2018. The researcher personally supervised the distribution process.
- The questionnaire copies filled in were classified to check the data’s completion and validity for statistical analysis. As 10 of them failed to provide accurate answers, they were excluded.
- According to the teachers’ answers, there were differences in terms of the grade they taught and their teaching experience, as is shown in Table 2.

**Table 2.** Numbers & Percentages of Lower Basic Grades Teachers in Terms of Grade and Experience

| I.Grade         | Frequency | %     |
|-----------------|-----------|-------|
| 1 <sup>st</sup> | 66        | 44%   |
| 2 <sup>nd</sup> | 50        | 33.3% |
| 3 <sup>rd</sup> | 34        | 22.6% |
| II.Experience   | Frequency | %     |
| 1-5 years       | 50        | 33.3% |
| 5-10 years      | 39        | 26%   |
| 10-15 years     | 25        | 16.6% |
| 15-20 years     | 6         | 4%    |
| 20-25 years     | 6         | 4%    |
| 25-30 years     | 20        | 14%   |
| 31+ years       | 4         | 3%    |

**Statistical Processing**

To answer the questions of the study, the data obtained were entered and analyzed through the SPSS program. The results included the score of the general approach of each lower basic grades teacher to the activity of reading to students, the statistical relations between the teachers’ approaches, and the study variables of the grade taught and years of experience.

The following was measured:

- Frequencies, percentages and general mean of the approaches of lower basic grades teachers to the activity of reading to students

- Stability of the tool by using the Alpha Cronbach
- The ANOVA analysis for the differences between the above approaches according to the grade and experience variables.

**DISCUSSION OF THE RESULTS**

**I.Means of the approaches of lower basic grades teachers to the activity of reading to students**

Question one of the study raised was: What are the approaches of the lower basic grades teachers to the activity of reading to students in Jordan?

To provide an answer, the arithmetic mean and standard deviation were extracted to obtain some statistically descriptive information. Table 3 below shows the general mean of the approaches of the lower basic grades teachers to the activity of reading to students, as well as the means of the values of the approach for each category of the study. The values found indicate that the third grade teachers were more inclined to the activity of reading than their peers who teach first and second grades. This statistically non-significant result is believed to be attributed to the third graders’ higher interaction. They have a better stock of vocabulary and mental abilities to interpret the events of the stories than the other students, which positively affects the teacher’s approach to the activity of reading.

**Table 3.** Assessment of the Sample on the Approach Measurement

| Variable                     | Variable category | Approach mean | Top score |
|------------------------------|-------------------|---------------|-----------|
| <b>Grade</b>                 | First grade       | 81.98         |           |
|                              | Second grade      | 82.63         |           |
|                              | Third grade       | 83.67         |           |
| <b>Experience</b>            | 1-5 years         | 87.56         | 110*      |
|                              | 5-10 years        | 82.46         |           |
|                              | 10-15 years       | 82.89         |           |
|                              | 15-20 years       | 82.30         |           |
|                              | 20-25 years       | 81.01         |           |
|                              | 25-30 years       | 84.13         |           |
| <b>Approach general mean</b> | 30+ years         | 86.50         |           |
|                              |                   | 83.25         |           |

**Table 4.** Statements with the Top Means in a Descending Order

| Statement no. | Statement  | Mean | Standard deviation |
|---------------|--|------|--------------------|
| 1             | The teacher's activity of reading to students is important to increase vocabulary.               | 4.82 | 0.41               |
| 4             | The teacher's activity of reading stories to students helps improve their listening.             | 4.73 | 0.47               |
| 14            | The teacher's activity of reading to students is important to develop their language skills.     | 4.68 | 0.50               |
| 20            | The teacher's activity of reading to students is an effective method to enrich their experience. | 4.64 | 0.49               |
| 9             | The teacher's activity of reading to students is useless. (negative)                             | 4.62 | 0.58               |

**Table 5.** Statements with the Least Means in an Ascending Order

| Statement no. | Statement   | Mean | Standard deviation |
|---------------|---|------|--------------------|
| 16            | I believe there are items in the curriculum more important than the activity of reading to students. (negative) | 3.04 | 1.25               |
| 7             | I wish to learn how to better apply the activity of reading stories to students.                                | 3.89 | 1.08               |
| 6             | A teacher should be trained how to apply the activity of reading stories to students.                           | 3.92 | 1.02               |
| 17            | Lower basic grades teachers should be trained how to apply the activity of reading stories to students.         | 3.97 | 0.96               |
| 10            | I like to learn more about the importance of reading to students.   | 4.01 | 0.91               |

According to Tables 4 and 5, lower basic grades teachers have a high approach with regard to the importance of reading to students, as it helps the students increase their vocabulary, develop language skills, improve listening and enrich experience. However, such a conviction does not push them to learn more how to read to students through training during their service. This could be attributed to the fact that they are not aware of their significant role in the activity. They may also be afraid of the difficulty of the task if requested to apply it, or may be expecting that the training would increase their already many burdens of teaching students of lower basic grades.

## II. Impact of the grade variable on the approach level

Question Two of the study raised was: Are there any statistically significant differences in the approaches of the lower basic grades teachers to the activity of reading to students depending to the grade variable?

To provide an answer, the One-Way ANOVA test was employed to measure the impact of the grade variable in the approach level of lower basic grades teachers to the activity of reading to students, as is shown in Table 6.

**Table 6.** Results of the One-Way ANOVA Test on the Significance of Differences between Approaches According to the Grade Variable

| Source of disparity | Total score | Degrees of freedom | Mean square | Difference value | Significance score |
|---------------------|-------------|--------------------|-------------|------------------|--------------------|
| Between groups      | 9.18        | 2                  | 4.59        | 0.108            | 0.898*             |
| Within groups       | 4404.93     | 103                | 42.76       |                  |                    |

\*Statistically non-significant

According to Table 6, the difference value 0.108 is less than the table value, which means it is statistically non-significant at the 0.05 level.

When applying the One-Way ANOVA test for the significance of the differences in the approach means of the lower basic grades teachers to the activity of reading to students according to the grade they teach, Table 6 shows no statistically significant differences between the teachers' assessments. This could be attributed to the great similarity between the first, second and third grades teachers in terms of teaching methods, curricula and preparation techniques.

### III. Impact of the years of experience variable on the approach level

Question three raised was: Are there any statistically significant differences in the approaches of the lower basic grades teachers to the activity of reading to students depending on the variable of experience?

To provide an answer, the One-Way ANOVA test was employed to measure the impact of experience on the approach level of lower basic grades teachers to the activity of reading to students, as is shown in Table 7.

**Table 7.** Results of the One-Way ANOVA Test on the Differences between Approaches According to the Teacher's Years of Experience

| Source of disparity | Total score | Degrees of freedom | Mean square | Difference value | Significance score |
|---------------------|-------------|--------------------|-------------|------------------|--------------------|
| Between groups      | 91.394      | 6                  | 15.244      | 0.912*           | 3440.              |
| Within groups       | 4276.756    | 97                 | 44.090      |                  |                    |

\*Statistically non-significant

According to Table 7, the value measured as 0.344 is less than the table value, which means it is statistically non-significant at the 0.05 level.

It is shown that the years of experience do not greatly affect the approach of lower basic grades teachers to the activity of reading to students, which indicates there are no statistically significant differences between the teachers according to their years of experience. In addition, those with 1-5 years of experience had a mean higher than the others due to professional enthusiasm. Such a difference is not statistically significant.

The study agrees with a number of the previous studies on the teachers' approaches to reading to students like Al-Nassar (2002), which showed a positive approach of lower basic grades teachers to reading to students. Furthermore, the results of the present study showed no statistically significant differences between the lower basic grades teachers in their approaches to reading to students depending on the variables of grade, specialization and years of experience.

### RECOMMENDATIONS OF THE STUDY

In light of the aforementioned results, the researcher makes the following recommendations:

- Promoting the positive approach of lower basic grades teachers to the activity of reading to students
- Employing the apparent positive approach by including some reading activities in the

curricula and encouraging the teachers to apply it.

- Providing further field training on the activity of reading to students.
- Conducting experiments and field studies on methods to apply this activity for students in different levels.

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## APPENDIX

**Approaches of Lower Basic Grades Teachers to the Activity of Reading to Students Activity in Jordan**

Dear Teachers of Lower Basic Grades,

The researcher intends to conduct a study on the **Approaches of Lower Basic Grades Teachers to the Activity of Reading to Students in Jordan**. As an arbitrarily targeted individual for the subject, you are kindly requested to honestly answer all the statements of the questionnaire. The information you provide will only be used to serve statistical purposes, achieve the objectives of the study and come up with conclusions and recommendations which would develop the employment of the activity of reading to lower basic grades.

Regards,

**Teacher's Personal Information:**

- **Grade you teach:** first grade ( )      second grade ( )
- **Years of teaching experience:** ...

Dear Teacher: Kindly answer the statements of the questionnaire by choosing the appropriate answer on your application of the activity of reading to your students as well as your approach to this activity in general.

The activity of reading to students refers to:

Reading aloud stories suitable to the age of lower basic grades students in an interesting manner to encourage the students' habit of reading and achieve other advantages

The options include: Strongly agree, Agree, Neutral, Disagree, Strongly disagree

| No. | Statement  | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|-----|--|-------------------|----------|---------|-------|----------------|
| 1   | The teacher's activity of reading to students is important to increase vocabulary.   |                   |          |         |       |                |
| 2   | I find it fun to practice the activity of reading stories to students.   |                   |          |         |       |                |
| 3   | The activity of reading stories helps students learn reading faster.   |                   |          |         |       |                |
| 4   | The teacher's activity of reading stories to students helps improve their listening.   |                   |          |         |       |                |
| 5   | The activity of reading stories is an important part of the process of teaching reading and should be added to the curriculum. |                   |          |         |       |                |
| 6   | A teacher should be trained how to apply the activity of reading stories to students.  |                   |          |         |       |                |
| 7   | I wish to learn how to better apply the activity of reading stories to students.   |                   |          |         |       |                |
| 8   | The activity of reading stories to students is only the parents' task at home.   |                   |          |         |       |                |
| 9   | The teacher's activity of reading to students is useless.  |                   |          |         |       |                |
| 10  | I like to learn more about the importance of reading to students.  |                   |          |         |       |                |
| 11  | The activity of reading to students should only be applied in the KG stage.  |                   |          |         |       |                |
| 12  | The activity of reading to students reinforces the students' relation with the teacher.  |                   |          |         |       |                |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 13 | The time of the activity of reading to students is interesting for students.                            |  |  |  |  |  |
| 14 | The teacher's activity of reading to students is important to develop their language skills.            |  |  |  |  |  |
| 15 | I enjoy the activity of reading to students.  |  |  |  |  |  |
| 16 | I believe there are items in the curriculum more important than the activity of reading to students.    |  |  |  |  |  |
| 17 | Lower basic grades teachers should be trained how to apply the activity of reading stories to students. |  |  |  |  |  |
| 18 | What is said about the importance of the activity of reading to students is exaggerated.                |  |  |  |  |  |
| 19 | I consider the activity of reading to students a means to develop their understanding of life.          |  |  |  |  |  |
| 20 | The teacher's activity of reading to students is an effective method to enrich their experience.        |  |  |  |  |  |
| 21 | The activity of reading to students increases their social interaction in the classroom.                |  |  |  |  |  |
| 22 | The activity of reading to students develops a positive approach to reading in general.                 |  |  |  |  |  |