Promoting Reading Habits of Upper Primary Grade Learners

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Authors' contributions

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ABSTRACT

Having been in the teaching profession and teaching mathematics for almost two to three decades, It has been realized that one thing common in mathematics students is that of not being able to solve story or word problems including other subjects. Students in the examination hall wait for the questions to be read and explained to them triggers the curiosity of the researches. The level of curiosity has led to a review of literature which hinted on reading challenges. A peer group reading and teacher guided reading were some of the ways found to promote the reading habits in students which is influenced by a conducive reading atmosphere. Thus, a study project was taken up collecting 10 girls and 10 boys by designating an assumed role of expert and weaker reader, where they peered into two to help each other for the entire study. A total of 20 samples were drawn purposefully from class IV and V that total up to 40 samples, which was also known as the experimental group. The influential group of 36 control groups who came voluntarily for the reading was also invited. Inclusive of these groups, researchers have gathered 76 samples from the strength of 209 students in the whole school. To find their trend of reading, 10 samples of 5 boys and 5 girls (gender representative) were drawn following the semi-structured interview. A questionnaire was administered to only 40 participants and a detailed diary and observation were

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made. The investigation was confirmed after the post-line data collection. The study revealed peer group reading is essential for the promotion of reading habits and the most important part is selection of their partners (peer) influences reading.

1. INTRODUCTION

Students, these days, given a space to play will not be bothered by the weather conditions whether it is sunny, rainy, or cloudy. They will stop playing outdoor games until they are fully drained of sweat. Computer technology and mobile are next. They will play until their eyes turn pale or red; they will play at the cost of their life. Games and so-called modern technology sometimes bring disaster by feeding their hunger, even their meals. Visit a vacant classroom, the class will be filled with noise. The restless students will have no time to refer to the teaching aids pasted on the wall. They hardly have time to glance at the initiative taken by the teacher to prepare the teaching aids. For them, it is fancy things. The classroom walls, textbooks, notebooks, and so many materials are the reading stuff in the classroom. This will not bother them much. An angry teacher out of frustration might punish the children by taking them to the SAP for work. More than work, as fearful as they are with the frightening tools, thousand times they will crumble and cruse, and constantly look for the attempt to escape them from the assigned work.

The students regard teachers as the source of examples and role models in the school. Adult to child, and reverse order, the little time they get will be on mobile. Facebook and YouTube are some of the lives entertaining many adults despite the killer of time and professional growth. For instance, a study by a team of local and international doctors [1] found that 4 in every 10 Bhutanese higher school-going adolescents suffer from internet addiction. A study appeared first in the BBS (Bhutan Broadcasting Service) report, "Internet addiction is also sometimes referred to as computer addiction, compulsive internet use, and internet dependence." The study concludes that people who are addicted to the internet often experience negative emotions or withdrawal symptoms when their internet access is restricted. While the study is true about the high school students, it is also very much relevant even to our school, when students respond to the same withdrawal symptoms when there is no internet access in the IT room.

Where is the time for professional growth, when people gossip for almost all the time and chat over the phone? Gone are the days, disconnected and cut off from such facilities, when students and teachers turn around to read. They regard book reading as the primary source of knowledge. No distraction from technology reading was full of fun. Reading to the teacher and children was both a pleasure and a friend. The intellectual capacity that comes from reading was never dominated in the past.

All these weaknesses reveal reading mechanisms, gaining attention, and the environment wasn't created by the school and the teachers. For this reason, the current study is focused on a similar kind of program such as peer group reading, and teacher-guided reading, and introduces three avenues to bring them at par with the technology. Lacking such inspiration, students can't think of programming themselves in reading as they look to the educator firsthand.

In doing so, the research has taken a systematic process of inquiry aimed at bringing improvement in one's own practices, in the situation or both [2,3]. It is a cyclical research process that involves reconnaissance, identifying questions, planning, acting, observing, collecting evidence, and reflecting [2,4,5]

According to [6], "Reading is an important gateway to personal development, and to social, economic and civic life." It allows us to learn "about other people, about history and social studies, the language arts, science, mathematics, and the other content subjects that must be mastered in school" [7]. As noted by the [8], "people cannot be active or informed citizens unless they can read. Reading is a

prerequisite for almost all cultural and social activities.

2. RECONNAISSANCE

According to CERD [9] (as cited in Grundy, [10]), "reconnaissance often consists in going backward and forwards for a while between reflections and collecting evidence". It involves a careful analysis of a researcher's competence, the situation that the researcher wants to study, and a detailed review of related literature as of [9] (as cited in Maxwell, [11]) that leads to the design of an action research question. These three components of reconnaissance are included in this section

3. SITUATIONAL ANALYSIS

Ever since the 2020 academic year, our school has been rated as the poor-performing school in the dzongkhag. The years 2020, 2021 & 2022 went by. The status of the school remained the same. When there was no sign of improvement, the school was under pressure, and it continued until the beginning of 2023. The parent school started blaming us for aggravating the cluster performance. Throughout the years, there were frequent changes in the academic head enabling changes in the school's performance. By the year 2018, we did whatever was required of intervention or resource development in the hope of academic improvement. However, no matter how hard we tried, there was no improvement in our academic performance. The poor performance cost our reputation. Our teaching competencies were questioned exerting pressure by the superiors or facilitators. This resulted in taking the opportunities where the researchers took turns to carefully observe from 2013 onwards. The researcher has taken the role of the watchdog with his eyes focused further on students to see how they spend their leisure time. Careful observation has been taken to the extent of observing how they read during the study time. On several occasions, in the examination hall, students were found waiting with an expectation as if they were going to be explained by the teacher. This usual trend was conditioned from their lower grades up to third grade. The upper primary grades (from IV to VI) still possess this tendency. On one occasion, the researcher had to explain the unclear question in Dzongkha where they could respond to the questions. Since then, I have noticed their shortcomings for wasting their leisure time, including poor

reading habits. Students have problems with reading which is because of their poor reading. Thus, this hold on clue has been taken under study to investigate how reading influences their academic score. As a result, reading habits of upper primary grades were taken care of under the examination of intervention strategies.

According to [12]:1 as cited in [13]), "In an age when browsing the net, playing with funky handsets and passing non-stop SMSs seem to be the order of the day, reading a book in a peaceful corner of a library has become an archaic idea for most people." He further states, "While technology is slowly taking a steady control over individual lives, the reading habit is fast vanishing into thin air. The achievement of quality education in all countries in Africa calls for the development of good reading habits of both the children and the adult."

Beyond the problem of reading in general, the study carried out by [14] revealed that boys tended to read less than girls. They suggest that literacy disempowered many young readers, and inhibited their development as readers. In particular, schools should recognize and value the type of information-rich reading that boys undertake away from school and should provide links between it and the 'socially orientated' reading, preferred by girls, that makes up much of the English school curriculum. Likewise, girls should be encouraged to undertake more technical and factual reading to better prepare them for the world of work. If this advice were adopted, both sexes would benefit and boys might be less inclined to perceive themselves as poor readers.

4. COMPETENCE

Before the study, the researcher was fully aware of his confidence and experience. He has had a series of experiences since the beginning of 2008. In 2008, he received the first batch of action research training held at Gyelposhing HSS. This experience helped him to complete his principal's master thesis in the year 2009. In 2013-2014, he also received a master degree. A year later in 2015, he had written "research capacity building" (yet to be published). Following 2015, the year 2017, he helped his RIM friend to complete his research course on "marketing orientation in the community sector organization". The latest one was when he got an opportunity to be a research participant in January, 21-24, 2018, there at Phuntsholing

Pelri coordinated by Institute for Excellence and Development (i-ED). Besides this experience and certifying degree in research; he has unconditional love for reading and writing is demanded by the researcher. As the experience matured from 2008 until this date (2023), he acquired a sound knowledge of research. Above all, he has 35 years of teaching experience, which he acclaims his accuracy and perfection as the maturation draws over these many years. His particular interest developed over the years implies his consciousness about his commitment and involvement in the study besides incredible competency. However, the researcher's only incompetence is the language barrier of being a mathematics teacher for the entire career. Having accepted his first challenge in teaching English in 2018 also affirmed that this challenge was anticipated. On the other hand, Mr. Karma Wangchuk possesses a Master in Education in leadership and management from Paro College of Education, Paro. He has defended his master's thesis and has contributed to publishing papers. He harbors a keen interest in the realm of research and attended professional development on Action Research and conventional Research on different occasions.

5. LITERATURE REVIEW

To compare studies done abroad with our country, researchers have also attempted a literature review in both pretexts. There hardly has been any study done in the Bhutanese context especially in reading programs as there was no single review either in the journal or dissertation form uploaded to the website. In a small school with low-standard books, it is out of the question to find such related reviews, which is the reliable primary source. Limiting such scope of literature, the researchers have heavily relied on abroad. Thus, this section covers literature reviews exceptionally conducted abroad.

i.   Bridges to reading habits through peer group reading [15] study shows significant positive effects of the peer group on students' reading achievement, and less so for Mathematics. The peer effect in reading is larger for students from less favorable social backgrounds. Furthermore, quartile regressions suggest peer effects in reading to be asymmetric in favor of low-ability students, meaning that students with lower skills benefit more from being exposed to clever peers, whereas those with higher skills do not seem to be affected much (p.90).

On the other hand, [16] research suggests that independent reading outside of school is a strong indicator of school and reading success. Evidence from this study suggests that independent reading is intimately connected to various social practices, despite commonly held views that describe independent reading as a solitary activity. Teaching strategies to encourage student motivation are shared.

ii. Bridges to reading habits through creating a conducive reading atmosphere in the library and classroom. [13] revealed that inadequate book availability, lack of interesting children's literature, and watching television are identified as factors hindering pupils from developing reading habits.

Furnishing primary school libraries in the country with recent books, getting parents to develop an interest in reading for their children to emulate coupled with the idea that children's literature should be made available in all primary schools constitute the major suggestions as measures to overcome the problem so that the achievement of quality basic education in the country would not be a mirage. Recommendations were made based on the results of the study for parents, teachers, schools, mass media, and the government [13].

To arouse the interest of our learners [17] claims, "When we examine children's reading interests and the books they choose for their independent reading, we discover that many children enjoy, and even prefer, to read information books." Coupled with students' strong interest in information books is the growing selection of quality children's information books available in today's school libraries (p.89).

According to [18], this paper reviewed the problems that have characterized reading culture in Nigeria and identified the pivotal roles of the teacher-librarian in promoting reading culture among the young ones. Therefore, recommended the re-introduction of library science courses in Nigerian Colleges of Education for the training of quality teacher-librarians who would serve in primary and secondary schools in the country.

According to [19], the result indicated that the educational role of school librarians in Hong Kong and Taiwan were realized to a higher extent than that of school librarians in Mainland China in developing students' information literacy, fostering students' reading ability and collaborating with teachers. However, there was still some disparity in the educational role of school librarians in Hong Kong and Taiwan. According to [20], "Book reading and related activities can promote the development of language and literacy skills in young children."

In the same vein [21] reported some of the significant findings that utilitarian reading was more prevalent among the studied group; found to read mostly their textbooks and notebooks, particularly during examination periods. A major source of their reading materials was their lecturers' textbooks and notebooks. Factors militating against their developing reading interests and habits include un- conducive home environment, low socio-economic status of parents, non-availability of relevant reading materials, and unserious attitude. To combat these, proper home upbringing, re-orientation in parenting, and effective school library system operation were recommended.

  iii. Bridges to reading habits through teacher-guided reading [22] presents one particular research-based strategy, guided reading is an important "best practice" associated with today's balanced literacy instruction.

The National Reading Panel [23] argued that balanced approaches are preferable when teaching children to read, based on their review of scientific research-based reading instructional practices used by teachers in classrooms across the country. Additionally, guided reading practices as part of a balanced literacy program conform to the recommendations on literacy as suggested in position statements by the International Reading Association/The National Association for the Education of Young Children, [24] and the National Council of Teachers of English [25].

According to [26], even though reading is an important determinant of a student's growth in language skills and ability, and modeling the act of reading is essential in influencing students, we hypothesize that teachers do not model the act of reading. The study confirms our hypothesis that even though the teachers believe in the importance of reading and modeling, they do not model reading.

According to [27], revealed that although reading aloud receives considerable emphasis in English as a first language, it is traditionally discouraged by EFL teachers and methodology specialists. Reading aloud, in fact, is particularly important for EFL learners at the early stage of learning.

Beginning readers tend to read word by word. Reading aloud helps them read larger semantic units rather than focusing on graphic cues. The purpose of this study was to investigate the effect of the teacher's reading aloud on the reading comprehension of EFL students reading a story. Seventy-five students participated in the study. The experimental group had a story read aloud to them by the teacher, whereas the control group read the story silently. Two dependent measures were used: a multiple-choice test and a story frame test. Results showed that the experimental group outperformed the control group on both measures. This indicated that reading aloud by the teacher may have a significant positive effect on learners' reading comprehension.

The review suggests various intervention strategies that teacher-guided reading can do. Apart from the importance of guided reading, model reading and reading aloud received significant contributions to upscale poor reading.

Among the guided reading, the most important sacrifice and factor that the teacher can make is giving away their precious time. According to [28], the amount of time spent on reading during the reading period contributed significantly to gains in students' reading achievement. Time spent on reading at home was not significantly related to reading achievement gains. Findings provide needed research support for the idea that time engaged in silent reading at school benefits intermediate-grade students.

The most important factor that underpinned guided reading is motivation to the low achievers. According to [29], results showed reading challenge and aesthetics, but not efficacy, predicted reading achievement, indicating reading motivation may not influence achievement similarly across cultures. Gender differences were found in reading achievement

but not motivation, an indication of a complex relationship between reading motivation and achievement. Students who read mostly for compliance and recognition did poorly in reading. Eighth graders did better in both reading motivation and achievement.

Besides teacher-guided reading, [30] has also found out the role of parents. In that, "Parents who believe that reading is a source of entertainment have children with more positive views about reading than do parents who emphasize the skills aspect of reading development." These findings have important implications for offering guidance to parents and for the development of family literacy intervention programs.

6. METHODOLOGY

The study employs a mixed method approach, combining qualitative and quantitative techniques to comprehensively evaluate the impact of peer group reading (PGR) and teacher-guided reading (TGR). Expert readers were intentionally selected from each class. While a random procedure was used to select weaker readers. Expert readers are few, making the selection of weaker readers more challenging, and requiring statistical attempts. To mitigate sampling error or bias, weaker readers were placed in separate containers by gender. Using a lottery method, we selected 20 samples- 10 boys and 10 girls. This process was repeated across all class categories, resulting in 40 samples for the experimental group and 36 samples for the control group, both receiving the same treatment. The qualitative nature of the study is reflected in detailed individual observations.

Intervention strategies included peer group reading, teacher-guided reading, and fostering a conducive reading environment in the library and classroom. The researchers introduced a library and reading periods, including zero periods, based on findings showing significant gains in reading achievement with increased reading time during designated periods for the target grades. It has been [28] revealed that the amount of time spent on reading during the reading period contributed significantly to gains in students' reading achievement, for the mentioned grades.

A survey questionnaire was administered at the beginning and end of the year and collected baseline and post-intervention data. The study aimed to determine the effectiveness of intervention strategies. If deemed ineffective or insignificant, the researchers planned to iterate and refine the intervention.

7. PARTICIPANTS

Participants initially envisioned an experimental group of 20 participants from each class. However, during the process and diary note maintenance, the researchers expanded beyond 10 girls and 10 boys to include a control group of 36 participants, forming a total of 76b participants (10% of the whole cohort of 209).

These groups were compared to assess the impact of Intervention strategies. The deliberately selected expert and weaker readers did not outperform the voluntary groups. While the study focused on how the experimental group influenced other sections, the voluntary group, despite being outnumbered, read more books and showed better results than the fixed group. Participant enrolment expanded beyond 20 students from class VI, encompassing over 60 participants (20 x 3= 60 participants), covering all the upper primary grades in the reading program. The critical friends were not directly involved, however, two researchers and a few critical friends with insightful comments were indirectly referenced in the diary.

8. DATA COLLECTION TOOLS

A questionnaire that comprised 27 questions catering to three intervention strategies such as peer group reading, teacher-guided reading, and conducive classroom was administered to 40 participants. The same tool, a semi-structured interview was drawn from baseline data to compare with the post-data collection. Three intervention strategies that emerged from the baseline data were applied for the entire month maintaining a detailed diary (observation). A quantitative data collection encompassing 40 participants was exclusive of 36 control groups.

The interview was conducted for 20 students out of 76 participants enrolled in the study, 36 participants, were given the same treatment and regard but were not engaged in the questionnaire or the interview. Twenty (20) participants who were drawn from 40 participants were purposely chosen based on their readiness and ability to respond. A stratified sampling procedure (quota for 10 girls

and 10 boys) of 5 girls and 5 boys from each class was considered. As students could speak freely and confidently to the teacher, and there is no scope for exaggeration of their response, thus, no voice recording medium or transcript like mobile or tape recording was used. Participants' responses were manually reflected against their names without any name. Protection of their confidentiality was maintained throughout the interview and observation. The pattern of response received from each interviewee was also taken note of.

9. DATA ANALYSIS

A system generated by the SPSS version was used to draw statistical interpretation and inference. Besides SPSS, the researchers have also used Excel sheets to interpret the data for the convenience of the researchers.

10. FINDING FROM PRE INTERVENTION DATA

Barriers to Reading Habit from the Base-Line data: This study was taken in other ways. As usual, a researcher refers to the intervention strategy after the baseline data. The reverse order involved reviewing the literature after the topic of study was finalized. The actual momentum has happened since the time of the submission of the proposal. Ever since the time of research work at Phuntshogling, which is scheduled from 21st January 2018, the journey of collecting literature reviews has gotten geared. Before baseline data collection that got movement since September 2018, the intervention strategies to promote reading habits were gathered in February 2018. The first week of September month was focused on the confirmation of baseline data for the two strategies group and teacher-guided reading. The researchers' guidelines were later framed jointly by the research committee (see pages 26-29).

Findings from the baseline data revealed significant agreement from 40 participants who agreed 89.5% to item 9, 88.5% to item 19, and 92% to item 27 respectively. These items which were the summary survey of questions of peer group reading, teacher-guided reading, and conducive environment indicated to the researcher to move ahead caring for all the independent variables designed under each strategy. I have also had the confidence to carry out this study as many studies were previously conducted on this subject (ways to promote

reading habits of my upper primary grades). Besides the quick succession, it was an opportunity to retest the intervention by framing tools. Barriers to the promotion of reading habits discussed hereunder are the outcomes of the baseline data. Under each barrier, a series of findings that are underpinned by the finding are taken care of through the remedial program.

i. Barrier to Peer Group Reading

The researchers were not fully aware of the ways of reading until the study was administered. It was felt that reading wouldn't happen as a part of teaching. It was something that would happen beyond the classroom as an extended activity.

Hence, teaching involved one-way traffic with direct teaching and teacher dominating by explaining the meaning and words from the text (teacher-centered). Peer reading, and teacher-guided reading which involves steps like model reading, finger-pointed reading, shared reading, and book or cover talk were hidden from the researcher. Due to the lack of competence of the teachers, reading wasn't that enjoyable. As a consequence, students developed poor reading habits. Teaching English for the first time in his 35 years of teaching for one of the researchers has been a challenge. Including this barrier of teaching, researchers also have other challenges like not being able to cater reading from one avenue to another such as the library and IT room. A mere teaching assuming reading can be sufficed by teaching has created a gap that was revealed in the baseline data. For instance, quantitative data gathered from 40 participants has some ideas of peer reading (item 9), teacher-guided reading (item 19), and a conducive environment (item 27). Irrespective of others, the majority of participants have rated lower than these items. The low or average score items revealed that they were not aware of elements that contribute to reading. For instance, on the 24th observation, the researcher mentioned how a PP student reads with his finger pointing. When he was listening to him (Bula), "Yes, he could read." He was seen pointing with his little finger so he could read without mistake. A class PP not even enrolled could read better than some class III grades. Sometimes, he reads far better than those grades mentioned. The researcher was so surprised when he called his wife, "Yes he can" (Diary. pp.89-90, 7/10/2023). His experience tells how much training he received

from the trained English teacher from the early stage. Such as these skills or ways of reading. From the participants throughout more than one month of observation. Experience gained from the field was incorporated into the entire treatment of this study to upscale the other items.

"Ways to promote the reading habit of my upper primary grades" was taken by the school team. In our case, the benefit of the study which will be ultimately given to the school in promoting reading habits was undertaken by a team of two (principals). For this reason, guidelines for carrying peer group reading and teacher-guided reading in three avenues were framed for measuring the pattern of reading habits.

For the same reason, this section uncovered generalized guidelines. No subjective personification like 'I' was used.

Items no 4 and 9 are closely related statements about the peer reading. Item no 4 which says "I am sure peer reading will help me" is the independent variable. The dependent variable item no 9 (I enjoy peer reading) depends on item 4. In other words 83% of participant readers who think peer group reading helps them are inclined towards peer reading which contributes to enjoyment of peer reading.

ii. Barrier to Teacher Guided Reading

The dependent variable item no 19 which depends on the other item like 10 to 18 are the summary of all the items. 88.5 % of the participants revealed that they like teacher guided reading. However, dependent variables which heavily depend on item no 16, 17 and 18 have adverse indications. 74 to 77.5% of participants who are not in the position to compete in the reading competition held in the school indicate a call for teacher-guided reading for their reading capacity building. On the other hand, item no 15 (My interest in reading increases when the teacher shows fairy tale movies along with subtitles) needs intervention to upscale their interest in reading.

iv. Barrier to Conducive Reading Classroom

Item no 27 secured the highest (89%) closely followed by item no 26 (88%) and item 22 (84%). Item no 25 has secured the lowest percentage of 78.5%. From this data, we can deduce that while students are partially aware of conducive reading in the classroom at the same time they also carry negative perceptions towards IT. Securing lowest percent indicates that reading frequency should be from library to classroom. Beyond that, they are either not aware or have no knowledge of what IT contributes. This baseline data indicates students' perception towards IT is narrowly influenced towards entertainment and time passes more than its actual purpose. The domination of the 21st century and the bigger roles played by IT is not yet explored. This data also tells us that students' reading is limited within the four walls of the classroom and library.
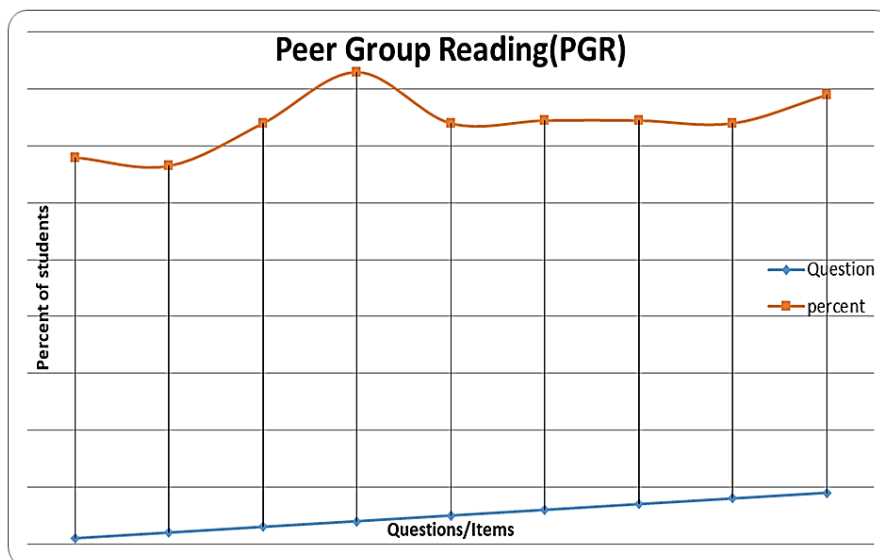

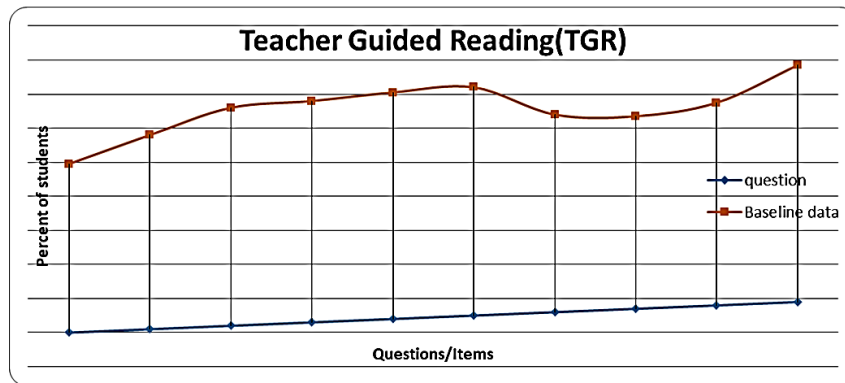**Fig. 1. Baseline data collection for peer group reading**

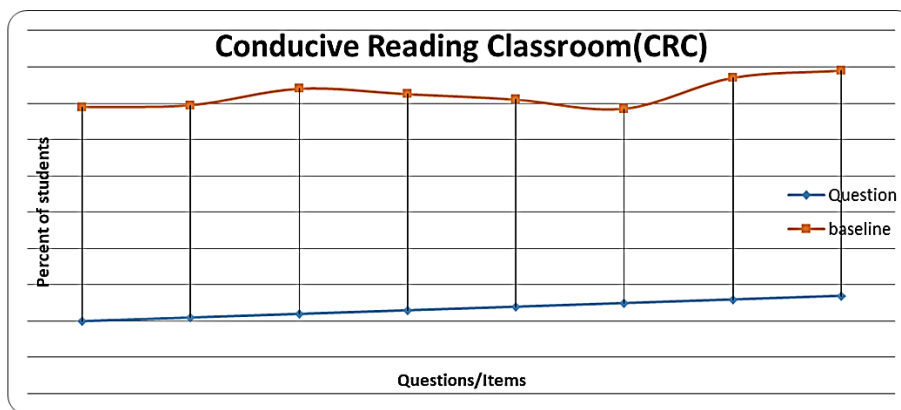**Fig. 2. Collecting baseline data for teacher guided reading**

Fig. 3. Collecting baseline data for conducive reading classroom

11. INTERVENTION STRATEGIES

The following intervention strategies have been designed based on the finding from the analysis of the baseline data.

i. Researcher's guidelines for peer and teacher guided reading

1. The researcher will make a pair of students to sit together.
2. The researcher will allow them to choose their favorite books.
3. Both the peers will do silent reading for sometimes.
4. Before silent reading, the peer will take turns to share about their book or cover talk.
5. After some time a weaker reader will do aloud reading.
6. A weaker reader will stress on difficult words. S/he will read loudly for their peers. Then, they will do a model reading. First, they will read sentence to sentence reading using finger pointed reading. They will do several times until their peer is ready for the proof reading.

7. When the peer is ready, they will do popcorn at the end of the session to read for the whole class.
8. When all the peers complete their reading, the researcher will leave with a note of their observation.
9. The researcher will take note of books that they have read. The peer should be informed of not repeated books.
10. To ensure that a peer receives guided reading, the researcher will move from peer to peer until he completes all the peers.
11. While he is doing this, he must identify weaker and expert readers from his class.
12. At the end of the research program, the researcher will compile the number ofbooks read by the students. To count this, beyond their choice of reading in the treatment time, it's one's duty to encourage and maximize reading habit. The same should be accounted for in this record.
13. Reading won't happen within the normal setting of the classroom. When reading takes place in their stipulated time, the researcher will take a certain number of books to their respective classes. Every

day, the researcher will carry their book back to the library.

14. Reading in the classroom should happen in advance along with their preparation. Right after the class teacher will make necessary arrangements.

15. Teacher guided reading will be followed exactly like in the library.

16. The researcher will take note of books, in that he will inform about the thin size of books in the class. Big books are not recommended for this study. The researcher can inform or guide them to take a few pages i.e. one-to-three pages of reading at the same time. The peer has to continue until they complete the whole book reading. To do this, it will surely take a certain duration

ii. Provision for conducive reading in IT class

In the present study, the primary role of the researcher is to study or investigate how reading habits have improved through the program. For the researcher, the biggest challenge is to interpret its originality through dialogue and behavior displayed by the students. Students' behavior varies from individual to individual. As the participant enters the class, researchers will make observations of each student's behavior. Their character such as curiosity level in this program is exhibited in different forms. Involuntary gestures such as a gloomy face reveal that our intervention has not changed. Translating all these into their interest will certainly demand a certain intelligent capacity of the researcher, which will have direct implications in the reading program. Right from the way they enter their class to exit exhibits some indication of the program. It is our mandate to take note of this in our diary.

After settling in with their peers, the following program should succeed:

1. Pause as and when we see one or more subtitle sentences.
2. Do aloud altogether. Follow peer reading randomly.
3. To the same pause, you may allow more reading. Then follow the focused group such as weaker readers.
4. Mass reading upon the pause to the teacher suffices model reading. Here, the researcher has other scopes to do model reading or guided reading if all students can't read.

5. Resuming the story should also lead to several pauses. Depending on the researcher, several pauses might vary. There is no fixed rule for this pause.
6. Sometimes at a certain pause, the researcher may call for the attention of the students. Shifting the whole class reading to individuals could be one possible way. This time you may go for weaker reading. Hold for some time to make the peer read clearly and correctly. From weaker peers to all might take your patience time until all is finished. This activity might lead to a different understanding of their reading. Surely, this will lead to smooth swift reading as the peer or earlier peer of an individual has influential reading difficulty.
7. Towards the end ask questions like; how did you like the story? Is it the first time that you read subtitles or has anything changed hereafter because of this program? Which parts of the story do you like most? Let them freely express their favorite sorts of dialogues or sentences from the story. Let them in pairs share the moral of the story.

At the end of each moral, you realize some peers' morals are not up to the point. Irrelevant morals have to insist until they get the correct one. They will go into the extent of the real story or else not read the subtitles. Our focus shouldn't be on reading exercise. To rewind the story, the researcher must come to the main theme. More than a moral and likeness, our main objectives should be geared towards reading interest.

8. Maintaining a reading record will not end there. Researchers will yet complete another cycle of creating avenues for reading subtitles in their leisure time. To drive towards this opportunity, there shall be scope designed separately in an IT room with internet access. This time when researchers take to the IT room, carefully watch what they are doing. Like researchers abiding by maintaining their confidentiality of what they are observing, shouldn't be with this case too.

Openly, let them have free access to any sort of movie activities. When they do it, take note of what they are exposed to. Moving unexpected movies without subtitles does imply not much change because of the intervention. Searching for more subtitle movies and reading subtitles

denote much influence of their remedial program. Shifting from a conference room with mere reading exercises to their soul search reading in the IT room should be supposed to happen not in quick succession. This will take after three consecutive programs just to check their interest level.

9. If there is a clear indication of not much change in subtitle reading, the teacher must declare that the purpose of the subtitle IT room and this direction should work together to find movies of such kind. Finally, towards the end of the study, researchers must observe how they have them influenced in reading, especially their reading interest. From there it might emerge concluding remarks of the intervention.

12. COMPARISON OF PRE DATA AND POST DATA

i. Comparison of Peer Group Reading

The raised in percentage for almost all the items after the intervention strategies compared to baseline data denotes that through peer group reading they were able to cope with their reading habit. There is a drastic or significant improvement for item 1 (68%- 81.5%), item 3 (74 %- 88.5%), item 6 (74.5%- 86.5%), and item 9 (79% - 89.5%)

However, two cases of items declined by certain percent such as item no 7 (74.5% to 70.5%) and item no 8 (74% to 68%) indicate something seriously went wrong with our sampling procedure while peering at the peer. Declining item 4 by 2% (83% to 81%) further supports that sampling error or bias of sampling occurred.

There researcher's prejudice for purposive sampling like peering at the expert and weaker readers from the class wasn't done enough justice when they had a positive perception of peer reading. Item no 1 which says, I often like to read along with my friend; item 3, reading with friends promotes reading has emerged controversially. Their perception went down when they rated low to item 7 (I feel reading in company is better than reading alone) and item 8 (I haven't received help from my close friends). Declining item no 4 from baseline confirmed that more than peer or company reading it's better to go with solitaire or alone reading as they don't receive help from close friends.

The researcher's 9th-day observation supports that it was much later, while I was monitoring my canopy construction, participant 34 spotted me free. "Sir la, name sami throws yongme, library job reading bega la please". After the end of 4 books, participant 25 came up to me saying, "Please, please... I will read another book the Barlie Early Reader." I said Participant 25 enough, but she requested with please... shows a clear indication of reading interest (Diary. P.73, 20/9/18).

After a couple of days of observation, participant 34 was awarded best reader from the lower category among the volunteers. The award has dual objectives such as building an eye opener for the others. Beyond the walls of the research treatment class, I observed even outside. Participant 34 said, "Thank you, sir." She was involved in the class test, meeting accidentally, and hearing such gratification were positive feedback and positive change (Diary. P. 77, 22/9/18). This observation reveals how much they move with the reading program.
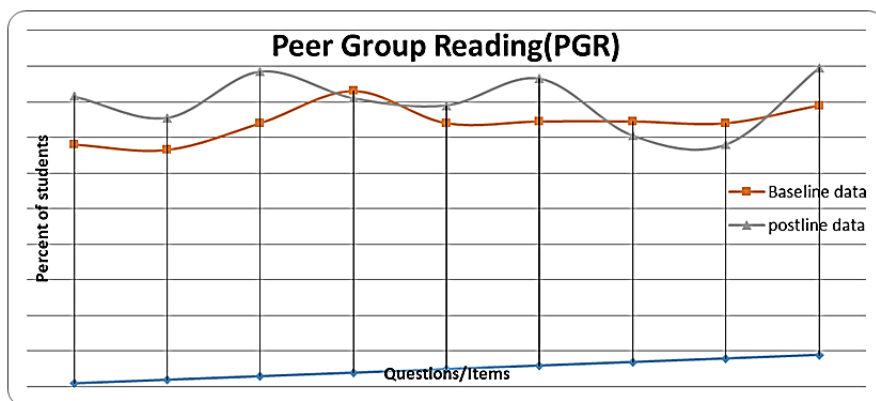

Fig. 4. Comparing baseline and post-line data for peer group reading

Towards the end of the 15th day, a group of freshers namely participants 54, 55, and 56 sought permission to read. Before this reading, they were close friends of Participant 54. The side advantage was, that participants 55 and 56 were the most recognized as toppers from the class driven by their interests also led his other friends to join his company. This is a clear picture of how the peer or the partner influences reading (Diary. P. 81, 27/9/18).

The researcher's 25th day of observation has a different story of the experimental group for their withdrawal symptom, unlike the control group. For the entire month of my observation, I made three recalls, which I called motivation. As if calling someone from their ears from the death's bed, they were brought to consciousness from unconsciousness. For instance, participants 25, 34, 39, and 40, who were considered to be my counterparts lost from the deprivation of motivation.

After the motivational call, they were back to the track. On the other hand, the unseen path of motivation was involved in the death of participants. The dead participants were namely participants 14, 18, 37, 44 and 48. This handful of students was not impacted by whatever means we applied. They are forever gone from unconsciousness to death (Dairy. pp.90-91, 8/10/18). All these things happened because of the purposive sampling peer.

ii. Comparison of Teacher Guided Reading

There is a shooting up of item no 12, which says, "My interest in reading increases when the teacher reads aloud." Increase in this item from 72% to 92% closing the gap towards a high significant level denotes a proportionate effect to the boosting of the confidence of readers. This increase has also shot up items no 17 and 18 compared to baseline data. The raise of item no 17 (73.5% to 84%) and item 18 (77.5% to 91%) revealed students' confidence in reading in any sort of reading competition and this ensured fully realized. Item 17 which says, "I am encouraged to read more when more reading competitions are held in school", and item 18 (I am encouraged to read more when I am guided by the teacher) show direct implications of teacher-guided reading. A raise in percent for all the items denotes that students benefited through their guided reading program.

A marginal fall of item 19 from 88.5% to 85.5% portraying fairy tales has sufficed teacher-guided reading. Raise of item no 15, which is all about fairy tales, serves the dual purpose of teaching and reading. Fairy tale movies along with subtitles can now equate teacher teacher-guided reading which led to a marginal fall of item 19. This is a new finding of the study.

The 7th day of observation was taken in the reading IT room. When it was about to close the day for home, students were also asked, "Which one do you like the most? IT, library, or Conducive class?" The option was an IT room (Diary. P. 72, 18/9/18). Further 12th day of observation confirmed their interest. Sunday at 7:30 am a boarding student hung around my quarter for IT. Just to chase away I said, "Go and come after lunch, before lunch, we believe that no one should work or play on the computer." "Did you wash your body, especially today's Blessed Rainy Day?" Students hung around until 1pm until I permitted them in the IT room. They were peeping through the window, calling sir, sir, please, please… Participants 19 and 26, Suk Raj Subba, Rattan Thapa, Subash Subba and Jigme Wangchuk desperately refused to go for lunch until I allowed them (Diary, P. 78, 23/9/18).

For instance, participant 54 opened while we were working. "Reading is full of fun. I will read after this work." "Sir, will you allow us to read today after this work" was the indication of the reading drive (Diary. P.87, 4/10/18). This 21st day of observation indicates how much moved by guided and peer reading towards their independent reading. It also portrays their capacity in reading and the competitive sense gathered by this time.

The researcher's 25th-day observation revealed, "I will read more than 20 books." Where I explained to Participant 54 "It is unrealistic reading these many books in a day." He further insisted saying, "IT is no more fun now than the library. I will read maximum books" (Diary. P. 87, 5/10/18).
Another dairy says, today, on the mentioned date, I have received more complaints than suggestions for students reading library books even in their study time. ToD quoted that after the prize award to Participant 34, many have turned to reading. "There is a growing number of students."
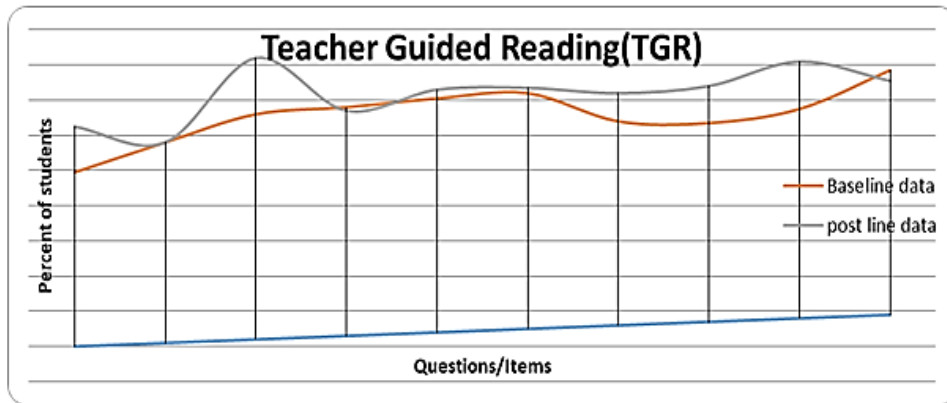
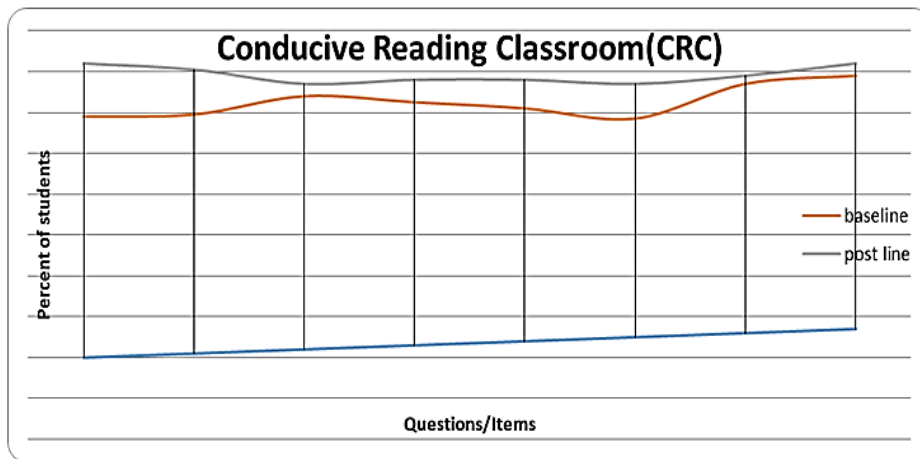**Fig. 5. Comparing baseline and post-line data for teacher guided reading**

Fig. 6. Comparing baseline and post-line data for conducive reading classroom

iii. Comparison of Conducive Reading Classroom

A 100% increase in every item indicates a sufficient remedial program was given to the baseline data. This is a clear indication of a researcher able to cater his classes from class to class i.e. spontaneously swiftly from IT room to classroom and then to the library. Above all, it underpinned the importance of a conducive environment for reading to happen. A miracle increase of the same percent (13 %) for both items 20 and 21 confirmed the accuracy of statistically generated data. The increase of item 20 (79% - 92%) and item 21 (79.5 % - 95.5%) has further influenced item 25 (78.5% to 87%). Item 25 which says, "I would like to frequently visit the IT room for improvement of my reading" showcases its importance and the treatment. Researchers taking IT classes through fairy tale movies have provided an opportunity to explore beyond the classroom.

Their pre-existence perception of IT as entertainment and movie watching was replaced by the program.

The researcher's 17th day of observation reveals crises of students whether to opt for IT or library. Including researchers, teachers have underestimated the interest of students in the beginning. The same case is with our library reading. It was a wrong notion that students were conditionally interested in the IT room. But the fact deviates from the assumption until the 16th day's observation. Controversially, the pull from the library and IT room remains the most interesting one. By the number of books read and books taken, people are more inclined to read in the library. Exceptionally, participants 25, 34, 39, and 40 including class II their interests are higher than the majority. As of today, only 15 or 16 stories were shown, whereas, the books taken had crossed 300 plus (Dairy. P. 82, 28/9/18).

After the questionnaire (31/8/18), I got in contact with Participant 34 from class II. She questioned me, "Sir, are we allowed to join in reading?" "Sorry, we are just focusing on the upper grades." I have seen her turning pale, missing the chances. As she has a particular interest, I couldn't use direct language to chase away words. Instead, "Would you not mind going to IT; your sister is there." Direct refusal said, "No" (Diary. Pp.72-73, 19/9/18). This literature gives authentic evidence of students' interests and inclination towards libraries rather than IT. Today, I will reveal to its originality what I have observed. A girl from class III, participant 25 came up to me saying "Sir, sir, I don't want to go to the IT room. I am not going to HPE." While I was heading to the staff room with my laptop in hand still in conversation with her, I met the HPE teacher, who said, "HPE na mejo selrang wong" (Diary, P. 79, 25/9/18).

However, the 18th-day observation brings a change of avenues of reading. It not only suffices the teaching pedagogies, it also gives new energy to the students. The researcher's 18th day of my observation states, "I had observed more unusual things than Sunday." Students like Participant 39, who used to take three to four books to be read at home, and keen readers like Participant 34 the voracious reader, who often preferred to go to the library participant 25 had sought permission for IT. It was for the first time they sought for the change (Diary. P. 84, 1/10/18).

13. RESULTS

While the world is speeding up with the pace of the 21st century, technology and the creation of human software such as SPSS and Excel are not challenged or compromised. The researcher's intent of exaggeration and manipulation is very minimal when the software auto-generates the statistical result. The following are findings of the result deduced by the researcher based on statistical analysis and inferences.

1. While peer group reading is essential for the promotion of reading habits, the most important part is the selection of their partners (peers) which influences their reading.
2. More than the trust they build in their peers, students highly regard teachers for accurate guidance. When the mere presence of a teacher on the student's side makes their purpose of reading, finger-pointing reading, model reading, and teacher-guided reading do a miracle to their reading.
3. A noisy class with attractive books (reading materials) in the classroom doesn't make any sense to students when their reading attention is diverted towards the library and IT. A mere watching of fairy tale movies in the IT room does a wonder to their reading.
4. As emerged from the study, a smooth swift from library to IT for reading is imperative to consider for the change to happen. Library and IT room being the highly preferred conducive class should anyway happen interchangeably.
5. Of 0% support from supporting staff also indicates that high significance for dysfunction. A school system that comprises equal proportions of teachers and supporting staff can't even deem such defects and failure results as students equally regard them as a part of the family.
6. 100% of participants perceived reading helps in examination scores and almost 100% have read more than 39 books on average. Aligning these two reveals researchers foresee the future of our academic performance provided that we sustain our reading mechanism.
7. The study concludes that the reading habits of the students contribute to our academic excellence.
8. The intervention strategies that emerged as a result of literature review such group reading, teacher-guided reading and conducive reading class studies done by the earlier researchers are all consistent.

14. DISCUSSION

Ways to promote the reading habit of my upper primary grades which is determined by the number of books read by the participants and influential numbers of participants have the following result. As of the reading record, 56 participants have read 2200 books within a month. This is a new record in the school ever read by the whole school since the introduction of the national reading program (2013–2017). Being able to read 39 books per child (2200/56=39) is a significant improvement according to the post-line data collection. In the

baseline data, while interviewing the 20 participants they admitted either zero or few books read. For instance, out of 20 interviewees, only a few participants have their books' names in their memory (Q6. Can you name those books you have read so far?). One participant has frankly read three books (The Fox and the Goat, snow white and seven dwarfs and Pinocchio). Many have left this part empty. Had there been little time, our participants would have read about 70 books per child and might have also turned 100% readers provided that we all have become researchers (9 teachers).

However, the research topic was broad and there was little confusion. The researchers had a discussion on which one to follow teaching skills in reading or ways of reading. As I was leading the program and doing an extensive literature review, we resolved to ways of reading. This topic was, of course, overlapping even to researchers, however, after discussion, we have arrived to discuss that if we teach skills, and the skills in reading are vast. Its vastness will take a long time. Thus, we both came to the discussion that we would judge the number of books being read.

On the other hand, both researchers had discussions on so many variables (intervention strategies). The challenge came face-to-face when some teachers with research backgrounds questioned, whether it was doable or achievable. When they asked, was it peer group reading that contributed to the interest of readers or reading habits? Was it the other way round? How do you ensure that teacher guided and conducive is not the factor for reading habit? It was both challenging and constructive feedback to handle this misleading concept. Both the researchers were aware of these things before we framed the proposal or in a ground-lying work of intervention strategies. We would have stuck to one or two as suggested by my professor, Dr. Kinzang Lhendup while submitting my proposal for proofreading and editing. However, at the same, we were in the position to handle this as both were recipients of Master's Degrees. My principal, who had his degree from Thailand, was full of confidence. Abiding all these challenges, anticipating the study had distinguishable results. Parameter 1(PGR) was catered to 9 questions (Q1-Q9). Among all the variables, the last variable for all the parameters was the summary of PGR, TGR, and CRC. Item no 9 has the highest score. The

independent variables have contributed to this. So was an item case no 19(Q10- Q19). A similar comparative study was carried out on conducive classes, which were further subdivided into three more divisions (Q20-Q27). However, confusion was the intervention, the finding reveals library (52.5%) and IT (32.5%) have a better drive than the classroom. Upon comparing three major parameters (PGR, TGR & CRC), PGR and CRC have secured the highest, closely followed by TGR. As there is not much difference among the parameters, we have concluded that these interventions have caused the reading habit. Being able to read 2200 books was the outcome of PGR, TGR, and CRC. There was a comparison study between baseline data and post-intervention.

15. LIMITATIONS

This study is an outcome of a series of confrontations of challenges and difficulties. At the beginning of the study, four teachers who had experience in the field of research were assigned the role of researcher. However, before the actual commencement, research work which was initiated by a team of four faced two after concession bargaining to quit the program. Their reasons were stronger than the actual weakness however trained they were. For this reason, a solid class of VI was taken up as an additional task. Taking up 36 participants to 20 participants was an overburden which led to the largest composition of 56 participants. Crowded as 56 participants in a small room was a challenging as well as daunting task. It was never like load sharing with my mate as he was already burdened with the administrative roles. Including their accommodation, researchers had yet another limitation of how effective his service delivery was when it comes to peer group reading and teacher-guided reading. It is questionable even to his efficiency and quality of service rendered to the participants.

The three conducive classes named for the library, IT room, and conducive class designated among the four of us, in the beginning, were shuffled, which further created problems in smooth functioning. Reading in the classroom turned out to less effective and attention drawers faced towards IT and the Library was the quality compromised as a result of lacking sufficient time. As it turned out to be true after the result analysis was the

consequences of the quality of reading material placed in the classroom.

The time constraint was the key factor of all. September, October, and November are not favorable for such programs. It is a busy month for teachers and students for their exam preparation. While this fact remains a major threat, on the other hand, games, and sports meet likewise cultural practice for annual shows and regular class tests posed major challenges to the researchers. The research participants were pressured from different angles especially the senior students, who took up the important roles in this activity and were engaged literally. Although, the majority of participants had a particular interest in reading, pull from cultural activity, games, and sports had created a conflict of interest. As a result of this, our research class was mostly the control group (lower grades), who were never involved in-class tests or any of the aforementioned activities. The current study had such limitations, which were attributed to an adverse reading habit.

However, both the researchers were optimistic about our goal. Striving in-between time, and designing attention drawers like awarding prizes to the participants in the course of the program have confronted many of the barriers, wherein, we could pull a large section of participants to our program. The fruition of this study was because of no compromise and remaining all the time defensive and focused on the objectives.

16. RECOMMENDATION

A further study is recommended with the involvement of students, teachers, and parents nationwide for triangulation. Another study is suggested to be conducted using mixed methods, which would give more authentic factors. It is recommended that the teachers provided students with lesser homework centered on competency-based learning for better learning in school. The other recommendation that would help students to complete homework on time is advocating for parents and providing the space of ownership and supporting the students No research is subject to the ultimate one. It is subject to change. This suggests it is a continuous process and systematic. This being the case, Action Research (AR) is cyclical. This also suggests the scope for further study is quite wide and open. While doing this, it is expected to reject and accept the new study findings or new ideas may emerge additionally. On the never-ending process and conceptual phenomenon, here I lay down some scopes for future researchers:

1. The researcher a test of the experimental group and control group led to controversial results. It reveals that participants who fell in the experimental group didn't enjoy the control group as a result of controlled freedom at the hand of the researcher not letting them choose to right partner through a purposive sampling procedure. To confirm this indication of a sampling error or bias sampling, the researcher himself may continue (another cycle) this study or keep the scope open to another researcher to pursue on his behalf by changing the sampling procedure either to random or convenience sampling(participant choice for peering).

2. Apart from a conducive reading environment, the researcher has also created a reading mechanism such as an awarding system. Students were called thrice for reading. This has gathered lots of participants in reading. When the last one was on awarding prizes and certificates, a galloping change of participants was outnumbered to 70 plus. [16] Research suggests teaching strategies to encourage student motivation are shared. Whether participants are attracted by such competitive avenues or unnatural settings, the trace into their originality interest was called, and the researcher leaves scope for further study. It may include normal classroom further to normal reading without creating their goal to maximize book reading for the prize. Restructuring the class and reading are optional for any researchers.

3. A straightforward recommendation emerged from the observation is, there is a need for a reading period for all the classes. Without the study, underestimating the power of students by threatening them for not reading causes more harm than help. Afterward (after study), it was realized that an immense interest in students' reading and seen deprivation of interest for no library period in the school. The utmost purpose of the

library is not in the best shape, it is questioned to its effective delivery of service. More than the damage caused to books is the help we render to the students' reading.

4. There is scope for the upcoming researchers to stick with one or two intervention strategies for the promotion of reading habits.

5. While action research is expected to happen as a part of teaching, however, two avenues were created to find out about the change. The study reveals a paradigm shift for the change and this is imperative because it prevents our teaching from refraining from tedium and dull class in the same room. This is the recommendation for all the teachers to cater our English reading beyond the natural setting.

6. After the comparison between researchers and non-researcher classes, it was observed a good balance of teaching catering to ICT teaching and constant notebook correction not only gives extra care to students' learning, it also helps yield high performance.

17. CONCLUSION

The fear developed while carrying out research in 2009, for maintaining a tedious journal or diary has frightened away even to these days. Attempting for the first time of such non-conventional research, we have lots of fear about how to manage the time. Having received 20,000 endowment funds from 44 schools was both an opportunity and an investment of moral responsibility, how to produce quality study. Over time, being able to trace out or retrieve theoretical knowledge was both enriching and professional development. It was a challenging task for the researcher to develop quality tools. Taking to this level was a level change to trace the competency level. This new knowledge gained has brought with a sense of achievement and new experience as well as new learning.

Before the attempt of this study, researchers were not fully conscious of the ways of reading. In the process of such soul search study, researchers are also exposed to new paradigms or new pedagogical knowledge which is the most rewarding work for English teacher. Besides this advantage, a month's observation and being in the field with researchers' team

really developed some attachment and bond where we know each other, and individual's reading ability. I could contact almost all the classes' participants from II to VI. This acquired experience has empowered me to conclude generalization to each individual. Our judgment says given the chance, our students have potential to read when 76 participants could read 2200 books in a short span of time, and this is new discovery and history in the making to the school. While we were giving treatment to both the parties, we realized within a matter of one month we have overall improvement and promotion to reading habit. However, we have developed the perception that lower grades have impressive reading skills than the upper grades.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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