

SETTING READING ACCURACY GOALS AFFECTS
PERFORMANCE AND ATTITUDE

A Thesis
presented to
the Faculty of Humanities
at Notre Dame University-Louaize

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education-School Management and Educational Leadership

by
KRYSTEL ALEXANDROS ILIOPOULOS

SPRING 2022



Department of Psychology, Education and Physical Education
Master's Thesis Defense Evaluation Form

Name: Krystel Alexandros Iliopoulos ID Number: 20172288

Thesis Title: Setting Reading Accuracy Goals Affects Performance and Attitude

Defense Date: April 13, 2022

Comment (if needed, use additional paper and attach):

Assessment of work: (place a check where modification is needed)

- | | |
|---|--|
| <input type="checkbox"/> Refocus: Original Research Topic | <input type="checkbox"/> Format: APA Form & Style |
| <input type="checkbox"/> Content: Abstract | <input type="checkbox"/> Content: Introduction |
| <input type="checkbox"/> Content: Literature Review | <input type="checkbox"/> Content: Statement of Problem |
| <input type="checkbox"/> Content: Hypothesis(es)/Research Question(s) | <input type="checkbox"/> Content: Methodology |
| <input type="checkbox"/> Content: Result & Analysis | <input type="checkbox"/> Content: Conclusion |
| <input type="checkbox"/> Content: Appendix(ces) | <input type="checkbox"/> Content: References |

Evaluation: Pass **A** Fail _____ Conditional Pass (due date: _____)

Approved by:

- | | | |
|--|-----------|--------------------------------|
| 1. Thesis Advisor Dr. Christine Sabieh | Signature | <i>Christine Nellie Sabieh</i> |
| 2. First Reader Father Joseph Tannous | Signature | <i>[Signature]</i> |
| 3. Second Reader Dr. Harvey Oueijan | Signature | <i>[Signature]</i> |

Department Chair

[Signature]

- Original copy – Thesis Advisor
- One copy – Graduate Advisor
- One copy – to each Reader
- One copy – DPED
- One copy – Candidate

Department of Psychology, Education and Physical Education

The Thesis Release Form

I, Krystal Alexandros Iliopoulos, authorize Notre Dame

University – Louaize to supply copies of my thesis to libraries or individuals on request.

I, _____, do not authorize Notre Dame

University – Louaize to supply copies of my thesis to libraries or individuals on request.

_____Krystal Iliopoulos _____

Signature

_____March 15, 2022 _____

Date

Abstract

Students tend to take a grade and rarely reflect on their performance. Did I do well? What was the main mistake? Is there anything I need help with? How can I improve that grade next time? That same grade that students get either motivates or demotivates them. If students get the chance to set their own goals based on their weakness, and work on an action plan to reach that goal, their view of the grade changes. They will take a grade as an indicator to help them know how well they have acquired a concept or even reached their goal.

Based on that reflection, they will be able to know what the next step will be. Working on reading skills in lower elementary is a base to develop other components. In the Lebanese National Curriculum for English as a first language in the third grade, there is no emphasis on phonics and phonemic awareness that are a base for reading accuracy. Helping students set a reading accuracy goal and work on attaining that goal through intervention, which lacks at several points in the classroom, influences their achievement and their attitude towards reading.

In this study, reading accuracy was examined within the context of goal setting. Additionally, this study examined the attitude students have towards reading before and after setting reading accuracy goals. A convenience group of third grade students was chosen for the study. All the thirty students took a running record (McGraw-Hill Education. *Reading Wonders Running Records/ Benchmark Books.*) and a reading attitude survey before sharing results. Afterwards, students identified their weakness and set their goal. A teaching plan was created for a 4-week interference program. Meanwhile, students documented their reading progress on daily basis for content analysis. By the end of the intervention time, running records and reading attitude survey was passed again for students.

In this mixed method descriptive quasi experimental research design results were analyzed in the form of descriptive statistics and inferential t-test after doing a pre-test and a post-test. By the end of the study, a set of recommendations are given to enhance reading accuracy.

Keywords: Reading accuracy, students' attitude, running records, accuracy percentage

Acknowledgement

This thesis would not have been possible without the support of many people. Many thanks to my adviser, Dr. Christine Sabieh, who guided me all throughout this time, read my numerous revisions and helped make some sense of the confusion. Also, thanks to the committee members, Fr. Joseph Tannous, and Dr. Harvey Oueijan, who offered guidance and support. Thanks to my husband, parents, and numerous friends who endured this long process with me, always offering support and love. Most importantly, I would like to thank God Almighty for giving me the opportunity and guidance to achieving my goal.

Table of Contents

Abstract..... 4

Acknowledgement..... 6

Table of Contents 7

List of Tables..... 14

List of Figures..... 15

Setting Reading Accuracy Goals Affects Performance and Attitude..... 16

Chapter One 16

Introduction and Background of the Study..... 16

Introduction..... 16

Importance of Reading 16

Goal Setting 17

Statement of Problem 18

Purpose of the Study..... 19

Statement of Hypotheses/Research Question 19

Conclusion 19

Chapter 2 20

Literature Review 20

Introduction..... 20

Literature Review 20

<i>Reading Fluency</i>	20
Reading Fluency Components.	20
Interventions to Teaching Reading Fluency.....	21
Assessing Reading Fluency.....	22
<i>Reading Accuracy</i>	23
Components of reading accuracy.	23
<i>Phonemic awareness</i>	23
<i>Phonics</i>	24
<i>Decoding</i>	24
Response to Intervention.....	24
<i>Intervention in the RTI modal</i>	25
<i>Goal Setting and Social Learning</i>	26
Goal Setting and Feedback.	27
Goal Setting and Self-Regulation.	28
Goal Setting and Self-efficacy.	29
Writing Goals.	30
Personal Agency and Goal Setting.....	30
<i>The Case of Lebanon</i>	31
History.....	31
Goal Setting in the Lebanese Curriculum.	31

Reading objectives in the curriculum. 32

Conclusion 32

Chapter 3 35

Method 35

Introduction..... 35

Participants..... 35

Design 35

Instruments..... 36

Procedure 40

Conclusion 41

Chapter 4..... 42

Results and Discussion 42

Introduction..... 42

Showcase of the Procedure..... 42

Hypothesis 1: Setting reading accuracy goals would help students overcome reading difficulties..... 43

Running Records 44

Weakness Checklist and Goal Setting 47

Teaching Plan 50

Progress Monitoring 51

Journal Entries of some Participants.....	52
Reading Assessments.....	53
Hypothesis 2: Setting goals in reading accuracy would cause a change in attitude towards reading.....	55
Research Question: What are the recommendations to improve reading accuracy?	58
Conclusion	62
Chapter Five	64
Conclusion	64
Introduction.....	64
Conclusion of the Study.....	64
Limitations of the study.....	66
Recommendations.....	67
Implications for Future Research.....	69
Conclusion	70
References.....	71
Appendix.....	76
List of Appendices	76
Appendix A: Running Records	76
Appendix B: Elementary Reading Attitude Survey	76
Appendix C: Weakness Checklist.....	76

SETTING READING ACCURACY GOALS AFFECTS PERFORMANCE AND ATTITUDE 11

Appendix D: Goal	76
Appendix E: Teaching Plan.....	76
Appendix F: Journal.....	76
Appendix G: Mini texts used at the end of every week for monitoring	76
Appendix H: Raw results of the running record 1	76
Appendix I: Change in accuracy percentage after intervention period.....	76
Appendix J: Number of participants with respect to the accuracy percentage (%) they got before after intervention.....	76
Appendix K: Weakness checklist and Goal results.....	76
Appendix L: Participants' journal entries	76
Appendix M: Participants' reading attitude scores before and after intervention.....	76
Appendix N: Number of participants with respect to their attitude score before and after intervention	76
Appendix A	77
Running Record 1	77
Running Record 2	79
Appendix B	80
Elementary Reading Attitude Survey.....	80
Appendix C	86
Weakness Checklist.....	86

SETTING READING ACCURACY GOALS AFFECTS PERFORMANCE AND ATTITUDE 12

Appendix D.....	88
Goal.....	88
Appendix E	90
Teaching Plan.....	90
List of High Frequency Words covered	91
Appendix F.....	92
Journal.....	92
Appendix G.....	94
Mini texts used at the end of each week for monitoring.....	94
Appendix H.....	96
Raw results of running record 1	96
Appendix I	98
Change in accuracy percentage after intervention period.....	98
Appendix J	100
Number of participants with respect to the accuracy percentage (%) they got before after intervention	100
Appendix K.....	102
Weakness checklist and Goal results	102
Appendix L	106
Participants' journal entries.....	106

Appendix M 108

Participants' reading attitude scores before and after intervention 108

Appendix N 110

Number of participants with respect to their attitude score before and after intervention

List of Tables

Table 1: Statistical results of the t-test pertaining to the running records

Table 2: Distribution of the sample based on their accuracy distribution before and after intervention

Table 3: The distribution of the weakness with respect to the number of participants

Table 4: Number of participants with respect to the goal they set

Table 5: Distribution of objectives on the four weeks of intervention

Table 6: Significance level in reading attitude

List of Figures

Figure 1: A sample of Running Record

Figure 2: A sample of Elementary Reading Attitude Survey.

Figure 3: A sample of the weakness checklist.

Figure 4: A sample of the journal

Figure 5: The distribution of accuracy percentages during intervention weeks

Setting Reading Accuracy Goals Affects Performance and Attitude

Chapter One

Introduction and Background of the Study

Introduction

Engaging students is the key in the learning process. Engagement of students is an important component in improving academic outcomes especially for students with considerable academic difficulties (Stevenson & Mussalow, 2018). Teaching students to set goals from a young age is an important step in teaching them how to be responsible for their own learning. It also helps them develop belief in themselves (Ackerman, 2020). According to Ackerman (2020), setting goals helps students improve their self-image, increases awareness of one's strengths and weakness, provides experience of success, encourages prioritizing, and most importantly improves decision making, and many other aspects. Based on Dotson (2016) and Mc. Millan (2019), it had been proved that goal setting had a positive effect on motivation and academic performance of students. An assigned goal affects the self-efficacy of students and his work on his personal goals, which in turn mutually affects performance (Jones, 1996). When exploring the National Curriculum of English as first language in the third year of cycle one (1997), the reading objectives are ones that focus more on building comprehension and not phonics nor phonemic awareness as a first stage.

Importance of Reading

Reading is a fundamental element in learning a language. Teaching students how to read is a multi-dimensional task that needs preparation and understanding the methodology that should be followed for teaching. When explicit instruction and systematic phonics is done in reading, the percentage of reading failure decreases (Foorman & Torgesen, 2001).

The five modals of reading instruction are phonemic awareness, phonics, fluency, vocabulary, the words ones speak and use effectively, and comprehension which is the ability to read a text and understand it (Hosp & Suchey, 2014; Hughes & Dexter, 2011). Reading fluency influences many other aspects in the learning process. Poor reading fluency, tested based on standardized tests, appeared to be the reason behind low achievement in comprehension. The effect of having poor reading fluency affected students' performance in upper elementary, middle school and secondary (Rasinski, 2014; Denton, 2012). Despite the importance of reading fluency, annual surveys done in the United States suggested that reading became not a "hot topic" (Rasinski, 2014). This decline in putting the spotlight on reading was due to the way reading is being taught and assessed in schools (Rasinski, 2014).

There are two groups of approaches that should be acquired at different levels. The "inside-out" approach which is based on phonemic awareness and the "outside-in" approach that is based on vocabulary knowledge (Foorman & Torgesen, 2001). Teaching that provides phonemic awareness and letter recognition comes in the first place to be able to build upon. No single method is the correct method to target all students (Foorman & Torgesen, 2001). If the aim of the teacher is to help all students perform better in reading, then every component in reading fluency should be tackled (Rasinski, 2004). As research suggested, the first step to develop reading is phonics and phonemic awareness for students to achieve reading accuracy. In addition, if no student is to be left behind, students should get the chance to know the importance of reading, identify their weakness, set a reading goal and work on a plan to achieve that goal.

Goal Setting

Goal setting is a major key component in students' willingness to work which in turn affects achievement. When students get the chance to self-evaluate and self-regulate their learning, their

involvement and motivation to learn increases. When students know that teaching is revolving around their needs, even having a low performance grade becomes part of the learning process and not a hindrance. That might cause the student to try to identify where his mistakes were and set a plan to work on them to try to improve them.

Statement of Problem

Having students set their goals and being involved in the learning process is a key factor. This is my 9th year teaching in a private Catholic school in Lebanon. I alternated teaching in preschool and elementary divisions. The textbooks we use follow the Common Core State Standards. Teachers compare standards in the books with the objectives stated in the National Curriculum to form a syllabus. The books implicitly mention goal setting as part of the skills the students need. Moving to practical implementation inside the classroom, goal setting has rarely been worked on with students. Recently, administrators who have education degrees, started emphasizing the importance of goal setting for the development of students. Administrators enthused teachers to work on activities to promote goal setting to students. However, working on few activities is never enough for students to set their goals, self-reflect and regulate their own learning. If students were to be held accountable for their own learning, the ideology has to be set. Goal setting has to be a way that students use to reach objectives and attain skills. Reading accuracy is one of them for instance. Another issue that should be tackled is the way the instruction is given in the class. Instruction that provides phonics, phonemic awareness, high frequency words, fluency and comprehension is vital. Systematic instruction that builds up concepts for students to acquire next level concepts is the key. In classes, phonemic awareness is tackled but not thoroughly to reach a point where students need no further instruction on that concept when practicing reading.

Purpose of the Study

My main concern in this study was to prove that setting reading accuracy goals would have an effect on reading performance. My second aim was to prove that setting reading accuracy goals would lead to better reading attitude. My third aim is to recommend ways to improve reading accuracy. Working on these three aims was the base to develop an overall study that sheds the light on the importance of working on reading skills from a young age to be developed as students move from one scholastic level to another through setting their own goals.

Statement of Hypotheses/Research Question

This study targeted two hypotheses and one research question.

The first hypothesis was: Setting reading accuracy goals would help students overcome reading difficulties.

The second hypothesis was: Setting goals in reading accuracy would cause a change in attitude towards reading.

The research question tackled was: What are the recommendations that could be given to improve reading accuracy?

Conclusion

This chapter encompassed an overview of the background of the study in addition to its purpose and objectives. It highlighted the importance of working on reading skills with students. It gave an overview of the reason behind this study was conducted. It also included the hypotheses and the research question to be explored. The following chapter included the theoretical framework of the study.

Chapter 2

Literature Review

Introduction

This chapter covered the literature that tackled reading fluency and its components, reading accuracy, importance of goal setting, social learning theory, and a glimpse on where the Lebanese curriculum stood with respect to goal setting and reading accuracy and its practices.

Literature Review

Reading Fluency

When talking about reading, the first things that comes to mind is the ability to reading fluently. What is reading fluency? There were many definitions for reading fluency. The reader's ability to move from a surface level text processing to a deeper understanding is reading fluency (Rasinski, 2004). Reading fluency as a skill that consisted of automaticity in word recognition to expression that reflected meaning (Rasinski, 2014). Fluency was also defined as accurate word reading, the use of prosody, and the bridge that built to comprehension (Hosp & Suchey, 2014). Fluency was also defined as the skill that permits the reader to read phrases with immediate recognition of words (Nes Ferrara, 2005). Reading fluency has many components that builds it up.

Reading Fluency Components. All these definitions helped in creating the main components of reading fluency that were equally important. The four main dimensions of reading fluency were accuracy in decoding, automatic processing, rate, prosodic reading understood as expression and phrasing, and comprehension (Rasinski, 2004). Accuracy in decoding was the base of reading fluency. Reading words not accurately leads to a disrupted reading that builds no meaning. Readers who did not read accurately apply a significant amount of energy to decode the word than to put the energy in understanding the text (Rasinski et al., 2009). Rate or speed in

reading did not give us the full picture of reading fluency. Focusing only on rate leads to teaching reading from that perspective and disregarding meaning (Rasinski et al., 2009). Prosodic reading was an essential part of reading fluency. It contributed to a deeper level of understanding of the texts read (Rasinski et al., 2009). Prosodic reading was fluency's connection to meaning (Rasinski, 2014). It was worth mentioning that reading speed and comprehension did not correlate at significant level. On the other hand, Biogozzi et al. (2017) noted that reading accuracy and comprehension were negatively correlated: the fewer the mistakes in accuracy, the better the comprehension was. Enhancing reading fluency needs proper intervention in teaching all the above components.

Interventions to Teaching Reading Fluency. There were many interventions to teach reading fluency in a way that affected students' performance. The four main ways were repeated reading, assisted reading, continuous reading, and reading practice (Kuhn, 2020).

Repeated reading was when students were given texts with words they recognized and were asked to read the text several times until they attain a certain level of fluency (Mastropieri et al., 1999). Repeated reading was done when the student read one on one with a peer coach or in a small group with the teacher. Peer mediated reading could be done for the whole class by dividing the class into two groups. A group reading and the other monitoring their performance (Mastropieri et al., 1999). In that way, all students would be engaged in reading activities. Based on research, repeated reading through modeling and reading to children helped them achieve a level of fluency that helped them move to a text they had never read before (Rasinski, 2014). Repeated reading could be classified into repeated reading with timing and repeated reading with a modal (Hudson et al., 2005). Another intervention that proved the benefits of repeated reading was proved when students who repeatedly read a text gained fluency (Rasinski, 2014).

Assisted reading also known as previewing was listening to an audio of a native speaker or the teacher while reading (Rasinski, 2014). Technology also played an important role in assisted reading by the number of platforms that provided an audio version of a printed text. Previewing or assisted reading helped students gain exposure to vocabulary, phrasing, and emphasis (Mastropieri et al., 1999). Research proved that this kind of practice helped increased the number of words read accurately (Kuhn, 2020; Rasinski, 2014).

Continuous reading differed from repeated reading in that students continuously read texts that they had not seen and not the same text over and over again to gain fluency (Kuhn, 2020).

Reading practice was explained as wide reading and independent reading. Wide reading was reading a text and engaging in some activities related to the text and then moving on to a different text. It was worth mentioning that this type of reading did not really help in fluency (Rasinski, 2014). On the other hand, independent reading was the ability of the student to practice reading independently to gain confidence and continue reading practice (Rasinski, 2014). After teaching all the components of reading fluency and provided the proper intervention, assessing students' reading becomes vital.

Assessing Reading Fluency. After following the steps of teaching reading, assessment became an important aspect to know where students stood. Accuracy was calculated by the percentage of words on grade level material. Having a percentage of 90-95% meant that the students had a good accuracy level. Rate or speed was calculated by checking the number of correctly read words of a grade level text in 60 seconds. If the percentage fell between 20-30% below level rate, then the student needed additional instruction. Prosody was assessed by listening to students reading and scoring based on a rubric including expression and volume, phrasing, pace,

and smoothness (Rasinski, 2004). Once fluency was achieved in primary grades, students would get to focus on other literacy skills and vocabulary in higher grade levels (Rasinski et al., 2009).

To wrap up, reading fluency could not be achieved without the attainment of all its components: accuracy, rate, prosody and expression. If students read with rate and expression but what they read was wrong, that would not help them gain fluency. So, reading accuracy became the stepping stone to achieve reading fluency.

Reading Accuracy

Reading accuracy is the ability to recognize and decode words correctly (Hudson et al., 2005). Poor accuracy had an effect on reading comprehension and fluency since students could not understand the text (Hudson et al., 2005). According to Hudson et al. (2005), performing running records was the best way to assess accuracy.

Components of reading accuracy. In order for students to read accurately, they needed to understand letter sound correlation, decoding words and read High Frequency words that are also known as sight words (Hudson et al., 2005). The basic components of reading accuracy are: phonemic awareness which was the understanding that when sounds in a language are blended together, they form words; and phonics which was the relationship between letters and the sounds.

Phonemic awareness. Phonemic awareness and phonics coincided with letter sound correlation and decoding. So, for effective reading accuracy, students should learn how to decode words, blend sounds and read High Frequency words. Studies done on phonemic awareness revealed that when that kind of instruction was given, improvement in reading and spelling would be shown (Foorman & Torgesen, 2001). In that same study it had been mentioned that instruction in phonemic awareness was most effective when alphabetic letters were included and units were tackled systematically (Foorman & Torgesen, 2001).

Phonics. When discussing phonics, area of phonics research revealed that systematic phonics instruction helped students from kindergarten to sixth grade increase their reading abilities and that phonics must be integrated when teaching phonemic awareness, fluency and comprehension (Foorman & Torgesen, 2001).

Decoding. Decoding was another component that helped in reading accuracy. Decoding was when the reader blended sounds to form words (Hudson et al., 2005). In order for students to decode, they had to first identify the sounds that letters form, blend phonemes and use both sound and meaning to read words in a text (Hudson et al., 2005). A study was conducted to explore the benefits of either the decoding-oriented reader approach or a language experience approach; results showed that the decoding approach showed superior achievement (Foorman & Torgesen, 2001). That proved that the systematic instruction rather than the analytical one helped students perform better in reading. Effective and systematic reading instruction was the best way to increase reading accuracy; this happened when extensive work was done related to phonemic awareness and phonics with integrated instruction in vocabulary and comprehension at a later stage (Denton, 2012). Another study showed the importance of teaching decoding. In this study analysis was made on the fact that when students did not know how to read a certain word, the first thing they did was to try and decode (Hudson et al., 2005). Thus, teaching decoding was vital in the reading process. To sum it up, helping students enhance their reading accuracy was based on teaching them phonics and phonemic awareness, decoding, and High Frequency Words. While teaching, intervention should be done to ensure a proper individual follow-up on Students. One of the tools used during intervention is the Response to Intervention (RTI).

Response to Intervention. Response to Intervention (RTI) was a tool often used to signal out students with reading difficulties. RTI included four stages. Universal screening to identify

students' abilities, general education instruction, progress monitoring to check students who were not benefiting from the reading instruction provided, and decisions about students' progress and the possibility to move to a different stage that needed more intensive instruction (Hughes & Dexter, 2011; Speece et al., 2011; Catts et al., 2013; Denton, 2012).

Universal screening was a screening done for every student to check if they had any reading difficulty (Hughes & Dexter, 2011). Research showed that this universal screening could be done as early as kindergarten to help students so that they do not struggle on the way up to higher levels (Catts et al., 2013).

Progress monitoring was used by the teacher to assess student progress identified by universal screening (Hughes & Dexter, 2011). It is advisable that students should be monitored weekly or biweekly (Hughes & Dexter, 2011). Measures of growth in response to instruction provided useful information for forecasting reading outcomes (Catts et al., 2013).

Intervention in the RTI modal. Intervention was the key in the RTI modal. Proper intervention included explicit instruction in phonemic awareness, phonics, and automatic recognition of high-frequency that could be best done if working in small groups (Denton, 2012). Based on the RTI modal, intervention should be done on a sub-lexical level and word level skills (Speece et al., 2011).

Sub-lexical skills branched into three main categories. Letter-Sound Fluency that measured the number of correct letter sounds. Phonemic Segmentation Fluency measured the child's ability to segment an orally presented word into individual phonemes. Grapho-phonemic Fluency was a timed measure that evaluated phonetic skills. A grapho-phoneme was two or more letters representing one or more phonemes (e.g., *ch, gr,ea*).

Word level skills branched out into three categories. Word Reading Efficiency that targeted Sight Word Efficiency, where students were asked to read several sight words, and Phonemic Decoding Efficiency, where students were asked to decode nonsense words. The second category was Word Identification Fluency that worked on students' speed and accuracy identifying printed words.

The third category was the Passage Reading Fluency that targeted the student's ability to read a passage fluently (Speece et al., 2011). An abundance of evidence demonstrated a strong relationship between word reading with phonological awareness, and sub-lexical units with vocabulary (Speece et al., 2011).

As a conclusion, the best way to enhance accuracy was to rely on teaching phonics, decoding and High Frequency Words. In order to properly attain reading accuracy, universal screening must be done to all students at the beginning and progress monitoring must be done weekly or biweekly to know where students stand. All what had been mentioned fell into the academic part of reading. What about helping students recognize their weakness and working on certain goals for attainment, self-reflection and self-assessment? The latter could be achieved through goal setting and the important role it played in the social learning.

Goal Setting and Social Learning

One of the ways used to engage students in the learning process was through goal setting. A goal was what an individual is trying to accomplish, goal setting involved modifying the set goal when necessary (Bandura, 1986, 1988). Every goal must have its attribute. The major two attributes were content and intensity (Latham & Locke, 1991; Jones, 1996).

When talking about content, specificity and difficulty were the major components. Goals must be specific for them to be clear enough to be attained. The difficulty of the goal ranged from

easy, moderate, difficult and impossible (Latham & Locke, 1991). The difficulty of the goal was based on each individual's ability. If the student had high self-efficacy, he would be able to set moderate to difficult goals. If another student had weaker self-efficacy, his goal would not be of the same difficulty level. Due to that, goals were personalized and did not have a set standard. In a study that Schunk (1983b) made, children who were given difficult goals but with direct attainment information achieved greater self-efficacy. Self-efficacy referred to beliefs concerning one's capabilities to attain designated levels of performance (Bandura, 1986, 1988).

Intensity was characterized by clarity, scope, abilities, and commitment. Commitment was the degree to which the student was attached to the goal set, consider it important and was determined to reach it despite obstacles. Many researches had been done on the relation between goal setting and its attributes. Since people adjusted their level of effort to the difficulty of the task, they tend to try harder to achieve difficult goals (Latham & Locke, 1991; Jones, 1996). Performance would be affected by goals set when the latter were specific and challenging rather than easy, medium, or nonspecific (Conte & Hintze, 2000). It had been proved that the possibility that a goal-setting strategy based on the student's own level of performance would motivate him/her to set demanding goals (Harkins & Lowe, 2000). Goal choice was directly related to commitment. If the goal could be attained, then there was a high probability that the student would choose this goal either because of past experience or based on his ability (Latham & Locke, 1991). Choice was also affected by the person's belief that this goal was important and attainable at the same time (Latham & Locke, 1991). Setting goals and working to achieve them needs to be followed up by proper feedback.

Goal Setting and Feedback. Results of goal setting could not be fully attained without feedback, self-regulation and self-efficacy. In order for students to self-regulate, proper feedback

should be provided. Students receiving biweekly performance feedback on their goals evidenced relevant and noticeable change in oral reading fluency compared with a no-feedback approach (Conte & Hintze, 2000). Neither goals nor feedback alone was sufficient to improve performance; it had to be a combination of both (Conte & Hintze, 2000). Specific feedback enabled students to self-evaluate performance related to goal, adjust behavior and provide a mechanism to adjust the goal based on the performance (Stevenson & Mussalow, 2018).

Goal Setting and Self-Regulation. Self-regulation referred to students being engaged in their own learning by planning for their resources to meet these demands, and monitoring their progress toward completion of assignments (Covington, 2000). Students exerted a bigger effort to monitor their understanding and to make positive attributions for one's occasional failures (Covington, 2000). Self-regulated learning involved the fact of checking performance and regulating behavior to attain the desired goal (Schunk, 1990). Self-regulatory behavior aligned the current to the future behavior which permitted the student to self-evaluate the progress (F. Kanfer, 1986). To further explain that, if the action of the student was below the expected level, the student would tend to eliminate the source of dissatisfaction. If the performance was higher than what was expected, the student would tend to work on a higher goal (Schunk, 1990). Self-judgement, self-observation, and self-reaction were parts of self-regulation (Schunk, 1990). Self-judgement was when you compare your performance to the set goal. Self-judgement was affected by the degree the students gave value to the goal set. Self-observation or attention to one's behavior informed and motivated the process. Self-reactions to goal progress motivated behavior (Bandura, 1986). If a student knew that he was on the right track to attain his goal and his progress was acceptable, that would help him increase motivation (Schunk, 1990). Students who had low self-efficacy and doubt their abilities tend to disregard doing tasks, others who had high self-efficacy tend to persist

more on the tasks given (Schunk, 1990). It is thus clear that self-regulation has an important link between academic goals and the quality of achievement.

Goal Setting and Self-efficacy. Self-efficacy (Bandura, 1977, 1982, 1986) was a task that reflected the person's view or judgement of their capability to perform actions required, as well as the relation between these views and behavior. Self-efficacy impacted goal level, task performance, and goal commitment when goals were self-set (Jones, 1996). According to Bandura (1977), self-efficacy was not a trait; it changed with time and experience. To illustrate better, based on Bandura (1977), if a person was faced with a new experience, he usually would rely on past experiences to judge self-efficacy and create a personal goal. When a person gained more experience and began to form a self-schema of efficacy, performance would be affected strongly by the self-perceptions of efficacy. A person's self-assessment would affect efficacy expectations (Jones, 1996). According to Schunk (1990), as students worked on specific tasks, they evaluated their performance with respect to the goal. So, self-observation and judgement affected self-efficacy and goal setting. When students felt that they were capable of attaining the task, they would be motivated to set another goal that needed higher efficacy.

Focusing on reading, self-efficacy for reading referred to the assessment that the person did to himself of how well they thought they could accomplish a particular reading task. That was affected by how well he had performed, including the feedback or encouragement he received (Nes Ferrara, 2005). The three dimensions of self-efficacy are magnitude, which referred to the level of task difficulty that a person believed he can attain; strength, which referred to the strength or weakness of the magnitude conviction; and generality, the extent to which the expectation was generalized across situations (Jones, 1996).

Writing Goals. In order for students to write goals that were clear, a certain trace should be followed. Goals should be S.M.A.R.T. Each goal should have four parts. The goal should be specific, measurable, achievable, realistic, and timed (Bovend'Eerd et al., 2009; Ackerman, 2020). Students who had worked on their personal agency in autonomous learning were able to set goals (Alfaiz et al., 2020).

Since the importance of teaching students to set goals and work on attaining them had many advantages, it thus had an effect on the personal agency of the student and how he perceived himself.

Personal Agency and Goal Setting. Personal agency was the student's ability to understand his potential. It included trained ability, adaptability, proactiveness, initiative, having a plan and setting targets and goals (Alfaiz et al., 2020). These students were thus able to evaluate their learning and improve their weakness. When students had weak personal agency, they did not have forethought, self-realization and self- reflection based on a research done on 109 students. This led to a lack of initiative, unfulfilled goals and inappropriate learning strategies (Alfaiz et al., 2020).

Going back to reading, when a student had difficulty in reading, he would avoid the task and not enjoy it. By doing so, his self-perception was low and is affected negatively (Nes Ferrara, 2005). According to Bandura (1997), success was a very important part in the development of self-efficacy, and self-efficacy in return was an important area to develop to meet the learning needs of Students (Jinks & Lorschach, 2003).

Having students work on reading accuracy through setting a reading accuracy goal would help them become more engaged in the learning process. That would help them attain self-efficacy and self-realization to achieve the goal. That must work in parallel with intervention based on

decoding and phonemic awareness after doing universal screening and relying on progress monitoring to adjust the intervention. Doing so would affect the students' personal agency towards reading in general and reading accuracy in specific. Where does the Lebanese curriculum stand with respect to reading accuracy and goal setting?

The Case of Lebanon

Taking the case of Lebanon, the Lebanese curriculum of the third grade was explored after presenting a quick overview of the history.

History. The Ministry of Education was first established under the French mandate in 1926. In 1928, some changes started to occur in curricula. The basic of the curricula was based on a French model with the Arabic language added to it. At the time of independence, Lebanese leaders felt the urge to create a sense of unity based on nationalism and not religious affiliations (Frayha, 2003). Education had to play a role in such a change. The first two governments after independence worked on creating a new curriculum that emphasized nationalism in 1946. A new curriculum was established between 1968 and 1971. This curriculum was characterized by social and political change (Frayha, 2003). After the Taif Agreement and the end of the Civil war, the plan for educational reform development was launched in 1994. This plan focused on the role of administrators, curricula, textbooks, resources, teachers, school buildings, special education, extracurricular activities, and educational information (Frayha, 2003). The focus on updating school curricula was to meet the needs of the individual, society, and the job market (BouJaoude & Ghaith, 2006).

Goal Setting in the Lebanese Curriculum. When we explore the curriculum, goal setting was missing from the Lebanese National Curriculum. There was no prove that goal setting had

been mentioned. The general objectives of the elementary stage stated in the Lebanese Curriculum (2021) mainly focus on citizenship education. The seven objectives were: (1) providing the basic knowledge and skills necessary for the integration of children in a civil society; (2) Providing the child with basic language communication skills; (3) Providing the child with basic scientific and mathematical skills; (4) The development of the artistic, sports, motor and aesthetic capabilities of the child; (5) Enhancing the child's self-confidence, independence, and practicing civic behavior; (6) Providing the child with a set of knowledge related to his society; (7) Providing the child with positive values regarding knowledge. Goal setting was not part of the general objectives for students in cycle one.

Reading objectives in the curriculum. Here below were a sample of the reading objectives stated in the National Curriculum of English as first language in the third year of cycle one (1997). Developing basic factual comprehension of what was read, developing comprehension of basic literature, using text evidence and clues. Making inference, develop silent reading, interpret what was read, and reading for pleasure. The only objective that had been stated regarding phonemic awareness was decoding skills through three basic objectives: distinguishing between short and long vowel sounds, underlining blends, and adding prefixes and suffixes. Students in third grade would have difficulty in attaining all the comprehension objectives stated above if they were facing reading difficulties. That would lead to the fact that accuracy, represented by phonics and phonemic awareness and even High Frequency Words, were taken lightly in the curriculum.

Conclusion

To sum up, reading fluency could not be achieved without the attainment of all its components: accuracy, rate, prosody and expression. So, reading accuracy became the stepping stone to achieve reading fluency. In order to enhance accuracy, relying on teaching phonics,

decoding and High Frequency Words became a must. In order to properly attain reading accuracy, universal screening must be done to all students at the beginning and progress monitoring must be done weekly or biweekly to know where students stand. All that could be achieved in two ways. It is either the teacher chooses to engaged kids in all that process or decides to make them passive. In order to engage them in this learning process, goal setting became a must in the role it played in the social learning. Having students work on reading accuracy through setting a reading accuracy goal would help them become more engaged in the learning process and affect their attitude towards reading. Setting a reading accuracy goal and working to achieve it would help them attain self-efficacy and self-realization to achieve the goal.

In order to juggle both reading accuracy and goal setting, universal screening, done sitting for a running record, should be taken by students to check the level of students. Based on the RTI modal, universal screening is a screening done for every Student to check if they have any reading difficulty (Hughes & Dexter, 2011). Based on that, they could set their goal and work on attaining it while progress monitoring their work and intervening through providing instructions based on phonics, decoding and High Frequency Words weekly. Also based on the RTI modal, progress monitoring is an important part. It was advisable that students should be monitored weekly or biweekly (Hughes & Dexter, 2011). Doing so would affect the students' personal agency towards reading in general and reading accuracy in specific. After several progress monitoring, students sit for another universal screening represented by running records.

Based on the information provided, the intention behind the study focused on enhancing reading accuracy by setting reading accuracy goals and checking students' attitude towards reading after working on their goals. Due to that, the study had two hypotheses and a research question. The first hypothesis was setting reading accuracy goals would help students overcome reading

difficulties. The second hypothesis was setting goals in reading accuracy would cause a change in attitude towards reading. The research question was: what are the recommendations that could be given to improve reading accuracy?

Chapter 3

Method

Introduction

This chapter described the design of the study. It provided a wide range of information about the structure of the research mainly the participants, the instruments, the procedure, and data analysis. Participants which included the students and way of choosing them. The design which included information about the way the research aimed to work. The Instruments used to collect data, and the procedure that the students followed and the way results were analyzed.

Participants

A total of 30 students enrolled in a grade three classroom in a Catholic school in Mount Lebanon were selected based on convenience to participate in the study. The participants had around two years of online learning due to COVID-19. This convenient sample had spent a period of three months with minor or no work on developing their reading skills.

Design

A mixed method design was used to perform the study. A descriptive quasi-experimental pre-test post-test design was the framework of the study. Quantitative data was used to collect percentages of the participant's reading accuracy before and after intervention. Descriptive data analysis was used to analyze the daily progress of the participants, and the journal kept to analyze the type of intervention and participants' progress. Descriptive research was also used to analyze the Elementary Reading Attitude Survey to monitor change in reading attitude before and after setting the goal and work done during the intervention period. Inferential statistics, pre-test post-test design, helped in comparing reading accuracy results before and after intervention in addition to comparing change in reading attitude at the end of the study.

Instruments

For the study, six instruments were used. McGraw-Hill Running Records (2006) (see Appendix A), Elementary Reading Attitude Survey (see Appendix B), a weakness checklist (see Appendix C), goal setting document (see Appendix D), the teaching plans (see Appendix E), and a journal (see Appendix F).

McGraw-Hill Running Records (Appendix A) were used to assess accuracy percentage of the participants. The given texts were of level N which is half way between reading level J and Q. Based on the Developmental Reading Assessment, DRA, which is an individualized reading assessment that enabled teachers to evaluate growth in student's reading performance over time; the reading levels ranged from A/1 (emergent reader) to 60 (advanced reader) in elementary school. For grade 3, the levels range from 16 to 40. Due to that, texts of level N/30 were chosen. The scoring of the running records for every participant was done by calculating the percentage of words read correctly over the total number of words multiplied by 100. That was done twice during the study. Figure 1 showed a sample of the running record text.

Figure 1

A sample of Running Record

Peter and the Dragon

A long time ago, in a land far away, there lived a dragon. He frightened all the people who lived in the town. Every time he was hungry, someone would disappear. The king offered a reward of one hundred bags of gold to anybody brave enough to make the dragon stop snacking on people.

Peter was the son of the best baker in the land. His job was to take cakes to the king's palace. Peter spent many hours wishing he was brave enough to face the dragon. One day, when

Elementary Reading Attitude Survey (Appendix B) is a questionnaire consisting of 20 questions targeting students' attitude towards reading. Participants had to answer a question by circling the figure that resembles them best. This questionnaire was chosen since it targeted students in Elementary level. Circling the happiest Garfield earned 4 points. The slightly smiling Garfield earned 3, the mildly upset Garfield earned 2 and the very upset Garfield earned 1 point. The maximum points a participant could get is 80 and the least is 20. The Reading Attitude Survey was used to collect descriptive data about participants' attitude towards reading. Results for every question was documented and tabulated. Figure 2 showed a sample of the questionnaire.

Figure 2

A sample of Elementary Reading Attitude Survey

1. How do you feel when you read a book on a rainy Saturday?



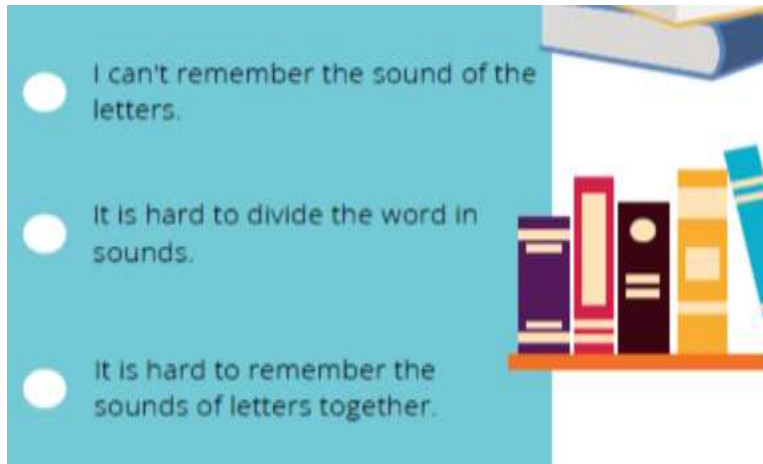
2. How do you feel when you read a book in school during free time?



A weakness checklist (Appendix C), was distributed for the participants to jot down their weakness. The weakness checklist was done to facilitate self-reflection for the participants. The options provided in the checklist were mainly common reading errors participants showed throughout the running record. These options were also common errors students in grade 3 do. Figure 3 showed a sample of the weakness checklist.

Figure 3

A sample of the weakness checklist.



Goal setting (Appendix D) was also an instrument used in the study to show the result of the self-reflection participants did. The goal setting document also helped in knowing what each participant wished to achieve in reading. Participants had to write down the goal they wish to achieve after the four-week intervention time. Participants had to fill in the sentence to write their own goal. Results of the weakness checklist and goal setting were collected after participants filled them out. The responses were categorized to create teaching plans that cater for every participant.

When collecting data from the weakness checklist and the goal setting document was over, teaching plans (Appendix E) were generated. Teaching plans gave an overview of the mini lessons that should be targeted during intervention time, the time allocated for each, and the main reading objectives the lesson branched from. The teaching plan focused on the four main pillars that help achieve accuracy; phonics, phonemic awareness, blending, and High Frequency Words.

Participants and me, as a practitioner, kept a journal (Appendix F) to monitor participants' daily progress and the way they perceived their progress and the way it was perceived by the practitioner. That journal was also used as descriptive statistics to check participants' self-regulation and self-efficacy. The journal with the practitioner was used for monitoring participants' progress and the flow of the teaching plan. Figure 4 showed a sample of the journal participants used.

Figure 4

A sample of the journal

MY DAILY READING PROGRESS			
Week 1			
	What did I learn today?	Can I do it independently?	
		Yes	No
1		✓	✗
2		✓	✗
3		✓	✗

Procedure

The procedure followed in the study consisted of several steps for the proper data collection. Participants worked on the study step by step following a time frame monitored by the practitioner. The whole study took around two months.

These were the steps followed to accomplish the procedure with the time frame of each.

- Participants had to take a Running Record as part of the universal screening. Participants were coming one by one, for reading the text. The Running Record took around a whole week to accomplish.
- The Elementary Reading Attitude Survey was filled by the participants. This survey showed the participants' attitude towards reading in general. Explanation of how participants should answer was provided with examples for them to know how to choose the best option for them. Participants were able to fill in the survey in one day relevant to one teaching period.
- Participants filled in the weakness checklist to self-realize their weakness.
- Participants set the reading goal they wish to achieve. Identifying the weakness and setting the goal took a period of time equivalent to a day.
- Participants started taking phonemic instructions to enhance their reading accuracy based on the teaching plan generated based on the data analyses of the weakness checklist and goals set. The intervention period took four weeks. Each of these weeks was divided based on instructions in phonics, phonemic awareness and High Frequency Words.
- By the end of every week during the intervention period, participants sat for small running record as a checkpoint for them to self-reflect on their learning.

- For them to self-reflect too, participants filled in a journal. In the journal, participants wrote what the intervention done was about and if they were able to tackle the same objective independently or they still needed extra help.
- When the intervention period was over, participants took another running record to monitor change in their reading accuracy scores. The Running Record also took around a week as the first Running Record.
- Participants sat for the Elementary Reading Attitude Survey for the second time to monitor change in reading attitude after the intervention period was over.

As a practitioner, data collected from the Running Record scores and those of the Elementary Reading Attitude Survey were analyzed when each was over and scores were shared with the participants. Analyses of the data of the weakness and the goal was done to create the teaching plan.

Conclusion

This chapter provided the research design of the study. It also presented the instruments and the detailed chronological procedures followed for data collection. It also defined how data was analyzed to reach the results.

Chapter 4

Results and Discussion

Introduction

This part of the paper showed the results obtained throughout the whole study. It showed the results obtained for the hypothesis targeting reading accuracy with respect to goal setting. It also showed the results of the participants' change in reading attitude from the beginning of the study to the end of it. This part also showed practical recommendations obtained from the study as a whole. Before presenting the results, a showcase of the procedure was presented to show briefly how data was collected and also how the practitioner was able to reach the outcome for the hypotheses and research question tackled.

Showcase of the Procedure

In order to monitor change in the reading accuracy level of participants, running records were taken at the beginning of the study and at the end of it. To track progress in accuracy, the practitioner also relied on the journal entries that the participants wrote. In addition to that, the weekly progress tracked after the progress monitoring that was done during intervention time helped the practitioner know if participants' reading accuracy was improving.

On the other hand, to track change in the attitude of the participants towards reading, they had to take an Elementary Reading Attitude Survey that targeted specifically Elementary students. The survey was done twice, at the beginning and at the end of the study. To conclude the whole study, a set of recommendations were provided for teachers and elementary school to abide by to improve reading accuracy.

All the above data was collected for two main purposes. The first was to check if the goal that participants set affected their reading accuracy percentage and also to check if goal setting helped in changing the participants’ attitude towards reading in general to finalize the study with a set of recommendations.

Hypothesis 1: Setting reading accuracy goals would help students overcome reading difficulties

Hypothesis 1 stated that setting reading accuracy goals would help students overcome reading difficulties. The hypothesis had been supported with the value of *t* is 3.54, the value of *p* is .0014, and thus the result is significant at $p < .05$. The intermediate values used in calculations were $t=3.54$ with $df=29$ and a standards error of difference equals 0.57. Thus, the results showed that intervention had a positive effect on participants’ reading accuracy percentage and thus decreasing reading difficulties. Table 1 showed the statistical results of the t-test to show significance.

Table 1

Statistical results of the t-test pertaining to the running records

	Pre-test	Post-test
Mean	91.90	93.90
SD	7.55	4.74
SEM	1.38	0.87
N	30	30

Many factors affected the results that proved the significance in supporting the hypothesis. The running records, identifying weakness and setting goal, teaching plans and progress monitoring results all helped the participants reach an improvement in reading accuracy percentages. The detailed results obtained from each of the above factors was showcased below.

Running Records

Accuracy percentage was collected by calculating the number of words read correctly over the total number of words in the text multiplied by 100. When reading, the practitioner jotted down mistakes related to: where specifically the mistake was, if the mistake was related to which gap the participant had. The remarks were also put for self-correction and repetition which are not considered as mistakes in accuracy. The running records helped in classifying the students based on their reading levels into three main categories (Macmillan McGraw-Hill, 2006). The independent reading level with reading accuracy percentage ranging between 95-100%. The instructional level with a reading accuracy percentage ranging between 90-94%. The frustrational reading level with a reading accuracy percentage below than 89%. Running records were taken by the participants at the beginning and at the end of the study. In order to check the raw results of the first running record taken by the whole sample check Appendix H. Based on the results provided in Appendix H, some of the participants had percentages higher than others. There was also a huge difference between participants who got the highest percentage and those who got the lowest percentages. Participant 7 had an accuracy level of 99% while participant 12 had an accuracy percentage of 65%. This reflected two different reading level in the same class and the fact that each of the participants had different reading needs to accommodate for.

When the second running record was taken at the end of the intervention period, change in reading accuracy percentage was tracked. See Appendix I for the results of the accuracy percentage before and after the intervention period. As seen in Appendix I, almost all participants had better accuracy percentages. Some of the participants benefited more than others. Some of them increased their percentage level by 1% and others by 10% as participant 18. Participant 8 had an accuracy level of 98% before intervention, while after intervention the percentage increased to 99%. This participant increased his percentage by only 1% and stayed in the independent reading level. Participant 12 started the study with an accuracy percentage of 65% and it increased to 80% after intervention. This participant showed progress in reading accuracy by 15% even though he maintained the same reading level, frustration level, throughout the whole study.

Since most of the intervention work was based on decoding, participants showed better accuracy percentages. A study analysis was made on the fact that when students did not know how to read a certain word, the first thing they do is try and decode (Hudson et al., 2005). Effective and systematic reading instruction is the best way to increase reading accuracy; this happens when extensive work is done related to phonemic awareness and phonics through decoding (Denton, 2012). As seen in Appendix I, the number of participants who had a higher accuracy level increased. 10 participants had an accuracy level above 95% before intervention and this number increased to 14 after intervention. The participants with the lowest accuracy level before intervention had a higher percentage by approximately 10%. Two participants had an accuracy level below 70%, after intervention the lowest accuracy level was 80%. Appendix J showed the distribution of participants based on their accuracy percentages before and after intervention.

The obtained results divided the sample into three main categories. Participants in the independent level having accuracy level between 95-100%. Participants in the instructional level having an accuracy level ranging between 94-90%. Participants in the frustration level having an accuracy level below 89%. Table 2 showed the distribution of the sample based on reading accuracy levels.

Table 2

Distribution of the sample based on their accuracy distribution before and after intervention

Accuracy Distribution	Number of Participants before intervention	Number of Participants after intervention
Independent level	10	14
Instructional level	14	14
Frustration level	6	2

The above results showed that 30% of the participants were in the frustration level in reading which needed a lot of work on both academic and attitude level. Work had to be done on developing their own self-efficacy. Self-efficacy referred to beliefs concerning one's capabilities to attain designated levels of performance (Bandura, 1986, 1988). 46% of the participants were in the instructional level. This meant that many reading criteria could be worked on to enhance the results in reading. 33% of the class were in the independent level which reflected their ability to read without hindrance Level N texts.

Analyzing the results shown in table 2, four participants moved from the frustration level to the instructional level. The two participants who remained in the frustration scored higher in reading accuracy percentage. However, their percentage was still below 93%. Four other

participants moved from the instructional level to the independent level. Having approximately 50% of the participants in the independent level indicated that these participants became ready to read more complex and advanced texts.

Weakness Checklist and Goal Setting

After collection of data regarding accuracy through the first running record, participants filled a weakness checklist and set their goal after providing them with feedback regarding their reading. Generally, when a student had a difficulty in reading, he would avoid the task and not enjoy it. By doing so, his self-perception was low and was affected negatively (Nes Ferrara, 2005). Helping participants identify their weakness would increase their self-awareness and thus affect their work towards setting a goal and reaching it. Self-regulated learning involves the fact of checking performance and regulating behavior to attain the desired goal (Schunk, 1990). When results were collected and analyzed, participants had to write down the goal they wish to reach after four-week time. Check appendix K for the raw results of the weakness and goal set by each participant. Participants' input was paraphrased, analyzed and categorized to make it easier to set the teaching plan.

Based on Appendix K, and for making results easier for analysis, table 3 showed the distribution of the weaknesses with respect to the number of participants.

Table 3

The distribution of the weakness with respect to the number of participants

Weakness	Number of Participants
I can't remember the sounds of the letters	1
It is hard to divide the word into sounds	8
It is hard to remember the sounds of the letters together	14
I forget how to read High Frequency Words	5
It is hard to read the words without blending the sounds	2

Most of the participants, 46%, had difficulty in remembering the sounds of digraphs and diphthongs since they see two letters and have to blend their sounds into one. 26% had difficulty in segmenting the words for blending the sounds. It is worth mentioning that decoding is a vital part in reading. In order for participants to decode, they have to first identify the sounds that letters form, blend phonemes and use both sound and meaning to read words in a text (Hudson et al., 2005). 16% had difficulty in reading High Frequency Words. 7% of the participants had difficulty in doing the connection between words in the sentence to read sentence utterances, and 3% had difficulty in remembering the sound of letters which is the base in reading.

After analysis of results, participants were able to jot down the goal they needed to achieve. Since participants were in light of what the whole study was about, writing the goal was not a hard task for them to do. Participants were reminded of the feedback they received regarding their reading accuracy and the weakness checklist they filled. Participants were given time to self-reflect

before writing down their goals. They were given clear instructions on how to write their goal by filling the sentence (check Appendix D). The results of what participants wrote was analyzed and categorized to fit the four main targeted goals written in table 4. It had been proved that the possibility that a goal-setting strategy based on the participant's *own* level of performance would motivate him/her to reach the goal and set demanding goals later on (Harkins & Lowe, 2000). That is why participants got the chance to self-reflect on their own weakness and decide on a goal that suited them best. Self-efficacy impacts goal level, task performance, and goal commitment when goals are self-set (Jones, 1996). Results showed that there was a cohesion between their weakness and the goals they set. The goal of 53% of participants was related to blending sounds which was the weakness of 46% of the participants. The goal of 30% of the participants was related to reading the High Frequency Words, 10% of goals were related to remembering the sounds and 6% the sounds of letters in general. The goals were categorized as shown in table 4.

Table 4

Number of participants with respect to the goal they set

Goal	Number of Participants
Remember the sounds of the letters	2
Blend sounds easily	16
Stop thinking of the letters of the sounds together	3
Remember how to read words I saw earlier	9

Teaching Plan

Based on the results provided from the weakness checklist and goals set, a teaching plan was generated (Appendix E). Instruction in phonemic awareness is most effective when alphabetic letters are included and units are tackled systematically (Foorman & Torgesen, 2001). When discussing phonics, area of phonics research revealed that systematic phonics instruction students from kindergarten to sixth grade increase their reading abilities and that phonics must be integrated when teaching phonemic awareness (Foorman & Torgesen, 2001). Based on that, intervention plan was based on the pillars of phonemic awareness and High Frequency Words. In order for students to read accurately, they need to understand letter sound correlation, decoding words and read High Frequency (Hudson et al., 2005). This is why the plan consisted of reviewing the basic sounds between short and long. It also consisted on working on blending digraphs and diphthongs. High Frequency Words were also targeted based on the grade level. Many visual aids, songs, videos, and activities were used for participants to grasp the objective in the way they enjoy best and at the same time reach the designated objective. Effective and systematic reading instruction is the best way to increase reading accuracy; this happens when extensive work is done related to phonemic awareness and phonics with integrated instruction in vocabulary and comprehension at a later stage (Denton, 2012). The intervention time was for only four weeks divided as mentioned in Table 5.

Table 5*Distribution of objectives on the four weeks of intervention*

Weeks	Objective of Intervention
Week 1	Short vowel sounds
Week 2	Long vowel sounds
Week 3	Digraphs and diphthongs
Week 4	High Frequency Words

As for the intervention done based on the teaching plan, it was done indirectly. There was no period as “reviewing short /a/ vowel sound”. The activities were done in parallel with the main lesson plan that should have been delivered to the participants. For instance, when participants had to read a certain text to answer comprehension questions, prior to class words with short /a/ vowel sound were checked. When participants reached these words, proper intervention regarding the study was done. Intervention was done implicitly in class in parallel with the main lesson plan prepared to the other sections too. The main lesson plan was checked daily for a chance to intervene to focus on the objective of the week. Week 2 targeted long vowel sounds. The lesson plan was checked and chances I got to intervene was used to do a certain activity, play videos and songs to reinforce the concept.

Progress Monitoring

Progress monitoring was used to monitor participants’ progress during the intervention period that was done based on two factors: the journal entries and the academic reading assessments done by the end of every week. Progress monitoring helped participants become more

self-aware of where they stand with respect to the goal they set. It also helped the practitioner know the participants' ability to self-reflect.

Journal Entries of some Participants. Participants were asked to write in their journal what they had learned throughout the process of intervention (Appendix F) on daily basis.

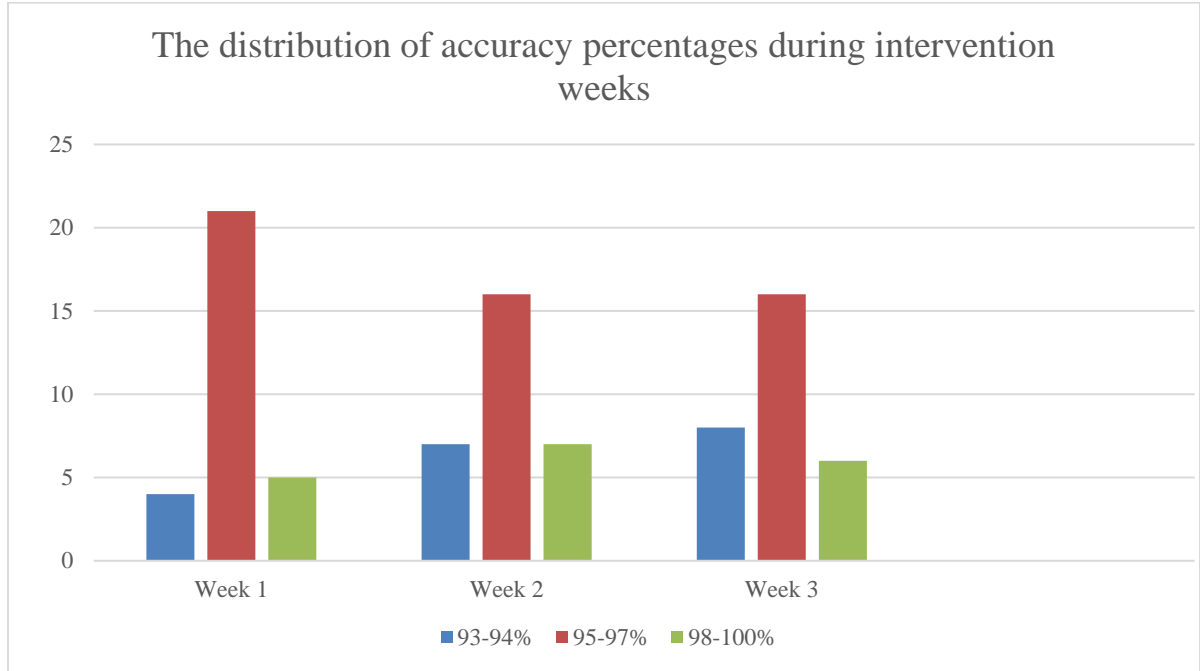
The purpose behind the journal entries was to show how participants' self-perception played an important role in helping them attain their goal. Self-regulatory behavior aligns the current to the future behavior which permits the students to self-evaluate the progress (F. Kanfer, 1986). That was exactly what participants were aiming to reach. They had to regulate their learning in order to evaluate their progress and jot them down in their journals. Self-efficacy for reading refers to the assessment that the person does to himself of how well they think they can accomplish a particular reading task (Bandura, 1977). When participants acknowledged what they learned during any period in intervention time showed that the objectives were being attained by the participants which helped in decreasing their difficulty in reading accuracy and thus helping them increase their percentage in reading that was reflected in the second running record (check Appendix I). The journal proved that the participant was able master the objective based on his own self-perception maybe even if his reading accuracy did not change remarkably. Some of the ideas participants wrote in their journal was documented Appendix L.

As seen in the journal entries in Appendix L, participants were able to identify some key concepts in reading. Even if what they had reached the first week for example was considered basic, but some participants missed these basic objectives for them to move to step two. The songs, videos and aids used in the methodology to deliver the concepts had an important role in helping participants during the intervention period. By writing journal entries, participants were able to be self-aware of their learning and attain self-realization. As mentioned by Jones (1996), a person's

self-assessment would affect efficacy expectations. According to Schunk (1990), as students worked on specific tasks, they evaluated their performance with respect to the goal.

Reading Assessments. By the end of every week, participants had to sit for a small reading assessment to monitor any change in reading ability. Appendix G showed the texts used that targeted every week's objective in the intervention period. In parallel with the journal entries participants were writing, a weekly checkpoint was done after finalizing intervention regarding every objective. If a person gained more experience and began to form a self-schema of efficacy, performance would be affected strongly by the self-perceptions of efficacy (Bandura, 1977). The texts chosen were based on the objective worked on. Text 1 targeted the objective, short vowel sounds, during Week 1 of intervention. The same goes for texts 2 and 3. When week 4 was over, the participants did not sit for a weekly checkpoint, but instead they took a running record. Since the texts used were targeting the objective specified only, the results of participants were considered very satisfactory ranging between 93 to 100% of accuracy. This percentage puts the highest number participants in the independent level. The figure below showed the general distribution of percentages based on the texts used during intervention time.

Figure 5: The distribution of accuracy percentages during intervention weeks



As seen in the above figure, during week 1, most of the participants had a percentage ranging between 95-97%. This percentage decreased when the text targeted both short vowel sounds and long vowel sounds which was the objective in week 2. In week 3, the percentage remained constant. As for participants who had a percentage ranging between 93-94%, their number increased along with the weeks. In week 1, the number was just 4, then it increased to 7 and then 8 participants. This increase was due to the increased difficulty in the texts used and that text 2 had both the objective of week 1 and week 2. The same goes for week 3 where the percentage increased to 8 participants. As for participants who had an accuracy level ranging between 98 to 100%, their number fluctuated throughout the weeks. In week 1, only 5 participants reached this percentage, in week 2, the number increased to 7 and then decreased to 6 participants in week 3. These participants felt comfortable reading texts only targeting short and long vowel sounds. They had no difficulty in differentiating between them while reading. When the third objective, reading

digraphs and diphthongs, was worked on, the level of difficulty of the texts increased. Due to that, the number of participants who got that range of percentage decreased.

As a conclusion, the whole procedure regarding reading accuracy followed from the beginning to the end of the study showed a satisfactory result in accepting the hypothesis “Setting reading accuracy goals would help students overcome reading accuracy” with a level of significance of $t=3.54$. For reaching that result, providing feedback was an important step to help participants identify their weakness and set their goal accordingly. Intervention period was also an important one that helped participants become more self-aware, self-reflect and self-adjust their learning. That was proved by the journal entries participants wrote. The systematic teaching plan and weekly monitoring proved that the teaching plan was the one participants needed to increase their reading capabilities. All these factors combined made hypothesis 1 accepted.

Hypothesis 2: Setting goals in reading accuracy would cause a change in attitude towards reading

Hypothesis 2 stated that setting goals in reading accuracy caused a change in attitude towards reading. The result was significant with the value of $t = 19.75$. The value of p is $< .00001$. The result is significant at $p < .05$. This proved that setting reading accuracy goals caused a change in participants' attitude towards reading. This change was a positive one too.

Table 6*Significance level in reading attitude*

	Pre-test	Post-test
Mean	57.90	66.83
SD	7.31	6.05
SEM	1.34	1.10
N	30	30

After the first and the last running record, participants had to take the Elementary Reading Attitude Survey (Appendix B). This survey targeted participants in the elementary level and gave an overall view of their attitude towards reading. The survey consisted of 20 questions. Participants had to identify which image best reflected their attitude. Circling the happiest Garfield earned 4 points. The slightly smiling Garfield earned 3, the mildly upset Garfield earned 2 and the very upset Garfield earned 1 point. The maximum points a participant could get is 80 and the least is 20. Explanation and examples were given to the participants in order for them to understand what they should really do and how to answer. One teaching period, 45 minutes, was given for the survey to be filled each time it was administered.

The way participants' attitude changed from the beginning of the study to the end of it was shown in Appendix M. Participants' attitude differed between a question and another. The distribution of reading attitudes based on the scores provided at the beginning of the study and at the end of it was provided in Appendix N. Based on Appendix N, having a score of 50, which was considered midway, showed a relatively indifferent attitude towards reading.

Before intervention, approximately half of the class, 13 participants, had a score ranging between 58 and 61. That reflected a relatively positive attitude towards reading. Participants who were in the independent level and some participants in the instructional level had a positive attitude towards reading. Participants who were in the frustration level were mainly the ones who had the lowest attitude towards reading. The lowest reading attitude was 46 which is slightly below 50 which represented indifference towards reading. One of the participants in the study was in the frustration level and had a positive attitude towards reading. Having this positive attitude could be the base from which acquiring reading skills would help him improve the reading accuracy score. As mentioned by Jones (1996), an assigned goal affects the student's self-efficacy and his work on his personal goals, which in turn mutually affect performance.

When taking the survey for the second time, it was worthy to mention that participants felt more confident since it sounded familiar to them. Participants were thus able to evaluate their learning and improve their weakness. When students had weak personal agency, they do not have forethought, self-realization and self-reflection (Alfaiz et al.,2020).

There was a difference in the scoring of participants in the survey. Indicators showed that this change was positive towards reading. 9 participants scored higher in reading attitude. When a participant knew that he was on the right track to attain his goal and his progress was acceptable, that would help him increase motivation (Schunk, 1990). The lowest score became 56 and not 46 compared to the first survey. Four participants were able to score above 72. Around 53% (16 participants) had a considerate positive attitude towards reading scoring 69 and above. Before intervention only 10% of the class (3 participants) had the same attitude scoring above 69. Before intervention, 8 participants (27%) had an indifferent attitude towards reading while after intervention 0% had the same indifferent attitude ranging from score 53 and below.

As a conclusion, participants' attitude towards reading became more positive towards the end of the study. That was due to their increase in self-efficacy in order to reach their set goal. More practice led to better reading accuracy especially with the systematic intervention done in class. When academic work done through systematic intervention combined with the self-efficacy students showed when they set their goal helped in causing the change in the attitude of participants.

Research Question: What are the recommendations to improve reading accuracy?

After proving that setting reading accuracy goals helped in increasing reading accuracy percentage and also affected the attitude of participants towards reading, a set of detailed recommendations were given for implementation in elementary classes.

Since readers who did not read accurately apply a significant amount of energy to decode the word than to put the energy in understanding the text (Rasinski et al., 2009), working on reading accuracy became a vital part in the learning process. Once fluency was achieved in primary grades, participants would get to focus on other literacy skills and vocabulary in higher grade levels (Rasinski et al., 2009). Poor accuracy had an effect on reading comprehension and fluency since participants could not understand the text (Hudson et al., 2005). Based on the reasons provided, focusing on accuracy as a first phase highlighted the next steps. The recommendations provided were based on the RTI model. The RTI model divided intervention into universal screening to identify participants' abilities, general education instruction, progress monitoring to check participants who were not benefiting from the reading instruction provided (Hughes & Dexter, 2011; Speece et al., 2011; Catts et al., 2013; Denton, 2012). The decline in putting the spotlight on reading was due to the way reading was being taught and assessed in schools (Rasinski, 2014). The following recommendations targeted both teaching and assessment.

- To start with, students need to take running records at the beginning of the year for the teacher to get to know the students' level of reading. This is part of universal screening. Universal screening was a screening done for every student to check if they had any reading difficulty (Hughes & Dexter, 2011). Based on table 2, and after universal screening, 10 students were in the independent reading level, 14 were in the instructional level, while 6 were in the frustration level. This identification of reading level helped in knowing the true reading level of the participants.
- Teachers should provide feedback for the students. Specific feedback enables students to self-evaluate their performance related to goal, adjust behavior and provide a mechanism to adjust the goal based on the performance (Stevenson & Mussalow, 2018). The more feedback is given, the more students know how to self-regulate their learning.
- Extensive work has to be done at the beginning of the year to recap phonics, phonemic awareness and High Frequency Words taken the previous academic year. These three main components are the basis of reading accuracy. The five modals of reading instruction are phonemic awareness, phonics, fluency, vocabulary, the words ones speak and use effectively, and comprehension which is the ability to read a text and understand it (Hosp & Suchey, 2014; Hughes & Dexter, 2011). Use plenty of visual aids, hands on material and engaging activities to target all learning styles.
- Give students the chance to identify their weakness based on the feedback the teacher provided after the first running record. The use of Appendix C will help the

students identify their weakness since it simplifies objectives based on the way they analyze their abilities. Helping them be self-aware will pave the way towards self-monitoring, self-regulating and self-evaluating. Self-regulated learning involves the fact of checking performance and regulating behavior to attain the desired goal (Schunk, 1990). By doing so, students will more involved in the learning process.

- Help them write down their goal after doing several activities that teaches students how to write down goals. It had been proved that the possibility that a goal-setting strategy based on the participant's *own* level of performance would motivate him/her to set demanding goals (Harkins & Lowe, 2000).
- Systematic teaching plans should be worked on for students to attain one objective at a time. Make sure that the teaching plan targets each student in order not to leave any student behind. Start by targeting the short vowel sounds. After that, long vowel sounds should be tackled while recapping short vowel sounds. When these two objectives are over, diphthongs and digraphs become easier for students to grasp. High Frequency Words could be worked on simultaneously since they are many and could not be focused on by themselves. Systematic phonics instruction helps students from kindergarten to sixth grade increase their reading abilities and that phonics must be integrated when teaching phonemic awareness, fluency and comprehension (Foorman & Torgesen, 2001). Due to that systematic teaching plan, students' accuracy level has improved at the end of the study.
- As the teaching plan is being implemented, progress monitoring should also be done simultaneously. It is vital for teachers to assess weekly or biweekly for students to self-reflect on the learning that took place based on the teaching plan

previously worked on. Measures of growth in response to instruction provided useful information for forecasting reading outcomes (Catts et al., 2013). Assessment should not be done in a way that students might have fear from it. They should know that the assessment is for them to know where they really stand and not for the numerical grade it represents.

- Meanwhile, teachers should provide students with texts based on their reading level as much as possible. In that way, they will not get discouraged in reading texts that are too difficult.
- Throughout the year, extensive and systematic work should be done to build upon the knowledge of students. Units should be tackled systematically (Foorman & Torgesen, 2001). If a new phonic concept is being dealt with, the work should be done using a methodology that provides videos, songs and activities to grab students' attention to retain information.
- All this information should always be revisited and recycled through practice, activities and assessments to keep monitoring any change in level. If the class showed low achievement then going a step backward, reviewing, reinforcing and moving a step further is the thing to be done.
- To track students' attitude and enhance it which affects their whole approach towards reading, I recommend using Elementary Reading Attitude Survey which is done especially for elementary students since its' approach is a friendly one. Participants will be motivated to do it as a fun activity. Based on Bandura (1977), when a person gains more experience and begins to form a self-schema of efficacy,

performance will be affected strongly by the self-perceptions of efficacy. Participants' reading attitude had positively changed by a range of 10 to 30%.

- Always keep in mind the grade level objective. What are they supposed to know? What are the things they need to know at that time of the year? Starting with long vowel sounds and diphthongs at the beginning of the year in grade 3 will not help all students in class since they might not have acquired all short vowel sounds in the previous year or they might have lost it on the way if it was not practiced and revisited.

In conclusion, studies done on phonemic awareness revealed that when that kind of instruction is given, improvement in reading and spelling will be shown (Foorman & Torgesen, 2001). Teacher need to keep in mind that neither goals nor feedback alone is sufficient to improve performance; it has to be a combination of both (Conte & Hintze, 2000). The above recommendations showed their effectiveness in decreasing reading accuracy difficulties and enhancing attitude towards reading. Accuracy levels proved their improvement with a t of 3.54. Reading attitude scores also increased with the value of t is 19.75.

Conclusion

Based on the research done above and the results of the running record and reading attitude survey, there was a positive effect from participants setting their own goal and the intervention done in changing participants' accuracy percentage and their attitude towards reading in general. Accuracy percentages became higher relatively for every participant and not in a systematic way. Their attitude towards reading for fun and reading in school had also changed. Almost all of the participant had a more positive attitude and shifted from the indifferent attitude which affected their motivation and results of their work. Based on the qualitative analyses done, participants'

ability to recognize and self-realize that they have acquired a certain concept and prove it by remembering part of the lesson is an important proof that knowledge attainment had occurred. The set of recommendations provided gave a detailed approach to enhance reading accuracy percentage and participants' attitude towards reading at the same time.

Chapter Five

Conclusion

Introduction

This chapter summarized the whole study. It provided an overview of the study with major discussions that were linked to the hypotheses and research question. Limitations of the study and the set of recommendations were discussed in detail. Ideas for further research was also implied to complete the whole study related to reading fluency.

Conclusion of the Study

Since reading is a fundamental element in learning a language, teaching students how to read is a task that needed preparation and understanding the methodology that should be followed for teaching. When explicit instruction and systematic phonics is done in reading, the percentage of reading failure decreases (Foorman & Torgesen, 2001). Goal setting is another major key component in students' willingness to work which in turn affects achievement. When students get the chance to self-evaluate and self-regulate their learning, their attitude and involvement in the learning process increases. Due to that, the aim of this study was to prove that setting reading accuracy goals would help students overcome reading difficulties, and that setting goals in reading accuracy would cause a change in attitude towards reading, and to provide a set of recommendation to improve reading accuracy in elementary class.

Participants were asked to set a goal pertaining to reading accuracy. Before participants set their goal, they had to take several steps of self-assessment and self-realization to reach the point where they were able to jot down one simple goal. Participants took running records and identified their weakness after sitting individually with every participant and giving him/her feedback on how he read the running record text provided. When participants were able to see and acknowledge

their weakness, writing the goal became an easy task. When studying participants' goal and categorizing them, a teaching plan was created. The teaching plan helped participants implicitly reach their targeted goal. Intervention was done in a systematic way to ensure an easy and spiral flow of the content. Participants' accuracy percentage increased with a $t=3.53$. The results implied that intervention at the accuracy level with focus on phonics, phonemic awareness, and High Frequency Words helped participants reach the goal they set. In addition to the quantitative analyses provided, participants were able to recognize the objective being tackled and did a self-assessment for their own learning by jotting down journal entries on daily basis. The journal entries were analyzed after every objective covered during intervention. The mini checklists of running records and assessment being done on weekly basis also gave the practitioner a quantitative analysis of participants' progress.

As for the change in attitude towards reading, the Elementary Reading Attitude Survey helped position the participants based on their attitude towards reading. The survey was done after each running record, which was twice in the study. The results showed an improvement in participants' attitude towards reading by the end of the study. The significance level of the data provided gave a result of $t=20.45$. The above result showed that participants' self-efficacy had changed throughout the study. When participants felt that they were capable of reading better than before, their self-efficacy caused them to have a more positive attitude towards reading rather than an indifferent one.

The study proved that when students are given proper instruction and intervention, their reading scores would improve and that also reflects on their attitude since they were setting their own goals. Following a systematic approach to teach phonics and phonemic awareness reflects

positively on reading abilities. Before doing all the interventions, teachers should know the diverse reading levels she might have in class to work on a personalized teaching plan.

Limitations of the study

The section below targeted the limitations of the study. These limitations caused hindrance in participants' work and the flow of the plan. If these limitations were not there, then the study could have shown better results either in reading accuracy percentage or even in participants' attitude towards reading.

The study had four limitations. The first limitation is the convenient sample chosen. There were only 30 participants in the study. Participants were all in the same section. Since as a practitioner, they are the only class I teach. If different or more classes were chosen, the study might have shown a different result. This limitation was trespassed by the fact that the class itself was a diverse one with students from different levels.

The second limitation was in the fact that intervention was done throughout the normal teaching periods. Effectively, two lesson plans were done simultaneously. There were no periods only allocated for intervention with a high focus on the objectives aimed for in the intervention. To add, some of the periods had gone since there were days off. The plan was being readjusted to meet the targeted objective in intervention keeping in mind the need of participants to attain that same objective in the number of periods provided.

The third limitation was that the time for intervention was short based on the fact that these 4 weeks were not only targeting phonics, phonemic awareness and high frequency words. The normal lesson that had to be delivered to the 7 sections in grade 3 had to be done in the class where the study was being done with addition to the lesson plan prepared for the intervention. If the four

weeks were fully taken for intervention, then reading accuracy percentages would have been better and also the number of lessons provided to target objectives would have been more.

The last limitation lied in the fact that participants were not asked to work on certain reading tasks at home by themselves to monitor their own learning abilities. All the work was done in class. If participants were given reading tasks, improvement could have been tracked faster or even the accuracy results would have been higher. To compensate for that, more time was given to the participants to practice different kinds of reading in class.

If these limitations were not present, participants' accuracy percentage and attitude could have been better or their progress could have been tracked faster.

Recommendations

In this section, a list of recommendations was presented to be applied in class to increase reading accuracy which also affects students' attitude. The recommendations were set for the field of reading and English language teaching in particular.

Kids as young as grade 1 should be able to work on a certain goal to be achieved. This goal could be very simple and age appropriate. Instilling the method of goal setting at that young age would help kids be more self-regulatory and goal oriented which underlies several benefits along the way for them to reach the goal they set.

Teaching reading should not come as a given for students in Elementary school, grade 1 till grade 3. Teachers should not take for granted that students at a certain grade level should be able to read short vowel sound words without them as teachers putting the lesson in practice and keeping it alive in students' memory by always revisiting the concept.

Teaching phonics by itself without putting it in context and in practice with what students are reading in class will make the concept lose its' importance and become a lesson they learn

without holding it for the next step with them to build upon it. That is why periods should be allocated for reading practice and teaching the phonics and phonemic awareness lessons. In addition to that, these objectives should be retaught, put in practice, and reminding the students of them during every lesson is as vital and important as any other lesson the teacher wishes to deliver. Working on these skills as of Elementary grades will facilitate the learning and comprehension of students at later stages in school.

Phonics and phonemic awareness lessons should be tackled systematically. That systematic approach will pave the way into delivering all concepts one after the other in a way that students will be able to build upon the previous knowledge they attained. For instance, in a grade two class, teachers should not take for granted that students know how to read short vowel sounds and directly start with long vowel sounds. On the contrary, revisiting short vowel sounds if they have been tackled in grade one will help students in refreshing their memory and then they could work with long vowel sounds. That process will help students and teachers in moving from one concept to another in a smooth and systematic way.

When it comes to attaining knowledge, teachers should not take for granted that the instructions he/she gave was sufficient and directly moves to another lesson. Reading checkpoints for monitoring should be done in class. These checkpoints give a clear quantitative data regarding the acquisition of knowledge by students. These mini checkpoints will work as indicators for teachers to know when is the right time to move forward and when to stop, do more practice, revisit or even reteach.

Moving to the whole elementary school (grades 4 till 6), the same teaching plan should be covered with a very quick recap on the short and long vowel sounds and intensive work on different high order objectives pertaining to reading. The same goes for the whole school and even middle

and high school. At that stage, reading should have been attained regarding the objectives that should be tackled. In case the teacher feels, that there is a certain gap in students' reading, the same has to be done. When students reach middle and high school, accuracy objectives should have been acquired. More work should be done on the other reading fluency components. The whole aim behind the recommendations is not to take reading for granted and not teach it as teachers teach other components as comprehension, grammar and writing.

The same set of recommendations could be applied in other schools to enhance students' reading accuracy and attitude towards reading. Even if students come from different backgrounds, having them acquire the basis in reading is a must disregarding differences. The positive aspect of the whole study lied in the fact that students of different learning styles were able to benefit from intervention period and self-reflection process they followed. During intervention time, visual students watched videos, auditory students got the chance to attain objectives through songs, and kinesthetic learners relied on the activities and games done (Appendix E).

As for the Lebanese curriculum, some changes should be done on it to reflect 21st century learning skills and fundamental academic objectives. The Lebanese curriculum should mention goal setting due to its importance. The focus in the curriculum should shift towards goal setting and citizenship education but not solely focus on the latter which was the main focus when the curriculum was established. As for the reading objectives in grade 3, phonics and phonemic awareness should be part of the objectives since at that stage in basic education, reading accuracy plays an important role in helping students acquire reading skills.

Implications for Future Research

For future studies, work can be done on the other reading fluency components: rate, prosody and comprehension. Once fluency is achieved in primary grades, students will get to focus

on other literacy skills and vocabulary in higher grade levels (Rasinski et al., 2009). If work is done as of grade one to teach students all these reading skills, students will reach higher grades with better reading and a positive attitude towards their reading abilities. Working with reading accuracy is step one towards better reading, then comes rate, prosody and comprehension. Building up students' abilities to reach in that systematic way might have an effect on their reading in general to help them show in their comprehension, reading projects and even university work at a later stage.

Conclusion

As a final note, this study proved its' effectiveness in helping students increase their reading accuracy in percentage and by helping them reflect on their self-awareness and self-efficacy by setting their own goals based on them identifying their weakness. The study also showed that students' attitude towards reading could be more positive when they feel that they had acquired the know-hows of the concepts. The set of recommendations helps Elementary teachers specifically to help students in increasing their reading accuracy which is very important at that stage in school. The same work should be done to re-establish reading bases to all students for them to become fluent readers. In order to build a community with fluent readers, work should be done on all levels, private schools, and on the level of the curriculum which is reflected in public schools.

References

- Ackerman, C. E. (2020, November 25). *Goal setting for students, Kids, & Teens (incl. Worksheets & templates)*. PositivePsychology.com. <https://positivepsychology.com/goal-setting-Participants-kids/>.
- Alfaiz, A., Yuzarion, Ramli, M., Hidayah, N., Suarja, S., Dianto, M., ... Rafiola, R. H. (2020). Student personal agency weakness in autonomous learning: Preliminary research. *International Journal of Innovation: Creativity and Change*, 13(7).
- Basic Education - Elementary Stage*. General objectives for each stage | CRDP Lebanon. (2021). <https://www.crdp.org/en/node/419>.
- Bigozzi, L., Tarchi, C., Vagnoli, L., Valente, E., & Pinto, G. (2017). Reading fluency as a predictor of school outcomes across grades 4–9. *Frontiers in Psychology*, 8. <https://doi.org/10.3389/fpsyg.2017.00200>
- BouJaoude, S., & Ghaith, G. (2006). Educational reform at a time of change: The case of Lebanon. *Education Reform in Societies in Transition*, 191-209. https://doi.org/10.1163/9789087901028_014
- Bovend'Eerd, T. J. H., Botell, R. E., & Wade, D. T. (2009). Writing SMART rehabilitation goals and achieving goal attainment scaling: a practical guide. *Clinical Rehabilitation*, 23(4), 352–361. <https://doi.org/10.1177/0269215508101741>

Catts, H. W., Nielsen, D. C., Bridges, M. S., Liu, Y. S., & Bontempo, D. E. (2013). Early identification of reading disabilities within an RTI framework. *Journal of Learning Disabilities, 48*(3), 281–297. <https://doi.org/10.1177/0022219413498115>

Center of Educational Research and Development, English Language Curriculum (First Foreign Language) - Third year of every cycle 17–19 (1997).

Conte, K. L., & Hintze, J. M. (2000). The effects of performance feedback and goal setting on oral reading fluency within curriculum-based measurement. *Diagnostique, 25*(2), 85–98. <https://doi.org/10.1177/073724770002500201>

Covington, M. V. (2000). Goal theory, motivation, and school achievement: An integrative review. *Annual Review of Psychology, 51*(1), 171–200. <https://doi.org/10.1146/annurev.psych.51.1.171>

Denton, C. A. (2012). Response to intervention for reading difficulties in the primary grades. *Journal of Learning Disabilities, 45*(3), 232–243. <https://doi.org/10.1177/0022219412442155>

Dotson, R. (2016). Goal setting to increase student academic performance. *Journal of School Administration Research and Development*.

Frayha, N. (2003). Education for social cohesion in Lebanon. *Prospects, 33*(1). <https://doi.org/10.1057/9781137283900.0014>

- Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research and Practice, 16*(4), 203–212. <https://doi.org/10.1111/0938-8982.00020>
- HARKINS, S. T. E. P. H. E. N. G., & LOWE, M. A. L. I. A. D. (2000). The effects of self-set goals on task performance. *Journal of Applied Social Psychology, 30*(1), 1–40. <https://doi.org/10.1111/j.1559-1816.2000.tb02303.x>
- Hosp, J. L., & Suchey, N. (2014). Reading assessment: Reading fluency, reading fluently, and comprehension—commentary on the special topic. *School Psychology Review, 43*(1), 59–68. <https://doi.org/10.1080/02796015.2014.12087454>
- Hudson, R. F., Lane, H. B., & Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher, 58*(8), 702–714. <https://doi.org/10.1598/rt.58.8.1>
- Hughes, C. A., & Dexter, D. D. (2011). Response to intervention: A research-based summary. *Theory Into Practice, 50*(1), 4–11. <https://doi.org/10.1080/00405841.2011.534909>
- Jinks, J., & Lorsbach, A. (2003). Introduction: Motivation and self-efficacy belief. *Reading and Writing Quarterly, 19*, 113–118. <https://doi.org/10.1080/10573560308218>
- Jones, B. L. (1996). *Self-Efficacy and Personal Goals in Classroom Performance: the Effect of Task Experience* (thesis).
- Kuhn, M. R. (2020). Whole class or small group fluency instruction: A tutorial of four effective approaches. *Education Sciences, 10*(5), 145. <https://doi.org/10.3390/educsci10050145>

- Latham, G. P., & Locke, E. A. (1991). Self-regulation through goal setting. *Organizational Behavior and Human Decision Processes*, 50(2), 212-247. [https://doi.org/10.1016/0749-5978\(91\)90021-k](https://doi.org/10.1016/0749-5978(91)90021-k)
- Macmillan McGraw-Hill. (2006). In *Running Records: Levels, rebus-80* (pp. 12–13). essay.
- Macmillan McGraw-Hill. (2006). In *Fluency assessment* (pp. 24,40,58). essay.
- McMillan, D. (2019). *What are the Effects of Goal-Setting on Motivation and Academic Achievement in a Fourth Grade Classroom?* (thesis).
- Mastropieri, M. A., Leinart, A., & Scruggs, T. E. (1999). Strategies to increase reading fluency. *Intervention in School and Clinic*, 34(5), 278–283.
<https://doi.org/10.1177/105345129903400504>
- Nes Ferrara, S. L. (2005). Reading fluency and self-efficacy: A case study. *International Journal of Disability, Development and Education*, 52(3), 215–231.
<https://doi.org/10.1080/10349120500252858>
- Rasinski, T. (2004). Creating fluent readers. *What Research Said about Reading*, 61(6), 46–51.
- Rasinski, T. (2014). Fluency matters. *International Electronic Journal of Elementary Education*, 7(1), 3–12. <https://www.iejee.com/index.php/IEJEE/article/view/60>.
- Rasinski, T., Rikli, A., & Johnston, S. (2009). Reading fluency: More than automaticity? more than a concern for the primary grades? *Literacy Research and Instruction*, 48(4), 350–361.
<https://doi.org/10.1080/19388070802468715>

Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. *Educational Psychologist*, 25(1), 71-86. https://doi.org/10.1207/s15326985ep2501_6

Speece, D. L., Schatschneider, C., Silverman, R., Case, L. P., Cooper, D. H., & Jacobs, D. M. (2011). Identification of reading problems in first grade within a response-to-intervention framework. *The Elementary School Journal*, 111(4), 585–607. <https://doi.org/10.1086/659032>

Stevenson, N. A., & Mussalow, P. R. (2018). The effects of planning, goal setting, and performance feedback on avoidance behaviors for struggling readers. *Journal of Positive Behavior Interventions*, 21(3), 171–180. <https://doi.org/10.1177/1098300718804566>

Appendix

List of Appendices

Appendix A: Running Records

Appendix B: Elementary Reading Attitude Survey

Appendix C: Weakness Checklist

Appendix D: Goal

Appendix E: Teaching Plan

Appendix F: Journal

Appendix G: Mini texts used at the end of every week for monitoring

Appendix H: Raw results of the running record 1

Appendix I: Change in accuracy percentage after intervention period

Appendix J: Number of participants with respect to the accuracy percentage (%) they got before after intervention

Appendix K: Weakness checklist and Goal results

Appendix L: Participants' journal entries

Appendix M: Participants' reading attitude scores before and after intervention

Appendix N: Number of participants with respect to their attitude score before and after intervention

Appendix A

Running Record 1

Running records are a tool that help in assessing reading accuracy of students in different classes and based on different ages. Running records texts are based on a reading level. When using a unified reading level for the whole class, this helps classifying students in class in order to help each student reach the intended reading level.

McGraw-Hill Running Records were used to assess accuracy percentage of the participants. The given texts were of level N/30. For grade 3, the levels range from 16 to 40. Due to that, texts of level N/30 were chosen. The scoring of the running records for every participant was done by calculating the percentage of words read correctly over the total number of words multiplied by 100. That was done twice during the study. The first Running Record was done using “Peter and the Dragon”. The second Running Record was done using “Glassblowing” text.

The use of the running records below helped in assessing the accuracy percentage of students at the beginning of the study and it also showed how their accuracy percentage changed, stayed constant or regressed. Accepting or rejecting the hypothesis was based on the results of the final running record.

This is a story about a boy who saved his town from a dragon.

Peter and the Dragon

A long time ago, in a land far away, there lived a dragon. He frightened all the people who lived in the town. Every time he was hungry, someone would disappear. The king offered a reward of one hundred bags of gold to anybody brave enough to make the dragon stop snacking on people.

Peter was the son of the best baker in the land. His job was to take cakes to the king's palace.

Peter spent many hours wishing he was brave enough to face the dragon. One day, when he was planning what he could do with one hundred bags of gold, he got lost on his way to the palace. Without warning, he felt the ground tremble beneath him and he heard the roar of a terrible beast. **131 words**

There was the dragon showing his large teeth. Peter did not feel very brave. But he gathered up his courage and said, "Please don't eat me. My father is the best pastry cook in the whole land!"

The dragon answered with a roar. "I can bring you cakes for the rest of your life!" cried Peter.

The dragon stopped in the middle of a roar. "Can you bring me those little cakes with pink icing?" he asked. The next day, Peter returned with his father's best cakes. From then on the dragon lost his taste for people and was happy to eat cakes every day. Peter was happy with one hundred bags of gold!

Running Record • Level 30

Running Record 2

This is a passage about how glass is made.

Glassblowing

Everywhere in the world people make lovely objects out of glass. Glass can be clear or colored, thick or thin. It can be made by machine or by hand. Today you find glass used in many places and for many objects. Glass is used to make more than 50,000 products! You find glass in your home, in your school, and in your car. Glass is used for windows and mirrors and televisions. It is made into dishes, bowls, and cups. It is crafted into beautiful jewelry. Glass is made from sand which is heated until it melts and becomes a clear liquid. Then a glassblower dips a tube called a blowpipe into this liquid glass so that a bead forms on the end. Then he blows steadily into the tube until the bead becomes a hollow balloon. **137 words**

Now the glassblower can bend and shape the soft glass balloon to create objects. He can roll and stretch the glass. He puts it on a cold, steel bench called an anvil. Then he uses scissors and tweezers to make the shape he wants to make. As the glass cools it is wiped with a wet leather cloth. Finally, it is left standing to become cold, smooth, and hard. How long does glass last? Glass objects can last for a very long time. People who study objects from the past often find glass cups and jewelry that were made hundreds of years ago.

Running Record • Level 30

Appendix B

Elementary Reading Attitude Survey

Elementary Reading Attitude Survey is a questionnaire consisting of 20 questions targeting participants' attitude towards reading in elementary school. Based on the social learning theory, students' attitude affects their motivation and thus results.

Participants had to answer a question by circling the figure that resembles them best. This questionnaire was chosen since it targeted participants in Elementary level. Circling the happiest Garfield earned 4 points. The slightly smiling Garfield earned 3, the mildly upset Garfield earned 2 and the very upset Garfield earned 1 point. The maximum points a participant could get is 80 and the least is 20. Administering the questionnaire required explanation on how to answer the questions by giving examples that students could relate to in order for them not to feel guilt in case they chose the very upset Garfield.

The Reading Attitude Survey was used to collect descriptive data about participants' attitude towards reading. Results for every question was documented and tabulated.

Name: _____

Directions: Please circle the picture that describes how you feel when you read a book.

1. How do you feel when you read a book on a rainy Saturday?



2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



5. How do you feel about spending free time reading a book?



6. How do you feel about starting a new book?



7. How do you feel about reading during summer vacation?



8. How do you feel about reading instead of playing?



9. How do you feel about going to a bookstore?



10. How do you feel about reading different kinds of books?



11. How do you feel when a teacher asks you questions about what you read?



12. How do you feel about reading workbook pages and worksheets?



13. How do you feel about reading in school?



14. How do you feel about reading your school books?



15. How do you feel about learning from a book?



16. How do you feel when it's time for reading in class?



17. How do you feel about stories you read in reading class?



18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



Scoring Guide

4 points Happiest Garfield

3 points Slightly smiling Garfield

2 points Mildly upset Garfield

1 point Very upset Garfield

Full-Scale Raw Score: _____

Appendix C

Weakness Checklist

A weakness checklist was distributed for the participants to jot down their weakness. The main purpose behind the weakness checklist was done to facilitate self-reflection for the participants.

The weakness checklist was administered after the first running record and elementary reading attitude were done. The options provided in the checklist were mainly common reading errors participants showed throughout the running record. These options were also common errors participants in grade 3 usually do. Participants were given the time to reflect on their reading abilities and recognize where the main difficulty lied.

The results of the weakness checklist were compared by the practitioner for analyses related to the ability of the participant to self-evaluate his learning based on the mistakes he did in the running records.

READING CHECKLIST

Tick where you feel reading becomes hard for you.

- I can't remember the sound of the letters.
- It is hard to divide the word in sounds.
- It is hard to remember the sounds of letters together.
- I forget how to read High Frequency Words.
- It is hard to read words without blending the sounds.



Appendix D

Goal

Goal setting was also an instrument used in the study to show the result of the self-reflection participants did. The goal setting document also helped in knowing what each participant wished to achieve in reading.

Participants had to write down the goal they wish to achieve after the four-week intervention time. Results of the weakness checklist and goal setting were collected after participants filled them out individually and independently.

The results of the weakness checklist and goal setting were analyzed to check if participants were able to identify that the weakness they identified had to be related to the goal they set. Based on the results obtained, the aim to help the participant reach the goal set became the main focus.



My Goal

After 4 weeks, I want to

Appendix E

Teaching Plan

When collecting data from the weakness checklist and the goal setting document was over, teaching plans were generated.

Teaching plans gave an overview of the mini lessons that should be targeted during intervention time, the time allocated for each, and the main reading objectives the lesson branched from. The objectives of the lessons in the teaching plan was based on the RTI modal. The objectives were put in a systematic way to help all participants gain the skills they need to move on.

The way the objectives were tackled through various activities that target all learning styles, no student would be left behind to gain the skills.

Weeks	Objective	Main teaching methodology
Week 1	Recognize and read short vowel sounds	The use of videos, visual aids in class and tactile activities were used for Participants to remember short vowel sounds
Week 2	Recognize and read long vowel sounds	The use of videos and songs were mainly use to teach all the variants of every long vowel sound
Week 3	Recognize and read digraphs and diphthongs	The use of songs and games that help Participants visually recognize the digraphs and diphthongs
Week 4	Read level appropriate High Frequency Words	The use of visual aids in class, repetition and games were used to go over the High Frequency Words

List of High Frequency Words covered



Grades 3-6 • High-Frequency Word Cards

- | | | |
|-------------|---------------|-------------|
| 1. a | 47. did | 93. hold |
| 2. about | 48. different | 94. hot |
| 3. after | 49. do | 95. how |
| 4. again | 50. does | 96. hurt |
| 5. all | 51. done | 97. I |
| 6. also | 52. don't | 98. if |
| 7. always | 53. down | 99. in |
| 8. am | 54. draw | 100. into |
| 9. an | 55. drink | 101. is |
| 10. and | 56. each | 102. it |
| 11. another | 57. eat | 103. its |
| 12. any | 58. eight | 104. jump |
| 13. are | 59. even | 105. just |
| 14. around | 60. every | 106. keep |
| 15. as | 61. fall | 107. kind |
| 16. ask | 62. far | 108. know |
| 17. at | 63. fast | 109. laugh |
| 18. ate | 64. find | 110. let |
| 19. away | 65. first | 111. light |
| 20. back | 66. five | 112. like |
| 21. be | 67. fly | 113. little |
| 22. because | 68. for | 114. live |
| 23. been | 69. found | 115. long |
| 24. before | 70. four | 116. look |
| 25. best | 71. from | 117. made |
| 26. better | 72. full | 118. make |
| 27. big | 73. funny | 119. man |
| 28. black | 74. gave | 120. many |
| 29. blue | 75. get | 121. may |
| 30. both | 76. give | 122. me |
| 31. bring | 77. go | 123. more |
| 32. brown | 78. goes | 124. most |
| 33. but | 79. going | 125. much |
| 34. buy | 80. good | 126. must |
| 35. by | 81. got | 127. my |
| 36. call | 82. green | 128. myself |
| 37. called | 83. grow | 129. never |
| 38. came | 84. had | 130. new |
| 39. can | 85. has | 131. no |
| 40. carry | 86. have | 132. not |
| 41. clean | 87. he | 133. now |
| 42. cold | 88. help | 134. number |
| 43. come | 89. her | 135. of |
| 44. could | 90. here | 136. off |
| 45. cut | 91. him | 137. old |
| 46. day | 92. his | 138. on |

Appendix F

Journal

Since the teaching plan covered four weeks, it was important for participants to jot what they have learned throughout this period. Participants were asked to identify what they learned during every period and self-analyze if they were able to work independently on the same concept again.

Participants and me, as a practitioner, kept a journal to monitor participants' daily progress and the way they perceived their progress and the way it was perceived by the practitioner. That journal was also used as descriptive statistics to check participants' self-regulation and self-efficacy. The journal with the practitioner was used for monitoring participants' progress and the flow of the teaching plan.


The results gathered from the journal helped in identifying where the participant stood with respect to the flow of the teaching plan. That helped the practitioner know if extra work should be done on the same objective or move forward in the teaching plan.

the

MY DAILY READING PROGRESS

Week 1

	What did I learn today?	Can I do it independently?	
1		✓	✗
2		✓	✗
3		✓	✗
4		✓	✗
5		✓	✗



Appendix G

Mini texts used at the end of each week for monitoring

The purpose of these texts was to monitor the change in reading accuracy during the intervention period. Each text targeted the main objective the week was covering. The texts were also taken from McGraw-Hill book of Fluency.

By the end of every week, a period was given for every participant to read the text. After that, the practitioner compared his reading to the result of running record during week 1. During the second week, the result of reading the text was compared to the one before. Doing so helped the participants self-reflect on their own learning and try to monitor their progress.

The results obtained from the reading checkpoints served the same purpose as the journal. The helped in collecting descriptive statistics while the reading checkpoints helped in collecting quantitative data to base participants' progress on.

Text 1:

Fox and Frog

It is hot. Frog sits on a pad. Frog sits still in the hot sun. He does not hop. He does not jump. Frog is just too hot. Fox is very sad. He wants to jump with Frog. He wants to hop with Frog. But Frog just sits still. Fox sits on a log. Fox comes up with a good plan. Fox gets a very big fan for Frog. Now Frog hops and jumps again. Frog and Fox hop and jump together. Fox is very glad.

Text 2:

A Great Picnic

There is a nice park near Gram's home. Pam and Gram are going to have a picnic. Gram made good things to eat. "Yum!" said Pam. "I can't wait!" Pam got her games and books. Gram put their stuff in the car. But then it started to rain! "What about our picnic?" Pam asked. "Don't give up on it," said Gram. She took the stuff out of the car. Pam helped. "Let's go to the den," said Gram. She lit the fireplace. "Are we having a picnic inside?" asked Pam. "Yes, we are!" said Gram. They had a great time!

Text 3:

Healthy Teeth

It's easy to keep your teeth healthy and strong. There are just three simple steps to follow. First, brush your teeth after each meal. Be sure to also brush before going to bed. Next, use dental floss. Flossing cleans between teeth. It removes food you miss with a toothbrush. Do you know how to floss your teeth? If not, ask your dentist to show you. Visiting the dentist is the third step. How often should you go for a checkup? Once or twice a year should do the trick! Follow these steps to have healthy teeth. And you will also have a great smile!

Appendix H

Raw results of running record 1

After the first running record was taken by the participants, the practitioner analyzed the reading of every participant. Errors in self-correction and repetition were not calculated as mistakes.

The table below showed the result of the running record of every participant in the study. The results were stated neither in increasing order nor in decreasing order and thus randomly. Results showed that the percentages varied between a participant and another.

The lowest percentage was 65 while the highest one was 99. This fluctuation in percentages helped in classifying the participants among the three reading levels: independent, instructional and frustrational.

Name	Percentage (%)	Name	Percentage (%)
Participant 1	94	Participant 16	97
Participant 2	88	Participant 17	94
Participant 3	85	Participant 18	70
Participant 4	93	Participant 19	94
Participant 5	97	Participant 20	99
Participant 6	93	Participant 21	93
Participant 7	99	Participant 22	97
Participant 8	98	Participant 23	94
Participant 9	90	Participant 24	92
Participant 10	92	Participant 25	97
Participant 11	94	Participant 26	88

SETTING READING ACCURACY GOALS AFFECTS PERFORMANCE AND ATTITUDE 97

Participant 12	65	Participant 27	88
Participant 13	93	Participant 28	96
Participant 14	98	Participant 29	97
Participant 15	90	Participant 30	92

Appendix I

Change in accuracy percentage after intervention period

After taking running record 1, the reading attitude survey and the end of the intervention period, another running record was taken by the participants to compare results.

The table below showed the comparing result between Running Record 1 and Running Record 2 for every participant. The same way of data collection was used as in Running Record 1. Checking data obtained briefly, each participant showed progress ranging between 1% to 10%.

These results indicated that most participants showed progress after setting their goal and working on the objectives of the teaching plan.

Name	Accuracy Percentage (%) before intervention	Accuracy Percentage (%) after intervention	Name	Accuracy Percentage (%) before intervention	Accuracy Percentage (%) after intervention
Participant 1	94	96	Participant 16	97	98
Participant 2	88	90	Participant 17	94	94
Participant 3	85	89	Participant 18	70	80
Participant 4	93	94	Participant 19	94	95
Participant 5	97	98	Participant 20	99	99
Participant 6	93	94	Participant 21	93	94
Participant 7	99	99	Participant 22	97	97
Participant 8	98	99	Participant 23	94	96
Participant 9	90	92	Participant 24	92	93
Participant 10	92	93	Participant 25	97	97

SETTING READING ACCURACY GOALS AFFECTS PERFORMANCE AND ATTITUDE 99

Participant 11	94	96	Participant 26	88	90
Participant 12	65	80	Participant 27	88	92
Participant 13	93	93	Participant 28	96	97
Participant 14	98	99	Participant 29	97	98
Participant 15	90	92	Participant 30	92	93

Appendix J

Number of participants with respect to the accuracy percentage (%) they got before after intervention

Another way to compare the results obtained from running record 1 and running record was done based on the percentages obtained with respect to the number of participants.

The table below showed the number of participants who obtained a specific accuracy percentage before and after intervention. This table helped in spotting the most frequent accuracy percentage obtained.

Results showed that most participants obtained accuracy percentages between 93% to 97% which either puts them in the independent or instructional reading level.

Accuracy Percentage (%)	Number of Participants before intervention	Number of Participants after intervention
99	2	4
98	2	3
97	5	3
96	1	3
95	-	1
94	5	4
93	4	4
92	3	3
90	2	2
89	-	1
88	3	-

85	1	-
80	-	2
70	1	-
65	1	-

Appendix K

Weakness checklist and Goal results

Since comparing the participants' weakness identification and the goal they set was vital to make sure that they were aligned, tabulating the data became vital.

The table below showed each participants' weakness and goal. The aim behind the table was to compare if the weakness that the participant identified goes along with the goal he set. After comparing these results, most of the participants showed coherence in the data obtained.

Most of the participants identified weakness in blending and identifying letter sounds. In parallel, the same participants set goals reflected in enhancing their blending abilities.

Participant	Weakness	Goal
1	It is hard to remember sounds of letters together	Stop thinking of the sounds of letters together
2	I forget how to read HFW	Blend sounds easily
3	It is hard to read words without blending the sounds	Stop thinking of the sounds of letters together
4	It is hard to remember sounds of letters together	Remember how to read words that I saw earlier
5	It is hard to remember sounds of letters together	Remember the sounds of the letters
6	It is hard to read words without blending the sounds	Blend sounds easily

7	It is hard to remember sounds of letters together	Remember how to read words that I saw earlier
8	It is hard to remember sounds of letters together	Blend sounds easily
9	I forget how to read HFW	Remember how to read words that I saw earlier
10	It is hard to read words without blending the sounds	Blend sounds easily
11	I forget how to read HFW	Remember how to read words that I saw earlier
12	It is hard to read words without blending the sounds	Remember how to read words that I saw earlier
13	It is hard to read words without blending the sounds	Blend sounds easily
14	It is hard to remember sounds of letters together	Blend sounds easily
15	I forget how to read HFW	Remember how to read words that I saw earlier
16	It is hard to read words without blending the sounds	Remember how to read words that I saw earlier
17	It is hard to remember sounds of letters together	Blend sounds easily

18	I forget how to read HFW	Remember how to read words that I saw earlier
19	It is hard to remember sounds of letters together	Blend sounds easily
20	It is hard to remember sounds of letters together	Blend sounds easily
21	It is hard to read words without blending the sounds	Blend sounds easily
22	I can't remember the sound of the letter	Remember the sounds of the letters
23	It is hard to remember sounds of letters together	Blend sounds easily
24	It is hard to remember sounds of letters together	Blend sounds easily
25	It is hard to remember sounds of letters together	Stop thinking of the sounds of letters together
26	It is hard to divide the word into sounds	Blend sounds easily
27	It is hard to remember sounds of letters together	Blend sounds easily
28	It is hard to read words without blending the sounds	Remember how to read words that I saw earlier

29	It is hard to remember sounds of letters together	Blend sounds easily
30	It is hard to divide the word into sounds	Blend sounds easily

Appendix L

Participants’ journal entries

As mentioned in Appendix F, participants had to jot down their journal entries on daily basis during intervention period.

The table below showed some of the participants’ journal entries throughout the weeks of intervention. Journal entries played an important role in progress monitoring the participants’ self-efficacy and self-reflection.

The journal entries provided qualitative data analysis that helped in proving hypothesis 1 to be true.

Week	1	2	3	4
Journal entries	I know the difference between o and u	I look at the word carefully before reading it	Letters together make different sounds	Look at all the word and not only one letter after the other
	I know how to write words correctly	I can read words with letter a in 2 different ways	s and h make shhh	Remember how to read some words
	I remember the i sound from the song	Long sounds are the sounds of the letters	When I read c and h I have to	

			pronounce a t before	
	Sounds of letters is not the same			
	I remember the sounds from the images			

Appendix M

Participants' reading attitude scores before and after intervention

As explained in Appendix B, participants had to take Elementary Reading Attitude Survey to check their attitude towards reading. The survey was taken twice.

The table below showed the comparing result between Elementary Reading Attitude Survey 1 and Elementary Reading Attitude 2 for every participant. Most of the participants' attitude changed positively throughout the study and especially after intervention period since they felt more confident to read level appropriate texts.

Proving a change in attitude showed significance and make hypothesis 2 an accepted one.

Name	Reading Attitude before intervention	Reading Attitude after intervention	Name	Reading Attitude before intervention	Reading Attitude after intervention
Participant 1	61	71	Participant 16	48	58
Participant 2	61	71	Participant 17	60	70
Participant 3	64	74	Participant 18	60	70
Participant 4	65	75	Participant 19	58	68
Participant 5	53	63	Participant 20	59	69
Participant 6	72	75	Participant 21	60	70
Participant 7	49	59	Participant 22	57	67
Participant 8	67	72	Participant 23	60	70

Participant 9	62	72	Participant 24	57	67
Participant 10	70	72	Participant 25	52	62
Participant 11	46	56	Participant 26	50	60
Participant 12	71	75	Participant 27	60	65
Participant 13	47	57	Participant 28	56	65
Participant 14	59	69	Participant 29	47	56
Participant 15	59	69	Participant 30	47	56

Appendix N

Number of participants with respect to their attitude score before and after intervention

To analyze the results obtained from both Elementary Reading Attitude Surveys, tabulating the results based on the attitude obtained with respect to the number of participants who had the same attitude became important.

The table below showed the number of participants who obtained a specific attitude before and after intervention. This table helped in spotting the most frequent attitude obtained. Based on the table, and by just skimming through it, the attitude score in the second survey were based on the higher scale. None of the participants scored below 53 while in the first survey 9 participants scored below the respective score.

The results below showed a positive attitude represented quantitatively for more analysis.

Reading Attitude Score	Number of Participants before intervention	Number of Participants after Intervention
75	-	3
74	-	1
72	1	3
71	1	2
70	1	4
69	-	3
68	-	1
67	1	1
65	1	2

64	1	-
63	-	1
62	1	1
61	2	-
60	5	1
59	3	1
58	1	1
57	2	2
56	1	2
53	1	-
52	1	-
50	1	-
49	1	-
48	2	-
47	2	-
46	1	-