

Research Report

New World Intl School

The Research Club

Team 4

Research title: *Is there a relation between students that read books and their English academic performance?*

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Table of Contents : [Abstract, Introduction, Methodology, Results, Analysis and Discussion, Conclusion and Recommendations].

Abstract

The impact of reading on students' English performance is a topic of debate. Some claim it significantly affects their class performance and marks, while others argue it has minimal or no impact. This paper aims to determine the best way to measure English performance and assess marks to see if reading influences them. Since students are returning from a long break, we observed assessment marks of all students, as they had ample time to read compared to exams or tests. We also collected Term exam grades for comparison. Individual data analysis revealed a distinct trend in one of the exam grades.

Introduction

With the rise of social media over the past 20 years, the amount of reading done by individuals, especially by students has been significantly decreasing. We believe that this study is important to help students who are struggling with the English language or would like to improve it by taking the data provided in this paper into account and deciding whether or not they have to read books or just practice more to improve their marks. The main questions that were asked of the students are whether they read more than 3 books since the beginning of 2025 and what they got in their Term 1 Assessment marks. We took the marks of the students who answered yes and the ones who answered no. Then we made two charts: One with the averages of the students and one with the total marks of both sides. As for the challenges we faced, it was mainly in the data collection process, in which some students either filled incomplete or irrelevant data in the form, prompting us to manually enter classes and collect data, while filtering out the incomplete data obtained digitally, we obtained a total of 50 people saying Yes and 50 people saying No to the question of reading books.

Methodology

- Participants:

A total of 132 students, ranging from 8th to 12th graders, were surveyed. They were asked three questions: whether they had read more than three books since the beginning of 2025, their First Term Assessment marks, and their First Term Exam marks, only for the English subject. To ensure fair results, we balanced the total number of students who answered “Yes” with those who answered “No.” to be 50 to 50.

- Materials/instruments used in the research:

Google Forms

Tablets

Laptops

Smart Phones

Paper

Pencils & Pens

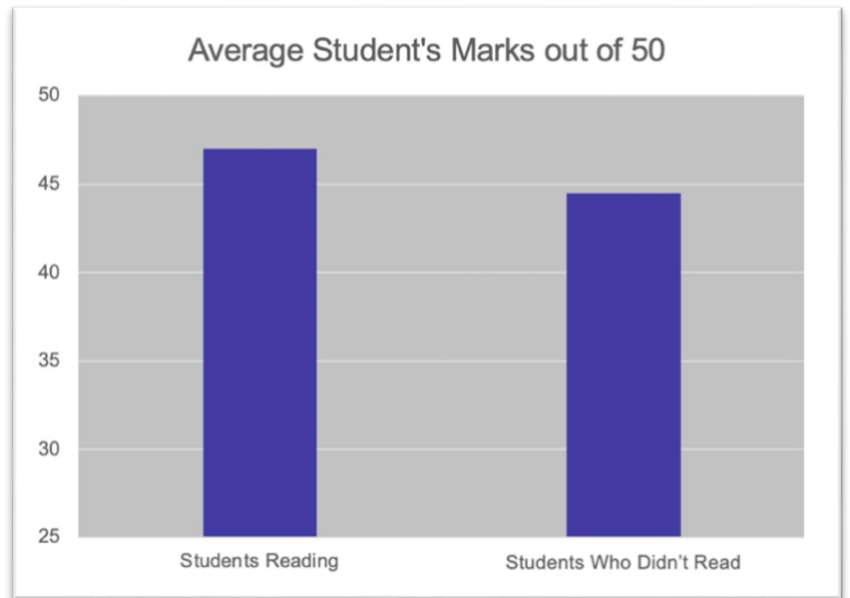
Rulers

Results

The average result of students from ALL GRADES

Students Reading: 47

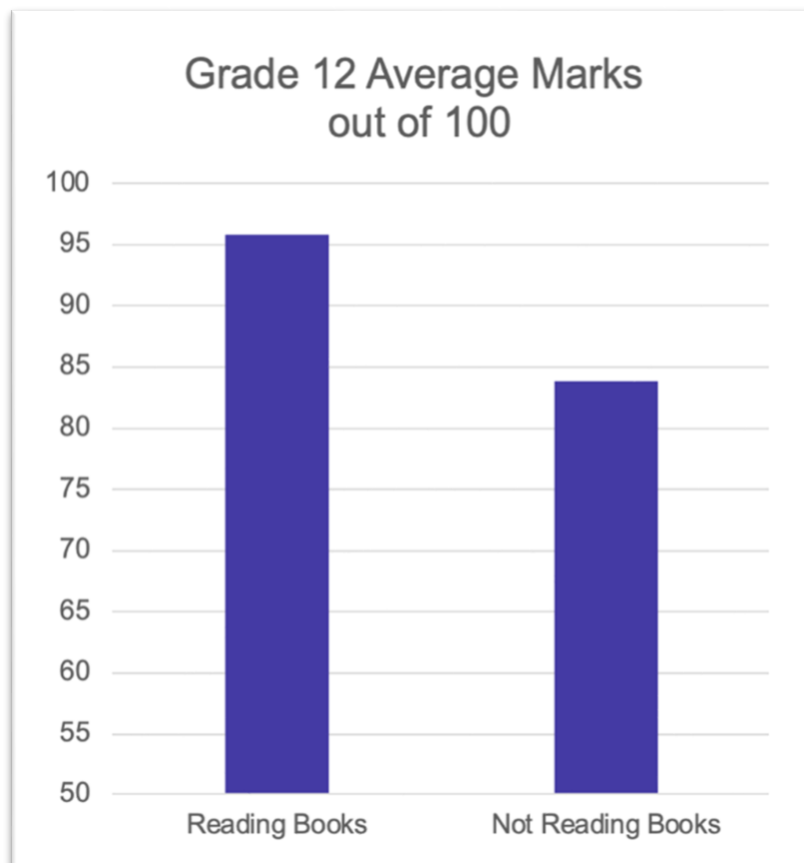
Students Who Didn't Read: 44.5



The average result of students from GRADE 12 ONLY:

Reading: 96

Not Reading: 84



Analysis and Discussion

- The group which has read books scored higher on average, this suggests that their ability to comprehend and write is superior to those who don't.
- The group which hasn't read books scored lower, this is probably because they are not as familiar with many writing styles, vocabulary and grammar.
- We also compared the data of grade 12 individually, and found out that students who read have about 14% better performance in their English test.
- This result supports the hypothesis and the idea that book readers are able to express themselves more accurately and effectively in writing.
- However these results are limited to assessment marks, small sample sizes (as only grades 8-12 were tested), results may have varied if smaller age groups with more flexible minds were tested

Conclusion and Recommendations

Reading English books positively impacted the academic performance of students from Grade 8 to 12. Regular readers scored up to 5.6% higher in exams and assessments than non-readers. However when testing Grade 12 individually, they showed about 14% increase in performance for the students who read. These differences highlights the importance of reading in improving language proficiency, comprehension, and overall academic abilities.

- Schools should incorporate reading activities into their curriculum for students in grades 8 to 12
- Teachers should encourage students to read age appropriate English books in and outside of the classroom
- Parents and legal guardians should support reading habits at home by providing access to English books and creating a positive reading environment
- Research in the future should examine the effects of different types of English reading materials, and the long term effects on those who do read.

Credits

This report has undergone rigorous review and revision by Mr. Yazan Eyad, the esteemed Head of the Research Club at New World International School (NWIS) and the Founder of [Spectra Labs™](#).

I extend my sincere gratitude to each and every member of [Team 4](#) who contributed to the success of this research project. Additionally, I acknowledge the invaluable support provided by our esteemed teachers, coordinators, and directors, who facilitated the smooth execution of our project.

This report is hereby declared to be of reference only and may be utilized by any individual for informational purposes.

Signed by the head of the Research Club, Mr. Yazan Eyad. And Team's Leader:

Date : 26/01/2026



Mr. Yazan Eyad

&



Mr. Amro Elsadiq