

The Influence of Reading Books on Children's Language Proficiency Score

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Abstract

With the decrease of reading books and the increase of visual media, the way children are learning a language is changing. Regarding previous papers about this change, it is interesting to research if reading books will influence children's language proficiency score regarding Vocabulary. This will be tested by dividing the test group into two groups, one that read regularly and one that does not read. Before, during and after the research a language proficiency test will be done to learn if there are differences in what these differences are between the groups.

https://github.com/anyakiewit/Research_methods

1 Introduction

With the increase of visual media and the decrease of reading books, the way children learn language is changing. Regarding a paper of Beentjes and Van der Voort (1989) which states that visual en ICT media changes the book reading habits of nowadays children. A study of Williams et al. (1982) researches the influence of watching television influences of children's school achievements. Another paper from Guo (2012) researches the influence of extensive reading on English proficiency of Taiwanese college students. These papers led to the following research question and hypothesis. What is the influence of reading books on children's language proficiency score, regarding vocabulary? Where children who read books have a higher language proficiency score, regarding vocabulary. This will be researched by doing a study with two groups of children. Where one group will read regularly and the other group

does not read, the independent variable. The influence of reading on vocabulary will be concluded through a language proficiency test, the dependent variable.

2 Related Work

A previous study of Beentjes and Van der Voort (1989) discusses previous studies about children's reading habits. Those previous studies had participants that had already developed their reading habits, most likely due to the fact that they did not grow up with watching television. Beentjes and Van der Voort (1989) did a study with children that did grow up with watching television. Which a group of children aged six, where fifty percent of the children had cut their time watching television in half. It was found that children spent more time on other activities than watching television, including reading.

In a similar study of Williams et al. (1982), about the relation between watching television and school achievements. They found out that this relation was nonlinear, only when it reaches ten hours of viewing time per week, a negative effect on school achievements is found. When the viewing time reaches up to forty hours per week, there is a very negative affect on school achievements.

Lastly, a study of Guo (2012) which studies the influence of extensive reading on a Taiwanese college student's vocabulary. They found that extensive reading has a positive influence on someone's vocabulary. This is due to the fact that vocabulary is easier learned and remembered when seen in more than one context.

3 Data

To answer the research question the following research will be done. There will be a group of a hundred children between the ages of ten and twelfth,

where fifty will be boys and fifty will be girls. All the children have to be going to the same school, so the influence of different forms of teaching is decreased. The parents of each child has to be informed, to make sure that the children do or do not read when they are not in school. The parents also need to sign a consent form, whether or not the observations of the research can be used in the study.

Twenty-five boys and twenty-five girls will read a book for two to four hours a day. The other twenty-five boys and twenty-five girls will not read at all. In total, three language proficiency tests will be taken by each child. Each test will be held on paper. Before the year starts, every child will take a language proficiency test. After half a year another language proficiency test will be taken. As well as after a year, to see the final results.

If their are any outliers, they will be excluded from the final data. The average of all final data will be calculated. This will be done in three different ways. First, the average score of each group per test, see table 1. Then, the average of each group of girls, see table 2. Lastly, the average of each group of boys, see table 3.

children who..	does read	does not read
first test score	-	-
second test score	-	-
third test score	-	-

Table 1: Table where the average of the score per proficiency test is shown for each test group, girls and boys together

girl who..	does read	does not read
first test score	-	-
second test score	-	-
third test score	-	-

Table 2: Table where the average of the score per proficiency test is shown for each test group, only girls

4 Predicted Results

Taking previous studies into account, it is most likely that the vocabulary improved of the children who did read. The study of Guo (2012) already proved that the vocabulary of Taiwanese college students improved because of extensive read-

boy who..	does read	does not read
first test score	-	-
second test score	-	-
third test score	-	-

Table 3: Table where the average of the proficiency score per test is shown for each test group, only boys

ing. However, they used a different type of participants. Children between the age of ten en twelfth have less knowledge than a college student. This probably causes the result to differ from the results of Guo (2012).

The Scores can not be predicted without doing the proficiency tests, therefore the scores are missing in the tables.

Discussion An improvement in the scores of the children who do read will implicate that it is useful for children to read more time a day and more frequently to improve their vocabulary.

5 Conclusion

This study aimed at finding the influence of reading on children's vocabulary. Based on previous studies, it can be concluded that reading has a positive effect on children's vocabulary. Which means it can be assumed that the hypothesis is right.

In a future study it could be interesting to see whether the influence of watching television has a improvement on children's vocabulary. Regarding the study of Williams et al. (1982) which states that watching television can have a negative effect on a child's school achievements.

Also, in a future study it could be interesting to see whether the time a child reads daily has an influence. Regarding the study of Williams et al. (1982) which states that watching television can have a negative effect on a child's school achievements after ten hours. However, after forty hours watching television even has a more negative effect.

References

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