

The Effectiveness of Pre-school Reading in Developing Reading Skill for First Grade Pupils of Sunaa Alhaya International School

Zaynab Ali Alsunousi ^{1*}, Asala Ali Al Akhtell ², Basma Salem Fannes ³

^{1,2,3} Department of English, Faculty of Languages and Translation, Misurata University, Misurata, Libya

* Corresponding author: z.alsanousi@lt.misuratau.edu.ly

فاعلية القراءة في مرحلة ما قبل المدرسة في تنمية مهارة القراءة لدى تلاميذ الصف الأول بمدرسة صنّاع الحياة الدولية

زينب علي السنوسي ^{1*}، أصالة علي الأختل ²، بسمة سالم فنس ³
^{3,2,1} قسم اللغة الإنجليزية، كلية اللغات والترجمة، جامعة مصراتة، مصراتة، ليبيا

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Abstract

This study investigates the effectiveness of pre-school pupil's reading in developing their reading skill of first grade pupils of Sunaa Alhaya international school. The study was conducted on a number of 13 participants of pupils with their parents and their teacher; 10 of them were females and the other were 3 males who were enrolled in the first grade in reading subject at Sunaa Alhaya. Mixed method were used to collect data from pupils; in order to answer the research question, an assessment to the pupils, a form of a questionnaire to the parents of the pupils and an interview with the teacher were used. The results revealed that pre-school reading had a significant improvement in pupils' level in first grade for those who gained pre-school reading. The results also showed that the most difficulty faced by parents and their children during pre-school reading was due to the parents' lack of the language.

Keywords: Home literacy environment, Reading, Pre-school reading.

المخلص

تهدف هذه الدراسة إلى بحث مدى فاعلية القراءة في مرحلة ما قبل المدرسة في تنمية مهارة القراءة لدى تلاميذ الصف الأول بمدرسة صنّاع الحياة الدولية. أجريت الدراسة على 13 مشاركاً من التلاميذ وأولياء أمورهم ومعلمهم، وكان من بينهم 10 إناث و3 ذكور من تلاميذ الصف الأول المسجلين في مادة القراءة بمدرسة صنّاع الحياة الدولية. واعتمدت الدراسة المنهج المختلط لجمع البيانات، حيث تم استخدام اختبار لتقييم مستوى التلاميذ، واستبانة وُجّهت إلى أولياء الأمور، بالإضافة إلى مقابلة مع المعلم، وذلك للإجابة عن أسئلة البحث. أظهرت النتائج أن القراءة في مرحلة ما قبل المدرسة كان لها أثر واضح في تحسين مستوى التلاميذ في مهارة القراءة خلال الصف الأول، ولا سيما لدى التلاميذ الذين سبق لهم ممارسة القراءة قبل الالتحاق بالمدرسة. كما أظهرت النتائج أن أبرز الصعوبات التي واجهها أولياء الأمور وأطفالهم أثناء ممارسة القراءة في مرحلة ما قبل المدرسة تمثلت في ضعف إلمام أولياء الأمور باللغة.

الكلمات المفتاحية: بيئة القراءة المنزلية، القراءة، القراءة في مرحلة ما قبل المدرسة.

Introduction

Reading is stated as one of the most important skills for pupils, as it helps them in acquiring the language and improves their literacy skills rather by themselves or by listening to others (Harmer, 2007). The reading process not only enhances the pupils' learning but it also affects their social and intellectual skills in a positive manner.

Additionally, reading is a communicative skill where it develops other skills, therefore reading has an effect on the pupils' listening, speaking and writing. reading is not a single skill that we use all the time in the same way but it is a multiple skill that is used differently with kind of test and fulfilling different purpose (Chitravelu et. Al, 1995) as cited in (Fitriyana, Kurnia & Rahmawati, 2020).

Pre-school reading is the ability to learn reading a language before starting school. In this study, the researchers focused on the role of pre-school pupil's reading and how home literacy environment is an important part of this procedure. As the children spend most of their time with their parents, it's important to create a well-formed learning environment to motivate and assist the pupil's to use English as much as they can.

Knowing how the home literacy environment influences the acquisition of children's subsequent language and emergent literacy knowledge has become of increasing interest over the last three decades (Lonigan, Burgess, & Anthony, 2000; Neuman & Dickinson, 2001; Sé'ne'chal & LeFevre, 2002; Whitehurst & Lonigan, 1998). Previous studies confirm the importance of the home literacy environment in developing children's reading abilities (e.g., Liu, Georgiou, & Manolitsis, 2018; Sénéchal & LeFevre, 2014; Van Bergen et al., 2017).

It's also important to know that it is not enough for children to be exposed or grown up in an English language environment, but they need to be directed by their parents and interact with them at home. The main role of the pupil's parents is to create an interactional context which motivates an infant's interest in studying (Bus, 2003). The pre-school pupil's reading enhances the children vocabulary and helps them to speak nearly as native speakers; so pre-school reading plays an important role in the performance of the pupils as it gives them approaches to formulate and examine theories of language improvement and use (Bishop & Mogford, 1993).

Furthermore, both parents and caregivers are treated as a role models by the pupils where their job is to form the children's attitude towards reading. It is stated that there was a positive correlation between parents' learning level and how pupils are able to comprehend and achieve the reading skill (Dearing, Kreider, Simpkins, & Weiss, 2006; Hindman, Skibbe, Miller, & Zimmerman, 2010).

This study adopted the mixed design to investigate the importance of pre-school reading and the role of home literacy environment in learning English. The mixed data collection technique was used to describe this research. The participants were pupils of first grade of Sunaa Alhaya international School who were enrolled in reading courses in the summer semester of the Academic Year 2022. The other research participants were their parents and their teacher who were one of the main parts in the learning process. The parents of the pupils communicated their approval before the pupils' participation in the research.

The Statement of the Problem

Pupils at first grade in Libyan schools experience some challenges in learning reading. Pre-school reading supports and facilitates learning reading English, which in turn can help them master English language.

The Purpose of The Study

The goal of this study is:

1. To examine the effectiveness of pre-school reading on pupils' reading ability.
2. To explain the difficulties that parents faced during pre-school reading stage.

The Research Questions

The research is designed to answer the following questions:

1. How can the pre-school reading improve the pupil's reading ability?
2. What are the difficulties that parents faced during teaching their children reading at pre-school stage?

The Research Hypothesis

Pupils who are trained to read early, their language is promoted and gets better than pupils who do not practice the language.

The Significance of The Study

This study suggests some techniques that can assist parents to teach their children and raise their educational level. It also contributes to make the teacher aware of the differences between pupils' levels in order to know how to deal with them.

Literature Review

The importance of reading to children

Parents should start reading to their children from birth; children when they are born, their brain is not completely grown so it will keep to grow over the course of their first year of life (Fox, 2001). Reading aloud is considered to be an essential activity that helps the child construct the knowledge needed to succeed in reading Armbruster (2002). Other more linguists support that reading aloud to children is essential so that it will help them develop their later language (Hahn, 2002; Jacobs, 2016; Tarim, 2015). Therefore reading to children is seen as an important Skill which develops child's literacy and oral skills. Many researchers have demonstrated that reading aloud is an effective way to help children learn about the pleasure of reading and the art of listening (Fisher, James, Diane, & Nancy, 2004).

A study found that there is an increased activity in the language output center of a brain of child as they try to store the spoken words in their memory when they listen to someone reading Keller and Just (2009).

Some other researchers contrast what has been previously mentioned; as they claim that Sharing book with children has greater effects on their language development, when parents, caregivers or teacher stimulate dialogue related to the content of the text than if the parent reads aloud and the child just listens (Duursma, Augustyn, & Zuckerman, 2008; Mol, Bus, de Jong, & Smeets, 2008). It is assigned by many authors that shared book reading is very important in learning and acquiring vocabulary (Elley, 1989; Mol, Bus, de Jong, & Smeets, 2008), and that the practice of shared book reading is viewed as it increases the children's knowledge of reading and writing, including vocabulary, and phonemic awareness. It also helps in the knowledge of speech (National early Literacy Panel, 2008).

Although reading is seen as one skill, it develops different skills, such as listening, speaking and writing. the evolution of reading and writing skills includes developing other related skills, such as reading, writing and oral language skills, so that the interaction of these areas affect these skills which means that the development of one area affects the other (Morrow, 2005). Reading is stated as a social activity that has a lower or a higher relation with other learning skills which in turn will develop other related skills (Carrell, 1988). Reading makes progress in speaking and writing, and the final use of language becomes more accurate (Thompson & Wyatt, 1952).

Reading is a vital element for children, because when children perceive reading books it helps them in acquiring more vocabulary (Bus et al., 1995; Farrant & Zubrick, 2012; Prevoo et al., 2014). Even though there are different skills for acquiring language, more attention must be given to reading as it is an aid tool for acquiring language faster (Jacob, 2016).

Pre-school reading

It is the opportunity to learn different strategies or skills that can help pupils to master reading before attending school (Waterford, 2019). Pre-school reading is the ability to learn reading before school. Pre-school reading is an important component in developing other related skills such as literacy and oral skill, in addition it will also help them get a successful academic future. Rather than learning how a child can read throughout the school years, preparing them to read before they start school is better than helping them catch up later (Heckman, 2006). Early learning and early literacy considered to be as an essential role in academic success (Strickland & Riley-Ayers 2006). Research has shown that preparing a child for school by reading to them to acquire language and instill a love of learning is the most important gift a parent have to give to their child (Russ et al., 2007). It becomes clear that pupils who have strong early language skills are more superior compared to their peers, and this gap often widens with the passage of time (Bast & Reitsma, 1998; Torppa, Poikkeus, Laakso, Eklund, & Lyytinen, 2006). Reading and writing skills for preschoolers are covered under the headings of verbal language Skills, phonological awareness, writing awareness and writing skills. Each of these domains is interrelated and their evolution interacts (Pullen and Justice, 2003; Vukelich, Christie and Enz, 2008). According to the international specialized literature, pre-school reading is the most important period in the development of reading literacy (Riley, 2003; DFEE, QCA, 2000).

Home literacy environment

It is the place in which children acquire the language first. Research shows that home literacy is the first place in which a child acquires language skills, which as a result helps them understand, describe and involve with the world around them

(Liebeskind, Piotrowski, Lapierre, & Linebarger, 2014; Niklas & Schneider, 2013; Raikes et al., 2006). Because the home literacy environment is a multifaceted construct, reading to children is an essential component of it. Exposure to books supports vocabulary acquisition (Bus et al., 1995; Farrant & Zubrick, 2012; Prevoo et al., 2014) as books typically contain more complex vocabulary than vocabulary of common use (Sénéchal, LeFevre, Hudson, & Lawseon, 1996).

The literacy environment in the home is important for the development of reading and writing skills because the home is considered as the first place where the child receives the language and has the opportunity to observe, discover and participate in the surrounding activities related to literacy (Bracken & Fischel, 2008; DeBaryshe et al., 2000). The literacy environment has been defined in different ways, but the best way to define it, is that it includes variables such as literary tools, descriptive use of language, verbal references, the use of library, encouraging of parents and evaluating reading, teaching skills, their interest in reading, which reflects them as role models for their children, the extent of the child's interest, The educational level of the parents and what their attitudes about education (Phillips & Lonigan, 2009). That means home literacy environment depends on parents' attitudes about literature and education, what they do to help their children to learn literacy skills and the extent to how parents support their children to develop their literacy skills. Parents have a big role in home literacy environment. Providing high-quality of home literacy environment by parents who support their children's language and later literacy intensively so that children's vocabulary acquisition is facilitated (Mol, Bus, de Jong, & Smeets, 2008; Niklas & Schneider, 2015). Parental reading, reading to children, and number of books in the family predicted pre-school children's vocabulary and phonological awareness as well as increased literacy development

even when controlling for a range of child and family background variables that all fall under aspects of home literacy environment (Niklas & Schneider, 2013). Research has shown that Adults who have been exposed to a greater home literacy environment have better job prospects, lower risk of mental illness, and are healthier (Fawcett, 2003; Lyons, 2002).

Reviewed literature

"Home Literacy Environment and Children's English Language and Literacy Skills in Hong Kong", conducted by Lau, C., and Richards, B, (2020). This study examined the relation between home literacy environment and children's development of English as a second language. Three instruments were used in order to gather data;

questionnaire to children's parents/ care givers, assessment for children and interview with the teacher. The participants were 149 ethnic Chinese children. The findings emphasized the importance of a home literacy environment in reading and writing for the development of English as a second language and it also highlights the importance of the role of caregivers in providing home literacy activities to facilitate the acquisition of a different language.

"The Effects of Home Reading Activities during Preschool and Grade 4 on Children's reading Performance in Chinese and English in Hong Kong" By Kam, S. ZhuSau, T. HuiHung, Y. Ng, W. (2017). This study investigated the effects of home reading activities during preschool and grade 4 on children's reading performance in Chinese and English in Hong Kong. They were assessed using massers developed for the progress in International Reading Literacy study. A quasi-experimental research design was applied in this study. The sample of this study consisted of 1376 pupils of the fourth grade. It was selected from 24 primary schools in Hong Kong, and subjected to the parents of pupils who provided information about home reading activities aimed at supporting their children's reading prior to them entering school ("early home reading activities") and during Grade 4 ("home reading activities"). During the role of parents in early home reading activities, three tools were used, which were: reading books, telling stories and singing songs. The findings of the study reported positive statistical effects of the home reading activities strategy. This study provides evidence for the beneficial effects of traditional early childhood activities at home on reading performance in later primary school in children's first as well as second language.

"The Home Literacy Environment and Preschool Children's Reading Skills and Interest" by Lay See Yeo, Winston W. Ong, Charis M. Ng (2014). from Nanyang Technological University, Singapore. The study examined the relationship between home literacy environments which included; parents' reading beliefs, children's reading skills and their interest in reading before school period. The participants were Singaporean, 193 children aged 6 and their parents. It demonstrated the importance of the literacy environment, early reading skills and their interests in reading. The study also identified the factors that contribute to the acquired reading skills and help to motivate them to read. Parents completed a reading belief inventory, a family literacy activity inventory, and a demographic questionnaire that surveyed the child's reading interest, while children were given standardized literacy tests. the results showed that there is a moderate relationship among home literacy environment and children's reading competences and strong relationship between home literacy environment and children's reading interest. It was stated that home literacy activities have strong effects on the children's ability to read and write, these effects were controlled by the children's age, the parents educational level and the status of their relationship.

"The Effect of Family Supported Pre-Reading Training Program Given to Children in Preschool Education Period on Reading Success in Primary School". A study carried out by Sema BÜYÜKTAŞKAPU (2012). aimed to determine the impact of family supported pre-reading training program for 6-year-old children on their future level of reading at Mevlana University in Konya, Turkey. The participants were 25 children of first grade students who were trained in Family Supported Pre-Reading Training Program compared with other 25 students attended first grade without training, the tools used to gather the data were basic reading writing skills scale, reading comprehension scales, mechanic reading skills observation form and writing skill scales which were used to determine pupils reading success at primary school. For both the first and middle semesters, findings illustrate that students who were trained on family supported pre-reading program achieved greater success in reading.

Methodology

Introduction

This chapter describes the type of methodology used in the study, a throughout description of the research design, participants, data collection and data analysis is provided.

Research Design

This study adopted the mixed design to investigate the importance of preschool reading and the role of home literacy environment into English language in the summer semester of academic year 2021-2022 in Sunaa Alhaya international School. The mixed data collection technique was used to describe this research and to answer the research questions. asserts that the pragmatic principle believed that mixed methods theory increases the power of investigation and avoids weaknesses in individual curricula (Mortari, 2009).

Participants and Setting

The sample of this study consisted of first grade pupils who were enrolled in reading courses in the summer semester of the Academic Year 2022. A group of 13 pupils 10 of them were female and the other 3 were male pupils, were randomly selected to be part of the research.

Research Instrument

In order to collect data, three research tools were used to answer the research questions; which are; assessment to pupils, a questionnaire to the parents of the pupils and an interview with the pupils' teacher.

Procedures Data Collection

The researchers gathered information to examine the effectiveness of pre-school reading in pupils' ability to read in first grade. The first tool the researchers used is an assessment to gather information about each pupil's level according to different values; speed, spelling and word and sentence comprehension. The parents received online questionnaire includes nine personal questions about the pupils such as: gender, age, financial condition and parents' educational level, to match them with their reading performance during the assessment. The other questions were about how their pre-school reading environment were and what they used, as well as if the pupils have the opportunity to have pre-school reading of English language and parents' attitudes about pre-school reading. The third tool was an interview with the teacher to see whether the pupils who have pre-school reading affected their performance in school or not as well as the teachers' attitudes about pre-school reading.

Data Analysis

The collected data of pupils' assessment, parent's questionnaire and the teacher's interview was summarized and analyzed by the researches to find out if the level of the pupils who gain pre-school reading was affected or not, and to what extent it helped them in develop their reading skill.

Ethical Consideration

Before starting to collect the data, researches asked for a permission from the principals of the schools. The permission was granted. However, to proceed, a consent from the participants were required. Since the participants in this study were pupils under nine years old, the consent should be obtained from their guardians. The decision of participating in the assessment was up to the pupils themselves; no one was forced to take part in the assessment.

Results and Discussions

This chapter aims to investigate the effectiveness of pre-school reading. In order to so the researchers set standardized assessment which done by give students a text to read in order to evaluate them according to different three values which are; their spelling, speed, word comprehension and sentence comprehension. The two groups (who got pre-school reading environments and who did not get) compared to illustrate the effectiveness of pre-school reading. This chapter introduces data, and the data analysis. Based on results of analysis, a conclusion presented to answer the two research questions.

The Assessment Results

Table 1: Students gained pre-school reading.

Values Student	Spelling	speed	Word comprehension	Sentence comprehension	Total
Student 1	25	24	25	25	99
Student 2	25	25	25	25	100
Student 3	22	23	24	15	84
Student 4	25	20	24	24	91
Student 5	25	25	25	25	100
Student 6	15	20	23	20	78
Student 7	25	25	25	25	100
Student 8	25	24	24	24	97
Student 9	24	23	25	24	96

Table 2: Students who did not gain pre-school reading.

Value Student	spelling	speed	Word comprehension	Sentence comprehension	Total
Student 10	12	9	9	4	34
Student 11	6	7	6	3	22
Student 12	13	8	10	5	36
Student 13	10	6	12	6	34

Discussion of Assessment Results

According to the results of the two tables above, it was clear that the pupils who got pre-school reading environment scored better in reading than those who did not especially in word comprehension. On the other hand, the levels of pupils who did not get pre-school reading were somehow lower than those who get pre-school reading environment.

The Questionnaire Results

The results of the questionnaire were divided into two parts; the first part was related to pupils who gained pre-school reading, and the second part dealt with those who did not gain pre-school reading. The results indicates that the level of pupil who gained pre-school reading were much better than those who did not.

This tool was used to answer the two research questions which were "Does the pre-school reading improve the pupil's educational level?" and "What are the difficulties that parents faced during teaching the pupils reading at pre-school stage?"

Based on the result of the questionnaire, it was clear that parents agreed that preschool reading improves the level of pupils, as it affects their reading which as a result affects the other three skill positively.

The results also showed that the most difficulties faced by parents during teaching the pupils reading at pre-school stage were due to the parents' lack of language and the children boredom that they are not motivated to read.

Discussion of the Questionnaire Results Part one:

1. In responding to the first question "Did the pupil get a pre-school reading environment?" most of the results answered that they gave their children a pre-school reading environment. Some other parents answered that they sometime do so but not always.

2. The second group of parents (the pupils who did not get a pre-school reading environment) answered "NO".

3. "Do you think pre-school reading has an effect on your child's level?"

Most of the results answered "YES".

While the other group of parents agreed that not gaining pre-school reading for their children affected negatively on their level.

4. The most results of third question which was "Did your child face any challenges in learning through pre-school reading?" were "No" (this was the answer of five parents), the other four parents answered "SOMETIMES". Most answers of the second group were "YES", as their children faced challenges in reading to their children.

5. Parents responses to the fourth question "Did pre-school reading enhance reading skills?" Most of the answers which were six answered "YES", the other two answers were "SOMETIMES", and one of them answered "NO".

The other group answered that they did not find that much notable progress in the reading skill because their children were not exposed to pre-school reading.

Part two:

1. Most answers of first question "What are the skills that have been developed more?" Four parents answered that speaking is the most skill that was developed, three of them answered listening and two of them mentioned that writing is the skill that have been developed more.

For the other group of pupils, no skill was developed.

2. In the second question "Who reads to your child?" most of them responded that they (the parents) read to their children who were five parents, the other four parent responded that their teacher read to them.

About second group most of parents did not read to their children but they had depended on the teacher in the kindergarten.

3. In the third question "How much do you read to your child?" Most parents responded that they read to their children daily ("EVERYDAY"), while the other three parents commented that they read to their children "TWICE A WEEK".

Parents of second group responded that they depended on the teacher at kindergarten to read to the pupils.

4. In responding to the fourth question "What are the types of texts that were used in reading? Six parents mentioned that they used "SHORT STORIES" in reading, while the other three parents used "BOOKS" in reading to their children.

Part three:

1. In responding to the first question "What is the extent of the child's comprehension?" most parents answered that the comprehension of their children was "VERY GOOD", three of the parents mentioned that the level was "GOOD" and two of them answered that it was "EXCELLENT".

The parents of the other group answered that the comprehension of their children was "GOOD".

2. In the second question "What are the activities used at home to develop child's reading skill?" the most activity the parents used was reading to their children, one of them mentioned that they used games to help their child to memorize letters, while another parent said that their child tried to improve this skill by teaching her younger siblings.

The second group of parents mentioned that they did not use any activities to develop their children's reading skill.

1. In answering the third question "What methods were used to make the child able to read?" parents used short stories to read to children, some of them focused on motivating their children to learn and used some educational videos; Some others taught their children letters and their sounds.

The second group did not mention any method to make the child able to read.

2. In the fourth question "Did the child have the desire for self-reading, or did the family encourage him/her to do so?" Most of them answered that both pupils and their parents have a desire to read, other three parents answered that their children are motivated more to read in English, while the other two parents answered that their children read because of the parental encouragement.

Most of the second group parents expressed that both they and their children did not have the desire to read.

3. In answering the fifth question "What is your main goal of reading to your child at preschool stage?" most of the results by the parents were to prepare their children for the next class, another parent mentioned that the aim was to acquire more vocabulary in the language, another parent responded that she wanted to improve the accent of the child also to be able to practice the language, while the last response by a parent was to make the child have a desire to use the language in daily life.

The second group stressed that did not read to their children as it is the task of the teacher at kindergarten.

3. The last question "What are the difficulties that you faced during teaching your child at preschool stage?" Some of the parents agreed that the difficulty was in the language itself, some of them forgot the words and their meanings, and sometimes they had difficulties in spelling the words, two of them mentioned that their children felt bored sometimes when they read to them, while another parent stated that her child's curiosity to know each single word had a negative effect on learning (by interrupting). Most of the answers of the second group was that the parents lack of the language, so they are unable to read to their children.

The Interview Results

1. Did you notice that there is an effect of preschool reading on the pupils' level?

The teacher answered that the parents' participation is very important for the level of each pupil, if the parents have a good education of English language it will be reflected on the pupil's performance. Each pupil practice the language with their parents do much better than who did not.

2. Which is the most skill that is affected by pre-school reading?

The teacher mentioned that the most skill that is affected is listening, as helps them understand and comprehend what they hear, at this age when they listen to a story as an example, their brain will automatically receive information which will help them to know how to read later.

3. In your opinion do you think parents should read to their children at an early age?

The teacher responded yes, it's very important that parents should start reading to their children at age 4. She also mentioned that bed time stories is very important to them as it reflects positively on their educational level as they grow up.

4. Do you think reading skill is more important than the other skills to develop pre-school stage? Why?

In responding to this question, the teacher explained that listening at their early age is more important, there need to be an input (listening), in order for the pupils to have an output (reading, writing and speaking). The more pupils listen, the better they comprehend the messages they receive, and the better they know how to read. So parents should read first to help their children know how to read later.

5. Did you face any challenges with the pupils who did not get home literacy environment and those whom their parents did not read to them?

Yes, it reflects their reading level, some pupils were not able to read even simple words, but of course there are always exceptions, some pupils who were not exposed to pre-school reading were able to practice well as school. In some cases it depends on the pupil's level of intelligence and cleverness.

6. What are the challenges that pupils who have not had the opportunity to practice reading at pre-school stage have?

It was hard for them to read sentences, they were not able to identify the meaning of some words.

7. What are the negative effects of the pupils who did not gain pre-school reading?

The level of the pupils in all skills were affected negatively (listening, writing and speaking).

8. How can you differentiate between the pupils whom their parents read to them and those whom did not? Actually it was clear to me, it reflected on their performance and their levels were much better than those whom their parents did not read to them. It was also clear in the way they hold the book, how to set probably, how to start from left to right, the way they use their fingers in reading a story and the way they understand what is said.

9. In your opinion what are the factors that can encourage parents to read to their children at pre-school stage?

The educational level of the parents is very important as it affects their children's level.

The teacher ends the interview by reminding us that the first word in holy Quran to our prophet was Iqraa (read), and this asserts the importance of reading in all languages.

Discussion of interview results

The interview with the teacher provided the researchers with sufficient information through the experience of the teacher to find out if pre-school reading helped the pupils to learn reading and whether it affected their performance or not, in order to answer the first research question of the study.

In general, the interview results indicate that pre-school reading is vitally important to pupils in order to assist their ability to learn English especially if their parents have the language, as it will be easier to parents to teach their children and on the other hand the children will be able to have better learning environment.

On the other hand, it was clear from the teachers' answers of the interview that pupils who had no opportunity to have pre-school reading that they didn't know even how to read from left to right, they were not able to hold the book probably or put their fingers on the right word or phrase and when they do it. in addition to that, pupils' comprehension was weak, as it was hard for them to read and know the meaning of the words that they were supposed to know the meaning of.

The teacher mentioned that listening is an important skill as it helps pupils to be able to read. The more their parents read to them (so they are listening to them), the better their reading skill will be. According to the teacher, parents should start reading to their children at an early age, so that they can improve their reading and be able to practice the language well.

The interview ends with an advice from the teacher to parents that they should always read to their children because reading doesn't improve their performance and their educational levels only, but it also gives them the knowledge which will help them in the long run.

Conclusion

To summarize, this chapter provides the researchers with all the information needed to answer the research question. The researchers analyzed the results which were obtained by the three instruments; an assessment to the pupils, a questionnaire to

the pupils' parents and an interview with the teacher to justify the results of the research questions.

To begin with the first instrument; assessment which provides the researches with the level of pupils in three values; their spelling, speed, word comprehension and sentence comprehension. Through connect this assessment with parents' questionnaire shows that the parents who read to their children do much better in school compared to their peers.

The interview with the teacher revealed that the pupils who gain pre-school reading performed much better than who did not, which answered the first research question "Does the pre-school reading improve the pupil's educational level?". On the other hand, the level of pupils who did not gain pre-school reading was affected negatively. Through the teacher's experience, the main reason for pupils who did not gain pre-school reading was due to the parents' lack of the language.

The second instrument; questionnaire to pupils' parents which were addressed to answer the two research questions "Does the pre-school reading improve the pupil's educational level?" the parents answered that pre-school reading affected positively on their children's performance, in the other hand who did not provide their children with pre-school reading affected negatively on their children's level, and "What are the difficulties that parents faced during teaching the pupils reading at pre-school stage?" the most parents responded that the most difficulties are the parents lack of the language, the desire of reading is not from both sides (children and their parents) and the children almost feel bored.

The third instrument; the interview with the teacher revealed that the pupils who gain pre-school reading performed much better than who did not, which answered the first research question "Does the pre-school reading improve the pupil's educational level?" On the other hand, the level of pupils who did not gain pre-school reading was affected negatively. Through the teacher's experience, the main reason for pupils who did not gain pre-school reading was due to the lack of the language.

Conclusion and Recommendations

Conclusion

This research aims to find out the effectiveness of pre-school reading in developing their ability to learn reading, what are the difficulties that faced parents in pre-school reading experience. mixed method is used in this study.

The interview of the teacher carried out to answer the first research question, she explained that that pupils who gain pre-school reading affect positively on their level and do much better than those who did not gain, for those who did not gain pre-school reading not just affect their reading ability but also they do not know how to hold the book and set probably, from were to read and they do not know even how to read words, but in some cases it's rarely there are some pupils clever by god.

Otherwise the questionnaire answered the two research questions, it provides the researches how pre-school reading affect their children's ability to learn reading whether positively for who gained pre-school reading while negatively for those who did not, also explained that the most difficulties are the parents lack of English language, the desire of reading is not from both sides and the children almost feel bored.

Furthermore the results of an assessment after connected to their parent's questioner clarify that the parents who read to their children at pre-school stage their level is more better than those who did not.

The findings provide the researches with solutions about how can parents read to their children at pre-school stage even if there is some difficulties and try to solve them such as boredom, lack in English language, no desire of reading and to see how pre-school reading affect the children's level in school.

Recommendations

1. This study aims to find out the effectiveness of pre-school reading in pupils' ability to learn reading which is just focuses on reading, other studies can discover how pre-school reading affect other related skills.
2. Other studies can be conducted to find out the solution of the difficulties that the parents as well as children face such as boredom, lack of the language.

Scope and Delimitation

This study was conducted for the first grade of pupils of Sunaa Alhaya International School, Misurata, Libya, who were enrolled in reading courses in summer semester, 2022. The study focused on a small number of pupils due to the lack of time. It is worth mentioning that the parents who lack the language were given an Arabic questionnaire in order to be able to answer it.

Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

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