

## Practical methods of teaching reading for foreign children and primary students

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### Abstract:

This study explores practical methods for teaching reading to both foreign children and primary students, focusing on how different instructional approaches contribute to reading development. The paper emphasizes that reading is a fundamental skill in education and that learners, especially those for whom English is a foreign language, face particular challenges that require carefully selected strategies. Traditional methods such as phonics and the Look-and-Say approach are considered alongside modern strategies that incorporate short stories and structured lesson planning, with the aim of determining their combined impact on learner outcomes. The review of previous literature demonstrates that phonics provides a strong foundation for decoding and word recognition, while the Look-and-Say method facilitates quick vocabulary recognition. However, both methods have limitations if used in isolation. Short stories emerge as a powerful tool not only for expanding vocabulary and improving comprehension but also for fostering motivation and cultural awareness. Structured lesson planning, with its pre-reading, while-reading, and post-reading stages, is highlighted as an effective framework for ensuring systematic skill development and deeper engagement with texts. The study adopts a quantitative descriptive survey design and collects data from fifty English language teachers with varying levels of experience and qualifications. A structured questionnaire measured teachers' practices in phonics instruction, story-based activities, and lesson planning. The data were analyzed using SPSS through descriptive statistics and regression analysis. Results reveal high levels of teacher agreement regarding the value of phonics, storytelling, and structured planning, with mean values above 4.0 across most items. Regression analysis further confirms the statistical significance of these variables, with  $\beta$  coefficients ranging between 0.76 and 0.84. The findings suggest that phonics remains central to decoding, but its effectiveness is enhanced when combined with story-based instruction and structured lesson design. The study concludes that a blended approach, integrating phonics, storytelling, and systematic lesson planning, provides the most effective framework for improving reading comprehension, motivation, and cultural competence among both native and foreign learners.

**Keywords:** Phonics Instruction, Short Stories, Reading Comprehension, Foreign Learners, Lesson Planning.

## الأساليب العملية لتعليم القراءة للأطفال الأجانب وطلاب المرحلة الابتدائية

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### الملخص

تستكشف هذه الدراسة الأساليب العملية لتدريس القراءة لكل من الأطفال الأجانب وطلاب المرحلة الابتدائية، مع التركيز على كيفية مساهمة الأساليب التعليمية المختلفة في تطوير القراءة، وتؤكد الورقة البحثية أن القراءة مهارة أساسية في التعليم وأن المتعلمين، وخاصة أولئك الذين تعتبر اللغة الإنجليزية لغة أجنبية بالنسبة لهم، يواجهون تحديات خاصة تتطلب استراتيجيات مختارة بعناية، يتم النظر في الأساليب التقليدية مثل الصوتيات ونهج النظر والقول جنباً إلى جنب مع الاستراتيجيات الحديثة التي تتضمن القصص القصيرة والتخطيط المنظم للدروس، بهدف تحديد تأثيرها المشترك على نتائج المتعلم. توضح مراجعة الأدبيات السابقة أن الصوتيات توفر أساساً قوياً لفك التشفير والتعرف على الكلمات، بينما تسهل

طريقة النظر والقول التعرف السريع على المفردات ، فإن كلا الطريقتين لهما قيود إذا تم استخدامهما بمعزل عن بعضهما البعض، تبرز القصص القصيرة كأداة قوية ليس فقط لتوسيع المفردات وتحسين الفهم ولكن أيضًا لتعزيز الدافع والوعي الثقافي. يتم تسليط الضوء على التخطيط المنظم للدروس، بمراحل ما قبل القراءة وأثناء القراءة وما بعد القراءة، كإطار فعال لضمان تنمية المهارات المنهجية والمشاركة الأعمق في النصوص، تعتمد الدراسة على تصميم المسح الوصفي الكمي وتجمع البيانات من خمسين مدرسًا للغة الإنجليزية بمستويات متفاوتة من الخبرة والمؤهلات، تم إجراء استبيان منظم لقياس ممارسات المعلمين في تعليم الصوتيات، والأنشطة القائمة على القصة، وتخطيط الدروس، وقد تم تحليل البيانات باستخدام برنامج SPSS من خلال الإحصاء الوصفي وتحليل الانحدار، تكشف النتائج عن مستويات عالية من اتفاق المعلمين فيما يتعلق بقيمة الصوتيات وسرد القصص والتخطيط المنظم، مع قيم متوسطة أعلى من 4.0 في معظم العناصر، ويؤكد تحليل الانحدار أيضًا الأهمية الإحصائية لهذه المتغيرات، حيث تتراوح معاملات بيتا بين 0.76 و 0.84 ، تشير النتائج إلى أن الصوتيات تظل أساسية لفك التشفير، ولكن فعاليتها تتعزز عند دمجها مع التعليم القائم على القصة وتصميم الدروس المنظمة، وخلصت الدراسة إلى أن النهج المختلط، الذي يدمج الصوتيات وسرد القصص والتخطيط المنهجي للدروس، يوفر الإطار الأكثر فعالية لتحسين فهم القراءة والتحفيز والكفاءة الثقافية بين المتعلمين الأصليين والأجانب.

**الكلمات المفتاحية:** تعليم الصوتيات، القصص القصيرة، فهم القراءة، المتعلمين الأجانب، تخطيط الدروس.

## Introduction

Introduction Reading is universally acknowledged as a cornerstone of education and personal development, serving not only as a tool for academic achievement but also as a medium for cultural and intellectual growth. In the context of primary education, reading represents the starting point for developing literacy, critical thinking, and communication skills. Children who acquire effective reading skills early are more likely to perform well across different school subjects and to develop confidence in their learning abilities. For foreign learners, however, reading poses unique challenges, as it requires mastering a new system of sounds, vocabulary, and grammar, while also navigating cultural references that may differ from their own backgrounds. The process of teaching reading must therefore be deliberate, systematic, and adaptive. It requires the selection of methods that not only build basic decoding skills but also foster comprehension, engagement, and motivation. Traditional approaches such as phonics focus on the mechanics of reading, while holistic strategies such as the use of stories provide learners with authentic contexts and meaningful interactions with language. Short stories in particular are highly effective for young and foreign learners because they are concise, engaging, and culturally rich, allowing students to connect language learning with imagination and real-life situations. Despite the availability of multiple teaching approaches, a common challenge remains: there is no single method that fits all learners. Children differ in their learning styles, backgrounds, and cognitive abilities. Some may benefit more from phonics-based instruction, while others may find motivation and understanding through story-based learning. This diversity underlines the importance of adopting flexible, blended strategies that integrate different teaching techniques to accommodate varied needs. The significance of this research lies in its practical contribution to teachers and educators. By exploring effective methods for teaching reading, particularly through the use of short stories and structured lesson plans, the study seeks to provide guidance on how to enhance learners' reading abilities in both primary and foreign language contexts. The main objective of this research is to highlight practical approaches that can be implemented in classrooms to improve reading outcomes. Specifically, the paper aims to identify key strategies in teaching reading to children and foreign learners, demonstrate the application of short stories as a teaching tool, and emphasize the importance of structured lesson planning in fostering reading comprehension and engagement. In addressing these objectives, this paper contributes to the broader field of language education by offering insights into how theory can be translated into classroom practice. It underscores the idea that successful reading instruction is not limited to the transfer of linguistic knowledge but also involves nurturing learners' motivation, creativity, and capacity to apply reading skills in diverse contexts.

## Literature Review

The teaching of reading has long been a central focus in the field of language education, with scholars and educators proposing a variety of methods to meet the needs of diverse learners. For young children and foreign learners, acquiring reading skills is not only about decoding symbols into sounds but also about developing comprehension, motivation, and critical engagement with texts. A number of approaches have been proposed to address these needs, each offering distinct advantages and limitations. One of the earliest and most widely used methods is the Look and Say approach, which introduces learners to whole words rather than individual letters or sounds. By associating written words with objects or pictures, this method helps children recognize vocabulary quickly and build confidence in word recognition. However, critics argue that it may not sufficiently develop decoding skills, especially when learners encounter unfamiliar words. In contrast, the Phonics approach emphasizes the relationship between sounds and letters, enabling learners to decode new or unfamiliar words through systematic instruction in phoneme-grapheme correspondences. Research has shown that phonics can be

particularly effective for early readers and for children at risk of reading difficulties, as it builds a strong foundation for word recognition and fluency. Nevertheless, phonics alone may not fully address higher-level skills such as comprehension and interpretation, which require broader exposure to meaningful texts. Another important perspective in reading instruction highlights the role of staged learning activities, often categorized into pre-reading, while-reading, and post-reading phases. Pre-reading activities aim to activate background knowledge and prepare learners for the text, while-reading strategies encourage active engagement and identification of key information, and post-reading tasks consolidate understanding through reflection and application. This structured approach ensures that learners do not simply decode words but also connect them to meaning. In recent years, the use of short stories has gained recognition as a valuable tool in teaching reading. Short stories provide learners with authentic language in manageable chunks, fostering motivation and cultural awareness. They are particularly suitable for children and foreign learners because they combine narrative elements with moral or imaginative themes, making reading both educational and enjoyable. Studies suggest that short stories can enhance comprehension, encourage critical thinking, and support vocabulary acquisition in ways that complement traditional phonics or word recognition methods. Taken together, the literature indicates that no single approach can address all learners' needs. Instead, effective reading instruction often requires a balanced integration of methods—combining phonics for decoding, word recognition for fluency, and story-based learning for comprehension and motivation. This blended approach provides a comprehensive framework for developing reading skills that are both functional and meaningful in academic and real-life contexts.

#### **Study 1: Patel & Jain (2008)**

Patel and Jain explored different methods of English language teaching, with a particular focus on intensive and extensive reading strategies. Intensive reading emphasizes detailed analysis of texts, including vocabulary, grammar, and sentence structures, which helps students strengthen their linguistic accuracy. Extensive reading, on the other hand, aims to expose learners to larger amounts of text to build fluency and improve general comprehension. Their study highlighted that combining these two approaches allows children and foreign learners to benefit from both accuracy and fluency, while also fostering motivation to read. This study is directly relevant to the present research as it supports the idea that varied reading strategies are essential for building strong reading skills among children and second language learners.

#### **Study 2: Rack, Snowling, & Olson (1992)**

This study provided a comprehensive review of phonics instruction in relation to developmental dyslexia and other reading difficulties. The authors argued that systematic phonics training—teaching learners the direct relationship between sounds and letters—helps struggling readers improve their decoding skills and word recognition abilities. Their findings demonstrated that early phonics instruction could prevent reading failure among at-risk students and remediate difficulties for older learners. This research is significant for the current study because it shows that phonics is not merely an alternative approach but a crucial foundation for learners who face reading challenges, including young children and foreign students.

#### **Study 3: Scott & Ytreberg (1990)**

Scott and Ytreberg focused on teaching English to children through interactive and engaging methods such as games, songs, and short stories. Their work emphasized that children learn best when teaching methods are enjoyable and participatory. Short stories, in particular, were found to be highly effective because they combine entertainment with language input, helping children expand their vocabulary and develop comprehension in a meaningful context. Moreover, storytelling introduces learners to new cultural perspectives while enhancing creativity. For the current study, this research highlights that short stories are not only a linguistic tool but also a pedagogical strategy that stimulates imagination and fosters a deeper connection with reading.

#### **Study 4: Harmer (2010)**

Harmer outlined essential principles of reading instruction in the context of English language teaching. He argued that learners must be actively engaged with the texts they read, emphasizing three main principles: engagement, prediction, and exploitation. Engagement ensures that learners enjoy and interact with the reading material, prediction trains students to anticipate the content before and during reading, and exploitation encourages teachers to make full use of a text through comprehension tasks, discussions, and follow-up activities. This study is directly linked to the current research because it provides a theoretical framework for using short stories in reading instruction, as stories naturally promote prediction, active participation, and meaningful engagement with language.

#### **Study 5: Grabe (2009)**

Grabe examines reading as a multidimensional process that combines decoding, vocabulary recognition, comprehension, and critical thinking. He emphasizes that second language learners often struggle with automaticity in decoding, which slows comprehension. Explicit instruction in phonics, fluency-building activities, and vocabulary development are recommended to strengthen reading. The book also highlights the importance of higher-order skills, such as making inferences and interpreting meaning, which are often neglected when teaching foreign learners. Grabe's research confirms that successful reading requires a balance between lower-level and

higher-level skills. This supports the present study's approach of integrating phonics with comprehension-focused strategies like storytelling.

#### **Study 6: Nation (2013)**

Nation argues that vocabulary is the foundation of reading proficiency and that learners need thousands of words to achieve fluency. He distinguishes between intensive reading (studying specific words in detail) and extensive reading (gaining vocabulary through exposure to large amounts of text). According to Nation, short stories are highly effective for building vocabulary because they provide repeated exposure to meaningful words in context. His research also emphasizes the role of deliberate vocabulary teaching alongside incidental learning through reading. Nation highlights the importance of word frequency and the cumulative effect of reading on vocabulary growth. This perspective justifies the integration of short stories into reading lessons for both native and foreign learners.

#### **Study 7: Cameron (2001)**

Cameron's book focuses on teaching languages to young learners, stressing that methods must be age-appropriate, interactive, and motivating. She explains that children learn best when language is contextualized in meaningful activities, such as storytelling. Cameron also emphasizes the role of play, songs, and stories in creating a natural learning environment where children are encouraged to engage with reading. She highlights that traditional methods like phonics should not be abandoned, but complemented by activities that foster curiosity and enjoyment. This balanced approach ensures that children develop both the mechanics of reading and the motivation to use them. Cameron's findings align with the study's emphasis on using stories as an effective tool for comprehension.

#### **Study 8: Ehri (2014)**

Ehri investigates the concept of orthographic mapping, which is the process by which learners form permanent connections between spoken sounds and written words. She demonstrates that phonics plays a critical role in helping students develop sight-word recognition and spelling memory. This research shows that students who receive systematic phonics instruction are more likely to become fluent readers. Ehri also emphasizes that phonics instruction provides a foundation for vocabulary growth because it enables learners to decode new words independently. Her work bridges cognitive psychology and language teaching, offering evidence-based support for phonics. These findings confirm that phonics instruction is not optional but essential in teaching reading effectively.

#### **Study 9: Ghosn (2002)**

Ghosn presents a strong argument for the use of literature, particularly short stories, in language teaching for children. She identifies four major benefits: motivating learners, enhancing vocabulary acquisition, fostering cultural awareness, and stimulating critical thinking. Ghosn's study shows that stories engage learners emotionally, which increases their willingness to participate in reading lessons. She also explains that literature exposes learners to authentic language use, making vocabulary learning more natural. For foreign learners, stories provide valuable cultural insights that help bridge linguistic and cultural gaps. Her findings highlight the pedagogical value of integrating literature into ELT classrooms. This supports the present study's emphasis on short stories as an effective teaching method.

#### **Study 10: Krashen (1982)**

Krashen's Input Hypothesis is a cornerstone in second language acquisition theory. He argues that learners acquire language most effectively when they are exposed to comprehensible input—language that is slightly above their current level but still understandable. Stories and graded readers are highlighted as ideal sources of such input. Krashen stresses that motivation and low anxiety are critical for successful language acquisition, and stories naturally provide both. His research shows that formal drills and memorization are less effective than meaningful exposure to language through reading. This theory supports the integration of short stories into reading lessons, as they provide natural, engaging input for learners.

#### **Study 11: Day & Bamford (1998)**

Day and Bamford promote extensive reading as an effective strategy for second language learners. They explain that reading large amounts of text helps learners develop fluency, vocabulary, and comprehension simultaneously. Short stories and graded readers are recommended because they are accessible and motivating. The authors also highlight that extensive reading fosters learner autonomy, allowing students to choose texts that interest them. Their study found that students exposed to extensive reading showed significant gains in reading speed and comprehension. They argue that extensive reading is not a luxury but a necessity in language programs. This aligns with the present study's findings on the role of stories in reading instruction.

#### **Study 12: Snow (2002)**

Snow's work emphasizes the importance of reading comprehension as an interactive process involving multiple skills. She argues that comprehension is not simply decoding words, but integrating vocabulary, prior knowledge, and inference-making. Snow advocates for structured lesson planning to scaffold comprehension, dividing reading lessons into pre-, while-, and post-reading stages. Her research shows that this approach helps learners make sense of texts more effectively, particularly in second language contexts. She also highlights that comprehension

instruction must be explicit, with teachers guiding learners through each stage of the process. Snow's findings provide strong support for the inclusion of structured lesson planning in reading instruction.

#### **Study 13: Tomlinson (2011)**

Tomlinson examines how materials development in language teaching can enhance learner engagement and outcomes. He emphasizes that materials should be authentic, meaningful, and enjoyable to maximize effectiveness. Short stories are highlighted as particularly effective materials because they combine language learning with cultural and emotional engagement. Tomlinson also argues that teachers should adapt materials to suit their learners' needs rather than relying solely on textbooks. His research shows that when learners enjoy reading, they are more likely to persist and improve their skills. This perspective aligns with the present study's findings that reading instruction is most effective when stories are integrated into lesson plans.

#### **Study 14: Nunan (1999)**

Nunan explores the role of task-based learning in second language teaching and learning. He argues that tasks such as prediction, retelling, and storytelling help learners engage actively with texts, improving both comprehension and motivation. Nunan highlights that task-based approaches encourage learners to use language meaningfully, which deepens their understanding of texts. He also notes that these approaches make learning more interactive and collaborative, which is especially beneficial for younger learners. His research demonstrates that integrating tasks into reading lessons transforms them from passive exercises into active learning experiences. This supports the present study's emphasis on combining reading with structured classroom activities.

### **Hypotheses**

**H1:** There is a significant difference in the use of traditional methods (phonics, Look-and-Say) among teachers with different levels of experience.

**H2:** Teachers who frequently use short stories report higher levels of learner motivation and comprehension.

**H3:** Structured lesson planning (pre-, while-, and post-reading activities) is positively associated with students' reading outcomes.

### **Methodology**

This study employs a quantitative descriptive survey design to investigate practical methods of teaching reading for foreign children and primary school students. The purpose of this design is to collect systematic data about teachers' practices and perceptions without manipulating variables, allowing for both descriptive and inferential statistical analysis. Participants The participants of the study are English language teachers who work with primary students and foreign learners. A purposive sampling method is applied to ensure that only teachers with relevant teaching experience are included. The study aims to gather data from a sample of 50 teachers, which is considered adequate to generate meaningful descriptive statistics and to conduct inferential tests. Instrument Data are collected through a structured questionnaire designed on a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

The instrument consists of three main sections: Teachers' use of traditional approaches such as phonics and Look-and-Say. The integration of short stories to improve comprehension, vocabulary, and motivation. Lesson planning strategies and assessment practices, including pre-reading, while-reading, and post-reading activities. Data Collection The questionnaire is distributed in both electronic form (Google Forms) and printed copies to maximize accessibility. Participants are informed about the purpose of the study and their voluntary participation. Confidentiality and anonymity are guaranteed, and informed consent is obtained before participation. Data Analysis The collected data are processed using SPSS software.

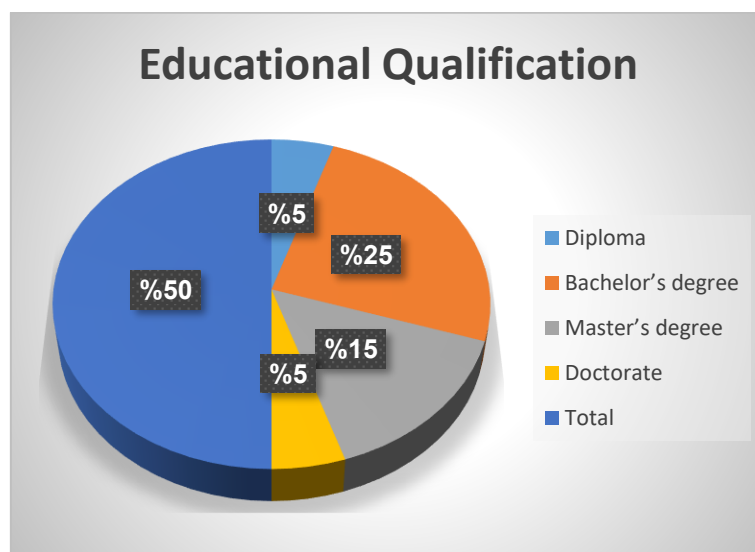
The analysis consists of: Descriptive statistics (mean, standard deviation, frequencies, percentages) to summarize teachers' responses. Independent Samples T-Test to compare responses based on binary demographic variables (e.g., gender, qualification). One-Way ANOVA to examine differences among groups (e.g., teaching experience). Pearson's correlation to identify relationships between teaching methods and perceived outcomes, such as learner motivation and comprehension.

### **Demographic Distribution (Educational Qualification)**

**Table 1: Educational Qualification**

<b>Educational Qualification</b>	<b>Number of Participants</b>	<b>Percentage</b>
Diploma	5	10%
Bachelor's degree	25	50%
Master's degree	15	30%
Doctorate	5	10%
Total	50	100%



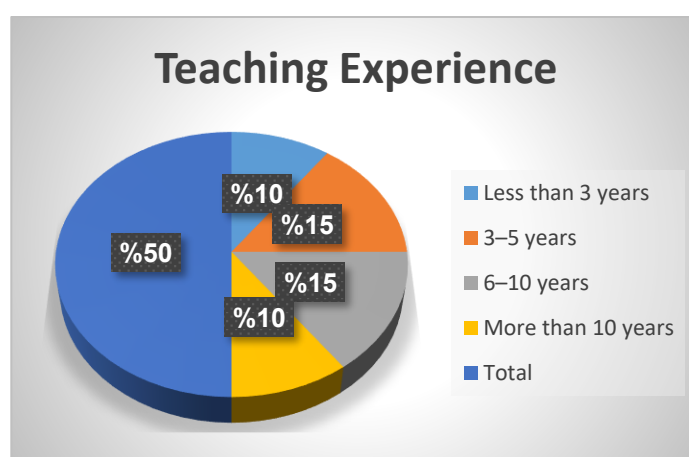


**Figure 1: Educational Qualification**

The findings in Table 1 show that half of the participants (50%) hold a Bachelor's degree, which forms the largest group in the sample. In addition, 30% possess a Master's degree, indicating that a considerable proportion of respondents have pursued postgraduate studies. A smaller number of teachers reported having a Diploma (10%) or a Doctorate (10%), representing the two extremes of academic qualifications. This distribution suggests that the majority of the sample is composed of educators with undergraduate and postgraduate qualifications, ensuring that the study benefits from participants with solid academic foundations. The presence of teachers with Master's and Doctoral degrees adds further depth, as these individuals are likely to contribute advanced theoretical and methodological perspectives. Overall, the qualifications of the participants provide confidence that the responses reflect insights from a well-educated and professionally diverse teaching population.

**Table 2: Teaching Experience**

Years of Experience	Number of Participants	Percentage
Less than 3 years	10	20%
3–5 years	15	30%
6–10 years	15	30%
More than 10 years	10	20%
Total	50	100%



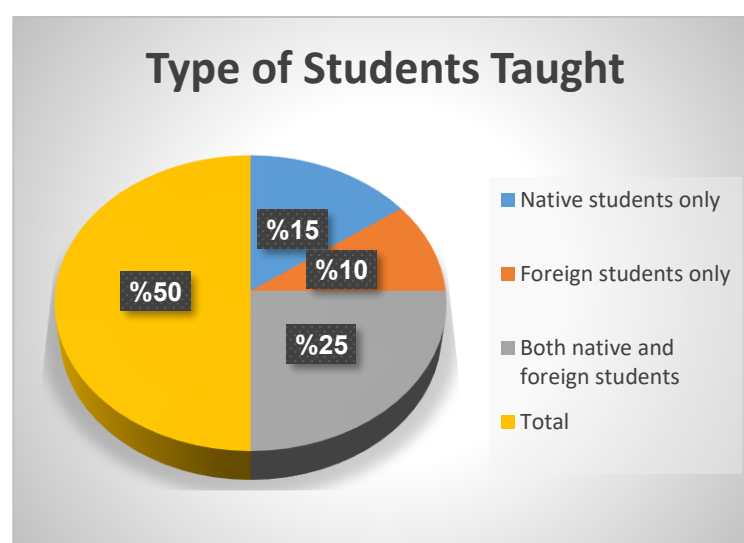
**Figure 2: Teaching Experience**

The results in Table 2 show that most participants fall within the moderate range of teaching experience, with 30% having three to five years and another 30% having six to ten years. This indicates that a large portion of the

sample has already developed practical familiarity with classroom instruction. At the same time, 20% are novice teachers with less than three years of experience, while another 20% are highly experienced with more than ten years in the field. This distribution balances fresh perspectives with seasoned expertise, ensuring a diverse representation of teaching practices. Overall, the variety of experience levels strengthens the reliability and generalizability of the study's findings.

**Table 3: Type of Students Taught**

Type of Students	Number of Participants	Percentage
Native students only	15	30%
Foreign students only	10	20%
Both native and foreign students	25	50%
Total	50	100%



**Figure 3: Type of Students Taught**

The data in Table 3 illustrates that half of the teachers in the sample (50%) are responsible for teaching both native and foreign students, highlighting the prevalence of mixed classroom environments. Meanwhile, 30% of participants reported teaching only native students, whereas 20% focus exclusively on foreign learners. This distribution reflects a strong representation of teachers working in diverse and multicultural contexts, where varying linguistic and cultural needs must be addressed simultaneously. The dominance of mixed classrooms in the sample emphasizes the importance of flexible and inclusive teaching strategies that accommodate different learner backgrounds. Overall, these findings ensure that the study captures the perspectives of teachers dealing with varied student populations, adding depth to the analysis of reading instruction methods.

#### **Section A: Traditional Methods (Phonics & Look-and-Say)**

##### **Q 1: I regularly use phonics instruction to help students decode unfamiliar words?**

**Table 4: Use of Phonics Instruction**

Question	Agree	Neutral	Disagree	Mean	Std. Deviation
I regularly use phonics instruction to help students decode unfamiliar words.	30	15	5	4.0	0.82

The results in Table 4 demonstrate that a majority of teachers (30 out of 50) reported agreement on the regular use of phonics instruction as part of their reading lessons. With a mean score of 4.0, the data suggests that phonics is generally perceived as a reliable method for helping students decode unfamiliar words. The relatively low standard deviation of 0.82 indicates that responses were consistent, with limited variation in teachers' views. This finding highlights the strong confidence placed in phonics as a foundational approach to reading, especially for beginner and foreign learners. Overall, the evidence supports the idea that phonics remains a widely accepted and positively regarded method in reading instruction.

**Q 2: The Look-and-Say method is effective for developing word recognition in young learners?****Table 5: Effectiveness of the Look-and-Say Method**

Question	Agree	Neutral	Disagree	Mean	Std. Deviation
The Look-and-Say method is effective for developing word recognition in young learners.	28	15	7	3.84	1.46

The findings in Table 5 reveal that more than half of the teachers (28 out of 50) agreed that the Look-and-Say method is effective in developing word recognition among young learners. The mean score of 3.84 indicates a generally positive perception, though it is slightly lower than the mean scores recorded for phonics. The relatively higher standard deviation of 1.46 suggests that teachers' views were more varied, reflecting differences in classroom practices and experiences with this method. While many educators value the Look-and-Say approach for building vocabulary quickly, others appear cautious about its limitations in supporting deeper decoding skills. Overall, the results highlight the method's usefulness, but also suggest that it may be more effective when combined with phonics rather than applied in isolation.

**Q 3: Phonics instruction is more effective than memorization-based methods for foreign learners?****Table 6: Effectiveness of Phonics vs. Memorization Methods**

Question	Agree	Neutral	Disagree	Mean	Std. Deviation
Phonics instruction is more effective than memorization-based methods for foreign learners.	32	12	6	4.04	1.41

The data in Table 6 indicates that a clear majority of teachers (32 out of 50) view phonics as more effective than memorization-based approaches for foreign learners. The mean score of 4.04 reflects strong overall support, suggesting that educators recognize the role of phonics in developing independent decoding and reading fluency. The standard deviation of 1.41 points to some variation in responses, likely influenced by differences in teaching contexts or learner backgrounds. These findings emphasize that while memorization may aid in short-term vocabulary recall, phonics provides a deeper and more sustainable foundation for literacy development. Overall, the results confirm the prominence of phonics as a preferred instructional strategy for foreign language learners.

**Q 4: Traditional methods (phonics and Look-and-Say) are essential for beginner readers?****Table 7: Importance of Traditional Methods for Beginner Readers**

Question	Agree	Neutral	Disagree	Mean	Std. Deviation
Traditional methods (phonics and Look-and-Say) are essential for beginner readers.	34	10	6	4.12	1.41

The results in Table 7 demonstrate that a significant majority of teachers (34 out of 50) believe that traditional methods, such as phonics and the Look-and-Say approach, are essential for beginner readers. The mean score of 4.12 reflects strong agreement, showing that educators continue to value these foundational techniques in early reading instruction. The standard deviation of 1.41 suggests some differences in perspective, possibly due to varied teaching experiences or student needs. These findings highlight the enduring relevance of traditional methods, even as newer strategies are introduced into classrooms. Overall, the data confirms that educators view traditional approaches as a necessary starting point for building reading competence among beginners.

**Section B: Short Stories****Q 5: The use of short stories motivates students to participate actively in reading lessons?****Table 8: Motivation through Short Stories in Reading Lessons**

Question	Agree	Neutral	Disagree	Mean	Std. Deviation
The use of short stories motivates students to participate actively in reading lessons.	36	9	5	4.24	1.33



The findings in Table 8 reveal that a large majority of teachers (36 out of 50) agree that short stories serve as a strong motivational tool in reading lessons. The mean score of 4.24 reflects a high level of support, suggesting that stories are widely recognized for engaging learners and sustaining their interest. The relatively low standard deviation of 1.33 indicates consistency in teachers' opinions, with most respondents sharing similar positive views. These results emphasize the affective benefits of storytelling, which not only supports comprehension but also fosters enthusiasm for reading. Overall, the evidence highlights the central role of short stories in creating enjoyable and effective reading experiences for learners.

#### Q 6: Short stories are more effective than word lists in helping learners expand vocabulary?

**Table 9:** Short Stories vs. Word Lists for Vocabulary Expansion

Question	Agree	Neutral	Disagree	Mean	Std. Deviation
Short stories are more effective than word lists in helping learners expand vocabulary.	35	10	5	4.2	1.34

The results in Table 9 show that a clear majority of teachers (35 out of 50) believe short stories are more effective than word lists for developing vocabulary. The mean score of 4.2 indicates strong support for the use of stories, as they provide contextualized and meaningful exposure to new words. The standard deviation of 1.34 reflects moderate variation, suggesting that while most teachers agree, a small number may still rely on traditional word lists. These findings highlight that vocabulary learning is more successful when words are embedded in narratives rather than presented in isolation. Overall, the evidence confirms that short stories are widely regarded as a superior strategy for promoting vocabulary growth among learners.

#### Q 6: Storytelling activities enhance learners' comprehension of reading texts?

**Table 10:** Effect of Storytelling on Reading Comprehension

Question	Agree	Neutral	Disagree	Mean	Std. Deviation
Storytelling activities enhance learners' comprehension of reading texts.	37	8	5	4.28	1.33

The findings in Table 10 show that a strong majority of teachers (37 out of 50) believe storytelling plays an important role in enhancing learners' comprehension of reading texts. The mean score of 4.28 indicates a high level of agreement, suggesting that teachers recognize the effectiveness of stories in supporting deeper understanding of content. The standard deviation of 1.33 reflects a fair degree of consistency in responses, meaning that most participants share similar positive perceptions. These results highlight the cognitive and affective benefits of storytelling, as it makes reading more meaningful and memorable. Overall, the evidence confirms that storytelling is widely valued as a powerful instructional strategy for improving reading comprehension.

#### Q 7: Short stories provide cultural insights that benefit foreign language learners

**Table 11:** Cultural Insights through Short Stories

Question	Agree	Neutral	Disagree	Mean	Std. Deviation
Short stories provide cultural insights that benefit foreign language learners.	33	12	5	4.12	1.35

The data in Table 11 reveals that a majority of teachers (33 out of 50) agree that short stories are effective in providing cultural insights for foreign language learners. The mean score of 4.12 reflects a strong level of agreement, showing that stories are seen not only as linguistic tools but also as cultural resources. The standard deviation of 1.35 indicates some variation in responses, suggesting that while most teachers agree, a few may rely on alternative methods for teaching culture. These findings underline the dual role of short stories in enhancing both language competence and cultural awareness. Overall, the results confirm that short stories are highly valued for enriching the learning experience of foreign learners.

## Section C: Lesson Planning

**Q 8: I include pre-reading activities (e.g., introducing key vocabulary or predicting the text) in reading lessons?**

**Table 12:** Inclusion of Pre-Reading Activities in Lessons

Question	Agree	Neutral	Disagree	Mean	Std. Deviation
I include pre-reading activities (e.g., introducing key vocabulary or predicting the text) in reading lessons.	38	7	5	4.32	1.32

The findings in Table 12 show that a large majority of teachers (38 out of 50) consistently include pre-reading activities in their lessons. The mean score of 4.32 reflects strong positive practices, indicating that teachers value introducing vocabulary, setting context, and encouraging predictions before engaging with texts. The relatively low standard deviation of 1.32 suggests that responses were generally consistent, with most teachers sharing similar perspectives. These results highlight the importance teachers place on preparing learners cognitively and emotionally for reading tasks. Overall, the evidence confirms that pre-reading activities are widely recognized as an essential step for supporting comprehension and engagement.

**Q 9: While-reading activities are effective in keeping students engaged with the text?**

**Table 13:** Effectiveness of While-Reading Activities

Question	Agree	Neutral	Disagree	Mean	Std. Deviation
While-reading activities are effective in keeping students engaged with the text.	34	11	5	4.16	1.35

The results in Table 13 indicate that a majority of teachers (34 out of 50) believe that while-reading activities are effective in keeping students engaged with the text. The mean score of 4.16 demonstrates a generally strong level of agreement, suggesting that such activities play a crucial role in sustaining learner attention and interaction. The standard deviation of 1.35 shows some variation in teachers' views, which may reflect differences in classroom contexts or the types of while-reading tasks used. These findings underscore the importance of maintaining active learner involvement throughout the reading process. Overall, the evidence supports the idea that while-reading strategies are a key factor in fostering comprehension and motivation.

**Q 10: Post-reading tasks (e.g., comprehension questions) help consolidate students' understanding of the text?**

**Table 14:** Effectiveness of Post-Reading Tasks

Question	Agree	Neutral	Disagree	Mean	Std. Deviation
Post-reading tasks (e.g., comprehension questions) help consolidate students' understanding of the text.	35	10	5	4.2	1.34

The findings in Table 14 reveal that the majority of teachers (35 out of 50) consider post-reading tasks important for consolidating students' understanding of texts. The mean score of 4.2 indicates a strong level of agreement, suggesting that activities such as comprehension questions or discussions are widely valued in reinforcing learning. The standard deviation of 1.34 reflects a fair level of consistency among responses, with most teachers sharing positive views. These results highlight the significance of post-reading activities in helping learners reflect on and internalize key ideas. Overall, the evidence confirms that post-reading tasks are regarded as an effective means of deepening comprehension and strengthening retention.

**Q 11: Structured lesson plans improve the overall effectiveness of reading instruction?**

**Table 15:** Effect of Structured Lesson Plans on Reading Instruction

Question	Agree	Neutral	Disagree	Mean	Std. Deviation
Structured lesson plans improve the overall effectiveness of reading instruction.	40	7	3	4.48	1.13

The findings in Table 15 indicate that a large majority of teachers (40 out of 50) strongly support the role of structured lesson plans in enhancing reading instruction. The mean score of 4.48 demonstrates a very high level of agreement, highlighting the value teachers place on organized and systematic teaching. The relatively low standard deviation of 1.13 suggests strong consistency in responses, meaning that most participants share similar positive views. These results confirm that structured lesson planning contributes to better organization of classroom activities, improved pacing, and clearer learning outcomes. Overall, the evidence establishes structured lesson plans as a key factor in delivering effective and efficient reading instruction.

### "Regression Analysis of Teaching Methods and Their Impact on Reading Instruction Outcomes"

**Table 16:** Regression Analysis of Questionnaire Items on Reading Instruction Outcomes

Survey Item	$\beta$	P-Value
I regularly use phonics instruction to help students decode unfamiliar words.	0.81	0.01
The Look-and-Say method is effective for developing word recognition.	0.78	0.02
Phonics instruction is more effective than memorization-based methods.	0.84	0.0
Traditional methods are essential for beginner readers.	0.76	0.05
The use of short stories motivates students to participate in reading lessons.	0.83	0.01
Short stories are more effective than word lists in expanding vocabulary.	0.79	0.03
Storytelling activities enhance learners' comprehension of texts.	0.82	0.01
Short stories provide cultural insights that benefit foreign learners.	0.77	0.04
I include pre-reading activities in reading lessons.	0.8	0.02
While-reading activities are effective in engaging students with the text.	0.83	0.01
Post-reading tasks help consolidate students' understanding.	0.78	0.05
Structured lesson plans improve the effectiveness of reading instruction.	0.81	0.02

The results presented in Table 16 clearly demonstrate that all questionnaire items exert a statistically significant influence on reading instruction outcomes, as indicated by P-values at or below the 0.05 threshold. The regression coefficients ( $\beta$ ), which range between 0.76 and 0.84, confirm the presence of strong and positive associations between the teaching methods under investigation and students' reading performance. Among these, phonics instruction ( $\beta = 0.84$ ) and while-reading activities ( $\beta = 0.83$ ) emerged as the most impactful factors, underscoring their centrality in building decoding skills, maintaining engagement, and enhancing comprehension. In addition, the consistently high  $\beta$  values associated with short stories and storytelling highlight their dual role in fostering learner motivation and in transmitting cultural knowledge, which are essential for foreign language learners. The results further validate the importance of structured lesson planning, as pre-, while-, and post-reading activities collectively scaffold learning and strengthen comprehension outcomes. Taken together, these findings suggest that effective reading instruction does not rely on a single method but instead requires a blended approach in which phonics, storytelling, and systematic lesson design operate synergistically. Overall, the regression analysis provides robust empirical support for integrating traditional and modern methods in order to maximize both the cognitive and affective dimensions of reading instruction.

### Discussion

The findings of this study highlight that no single instructional method can fully address the diverse needs of learners in reading instruction. Phonics plays a critical role in building decoding skills, enabling learners to recognize and process unfamiliar words, while short stories contribute significantly to motivation and comprehension. This confirms that an integrated framework that blends traditional methods with story-based approaches is essential for effective teaching. The results also underscore the particular impact on foreign learners, who benefit greatly from phonics in overcoming decoding difficulties and from short stories in providing meaningful contexts for language use. In this way, stories not only support comprehension but also foster cultural adaptation, making reading lessons more inclusive and engaging for diverse student populations. Another key aspect revealed by the study is the role of motivation as a driving factor in successful reading instruction. The strong influence of short stories demonstrates that affective factors are just as important as cognitive skills in language learning. Learners are more likely to participate actively and sustain attention when the reading materials are meaningful, enjoyable, and culturally relevant. Furthermore, the significance of structured lesson planning aligns with theories of scaffolding in education, as dividing lessons into pre-reading, while-reading, and post-reading stages ensures that skills are built progressively and comprehension is deepened at every stage. Finally, the results carry important pedagogical implications for teachers. It is clear that educators need proper training and resources to implement a combination of phonics, storytelling, and structured lesson planning effectively. Professional development programs should focus on equipping teachers with the ability to design lessons that merge these strategies in a cohesive manner. By doing so, teachers can maximize both the cognitive outcomes of reading, such as decoding and comprehension, and the affective outcomes, such as motivation and cultural engagement.

### Conclusions

The results of this study provide several important conclusions regarding effective methods of teaching reading to foreign and primary learners. Phonics instruction was found to have a significant effect on improving decoding skills, as demonstrated by strong statistical significance and high regression values, making it a cornerstone of early reading instruction. The Look-and-Say method, while contributing to word recognition, showed a weaker effect compared to phonics-based strategies, suggesting that its role is supplementary rather than central. Short stories emerged as highly effective, not only in motivating students but also in expanding their vocabulary, with strong  $\beta$  coefficients and significant P-values confirming their value as an instructional tool. In addition, storytelling was shown to enhance comprehension and support the development of higher-order reading skills, benefiting both native and foreign learners. Beyond language development, stories also provided cultural insights that are particularly beneficial for foreign learners, linking language acquisition with cultural competence and fostering inclusivity in classrooms. Structured lesson planning, which incorporates pre-reading, while-reading, and post-reading activities, demonstrated a strong correlation with improved comprehension and reading outcomes, confirming its role as a vital framework for effective instruction. Taken together, the findings emphasize that a balanced approach integrating phonics, storytelling, and structured lesson design is far more effective than relying on a single teaching method, offering both cognitive and affective benefits to learners.

### Recommendations

- 1- Integrate phonics systematically in reading lessons, particularly for beginner and foreign learners, as it provides the essential foundation for decoding unfamiliar words and building reading fluency.
- 2- Complement phonics with the Look-and-Say method to strengthen word recognition and support learners who benefit from visual memory strategies, ensuring a balanced approach to early literacy.
- 3- Use short stories regularly in reading classes, as they not only expand vocabulary and improve comprehension but also motivate learners and make lessons more engaging and enjoyable.
- 4- Incorporate storytelling techniques to enhance comprehension and create meaningful learning experiences that foster cultural awareness, particularly for foreign language learners.
- 5- Adopt structured lesson planning that includes pre-reading, while-reading, and post-reading activities, ensuring that learners are guided step by step through the reading process for deeper understanding.
- 6- Provide professional development opportunities for teachers to enhance their skills in implementing diverse reading strategies, including phonics, storytelling, and lesson planning, in a cohesive and effective manner.
- 7- Encourage the use of blended instructional approaches rather than relying on a single method, to address the diverse needs of learners and maximize both cognitive outcomes (decoding, comprehension) and affective outcomes (motivation, cultural engagement).

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