APPENDICES

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1. Data Collection Instruments

1.1 Survey 1: Reading Behaviour at Home:

Dear Parent of _____________________________,

Thank you so much for participating in this experiment.

Please help us learn about your family reading behaviour at home by answering the following questions:

1. What do you mostly do in your free time? (Please choose the most suitable three activities)

☐ Watch TV
☐ Surf the Internet
☐ Read messages and news in my phone
☐ Visit relatives
☐ Sit with the family
☐ Go out
☐ Read a book
☐ Other: ______________________________________________________

2. Do you have the following available to your children at home?

☐ Story books
☐ Computer
☐ Tablet devices
☐ Internet
☐ Others? _________________________________________________

3. Do you read for pleasure at home?

☐ Yes
☐ No
4. Do you believe that reading for pleasure is important?

☐ Yes
☐ No

5. Do you think _________________ likes to read for pleasure?

☐ Yes
☐ No

6. Do you encourage your children enough to read for pleasure?

☐ Yes
☐ No

   How? ________________________________

7. Have your children been to a public library?

☐ Yes
☐ No

   Please specify: ________________________________

8. Have you ever given _________________ a book as a present?

☐ Yes
☐ No
1.2 Survey 2: Changes in Reading Behaviour:

Dear Parent of ____________________________,

Please help us learn about any changes in _________________ and the family reading experience at home by answering the following questions:

1. Did you read the stories the _________________ took home in the past weeks?
   - Yes
   - No

2. Did _________________ share the readings with family members?
   - Yes
   - No

3. Does _________________ ask you to go to a bookshop or a library?
   - Yes
   - No

4. Does _________________ ask you to provide reading material such as stories?
   - Yes
   - No

5. Which of the following reading resources do you think _________________ enjoyed the most?
   - The Printed Books
   - The ‘Arabic Stories’ iPad app
   - The ‘Trees of Tales’ iPad app

6. Which reading tool do you think was more appropriate for reading stories?
   - The printed books
   - The ‘Arabic Stories’ iPad app
   - The ‘Trees of Tales’ iPad app
1.3 Survey 3: The Experience Survey

Name:________________________________________________

Week: 1  2  3

How much did you enjoy the reading from last week?

I hated it  I didn’t enjoy  I enjoyed it  I really enjoyed it  I loved it

Did you share last week’s reading with anyone?

Yes  No

How frequently did you read over the weekend?

|☐|Zero time   |
|☐|One time    |
|☐|Two times   |
|☐|Three times |
|☐|Four times  |
|☐|Five times and more|
1.4 Survey 4: Intrinsic Reading Motivation Scale (IRMS)

Name____________________________________________
Grade__________________________________________

Please circle the picture that describes how much you agree with the following statements.

1. I think reading is a good way to spend time.

2. I enjoy reading.

3. I think reading is boring to do.
Please circle the picture that describes how much you agree with the following statements.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>I think people can learn new things from reading.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image1.png" alt="Picture 1" /> <img src="image2.png" alt="Picture 2" /> <img src="image3.png" alt="Picture 3" /> <img src="image4.png" alt="Picture 4" /></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Reading is not important for my future.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image5.png" alt="Picture 5" /> <img src="image6.png" alt="Picture 6" /> <img src="image7.png" alt="Picture 7" /> <img src="image8.png" alt="Picture 8" /></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td><strong>I think I will need to read well to be a better student.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image9.png" alt="Picture 9" /> <img src="image10.png" alt="Picture 10" /> <img src="image11.png" alt="Picture 11" /> <img src="image12.png" alt="Picture 12" /></td>
<td></td>
</tr>
</tbody>
</table>
Please circle the picture that describes how much you agree with the following statements.

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>I think I will do well in reading next year.</td>
</tr>
<tr>
<td></td>
<td><img src="image1.png" alt="Picture 1" /> <img src="image2.png" alt="Picture 2" /> <img src="image3.png" alt="Picture 3" /> <img src="image4.png" alt="Picture 4" /></td>
</tr>
<tr>
<td>8</td>
<td>Reading is hard for me.</td>
</tr>
<tr>
<td></td>
<td><img src="image1.png" alt="Picture 1" /> <img src="image2.png" alt="Picture 2" /> <img src="image3.png" alt="Picture 3" /> <img src="image4.png" alt="Picture 4" /></td>
</tr>
<tr>
<td>9</td>
<td>I am a good reader.</td>
</tr>
<tr>
<td></td>
<td><img src="image1.png" alt="Picture 1" /> <img src="image2.png" alt="Picture 2" /> <img src="image3.png" alt="Picture 3" /> <img src="image4.png" alt="Picture 4" /></td>
</tr>
</tbody>
</table>
1.5 Survey 5: Elementary Reading Attitude Survey

Name ____________________________________________

Grade __________________

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

<table>
<thead>
<tr>
<th></th>
<th>How do you feel when you read a book on a rainy Friday?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image1.png" alt="Picture Options" /> <img src="image2.png" alt="Picture Options" /> <img src="image3.png" alt="Picture Options" /> <img src="image4.png" alt="Picture Options" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>How do you feel when you read a book in school during free time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><img src="image1.png" alt="Picture Options" /> <img src="image2.png" alt="Picture Options" /> <img src="image3.png" alt="Picture Options" /> <img src="image4.png" alt="Picture Options" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>How do you feel about reading for fun at home?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><img src="image1.png" alt="Picture Options" /> <img src="image2.png" alt="Picture Options" /> <img src="image3.png" alt="Picture Options" /> <img src="image4.png" alt="Picture Options" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>How do you feel about getting a book for a present?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><img src="image1.png" alt="Picture Options" /> <img src="image2.png" alt="Picture Options" /> <img src="image3.png" alt="Picture Options" /> <img src="image4.png" alt="Picture Options" /></td>
</tr>
<tr>
<td></td>
<td>Question</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>How do you feel about spending free time reading?</td>
</tr>
<tr>
<td>6</td>
<td>How do you feel about starting a new book?</td>
</tr>
<tr>
<td>7</td>
<td>How do you feel about reading during summer vacation?</td>
</tr>
<tr>
<td>8</td>
<td>How do you feel about reading instead of playing?</td>
</tr>
</tbody>
</table>
Please circle the picture that describes how you feel when you read a book.

<table>
<thead>
<tr>
<th></th>
<th>How do you feel about going to a bookstore?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>![Picture 1]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>How do you feel about reading different kinds of books?</th>
</tr>
</thead>
</table>
### 1.6: The Fun Toolkit

**Fun sorter**

My name is:

This is my opinion of the reading tools:

<table>
<thead>
<tr>
<th>Most Fun</th>
<th></th>
<th></th>
<th>Least Fun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easiest to use</td>
<td></td>
<td></td>
<td>Hardest to use</td>
</tr>
<tr>
<td>Best stories</td>
<td></td>
<td></td>
<td>Worst stories</td>
</tr>
</tbody>
</table>

I think my Parent would choose this tool for me:

I would choose this tool for reading:
### The Again-Again Table

Would you like to use this for reading again?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Maybe</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image 1" /></td>
<td><img src="image2.png" alt="Image 2" /></td>
<td><img src="image3.png" alt="Image 3" /></td>
<td><img src="image4.png" alt="Image 4" /></td>
</tr>
</tbody>
</table>

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2. Ethics Approval Letter

Notice of Approval

Date: 6 November 2013  
Project number: 47/13  
Project title: Towards a knowledgeable society: Motivating the Omani children to read for pleasure  
Risk classification: More than low risk  
Investigator: Dr Stefan Greuter  
Approved: From: 6 November 2013 To: 31 December 2014

Terms of approval:

1. Responsibilities of investigator  
   It is the responsibility of the above investigator to ensure that all other investigators and staff on a project are aware of the terms of approval and to ensure that the project is conducted as approved by HREC. Approval is only valid whilst investigator holds a position at RMIT University.

2. Amendments  
   Approval must be sought from HREC to amend any aspect of a project including approved documents. To apply for an amendment use the request for amendment form, which is available on the HREC website and submitted to the HREC secretary. Amendments must not be implemented without first gaining approval from HREC.

3. Adverse events  
   You should notify HREC immediately of any serious or unexpected adverse effects on participants or unforeseen events affecting the ethical acceptability of the project.

4. Plain Language Statement (PLS)  
   The PLS and any other material used to recruit and inform participants of the project must include the RMIT university logo. The PLS must contain a complaints clause including the above project number.

5. Annual reports  
   Continued approval of this project is dependent on the submission of an annual report.

6. Final report  
   A final report must be provided at the conclusion of the project. HREC must be notified if the project is discontinued before the expected date of completion.

7. Monitoring  
   Projects may be subject to an audit or any other form of monitoring by HREC at any time.

8. Retention and storage of data  
   The investigator is responsible for the storage and retention of original data pertaining to a project for a minimum period of five years.

9. Special conditions of approval  
   Nil.

In any future correspondence please quote the project number and project title above.

A/Prof Barbara Polus  
Chairperson  
RMIT HREC

cc: Dr Peter Burke (Ethics Officer/HREC secretary), Mrs Fatma Al Aamri (student researcher).  

H:\47 13 Greuter notice of approval.DOCX
## 3. Experiment Weekly Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1 | - Consent forms and Participants information sheets were distributed to children to take home and get them signed by parents if they agree to participate.  
- By end of the week, children were given the Reading Behaviour Survey to be taken home and return the following Week.  
- Children were given the Elementary Reading Attitude Survey (10 minutes). |
| 2 | - Children were divided into groups and were given their first reading interventions to read during school’s break.  
- Children read from their interventions for 25 minutes while the researcher recorded the sessions.  
- Children were giving their reading interventions to take home and continue reading during the Weekend. |
| 3 | - Sunday:  
  - Children returned their first reading interventions to the researcher.  
  - They took the Intrinsic Motivation for reading scale for the first time (10 minutes).  
  - They took the experience survey for the first time (5 minutes).  
- Thursday:  
  - Children were given their second reading interventions to read during school break.  
  - Children read from their interventions for 25 minutes while the researcher recorded the sessions.  
  - Children were giving their second reading interventions to take home and continue reading during the Weekend. |
| 4 | - Sunday:  
  - Children returned their second reading interventions to the researcher.  
  - They took the Intrinsic Motivation for reading scale for the second time (10 minutes).  
  - They took the experience survey for the second time (5 minutes).  
- Thursday: |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td><strong>- Sunday:</strong></td>
</tr>
<tr>
<td></td>
<td>o Children returned their third reading interventions to the researcher.</td>
</tr>
<tr>
<td></td>
<td>o They took the Intrinsic Motivation for reading scale for the third time (10 minutes).</td>
</tr>
<tr>
<td></td>
<td>o They took the experience survey for the third time (5 minutes).</td>
</tr>
<tr>
<td>6</td>
<td><strong>- Sunday:</strong></td>
</tr>
<tr>
<td></td>
<td>o Changes in Reading Behaviour Survey were distributed.</td>
</tr>
<tr>
<td></td>
<td>o Children were given the second Elementary Reading Attitude Survey (10 minutes).</td>
</tr>
<tr>
<td></td>
<td><strong>- Thursday:</strong></td>
</tr>
<tr>
<td></td>
<td>o The Fun Toolkit activity was performed (30 minutes).</td>
</tr>
<tr>
<td></td>
<td>o Gifts were distributed to students and School principal.</td>
</tr>
</tbody>
</table>
4. Qualitative Content Analysis

Student 1
Muhanad started the printed books session with no interest. He was talking and laughing with the friend next to him, which delayed his start to read. However, once he started reading he seemed very engaged for one minute and then his engagement started to decrease. By the end of the five minutes, Muhanad seemed bored and flipped the pages quickly. Overall, Muhanad appeared more engaged than disengaged during the five minutes he was observed.

In the e-book session, Muhanad read the e-book consistently with focus. Other than a few turns that he made during the five minutes, he seemed to be engaged with the reading. His facial expression showed that he did not struggle with the app and he did not look away for the whole observation period.

In the Trees of Tales session, Muhanad was engaged for most of the observation period. His friend who asked him questions about the app distracted him at one point and at another time Muhanad asked the researcher a question. During the entire time he was focussed on the ipad, but he struggled slightly with it or made him think deeply which was obvious by the frown in his face at two different points.

Student 2
Hamed appeared to be very distracted during the printed books session. He flipped the paged very quickly and put the book down during the first minute of the video. He spent the second minute selecting a new book. Even after he picked up a new book, he did not look interested. This was obvious as he moved his head around and there was a lot of movement and talking from him. Overall, Hamed was not interested to read during the observation interval of this session.

In the e-book session, Hamed seemed to be immersed with the reading. He did not move his head much and only talked ones for a few seconds with the classmate next to him. However, when it came to reading from Trees of Tales, Hamed was obviously not enjoying the experience. Although the researcher showed him how to use the application, he had difficulties to progress. He asked his classmates questions and preferred to look at what his mate next to him was doing with the app than him reading.
Student 3
Although Ahmed is a low performing student in the class, he was more engaged with reading from the printed books than Hamed who is an average student. Ahmed was distracted at some points during the five minutes but it was apparent that the distractions were the results of others talking beside him and grabbing his attention and not boredom.
Ahmed was initially very focussed when he started to read the e-book. However after four minutes, he started to move his body a lot. He looked away and scratched his head with lots of body movement. These distractions from the reading indicated that he was either tired or bored.

Again at the ‘Trees of Tales’ session, Ahmed seemed to enjoy the reading experience more than Hamed who is better at reading. Although he was a very quiet boy, at this session he asked questions and talked to friends. At the beginning of the observed interval, he appeared to be struggling or trying to focus with frowning his face. However, he seemed to understand the interaction and was engaged by the end of the video.

Student 4
Rinad started reading the print book she selected with a few distractions from the girl next to her. They did not seem to talk about the book, as they did not point or looked at it while talking. In the second and third minutes, Rinad seemed engaged with the reading but by the fourth minute she put down her book and started selecting a new one. It is not clear if she finished reading her books or she did not like it and wanted to change.
Rinad was engaged with the e-book. However, it seemed that it was too easy for her as she was holding her head and looked sleepy in the middle of the observation time. In the middle of the session she went to the researcher asking for more reading materials as she finished all of the five stories in “Arabic Stories” app.
In the Trees of Tales session, Rinad was really focused on the reading for the whole period. The only time she was distracted was when she asked the researcher a question. She was reading and interacting with the app with limited legs and hands movement. She did not frown or yawn during the five minutes interval.
Student 5
When Abrar saw that the reading material for the first week was the printed book, she was not happy. She asked if she could read from the iPad instead of the books. When the researcher told her that all the iPads were occupied, she silently left the room. She came back by the end of the session and grabbed a chair and sit. She did not pick any book and did not do any reading in that session.

In the e-book session, Abrar started reading very quietly. She was touching the screen more than she needed for the e-book. It seemed she was looking for some interactivity and she was not looking at the text. Only after two minutes she took the iPad and asked the researcher to change it to the iPad that had Trees of Tales on it. Since there were ipads available, the researcher gave her an iPad with TT. She used the TT application for the rest of session time.

Abrar talked a lot in the Trees of Tales session. Most of her conversation seemed to be about the app as she was pointing to the ipad. She also asked a few questions to understand how to use the app and when she understood she looked engaged but still as in the ‘Arabic Stories’ app session, she was making too many touches.

Student 6
Bayan was not interested to read at all in the printed book session. Her eyes were moving all around the room and the book she selected did not attract her. Only by the fifth minute she seemed to be reading for real.

During the e-book session, Bayan was looking at the screen but she moved her legs and hands a lot. At some points she was tapping the screen for interactivity at random spaces again and again without moving to next page. The same page was open for the last three minutes and she looked as if she did not know what to do. However, she did not ask the researcher or the assistant for help.

Bayan was not as engaged while reading from Trees of Tales. However, she was not engaged in the other reading sessions either. In this session she seemed to look away and day dream a lot. By the end of the session she seemed struggling and not able to progress in the app. She did not change the story and did not finish the story she was reading. Again in this session, she did not ask the researcher any questions although she was struggling.
5. Link to Trees of Tales app

Trees of Tales can be downloaded from the apple App Store into the iPad via the following link: