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English Literature Reading as Gendered Activity at Educational Primary Level

Abstract

'English is the certified language of Pakistan and intermediate of teaching in private schools. Learning an FL might be frustrating and challenging for some young learners. Stories in English as literature are an effective technique to teach young learners. This paper attempts to explore if reading stories in English as part of literature is a gendered activity with differences of interest by boys and girls. The study used a Reading Attitude Survey modified from Downing Object Activity Opinion and the Finnish questionnaire. The findings depict that stories in the schoolbooks are enthusiastic and are suitable according to learners' curiosity and standard. Results further specified that the general mainstream of students understands reading as an action that is more appropriate for girls, thus supportive of the study's hypothesis. The results also suggested that the gender-based insights strengthen with age for both boys and girls.'

Key Words: Literature in English, Reading, English Curriculum, Gender

Introduction

Teaching at any level of education is dependent on the curriculum. The curriculum suggests the lessons and academic material that is taught in a school or in a particular program. Curriculum means the knowledge and skills that are expected by students to learn. These include learning standards or objectives that are probable to achieve through the lessons taught, the projects assigned to students, the books, resources, videocassettes, demonstrations, and readings that are later assessed through tests, evaluations, and other methods ([Hidden Curriculum, 2014](#)). The [University of Zimbabwe \(1995\)](#) defined curriculum as the content that is planned and established for certain educational levels as a critical constituent of any educational procedure. It focuses on students learning regarding the queries of why, how, and how. After designing, the curriculum is applied and practised officially as prescribed courses of training, programs and topics ([Badugela, 2012](#)). The curriculum consists of various activities that translate curriculum designs for appropriate classroom activities and altering people's attitudes to accept and contribute to these actions ([Okello & Kagorie, 1996:124](#)).

Curriculum implementation is done by teachers who follow step-by-step classroom activity for a constructive change in learners' behavior. The inclusion of literature in English in the form of stories and other shapes help learn and master the official language, which is also the language of instruction at the private urban schools. Besides, English relishes its status of being on the pedestal of prestige and enjoying a rank of being compulsory at all levels of Pakistan's private educational structure.

English as an Official Language

Pakistanis are not the inherent talkers of English. As second language talkers of English, difficulties are faced in the language syntax, semantic, phonetics and punctuations. Thus, in Pakistan, good knowledge of English is so important to excel in academic pursuit. Thence, it is suggested that "the achievement in education in every stage depends, to a huge range on the individual's ability in the language" (MOE, 2012, pg. ii). Hence, this places English in a major position as a subject of study at all levels in Pakistani English medium schools.

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Teaching Young Learners

Confronting English as a foreign language for young learners at primary age is not easier, but it is exciting and motivating. It is suggested that early contact with the target language is more productive than learning as adults (Cameron, 2001; Zigardyova, 2006). Mart (2012) states that teaching an FL to young learners could stimulate their initial attention to the language by growing their consciousness of language usage. Children as learners are usually excited and energetic 2. children lose curiosity more often and rapidly and are also liable to stay interested in things they consider tough 3. children are least uncomfortable as compared to adults in discussing and conversing in a new language. A new language is mostly taught by initially concentrating on grammar and vocabulary, but there are other ways to learn a language that is more expressive and excited (Zigardyova, 2006). So, one way to catch attention to learning and reading English in curriculum and developing interest is through pictures in the books, but even this alone could not assure that children would adore learning or receive profits out of them. Thus, as Reid (2002) declared that pictures in the books “aid to communication across linguistic lines” (p. 35). Children are prone to react fast to changes, and accordingly, diverse teaching approaches might upsurge their attention towards learning.

English as Literature

During the last few years, the literature of children grew with emerging attention in the language curriculum. By including literature in a language schoolroom, the benefits that are received are described by Collie and Slater, 1991, as “authentic material, cultural enrichment, language advancement, and personal growth” (as cited in Pardede, 2011, p. 15). In spite of profits, it's been a debated matter in schools for a long. Shell (2005), for example, discovers no explanations and details for the use of literature. Pardede (2011) further proposes that under time burden and overloaded syllabus, it turns out to be tough to implement the English language in the form of literature in classrooms. Actually, he declares it unbearable for a language instructor to complete a novel in lessons depending on its extent inside restricted classroom periods. Also, it is impractical to perform a drama in packed classes. Here and now, numerous literary types are useful in the language classrooms like verses, dramas, melodies, stories, and tales (Mart, 2012). The stories are the maximum and extensively utilized in educational situations (Wajnryb, 2003). Children are provided with the occasions to attend to numerous kinds of stories (Loukia, 2006). There are abundant quantities of stories that are passed down from one generation to another by grandparents and grannies (Ellis & Brewster, 1991). They deliver an innate background for language constructions and lexis growth and help improve thoughtful potentials (Wajnryb, 2003). Besides, stories are an actual and exciting method in teaching fresh and tender minds of learners as they insert lots of enjoyment and assist children in relishing learning language in determining statement (Slattery & Willis, 2001). Wright (1995) remarks that children try to find out and crave for their imaginary world by fancy. Additionally, the effects of stories are elaborated underneath:

The Influence of Stories on Linguistic Learning

Storytelling is an ancient custom in many nations and civilizations since time immemorial. Children adore hearing a diversity of stories (Mart, 2012), as storytelling is one of the favorite times and their close friends. Krashen (1982) undertakes that stories positively aids students to obtain the FL in a relaxed manner. Normally, the usage of stories as an instruction instrument harvests numerous rewards. Wajnryb (2003), for instance, identifies two main drives for storytelling. A rudimentary aim for the usage of stories is to employ them as a resource of entertaining and having pleasure; subsequently, they insert heaps of delight and attention. But, stories in worth reach yonder the enjoyment and teaching. Each civilization has extended culture and rituals of verbal storytelling that frequently signifies its tradition (Loukia, 2006). This stimulates children's interest to determine diverse cultures, individuals and spaces from further areas of the world. For instance, the Cinderella story displays the mode of the rich and the deprived living, the manner of European dressing, and the types of transport. An additional example is of *The Arabian Nights* that depicted a particular life, culture and civilizations. The learners improve their intercultural thoughtfulness and comprehension and

acceptable to other reciters of FL ([Žigárdyová, 2006](#)). Along with the preceding assistances, stories are considered to be an influential tool in language teaching by numerous educationalists. Actually, stories deliver reliable usages of language ([Loukia, 2006](#)). “It seems a pity to deprive learners of opportunities to hear authentic uses of past tense forms and contrast with the other tenses, in the meaningful contexts of stories...” ([Cameron, 2001, p. 166](#)). The stories are a resource to obtain an FL instinctively (Slatterly & Willis, 2001). Hearing and reading established in language apprentices to connect and stories could grow such assistances. Seemingly, kids love to occupy much of their leisure time in viewing or reading stories about elves, cavaliers, monarchs, duchesses, fortresses, firebrakes and entertainers. Furthermore, being involved in story events turns the children to try to forecast what would occur, succeeding and deducting the sense of novel arguments. Thus, along with developing verbal skills, the stories also aid children to widen their vocabulary range as they would catch numerous original words ([Cameron, 2001](#)). Additionally, the stories have been documented as real assistance for adopting rules as they offer an amusing foundation of language constructions and designs ([Mart, 2012](#)). Besides, storytelling might produce unsuccessful outcomes. For example, stories might occasionally open the door for ridiculous trusts. Children typically trust in the whole thing they receive, and fairy tales are recognized by them as truth and create the impact of a thing that actually occurs. Thus, children readily trust in things, and fairy tales motivate the trust of delusions that grow with untrue opinions as realism. Moreover, fairy tales are suspected of fixing children's mind for delusion; that is why it is no wonder that large portions of the whole population still trust in delusion. Furthermore, some tales fill up kid's imagination with horrifying imageries and frightening facts. Thus, it is a warning to tell terrible stories to children as, at times; they are unable to sleep since they are thinking about those awful fiends, beasts, flickers, or enchantresses in the story they attend. Similarly, fairy tales carry undesirable impacts through horrifying ancient unpleasant enchantress.

Stories in English in Pakistani Curriculum

The stories are extensively utilized in an elementary school classroom in Pakistani curriculums of English medium schools. Though wide research had been conducted on English language learning in the Pakistani context, however, any specific study that exclusively covered the usage of English stories in the curriculum is yet not reported. Thus, this paper focuses on discovering the usage of stories in Pakistani schools by examining their impacts on learning.

The Story-based Framework in School Curriculum

English as a foreign language is being taught in Pakistani schools at early grades in private schools. The stories are part of textbooks in their lessons which mostly emphasizes on grammar, reading and inscription potentials and oral verbal practice. Stories are not only part of the textbook, but short stories are also used as additional resources to be read in students' free times, like the library period. With time, significant variations are made in English education with the inclusion of determined and expressive language use that motivates real-life conditions. The teaching of the stories is conducted through diverse methods, like images and action through activities, action and drama. Then, they are further strengthened through diverse supplement events in the book, like coloring, recreating the stories, creating masks, performing through a role play, and many other motivating activities.

Gender Differences in Reading and Listening Attitudes

Some kids are good at reading, but mostly, girls adore it more than boys. There is a usually general opinion that young girls are better than boys on exams of reading willingness and initial attainment. Most studies that utilized willingness trials depicted important alterations by favoring girls over boys.

However, extra perceptions were added in considering these variances with the expansion of the McKenna model of reading behavior attainment. This model was used to comprehend with clarity the prolonged expansion of reading attitudes ([McKenna et al., 1995](#)). It was further discovered that gender detailed opinions that concerned with what others expected about reading could elucidate steady results that girls incline to keep more optimistic attitudes towards reading than boys ([Smith, 1990](#)). The condition is further complexed, though, by the fact that girls incline to outdo boys on reading

events. A paper was presented by [Steiner \(1981\)](#) on sex and reading. Primarily, she studied the fourth-grade students from two schools, and she included the association between gender-typed observations of reading along with reading attainment. Furthermore, in her study, she debated about the sex-typed insights. Thirdly, her study also inspected variables that differentiate gender-suitable and gender-unsuitable discernments about reading. Thus, contrary to outdated behaviors and notions, she suggested the option of a new tendency. Likewise, this study accomplishes that reading is suitable for both genders with no noteworthy alterations in reading attainment.

Similarly, Pottorff and his colleagues, in 1996 (as cited in [McKenna, 1997](#)), investigated the supposition that a progressive interval could be the reason for poor reading attitudes among boys. The researchers inquired from students if their parents read books, periodicals and newspapers to them. It was found that their mothers indulge in reading books and magazines to them more than the fathers. Thus, the researchers resolved that the boys avoid reading as activities as much as possible, and it was important that the fathers and other noteworthy male role models should be convinced to read more often to their children at an early age of 16 to 22 (p. 180).

Thence, the different hypothesis was investigated to elucidate reliable gender variances amid boys and girls reading accomplishment along with changes in behaviors, inspiring features, variances in mental aptitudes, variances in intelligence initiation throughout the reading, variances in reading approaches and knowledge realms ([Logan & Johnston, 2010](#)), and typically gender variances in morals, aims and activities. Some studies have explored that girls under 10 relish as reading meaningfully more than boys (Merisuo-Storm 2006). Boys are low at reading than girls (Sullivan, 2004). And boys appear to be poor readers ([Boltz, 2007](#)). Similarly, kids attitudes for writing are undesirable than reading. Boys are provocatively more disinclined writers as compared to girls ([Merisuo-Storm, 2012](#)). Gender differences are also observed in several other studies like the boys do like to read ([Boltz, 2007](#)). Boys intended to read fictions as compared to girls, and they are more interested in non-fiction and lose interest in reading through their growing years. Boys appear to be more likely to read short-term educational and informational texts ([Schwartz, 2002](#)). They select non-fiction, comedy, manuals and mechanics, graphic novels, sports, imaginary, comedy, thrill and action books ([Boltz, 2007](#)), whereas exploration books are favored by girls ([Merisuo-Storm, 2012](#)). It is also found that educators and librarians treat boy's books as inferior literature and are not mentioned. Sometimes, boys read more types and are found to be choosier in deciding that the book they read should be a particular boy's book ([Schwartz, 2002](#)). Contrarily, girls are found to disregard gender lines most effortlessly ([Merisuo-Storm, 2012](#)). Numerous boys are reported to consider school literateness as not masculine and also unappealing. [Hall & Coles \(1997\)](#) claim that boys require to be stimulated towards reading, and it is important to be anxious with the results of low inspiration in boy's indulgence in reading and knowledge. It is discovered that boy's capability views and basic inspiration to reading and work at school were suggestively more carefully connected with their standard of reading potential as compared to girls. Consequently, boy's inspiration and views about their aptitude seem to be more reliant on their victory in reading. On the contrary, boys' drive and capability opinions might play a more noteworthy part in the energy that is added into reading ([Logan & Medford, 2011](#)). Contrarily, the impact of teacher's gender matters a lot. Boys do not get the opportunity to interact with enough male models, and this is extremely significant since behavior about reading is established at the initial stages in life ([Boltz, 2007](#)). Similarly, boys friends and companions are highly significant in undesirable peer pressure, and they are hesitant to select a girl's pick. So, evidence is available that shows that many teenage boys avoid indulging in reading, as the disapproval of their mates who link conventional book learning with children and as an abnormal, disapproved action and who consider that reading is old-fashioned ([Brozo, 2005](#)).

The aim that the present study fixed is to undergo an additional examination of the gender variances that exist in reading behaviors and inspiration and to examine if any academic alternatives, methodology and resources to the choices of kids could aid to indorse learning and optimistic behaviors and inspiration of both boys and girls to school.

Thus, the above review suggested that in recent years, the interest has increased in observing how the boys and girls of school age consider reading as a womanly action. It is significant to confirm and comprehend this in order to find an answer to this issue. Therefore, this research study aimed to discover if the actual gender variances occur in reading behaviors among school age children. In this

study, the following objectives and pursued: a) Investigate behaviors of boys and girls to read in the initial school years, and b) to explore if reading behaviors and choices vary in accord to sex.

Methodology

Two surveys are given to 180 children from 3 private English medium schools of Quetta City, with 90 boys and 90 girls from grades 3 to 5, 20 kids from each grade, 10 boys and 10 girls. Table 1 describes the total number of children and their distribution based on gender, grade and school.

Table 1. The Distribution of Children Per School and Per Class

Total no. of children: 180= 90 boys 90 girls	Total no. of Schools: 3	Students per school: 60	Grade 3 in each school	Grade 4 in each school	Grade 5 in each school
			20+20+20 (20=10girls+10boys)	20+20+20 (20=10girls+10boys)	20+20+20 (20=10girls+10boys)

1st survey

The first survey was given to 180 students, from 3 different English medium schools, with 90 boys and 90 girls from grades 3 to 5, with 20 kids from each grade, 10 boys and 10 girls. The teachers were requested to help in reading and explaining ten items from a list. The items were names of activities to be identified, male or female. This review was an adapted form of the Downing Object Activity Opinion Survey (McKenna, 1997, p. 29).

I am a Girl. I am a Boy? Choose one

Please Point out if the under are activities of boys or girls by writing **G** for Girl and **B** for Boy

- Tennis
- Painting
- Football
- Jump
- Rope
- Reading
- Fishing
- Swimming
- Singing
- House cleaning
- Drawing

The 2nd Survey

The 2nd survey is based on the variation of the questionnaire that is utilized in the Finnish study, [Merisuo-Storm, 2012](#) (as cited in [Artola, 2013](#)). The questionnaire consisted of 22 questions that evaluated four dissimilar features: 1) behavior to reading; 2) behavior to learning; 3) behavior to societal reading; and 4) sense towards reading ability.

All the questions were represented in a peculiar way as to be unmistakable and informal to be comprehended. Thus, while replying to every query, the student had the option to select one of the three faces that were presented underneath each question. In this survey, questions from 1 to 4 and question number 12 focused on investigating the view of the kids for the pleasure of reading. Moreover, queries 5 to 10 investigated the kind of reading resources that were favored by the children under evaluation. Additionally, the questions ranging from 13 to 16 inquire aspects regarding learning

to read and behavior to learning. Besides, questions 17 to 21 investigate the views regarding social reading. Lastly, questions ranging from 22 to 26 focus on the feelings of the students about the reading capability. About the questionnaire, the research conducted by [Artola et al. \(2013\)](#) affirm the consistency of the questionnaire scale that was planned to gain an alpha = .80, thus indicated maximum dependability of the questionnaire. The gauge that was used was a Likert type 1-3, and it was presented as such to be easily comprehended by children, presenting happy, sad and neutral emojis.



The questions are as follows:

1. Do you find reading books enjoyable?
2. Are you interested in reading comics?
3. Are books good presents?
4. Is it fascinating to listen to reading in a loud volume?
5. Do you find reading storybooks stimulating?
6. Do you find reading non-fiction books on animals, researches, chronicles, sport interesting?
7. Do you find adventure books exciting to read?
8. Are books with pictures exciting?
9. Do you like nice and joyful story characters?
10. Do you like evil and scary characters in stories?
11. Do you like reading in your free time?
12. Do you like visiting the library?
13. Do you like to enhance your reading?
14. Do you like to learn how to write?
16. Are you interested in doing homework?
15. Do you like activities related to things you read in books?
17. Do you discuss books you read with your friends?
18. Do you participate in exercises with students?
19. Do you enjoy reading aloud in class?
20. Do you like to narrate a story you read to friends?
21. Do you like to read with another student?
22. Is reading easy?
23. Is learning to read easy?
24. Do you understand the books you read at school?
25. Do you comprehend the vocabulary you read?
26. Do you remember what you read?

Results and Discussion

The discussion begins with starting from an analysis of the first survey.

1st survey

The results of the 1st survey presented that majority of students throughout grades 3 to 5 consider reading and other activities like painting and singing to be the activities that are more suitable for girls. It is seen that the activities that do not indulge much of physical activity are associated with girls, whereas the activities that demand physical exertion are linked to boys. It is also found that perception overall remains to intensify as the children grow with grades. The most intense upsurge, in this opinion,

appears to occur around the third grade. When children fail to answer a certain question, it is counted as a non-committal response. This is caused when the kids have no opinion on a certain dimension. The responses are depicted in % with regard to gender groups in the table below. The below table focused on gender group responses, not on particular grades:

2nd Survey

Underneath is the results of the second survey. The final responses are presented in percentages. It is important to mention that the responses are grouped and presented for this research paper as responses by boys and girls collectively with no separate presented record of responses according to grades and classes.

Table 2. The Results of Responses Presented in %

Question no.	Responses in % by Boys positive attitude	Negative attitude	Neutral	Responses in % by Girls positive attitude	Negative attitude	Neutral
1	13	18	69	21	12	66
2	71	11	18	32	45	23
3	15	12	73	22	10	68
4	33	49	18	56	30	14
5	21	52	27	62	12	26
6	70	12	18	33	27	40
7	73	19	08	37	54	09
8	32	35	33	71	12	17
9	21	54	25	69	25	06
10	66	29	05	28	45	27
11	17	22	61	22	13	65
12	46	12	42	57	15	28
13	64	15	21	54	22	24
14	32	15	53	26	20	54
15	69	10	21	41	26	33
16	17	59	24	22	60	20
17	28	41	31	59	21	20
18	19	45	36	63	21	16
19	35	53	12	68	14	18
20	23	32	45	31	20	49
21	21	22	59	69	12	19
22	63	23	14	60	22	18
23	71	21	08	45	39	16
24	20	21	59	35	15	50

The 2nd survey depicted that to some questions; the children showed a more positive and to some questions, they depicted a more negative attitude, whereas there were some questions to which the responses were more neutral.

The Positive Attitudes

This section depicts the objects of the questionnaire that are associated with optimistic behaviors. In boys, the most optimistic intentions are depicted in item 6, which specifies that boys show positive behavior to true-life appraisals, like reading sources that are associated with animals, trials, records or sports. Similarly, the boys also depicted a positive attitude to item 2 and 7, which directed that they were interested in reading comics and adventure books along with their liking for uncommon, unconventional scary and horrid characters as depicted in item 10. Similarly, with reference to item

15, the boys depicted a positive attitude in confirming that they are interested in trying activities later that they had read in books. The boys also confirmed item 23 that reading was an easy activity for them. Additionally, they confirmed that they also comprehended all the vocabulary that they read, thus confirming item 25. The boys also assured positively that they could later recall the narration they read at school, thus, confirming item 26.

In girls, the most encouraging behavior are shown in article 9 and article 18, and it depicted that girls enjoy typically stories which depict that the chief characters are upright, amiable and joyful (item 9) and particularly enjoy occupied with and indulging in actions along with their classmates and other children (item 18). The girls also confirmed item 4 that stated that they were interested in listening to reading in an audible voice, and also item 5, according to which they were more interested in reading storybooks, and also that they liked to read books that are equipped with many pictures, thus confirming item 8. The girls also confirmed item 7 that they were interested in visiting the library. Further, they positively declared that they discussed with their friends the books read, confirming item 17. They also confirmed item 19 that they enjoyed reading in a loud voice in class. The girls also depicted no objection to share and read in a reading activity with another student, thus confirming item 21.

However, both girls and boys depict a very encouraging attitude in item 3, 7, 13, 14 and 22. This indicated that both girls and boys state an optimistic attitude to receiving books as gifts, thus, supported article 3, and confirmation to read venture accounts supported article 7, and comprehending to read that supported article 13, and writing that supported article 14 and regard that it was no problem to read.

The Adverse Behavior

This lists some of the items that are found to be rejected with more negative attitudes. The items, though, differed in choices among boys and girls. In boys, the items that were most rejected are item 4 and 19. Thus, it suggested that boys do not like to listen to one who is reading audibly as well as indulging in reading themselves that is loud and distinct.

On the other hand, for girls, the items most despised were item 2, 10 and 26. This indicated that girls abhorred reading comics and indulged in reading books which depicted that the characters were evil or dreadful, and they also depicted difficulty in remembering school lesson.

Equally, both genders displayed a collected dislike for item 16, and this was linked with doing homework.

Association Between Variables

If the items are considered together or grouped together that inquired the “enjoyment of reading” (i.e., articles 1,3,4,11) and examine gender variances, it could be observed that there existed important variances amid schoolboys and girls, and it was shown that girls prominently incline to relish reading more than boys.

Similarly, the data exposed a strong association between the pleasure and liking of reading and the sense of capability in reading. This noteworthy association is observed while considering the whole group of students and among girls. A positive correlation is also detected amid the pleasure of group reading and solo reading (articles 19, 20 and 21). The kids who think that they were better readers are additionally motivated to group or societal reading. Lastly, in the articles that point to behaviors to knowledge, learning and training (articles 13,14,15 and 16), there seemed no noteworthy variances amid what boys and girls assessed and thus, depicted.

Findings

The study supported the social-cognitive theory by [Bussey and Bandura \(1999\)](#) though, gender-based understanding might not just be the consequence of experimental and observation-based learning. As explained by [Martin et al. \(2002\)](#), it is mandatory for a child to first identify the self as possessing a gender, thus positioning self to be like surely others, and by creating a circle and, by evasion of an out-group. Once the child gains the self-identification, the child is able to identify specific actions as

suitable and could infer exterior factors as to whether supporting or against the current gender scheme. Another feature of expansion that might add to this wonder is children's consideration of biological gender variances. Thus, when preschool children utilize and obey the social settlements concerning gender alterations, their personal elucidations of these alterations are mostly founded in biology (Baker et al., 2016). In the occurrences where children of this age do admit social resolutions in the sphere of gender roles, they use them generally and consistently, rather than comprehending the shades of such beliefs. The preschool children utilize these beliefs in shaping interior prospects for specific roles as male or female, which actually aid them in additional development of gender-consistent prospects about these roles. Again, children might, in a non-directive way and mistakenly build plans for these roles that are based upon everyday connections with persons in these roles, like a preschool teacher is always supposed to be a female and the police officer is always supposed to be a man.

Similarly, it is found that boys sustain the opinion of their peers as essential and primary. There appears bad influence, as boys want a manly image to not unintentionally pick a book of girls. The finding is supported by [Brozo \(2005\)](#), who provided evidence that many teenage boys give up reading as a result of the reproach of kids who regard reading as boring.

The results of the undertaken study additionally support the results of researches conducted earlier, thus paving a path in this area and leading to making two chief inferences that are that firstly students in the 3rd grade to 5th observe reading as a girl action; and secondly, it also depicted that these insights strengthen with age equally for boys and girls. The people needed to be turned with better awareness about this matter and convincingly contract with it by encouraging more consideration that it is not to be confined as a gender-based activity along with coming up with more praise for boys to contribute in reading actions. Maybe, additional research needs to concentrate on other countries and cultures with no existence of this opinion does not occur and endorsements could be framed on how to focus the issue in a better way.

The study also leads to draw some significant suggestions for reading strategies, practices and some material that could assist the numerous variances that are seen in benefits and behavior to reading. However, in the undertaken study, numerous alterations were observed in few strands like intention and interest in reading, type and form of reading resources chosen and the concepts. Boys incline to find interest in diverse kinds of literature as compared to girls. Boy wants explorations and sports journals. Besides, for boys, to read is surely linked to interests that lie outside of school. Moreover, they read short, educational texts while enjoying exploration, comedy, revulsion and stories with impressive villains and wicked characters. Therefore, [Sadowski \(2010\)](#) rightly supported the finding of the undertaken study that the boys do not relish conventional school texts, and this factor could result in a low reading level that could influence their interest in collective courses. Thus, while teaching boys, teachers need to understand and widen their reading range through the inclusion of non-fiction books and reading for everyday drives like learning the usage of an electronic device, and looking for information that is related to journey to another country, etc. Similarly, [Stevens \(2011\)](#) rightly asserted that one required to learn to take benefit of net and processor reading like hypertext, usage of multi-media, and other activities that are specially linked to boys. In this regard, [Boltz, 2007](#) suggested that allowing students to assist in arranging the classroom library by choosing the appropriate reading resources. Additionally, [Stevens \(2011\)](#) remark further strengthens the undertaken study by stating that imaginary themed books with sturdy characters who intend to compete for malicious and inclusive of plenty of act and adventure could be appealing to boys. Boys need to be made sure that reading is masculine (Telford, 1999). It is important to indulge boys in discussions, reading in a loud voice by selecting resources that could involve and capture the interest of boys.

However, contrarily, though the undertaken study depicted that girls relish reading more than boys, and optimistic spirits through moral and joyful characters, while some authors specify that several books that raise curiosity among girls are just shallow romances as confirmed by Charles (2007). It seemed integral to shift the interest of girls towards a better worth of reading resources. The findings of the undertaken study match the results by [Stevens \(2011\)](#) by confirming that favorites and interests are not necessarily similar in boys and girls. It is important to discover the interests of every student.

Thus, it is also inferred that sole sex education could aid to furnish kids innate interests and powers by speeding up stimulus to reading. Hence, it is only by taking alterations on a solemn note and investigating practices that accomplished and serious readers are possible to create. Similarly, the undertaken study establishes that the variances amid boys and girls do not vanish in thin air, rather required to offer students with actual selection of books. Lastly, the study also concluded that there had been a near association amid delightful reading and reading ability views. However, both found it difficult to remember the materials of the texts that they had read in school. The teachers need to develop a significant part in the advancement of an optimistic self-conception and need to be cautious in providing optimistic involvements and inspiring response to aid girls to turn into more self-assured with reading in the initial school years, as attainment views are particularly significant in additional years when reading turned out to be more challenging.

From birth, children are made to face the gender-typic activities and potentials from various circles and diverse socialization elements. Thence, there are numerous procedures and devices where these involvements could affect children's insights and actions. In this regard, the findings of [Bussey and Bandura \(2004\)](#) support the undertaken study by stating that peer interlinks depicted an important impact upon children towards learning suitable behaviors that rest upon gender. Moreover, parents and adults, like teachers, could also play a serious part as socialization factors by being accepting towards particular behaviors like playing coarse, becoming gaudy, getting muddy, for the male child, but depict least tolerant actions when the child in question is a female. Likewise, female parents and educators are more likely to involve in individual relations, as compared to males, which could have aided in helping to further growth of gender standards.

So, differences in parenting and teaching actions that are founded upon gender could easily be seen in many circumstances, not just during play behavior. For example, research by Chang et al. (2011) showed that parents use language that is number-based with boys, but not girls. Thus, this usage at a young age supported the typecast of men surpassing in math. These influences are learnt through direct parental impacts like calling the girls dolls or princesses, and also through indirect influence like providing typical toys or clothes for a specific gender. Significantly, although accounts from many parents rejected gender stereotypes, even children of 3 years state that their parents support the conventional stereotypes by approving or disapproving specific play happenings.

Recommendations

The undertaken study and the review of incorporated literature on various studies lead to the inference that gender differences could not be undermined at any cost as they form a significant part of the society as the notions that are implanted in children since the beginning. It is important that the teachers should be conscious that favorites and choices are not always similar in girls and boys towards the selection of books to aid boys and girls to read. Thus, it is recommended that the teacher needs to understand the kind of texts that attract pupils along with reading exercises they find motivating. It is significant to understand that the children's literacy knowledge in the initial years of schooling has far-reaching influences. So, reinforcement, satisfaction and success in the early experiences would affect the self-perception significantly as learners and the attitudes developed towards education and knowledge.

Conclusion

It could be resolved that storytelling could be used as a very influential language learning procedure. Stories in the English language assist in creating a more stimulating classroom atmosphere and aid in developing positive behavior to learning by arousing students' interests and inquisitiveness and further encouraging them to contribute. Their matter and material suit young learners' benefits by producing in them the curiosity to understand the end by suiting the age of the students. Some learners could be acquainted with specific stories, but this would not constrain their pleasure to attend to them over in the foreign language. This, in fact, turns out to be challenging for them to understand the story in other languages. Contrarily, some stories and activities need to be made easy by approving effective teaching methods. Thus, teaching stories is different in different contexts. Thence, the teachers need to be good storytellers and keep in mind the appropriate way. The effective teaching methods by

using images, design, voice and approve actual actions that utilize stories to the full possibility. It is merely not sufficient to deliver a diversity of actions; hence, teachers should be mindful about utilizing related actions to enable the students to comprehend and remember the recurrent designs of language much easily by developing their fancy and involving them in an expressive collaboration.

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