DEVELOPMENT OF BOOK SELECTION CRITERIA BASED ON FIFTH GRADERS' (BOYS) READING INTEREST

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ABSTRACT This study developed book selection criteria based on the reading interest of Grade 5 male students. The criteria were drawn from the results of the survey conducted among the fifth graders from selected exclusive boys' schools in the National Capital Region (NCR). The participants, who belonged to two sections from each school, were chosen randomly through the fishbowl sampling technique. The findings revealed that Grade 5 boys have a wide range of reading interests in terms of content, genre, and format design. They are also interested in informational texts like almanacs, encyclopedias, and magazines as well as realistic fiction.

Keywords: boys, book selection criteria, reading interest

Introduction

Over the years, educators and experts around the globe have seen and highly regarded the importance of reading and harnessing of every learner's reading skills. In fact, quite

a number of studies have been conducted along various programs and numerous strategies designed and used to enhance teachers' instruction to improve students' meta-cognitive strategies in reading.

However, many teachers still repeatedly encounter dilemmas on student comprehension not only in the language arts (English and Reading) but also in other subjects because some students simply do not want to read their textbooks. Aliteracy, the ability to read but lacking the motivation, is a wide-spread problem that "often emerges during elementary school when negative attitudes toward reading traditionally begin" (Moser & Morrison, 1998).

Elementary language arts teachers as well as high school (English) teachers have observed that students' performance is affected by their interest in what they read. Researchers held that for elementary students, reading could be too hard and boring if they lack interest in the reading materials they are reading (McKenna Kear, 1990).

Devine (1993) believed that when the purpose for reading is set by the students, they become more focused in their reading. Such purpose grows out of students' yearning to gain knowledge of something new and discuss about it, and of the world around them. They often push the readers to look for answers to queries they want to be answered. He further added that interest remains a heavy issue in reading.

Boys' Reading Performance

Power (2001), in her "Reading the Mismatch: Differing Perceptions of Boys' Reading Practices", carefully discussed every point that helps clarify issues about boys' reading attitude and practices. She stressed viewing boys

as a homogenous gender grouping engaged in reading. She thus called for refining and updating of the world's definition of reading to validate boys' textual choices that will better represent the realities of their reading practices.

She observed: "To fathom the crux of boys' disaffection with literacy requires a better understanding of their attitudes to reading; their textual preferences (academic and recreational); the influences of family literacy habits; and the allure of contemporary digital culture for boys. Failing to develop a more global perspective on what impacts boys' literacy achievement and engagement allows for the development of inappropriate strategies to deal with the problem. *It's time to focus on a conundrum. Some boys – many boys – are reading! They may not be always engaging with academically sanctioned texts, but boys are involved in a reading practice that is both information gathering and responsible for enhancing their desires.*"

Boys' poor performance in literacy is not new despite its distinction in the education stream (Gilbert 1998; Yates 1997). Understanding the core of boys' alienation with literacy requires a better understanding of their attitudes in reading, reading interests (academic or recreational), influences of family literacy habits, and the appeal of contemporary digital culture for boys.

A study conducted by Nestle Family Monitor (2003) on 'Young People's Attitudes towards Reading' bared several inputs regarding teenagers' reading habits and attitude towards reading. They found out that one out of five boys say they never read in their spare time compared with just seven percent of girls. The bed becomes the favored place to read among young people, and the most favorable time to read occurs during bedtime. Findings also indicated that young people are experienced 'multi-taskers', with a significant number reading while on the move, watching television,

or listening to music. Young people, particularly girls, are positive about reading as it is viewed by young people as both relaxing and fun and at the same time educational. Lastly, two-thirds find reading an enjoyable activity with fantasy fiction (particularly Harry Potter) the favored type while current affairs, the least popular.

Holly went over the tendency of elementary schools to be girl-centric for having mostly women teachers who cater to female learning styles, as reported by a related research done by "The Fact and Fiction Research project in the UK".

> ***"Boys' preference in reading materials is insufficiently catered for in a feministic reading curriculum."***

Holly highlighted that most teachers, without their knowing it, are utilizing classroom strategies that are much of a girls' thing like journal writing. The fact that most boys express themselves through action would surely find it awkward to participate actively through words while expressing themselves through physical behaviors would label them inappropriate for school. She also admitted that boys are behind girls when it comes to verbal communication skills because that has been the nature of the brain's development. Unfortunately, the disequilibrium continues when most elementary schools are four-fifths (*4/5*) language-based, and still teachers unintentionally utilize materials intended for female audiences causing boys to lose interest even before they learn literacy skills. Holly emphasized that remembering the differences between the sexes can help both male and female students excel in the area of literacy.

In a typical school setting, teachers require their students to read certain pages of their books for advance reading or as an assignment. The question is, would a child prefer to read his text books or settle for other reading materials

which may also offer the same quality of information? Many students would give a bored reaction when required to read their textbooks, but it is totally different seeing them reading books of their personal choice and interest.

Comparably, the results of Functional Literacy, Education and Mass Media Survey (FLEMMS) in 2008 revealed that "the ratio of literate female adolescents to literate male adolescents in the country is 1.0 for both basic and functional literacy." It has been widely known that boys perform less especially when it involves the language arts. It is thus interesting to determine certain factors that cause them to perform poorly in their English and Reading subjects.

As Vacca and Vacca (2008) noted, competence and confidence go together. They stressed that if teachers aim to develop their students to become better readers, as educators, they must inculcate in them a love for reading that indicates a personal relationship with book reading.

In the Philippines, statistics reveal the decline of academic performance among young Filipinos based on the results of the National Achievement Tests in school years: 2009-2010 which had an overall Mean Percentage Score (MPS) of 68.01; 2010-2011 had 68.14; and 2011-2012 had 66.79. For the language and literacy subjects in particular, a mean of 66.27 in English and 69.15 in Filipino were recorded for school year 2011-2012. These results show that the goal of 75% is elusive.

Recognizing the importance of reading as a foundation of learning, the Department of Education implements several intervention programs to support Filipino children from falling behind reading. One of these programs is the Every Child A Reader Program (ECARP) that aims to equip elementary pupils in public schools with strategic

reading and writing skills to make them independent young readers and writers.

Undeniably, efforts are exerted to enrich students' literacy skills. With the success of several programs and strategies developed to increase the cognitive domain, the affective aspect should not be neglected. Aside from enhancing students' cognitive skills, fostering their love for reading is also essential. These determinants moved the researchers in pursuing this study presented in the discussions below.

Collectively, this study is based on two theories: the reader-response theory of Rosenblatt (1978, 1980); and second, the Matthew's Effects of Keith Stanovich (1980).
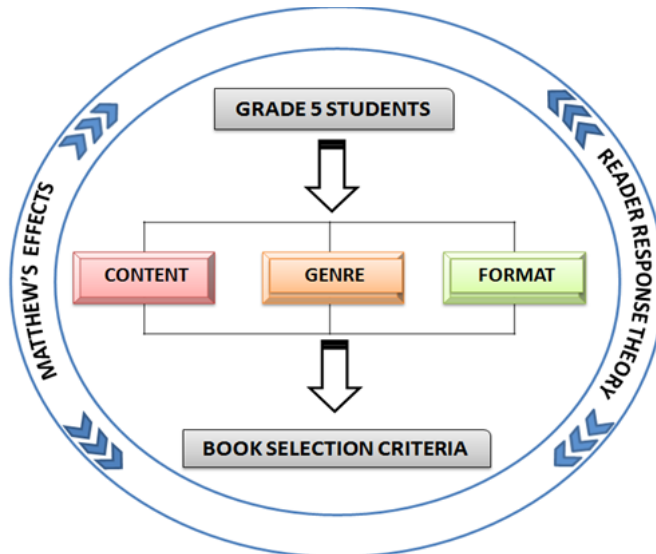

Figure 1. The Study's Conceptual Framework

Figure 1 indicates that Grade 5 students consider three points of interest whenever they read-- content, genre, and format. Content refers to the substantive or creative material expressed through the written language. Its sub-categories are: a.) interest and originality of the character; b.) developmental value and originality of the plot; and c.) appropriateness. Genre refers to the specific categories of literary works and may be: a.) fiction or non-fiction; b.) popularity and author's reputation; and c.) the style of writing literary merit. Lastly, format refers to language and the following physical attributes of the reading material that would steer the reader's imagination as he reads: being print or non-print; having an interesting illustrated cover; font size and color; and pictures, maps, and other illustrations.

Moreover, as gleaned from Figure 1, the process of developing the book criteria can be facilitated through the theories of Rosenblatt and Matthew's Effects by Stanovich (1986). These factors are also supported and guided by reading comprehension and interest.

Rosenblatt (1976; 1978) concentrated more on reading comprehension and interest in reading. In her reader response theory, Rosenblatt explained that every act of reading is an event that involves *the reader and the text*. She mentioned that each "transaction" occurs when the reader and text are joined at a particular time and that the meaning of the text comes into being when the transaction between the reader and text occurs. Each transaction is unique because readers make connections and gain knowledge from the text when they bring their schema or prior knowledge into reading. If the same text were read by the same reader at a different time, another transaction would take place. The reader is then viewed as an important factor in the transaction, so as one's individual experiences and schema.

Rosenblatt's transactional view of reading supports the need for students to interact with various literature texts and find personal ways to relate information to them (Hoewisch, 2000). Rosenblatt (1976) explained the literary power of children's books stating, "Through the medium of words, the text brings into the reader's consciousness certain concepts, certain sensuous experiences, and certain images of things, people, actions, and scenes." (p. 30). This idea is related to Stanovich's theory on *Matthew's effects.*

Like Rosenblatt, Stanovich (1986) is considered one of today's leading reading experts because of the amount of work that he has contributed in literacy research. One of his notable works is the coinage of the term, *Matthew's Effects,* in the aspect of reading achievement, alluded to the biblical passage in the book of Matthew that describes the rich-get-richer and the poor-get-poorer philosophy. When applied to reading achievement, this means that poor readers are more likely to encounter difficulty early in the reading process. They are also exposed to less text than good readers, and they commonly find reading materials to be challenging for them. Those circumstances provide a hostile and unpleasant reading experience for them which hinder their development in reading skills and interest. Contrary to poor readers, better readers enjoy reading more, and the more they read, the better they become at reading.

The researchers believed that it is very essential to identify Grade 5 students' interests in reading to renew and empower their reading habits and eventually foster their love for reading. The development of book selection criteria will therefore help Grade 5 boys find books that cater to their interest. It may also interest them to know which books are commonly read by other Grade 5 boys like themselves. With the support they get from their teachers and parents in reading books of their interest, they will develop and harness

their skills in reading and become better readers who foster a love for reading.

Purposes of the Research Study

With the identification of a clear set of criteria anchored on the students' interests, a book list intended for Grade 5 boys was formulated with the hope of wider application. This descriptive research aimed to develop book selection criteria based on student's reading interest. Specifically, this study intended to:

1. identify the reading interests of Grade 5 boys in terms of content, genre, and format ; and
2. develop criteria for book selection based on reading interest.

Methodology

The descriptive research using survey method was used because the study aimed to discover and describe Grade 5 boys' reading interests, determine the frequency, and categorize the information. Survey is most apt for this study because it seeks to gather relatively limited data in a given period of time without inquiring why it exists. It "encompasses measurement procedures that involve asking questions from respondents" (Trochim, 2008). Sample type is used because it only covers a part of the population.

Participants of the Study

The research locale - National Capital Region - has a total of ten exclusive schools for boys, but only four schools from Mandaluyong City, Marikina City, and Quezon City were selected. Two sections from each school were chosen randomly through the fishbowl sampling technique.

The primary participants of this study were Grade 5 students from exclusive schools for boys who belonged to sections with a population that ranged from 30 to 40 students. There were two hundred and ninety two (292) respondents in this study.

Research Instrument

The Reading Interest-A-Lyzer, modified and adapted from Renzulli (1977), was used to determine the students' reading interests. It sought to identify several factors influencing the students to read not only in the library but even at home or on their own. This helped determine the different reading materials which they prefer to read, the opportunities given them to interact with print materials, and their most preferred reading materials which contributed to the their confidence in reading and to the development of their reading ability.

The modified Reading Interest-A-Lyzer was assessed and validated by three specialists in the field to ensure the effectiveness of the designed instrument for administration to the participants: a Grade 5 teacher, a guidance counselor, and a school librarian.

Data Collection

Data collection included several phases:

Phase I involved the measures made to come up with the research instrument. Data from various research and literature on reading interest were collected and gathered. As aforesaid, the Reading Interest A-Lyzer was modified and adapted from Renzulli (1977). It sought to identify several factors influencing the students to read not only in the library but even at home or on their own. It was assessed and validated by three experts and practitioners

in the field. After undergoing validation and evaluation by experts, letters were sent to school principals and administrators for permission to conduct the survey in their schools.

Phase II included the gathering of data through the survey and the analyses to formulate the book selection criteria. The data gathered were analyzed and interpreted using frequency and percentile ranks. Results were utilized to develop the book selection criteria which was also validated and evaluated by experts and practitioners in the field.

Phase III covered the development of a sample reading list based on the developed book selection criteria. Eight teachers and four librarians evaluated several titles of books and other reading materials using the validated book selection criteria. The results of the evaluation were classified according to the different genres of fiction and non-fiction.

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Results and Discussion

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Readers' Self-Perception

Table 1.   On a scale of 1-10, I rate my interest in reading:

Characters	Frequency	Percentage	Rank
10 (Love to Read)	72	25 %	1
9	49	17 %	3
8	52	18 %	2
7	14	5 %	7
6	22	8 %	5
5	41	14 %	4
4	19	7 %	6
3	8	3 %	9
2	5	2 %	10
1 (Hate to Read)	9	3 %	8

Table 1 shows, that the respondents rated their interest in reading in a scale of 1 to 10. The biggest number (25%) rated their reading interest 10, 17% gave a rating of 9, and 18% rated their interest 8. These top three ratings alone proved that boys also have high regard and love for reading, a finding that supports the Reader Self-Perception Scale (RSPS) of Henk and Melnick (*1995*) which manifests that how a reader feels about himself or herself as a reader influences whether he or she would be successful in reading.

Factors Affecting Boys' Reading Interest

Three favorite books that I would take on a month-long trip:

Characters	Frequency	Percentage	Rank
The Diary of the Wimpy Kid	125	43 %	1
Geronimo Stilton Books	59	20 %	2
K – Zone Magazine	44	15 %	3
Percy Jackson	34	12 %	4
Harry Potter	31	11 %	5
Almanac 2013, 2014 & 2015	18	6 %	6
Star Wars	15	5 %	7

Table 2 displays the top seven titles of books and magazines which the respondents would like to take on a month-long trip. One common denominator among the list of novels, magazine, and almanac is that all of them come in series. This result validates the results shown in Table 1. For fiction, *Diary of the Wimpy Kid, Geronimo Stilton Books, Percy Jackson, Harry Potter, and Star Wars* are all novels that now come in different versions of short stories, graphical novels or comics, and even dictionaries. Meanwhile, Almanacs and the K-Zone magazine are both children's magazines released annually and monthly. The respondents' consideration for these genres also validates the results in Table 1.

Table 3. If I could meet any literary character, I want to meet:

Characters	Frequency	Percentage	Rank
Greg Heffrey	53	18 %	1
Harry Potter	46	16 %	2
Geronimo Stilton	42	14 %	3
Percy Jackson	30	10 %	4
Ironman	21	7 %	5
Spiderman	20	7 %	5

In Table 3, the respondents named the literary characters they would like to meet in person. These characters have qualities and characteristics in common all summarized in the next table:

Table 4. Character Analyses

Name of Character	Identity	Characteristics	Title and Author
Greg Heffrey Male Protagonist	Middle School student	An unpopular and undersized middle-school aged boy. He is a good kid at heart who genuinely wants to do well, but he can be selfish, lazy, greedy, rude, arrogant, deceptive, egotistical, dense, and conniving. Throughout the series, his schemes to gain popularity in his middle school, attract girls, and acquire money always backfire, landing him in several dilemmas.	The Diary of the Wimpy Kid – Jeff Kinney
Harry Potter Male Protagonist	Wizard	An evolving character throughout the series but not completely. He is aware that obstacles are always present. His being honest, brave, witty, loyal, and vigilant helped him overcome all his problems and obstacles in life.	Harry Potter Series – J. K. Rowling

Geronimo Stilton Male Protagonist	Mouse	An editor-in-chief who is passionate in writing and reading books. He also enjoys listening to music, playing golf, collecting antiques and cheese rinds. He hates to travel because he is seasick, carsick, and airsick but often gets involved in his family's and friends' extreme adventures around the world.	Geronimo Stilton – Elizabeth Dami
Percy Jackson Male Protagonist	Demigod	Percy is loyal, caring, and brave. He rescues his friends countless times and his mother from the Underworld even if it entails risking his life.	Percy Jackson Series – Rick Riordan
Ironman Male Protagonist	Human with man-made heart	Begins as a bad person with a celebrity stereotype – flashy, arrogant, self-absorbed, and rude. After escaping captivity, he started growing into a heroic figure caring for his assistant and using his technology to save others.	Marvel Comics – Stan Lee
Peter Benjamin Parker (Spiderman) Male Protagonist	Human with spider's abilities	A high school student who gained the speed, strength, and powers of a spider after being bitten by one. He used his powers to help people and to start a new career as a scientist, inventor, and photographer.	Marvel Comics – Stan Lee

Table 4 yields qualities and characteristics shared by the protagonists in common. First, all of them – regardless of being a human, demigod, wizard, and a mouse - are male protagonists who have either a mission or goal to accomplish or someone or themselves to protect. They all have battles to conquer with themselves, with other characters, and with the world around them. They are all heroes who aim to save other people or characters in the story which need saving. All of them lived a humble and simple life at the beginning of their stories except Greg Heffrey and Tony Stark (Ironman) who both exemplified negative characteristics at first like being ambitious, selfish, mean, envious, and trying hard. Greg's

character was found to be different among the others yet a little similar to Tony Stark (Ironman).

A. On genre

Table 5.   When I have time to read, I pick the following:

Fiction	Frequency	Percentage	Rank
Comics / Graphical Novels	183	63 %	1
Realistic Fiction	168	58 %	2
Humor	165	57 %	3
Fantasy	151	52 %	4
Horror	123	42 %	5
Novelization	115	39 %	6
Science Fiction	92	32 %	7
Mythology	89	30 %	8
Crime / Detective	83	28 %	9
Short Story	79	27 %	10
Classics	57	20 %	11
Historical Fiction	57	20 %	11
Poetry	18	6 %	13
Non – Fiction	**Frequency**	**Percentage**	**Rank**
Reference Books	181	62 %	1
Biography / Autobiography	82	28 %	2

Other Reading Resources	Frequency	Percentage	Rank
Magazines	143	49 %	1
E – books / online books	141	48 %	2
Newspapers	43	15 %	3

As seen in Table 5, more than half of the respondents preferred comics or graphical novels for fiction, followed by realistic fiction, humor, fantasy and horror. This finding shows the kind of reading that the boys were more into – they prefer to read fiction that gravitate towards adventure, series, mystery, suspense, and humor which they found to be more complex and informative.

For non-fiction, reference books like almanacs, encyclopedias and atlases prevailed over biographies and auto-biographies for the respondents. Other reading resources like magazines and online books are also preferred by almost half of the respondents compared to newspapers and current events.

Table 6.   When I read I, prefer reading materials written in:

Language	Frequency	Percentage	Rank
English	271	93 %	1
Filipino	83	28 %	2
Japanese	6	2 %	3
Korean	3	1 %	4
Spanish	3	1 %	4

Table 6 shows how a big majority of the Grade 5 boys preferred reading materials that are written in English than in Filipino. One factor which probably led to this result can be students' background. They come from exclusive boys' schools where English language is mostly and mainly used not only inside the classrooms and school for instructional means but also at home. Almost all of the students' textbooks in elementary and secondary schools, excluding Filipino and Araling Panlipunan, are also written in English. This is in accordance with Executive Order 210 issued in 2003 during the administration of former President Arroyo which established the use of English as the medium of instruction from preschool to college, including technical and vocational. Thus, the Grade 5 students' exposure to and facility of the English language may have influenced them to prefer reading books written in English. It could also be inferred from the results displayed in Tables 2 to 6 where the titles of books the Grade 5 students were mostly interested in are written by foreign authors (see Table 9).

Table 7.   Print or non-print?

Physical Quality	Frequency	Percentage	Rank
Print reading materials	241	83	1
Non–print reading materials	117	40	2

Table 7, demonstrates that 83% of the participants, despite the fact that they belong to the digital age where various devices like smart phones, tablets, and laptops can be used to access information, still preferred reading print materials than nonprint reading materials. This finding resonates with surveys conducted, one of which was the poll survey conducted by *The Guardian*, UK's Newspaper and Website of the Year for 2014, which revealed that 62% of 16-24-year-olds prefer traditional books over their digital equivalents. The survey concluded that monetary value and emotional attachment to traditional books were the common reasons why the respondents preferred traditional books than e-books.

Similarly, Challies (2010) shared this point of view when he enumerated five reasons that explain why books are better than e-books: books can be truly owned;. books can be loaned; books offer an experience; a book is a single-tasking device; and used books can be bought. On ownership, Adler (1941) pointed two ways of owning a book:

> *"The first is the **property right** you establish by paying for it, just as you pay for clothes and furniture. But this act of purchase is only the prelude to possession. Full ownership comes only when you have made it **part of yourself**, and the best way to make yourself a part of it is **by writing in it**."*

Print and non-print books can both be purchased and paid for. Yet, an e-book can never equate a traditional book to

which the owner can engage and interact with, just as Adler (1947) described it:

> *"dog-eared and dilapidated, shaken and loosened by continual use, marked and scribbled in from front to back."*

Reading Interest Profile

Table 8.   Grade 5 Male Boys' Reading Interest

Main Character:	Male Protagonist
	Round and dynamic
Genre:	For Fiction:
	Adventure, Series, Comedy and Humor
	Fantasy, Legends and Mythology
	For Non-fiction:
	General References like:
	Almanacs, Atlases and Encyclopedia
	Others:
	Magazines
Language:	Written in English
Author:	Foreign
	Awarded / Renowned Authors
Format:	Printed books, hard or soft bounds

Table 8 presents the summarized characteristics of the Grade 5 students' reading interests. Earlier it was shown that there are some differences in genre (See Table 2). Particularly, action and adventure were not included as options in the Reading Interest-A-Lyzer. However, the researchers' analysis of the titles given by the students revealed that 'action and adventure' appear as the most prevailing genre of books the students are more interested to read.

In sum, findings of the study reveal that: Young male readers have a wide range of reading interests in terms of genre. For fiction, they are more inclined to reading stories of

adventure, series, mystery, suspense, humor, and comedy. They were also found to be very interested in informational texts and realistic fiction as evidenced in their preference for general references like almanacs, encyclopedias, and magazines.

Young male readers are not easily influenced by any individual or authority. It has been mentioned several times in various literature and studies that young male readers read when they just happen to see or hear it/about it. Admittedly, this fact manifests how important popularity is in influencing them to read. Popularity may come in various forms, from promotions, book talks, and advertisements to a friend's recommendation. This is also one factor seen why young male readers are more likely to read books written by the same authors of books they have read. They are neither confined to reading books which are recommended to be age- or level-appropriate for them. They have tendencies to explore beyond their limitations, especially when a book has appealed much to them. Also, the most common genre of books which young male readers prefer to read were found to have a common protagonist's characteristic –bold, round, and masculine. Lastly, the book's physical qualities are highly influential. That most young boys are picky and delicate in reading books that are colourful and with varying fonts and illustrations are recommended to sustain their interest in reading.

Based on the initial findings, this research developed book selection criteria based on the students' interest. However, not everything that the students were interested in are suitable for them. To avoid such issue, the researcher added some criteria on appropriateness, style of literary merit, and developmental value to delimit the list. Hence, the remaining criteria on author's reputation, popularity, originality of plot and characters as well as the physical quality of the reading material were all based on the Grade 5 students' interest.

The Book Selection Criteria was assessed and validated by three experts and practitioners in the field: a Grade 5 Language Arts teacher; a Reading specialist; and a School librarian. It should be noted that these evaluators were not the same group who validated and evaluated the Reading Interest A – Lyzer. They all had to ensure that the criteria set do not only address students' interest but also conform to the rules and guidelines set in recommending reading materials to children.

The figure below shows the final criteria developed by the researchers in evaluating books intended for Grade 5 boys.

Book Selection Criteria

Table 9.   Grade 5 book selection criteria

Appropriateness (For Grade 5; Ages 9-11)	The book is appropriate in terms of readability, grade level and grade interest level. The book may also fall within the reader's independent, instructional and frustration levels.
Popularity & Author's Reputation	The book has high demand and considered one of the most talked about books of the times.
	The author has been a renowned author or writer of famous, popular and/or award-winning children's books. The author or any of his works has not been banned from any institution, library or country.
Style of Writing And Literary Merit	Author's writing style has been distinguished among other books for its originality and impact on readers. It is also free from potential use of offensive language.
Developmental Value and Originality of the Plot	The plot fosters free-thinking among its readers. It also falls under the following genres of fiction: adventure series, mystery, suspense, science fiction, humour and fantasy.
Interest & Originality of The Character	The characters are bold, round, and dynamic. They usually have a goal to accomplish or achieve and do not resemble other characters and their conflicts with other characters.
Physical Quality Of The Book	The book has an illustrated and interesting cover; font style and size are appealing to the reader. It also includes pictures, maps and other illustrations that would steer the reader's imagination as he reads the book.

A four-point Likert Scale was used to determine whether a book qualifies to be included in the recommended reading list for the intended audience. The titles of the book and/or series were each rated in a scale of 1 to 4 where 1-Strongly Disagree, 2-Disagree, 3-Agree and 4-Strongly Agree.

The book evaluators consisted of four librarians and eight Grade 5 English teachers. They utilized the criteria to evaluate the short list of books. The evaluation data were then tabulated and analyzed separately. The computed means for both the teachers' evaluation and librarians' evaluation were combined and interpreted where 1.00-1.50 is Not Acceptable, 1.51-2.50 is acceptable, 2.51-3.00 is very acceptable and 3.51-4.00 is most acceptable.

The books were classified into two categories: series books and individually-titled books. Such categorization compliments the results of the survey obtained from the Reading Interest-A-Lyzer, specifically question number 2 stressing that boys preferred to read books written by the same authors they have read. Also, even together with individually titled books, most of them fall under the same genres of fiction: adventure, series, mystery, suspense, and humor. Another pattern gleaned from the list is boys' inclination to reading more general references like atlas, almanacs, encyclopedias, history books, and sports magazines.

Conclusions and Recommendations

The results of this study provided evidence that boys do read. Though not linguistically-inclined and prefer reading the least than all other activities, given the opportunity, choice, and guidance in reading books they want to read, they too will excel in reading and eventually foster love for

it. Reading specific genres of fiction and non-fiction written in English by well-known authors is also an appealing read for boys.

In this regard, it is recommended that parents be made aware of their role as first-hand models of reading to their children and most influential authorities in motivating and guiding their children to foster a love for reading. They should be aware that the support they give to their children, especially in purchasing books chosen by their children, is the most vital and essential step which could lead to their children's success in reading. Also school administrators, librarians, and teachers may use the results of this study as their guide in: a. improving their library and literacy programs to ensure students' good reading habits and love for reading; b. choosing books which can go along with the students' lessons; and c. selecting and purchasing books for the school libraries which are intended for the students to read. Moreover, this study can be replicated by identifying reading interests of boys and girls in other grade levels, in both public and private schools, exclusive and co-educational classes as well as from other regions.

Learners of upper intermediate years should also be exposed to Newberry Award-winning Books (e.g. Family Under the Bridge (on homelessness), Shadow of a Bull (on facing one's fear or apprehension), The Wheel on the School (on ecological balance), etc. Lastly, young readers should be introduced to and made familiar with the richness of national local materials other than foreign culture, although universal themes or appeal ought to be foremost (Gemma Cruz Araneta's The Story of *Makisig*, Carunungan's Like a Big Brave Man, Adarna Books written in bilingual edition), in both English and Filipino.

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