Investigate the Effect and the Main Influencing Factors of the Accelerated Reader Programme on Chinese Primary School Students' Reading Achievement

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Abstract : Alongside technological innovation, the current "double reduction" policy and English Curriculum Standards for Compulsory Education in China both emphasise and encourage appropriately integrating educational technologies into the classroom. Therefore, schools are increasingly using digital means to engage students in English reading, but the impact of such technologies on Chinese pupils' reading achievement remains unclear. To serve as a reference for reforming English reading education in primary schools under the double reduction policy, this study investigates the effects and primary influencing factors of a specific reading programme, Accelerated Reader (AR), on Chinese primary school students' reading achievement. A quantitative online survey was used to collect 37 valid questionnaires from teachers, and the results demonstrate that, from teachers' perspectives, the AR program seemed to positively affect students' reading achievement by recommending material at the appropriate reading levels and developing students' reading habits. Although the reading enjoyment derived from the AR program does not directly influence students' reading achievement, these factors are strongly correlated. This can be explained by the self-paced, independent learning AR format, its high accuracy in predicting reading level, the quiz format and external motivation, and the importance of examinations and resource limitations in China. The results of this study may support reforming English reading education in Chinese primary schools.

Keywords : educational technology, reading programme, primary students, accelerated reader, reading effects
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