



Reading attitudes in L1 AND L2 among rural and urban learners in a Pakistani context

Shumaila Memon

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**Reading attitudes in L1 and L2 among rural and urban
learners in a Pakistani context**

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**A thesis submitted to the University of Bedfordshire in partial fulfilment of the
requirements for the degree of Doctor of Philosophy**

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ABSTRACT

This study investigated the relationship between reading attitudes in L1 and in L2 of learners in Pakistan. It also investigated the differences between reading attitudes of learners from different home backgrounds, rural and urban.

The participants of the study had Sindhi as their L1 and English as their L2. They came from rural (n=186) and urban (n=202) parts of Sindh. The study employed a mixed methods approach. It collected data through a questionnaire, and semi-structured interviews. The questionnaire collected information on four reading attitude variables: *self perception as a reader*, *utilitarian value for reading*, *personal involvement for reading* and *lack of reading anxiety* both in Sindhi and in English. The fifth variable was learner's rural/urban home background.

My study partially confirms findings from previous studies indicating that reading attitudes in L1 and in L2 are related. Rural learners displayed a stronger relationship between reading attitudes in L1 and in L2, whereas urban learners displayed a weaker relationship. This finding was further confirmed when, through a multiple regression analysis, the contribution of each reading attitude was checked in terms of the coefficient values. A learner's 'rural/urban home background' emerged as the strongest indicator of a learner's reading attitudes than his/her reading attitudes in Sindhi. Thus, urban home background seems to add positively to reading attitudes in English. The findings show the importance of one's educational background, home and society on the whole in the process of developing a learner's attitudes towards reading in English.

Furthermore, this study also demonstrated marked differences in the reading attitudes of both the groups in terms of their reading attitudes in L1 and in L2. The rural learners had better reading attitudes in L1 than their counterparts, whereas the urban learners had better reading attitudes in English than the rural learners. Such a finding again supports the role of society and social background in shaping learners' reading attitudes in L1 or in L2.

DECLARATION

I declare that this thesis is my own unaided work. It is being submitted in partial fulfilment of the degree of Doctor of Philosophy, at the University of Bedfordshire. It has not been submitted before for any degree or examination in any other University.

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LIST OF ABBREVIATIONS AND ACRONYMS

CRELLA	Centre for Research in English Language Learning and Assessment
DV	Dependent Variable
IV	Independent Variable
FA	Factor Analysis
IELL	Institute of English Language and Literature
KMO	Kaiser-Meyer-Olkin measure
LUMHS	Liaqat University of Medical Health and Science
MUET	Mehran University of Engineering and Technology
PAF	Principal Axis Factoring
PCA	Principal Component Analysis
SALUK	Shah Abdul Latif University Khairpur
UOSJP	University of Sindh, Jamshoro, Pakistan

CHAPTER 1

INTRODUCTION

Even for the fluent reader, poor attitude may occasion a choice not to read when other options exist, a condition now generally known as aliteracy.

McKenna et al (1995: 934)

1.1 Introduction

In this brief chapter, I set out before my reader my personal and professional motivation for undertaking this research. It will be followed by a brief background of the research, which leads to research aim and objectives. The structure of this chapter is:

- Personal motivation (Section 1.2)
- Background to the Study (Section 1.3)
- Aim of the Research (Section 1.4)
- Objectives of the Research (Section 1.5)
- Scope of the Research (Section 1.6)
- Structure of the Thesis (Section 1.7)

1.2 Personal Motivation

Reading as an activity may appear to be passive, but it is a pathway to learn new ideas, vocabulary and knowledge. It introduces one to live in a world of knowledge. One experiences what others have been through, relives their lives and learns. Sadly, the educational set-up in Pakistan does not promote reading. Particularly, the government-run schools, colleges and universities hardly encourage learners to read and to think. Much of the learning is based on cramming. Especially, when the learners come to read in English, they feel more discouraged to venture due to their inadequacy in English language.

I studied at a public-sector university, where learners of all social standings come. In university life, I often observed the ‘Oriental’ section in the central library (books in the Sindhi, Urdu and Persian languages) to be busy. I would see students exploring and getting books issued in Sindhi and Urdu. By contrast, the English section often would look haunted! Students of a few selected departments would come and get the books issued. A somewhat similar scene I observed in the seminar library of my department of English Literature. The majority of seniors, juniors and my class fellows would ask the

seminarian to arrange the chapters from the guidebooks and notes for them so that they may avoid reading the text books. They seemed to be reluctant readers in English.

Upon joining the university as a lecturer, I started my journey with the vision of inspiring my students to read and to avoid the practices of relying on guidebooks that makes their thinking parasitic and dependent.

My students came from varied educational, linguistic and financial backgrounds from both urban and rural Sindh, a province of Pakistan. Their reading practices overall and specifically in English and level of proficiency depended on whether they hailed from public schools or private schools, and also whether they came from rural or urban social home backgrounds. For instance, a learner from a public sector institution or rural home background would often lack confidence in his/her English language proficiency and would read less often in English, due to lack of opportunities and resources. On the other hand, a learner from a private or urban background would feel relatively confident about his/her proficiency and had better reading practices.

I often noticed students avoiding reading, especially in the remedial English Classes. They would struggle to fit in the entire curriculum which is taught in English. I felt something is missing I did not know then! One day, I invited a student, who would hardly read, into my office and asked him as to why does not he read,

I hate it when I am asked to read anything in English. It is in fact the last thing that I would feel like doing. I know very well in advance that I won't get the meaning, I will have to struggle to comprehend and isn't it best to cram just from the guides?

Clearly a defeatist attitude!

I kept on wondering as to what I could do to make him feel to read in English, to change his preconceived perceptions about the possible failure and frustration. How could I motivate him to abandon the guidebooks/notes and read the text itself? How could I trigger a desire in him for reading?

Of course, it was important for me to do as my students' future choices in career and job opportunities were linked so closely to it. If a learner avoids reading in English and relies

on second-hand resources, then s/he surely is keeping a barrier on his/her advancement in knowledge and future career choices. After all, English is the language of power and economic prosperity especially in the context of Pakistan! The more I thought about it, the more it became a question of great concern!

While making the proposal for my doctoral studies, I aimed to work on engaging the reluctant readers in meaningful reading practices in order to help them foster the ambitious readers' mindset in them. In short, it aims to make easier for all learners to approach the reading task with positive frame of mind. Upon searching for literature on this, I came across the work of Yamashita (2004 and 2007). She became the driving force of my work. And thus my journey began to discover '*Reading attitudes*'.

1.3 Background to the Study

As can be seen from the motivation of the study, I have based my study in the affective domain with a particular focus on reading attitudes. Generally in the reading research, researchers have explored the affective domain less and have focused more on the cognitive processing (Erten et al, 2010). Such neglect may be perceived by the fact that in second language learning, there has been only one reading attitude model, by Day and Bamford (1998). Doubtlessly, cognitive skills are complex and therefore important to understand, but it is also important for researchers and teachers to realize that there is an affective component to attitudes involved in the process of reading (Alexander & Filler, 1976). The reading attitudes may hold the key to some clues related to the troubles L2 readers face in reading.

Furthermore, the importance of reading attitudes can be gauged from the fact that a successful reading program -whether in first language or in second language- must not only develop children who can read but also children who do read (Harris and Sipay, 1985: 562). For students to have the desire to read, they must have a favourable attitude toward reading. McKenna et al (1995) suggest,

Even for the fluent reader, poor attitude may occasion a choice not to read when other options exist, a condition now generally known as aliteracy.

(p. 934)

Moreover, reading attitudes may affect the level of reading proficiency in learners also. The more positive the attitude, the more positive the participation in reading activities can occur (Black, 2006). Consequently, it is more likely that s/he would improve reading proficiency. On the other hand, negative attitudes bring in a set of weak self-efficacy and beliefs, lack of interest, unmotivated mind-set. Those students with negative attitudes engage less often with texts and generally achieve at lower levels than their age peers (McKenna et al, 1995).

Such a link between reading attitudes and reading ability may highlight the next important aspect. Reading abilities may affect students' level of academic achievement, which in turn may influence their employment choices in the future. Thus, negative attitudes can impact directly on society and the workforce of the future. This emphasises further on recognising the significance of one's reading attitudes.

In second language learning, it becomes rather more important to take account of learners' reading attitudes. Reading in a second language is much more complicated than in one's own language for many reasons. For example, L2 readers have to read in a different language about different people, different culture and different ideas. Particularly, in the context of Pakistan, English as a second language is now taken as a passport to a better future and sophisticated jobs. If a student fails to read in English efficiently, then s/he may deny him/herself from achieving many luxurious career options. So, it becomes very important for teachers of reading in L2 to take into account learners' reading attitudes in L2, to understand their reading behaviour and their reading problems. Such an approach could possibly help in getting through the affective barrier for students to a certain extent.

The above discussion has underscored the importance of reading attitudes. But unfortunately the research domain in L2 reading attitudes has been explored very little. To the best of my knowledge, it is only Day and Bamford (1998) who gave a model on the development of L2 reading attitudes. That model too is heuristic as only some parts have been exposed to research. However, it is an important one as it initiates in understanding the make-up of L2 reading attitudes.

As it was not possible to undertake a detailed investigation of all these sources in one study, so the present study aimed to carry out research on the first source for the development of reading attitudes in English, Day and Bamford's (1998) model, and expands further research on that.

The first resource states that one source for the development of reading attitudes in L2 lies in the reading attitudes in L1. Yamashita (2004; 2007) has done considerable research on this and she believes that since learners know to read in their L1 and have developed attitudes towards such reading so when they read in English, it is more likely that these attitudes transfer to shape L2 reading attitudes. This interconnection of L1 and L2 reading attitudes is termed as *transfer from L1 to L2 reading* (Yamashita, 2004 and 2007). Yamashita (2004, 2007) has investigated this in a series of studies and found considerable relationship between the two.

Some other researchers have found such a relationship too. Kamhi-Stein's (2003) study confirms that reader's attitude toward their home language influences their reading behaviour. Camiciottoli (2001) examined self-reports from Italian university EFL (English as a Foreign Language) learners on leisure time reading and found that the amount of L1 reading was one of the predictors of the amount of L2 reading and of L2 reading attitude.

But do L1 reading attitudes play such a significant role in shaping L2 reading attitudes in a context, such as Pakistan?

In Pakistan, the States policies have accorded very low status to the home/regional/L1 languages. They are almost narrowed down to home and community. They play little or no role in the official life of the provinces. Their educational role is limited to the primary or secondary level in most provinces (Mansoor, 2004). Urdu serves as the national and official language of Pakistan but in fact English has been flourishing as the second official language of Pakistan (Mansoor, 2004). Given this scenario, the familiarity and use of English are indicators of social class, educational and family background in Pakistan (Shamim 2011). In a nutshell, English remains for all purposes the language of power (Rahman, 2002). Urdu is intact as the national language and regional languages

are left limited to the home and communities as they have no role to play in the official and educational settings. Moreover, people associate the usage of English language, in official and unofficial domains, as a signpost of upper class, sophisticated and educated person. The use of one's regional language is taken as an indicator of rural area.

In connection to the above point, some of the regional languages receive negative attitudes coupled with low competency in formal and informal domains as learners place their preference to studying in English and Urdu medium (Mansoor 2004: 333). Given such 'language shift' (Mansoor, 2004) in the Pakistani context, it seems worth questioning what happens when readers come from varied home backgrounds-rural and urban- are exposed to read in more than one language in a multilingual setting. Will L1 reading attitude serve as an important foundation for building L2 reading attitudes in Pakistani context too?

As mentioned earlier, in the local context of Pakistan, regional or mother tongues have not been given their due place and use in educational and official set ups. Mansoor's (2004) study on attitudes to home language in the Pakistani context clarifies the aftermath of such neglect. It suggested that the urban Sindhis (from Hyderabad and Karachi) were not confident in speaking their own mother tongue, Sindhi. This prompts one to rethink the transferability of reading attitudes in L1 to L2 in Pakistani context.

Baker's (2011) views add light to this issue. He believes that in a multilingual context, people prefer language which gives them status. Abu- Rabia's (1996) study on attitudes to language and culture in the Hebrew context also found that Hebrew students have negative attitudes towards their Arabic heritage and they wanted to assimilate into the Israeli community and had better attitudes towards it. Similarly, in Pakistan, internationalisation and urbanisation is changing attitudes towards one's own language (Mansoor 2004). People associate themselves with English (official language) and Urdu (national language) in order to gain upward social mobility. Regional languages are used in rural areas mostly. These facts lead one to think that the reading attitudes of rural and urban people may be different towards their home language.

More on the above point, McKenna et al (1995) suggests that reading attitudes are always influenced by one's 'social beliefs'. In another study, McKenna (2001: 141) suggests, "Where reading is negatively valued by people from whom a student seeks approval, the student is unlikely to develop positive reading attitudes". Children develop their reasoning about what, how, when and why their family engages in certain reading practices (Arzubiaga et al, 2002; Millard, 1997; Morrow & Young, 1997).

The above discussion has highlighted two important issues:

- Importance of reading attitudes in giving desire to a reader for reading
- The relationship between L1 and L2 reading attitudes

But one wonders that what happens when the reading attitudes are investigated from the perspective of learners from different home background such as rural and urban? The next section looks at it.

1.3.1 Why Rural and Urban background

A growing body of educational research has investigated the differences in performances of students from rural and urban backgrounds. The findings so far have remained inconsistent. While some studies have failed to find any statistically significant difference (Edington and Koehler, 1987; Haller et al., 1993) others have reported urban students having a significant advantage over rural students (Young, 1998). In other studies, however, students from rural schools were found better than their urban counterparts (Alspaugh and Harting, 1995). Although, these studies together do not present a decisive picture, they do suggest that there are differences between rural and urban.

Young (1998) pointed to the general impression among researchers, educators, legislators, and general public, that urban schools are well resourced and as compared to rural schools in terms of quality of instruction, teachers' training, and schooling conditions. Moreover, the concern about differences in performance of rural and urban students has been recognized as a global issue. Many studies exhibit such concerns in different contexts such as; US (Fan and Chen, 1999; Khattri et al., 1997), Canada (Alasia, 2003; Cartwright and Allen, 2002), Australia (Northern Territory Department of Education, 1992), South Africa (Liddell, 1994; Howie et al., 2008), India (Singh and

Varma, 1995), and Peru (Stevenson et al., 1990). These studies exhibit a trend of researching rural and urban from the point of view of gender (e.g., Kush & Watkins, 1996; Logan & Johnston, 2009; Martínez, Aricak, & Jewell, 2008; McKenna et al., 1995; Sainsbury & Schagen, 2004; Smith, 1990; Swalander & Taube, 2007), age (e.g., Ley et al., 1994; McKenna et al., 1995). Whether or not rural-urban gap exists in terms of reading attitudes is yet to be explored.

1.3.2 Summary

The present study draws on Day and Bamford's (1998) model. It investigates the relationship between reading attitudes in L1 and L2 reading attitudes. It extends the line of research on it by investigating the above of the learners from rural and urban home backgrounds.

1.4 Aim of the Research

The aim of the research is to gain new insight into the relationship between reading attitudes in L1 and L2 by investigating it with learners from rural and urban home backgrounds.

1.5 Objectives of the Research

The specific objectives of the study are:

- to examine the relationship between reading attitudes in L1 and in L2
- to investigate the differences (if any) between the reading attitudes in L1 and in L2 of the learners from rural and urban home backgrounds

1.6 Scope of the Research

Cramer and Castle (1994) believe that “the central and most important goal of reading instruction” is “to foster the love of reading” (p. 5). If that is the motto of the teaching of reading then reading attitudes of the learners have to be taken into account. Furthermore, reading is a multidimensional construct. To give importance only to the cognitive domain actually can limit the research on it.

At the learner's level, the investigation of L2 reading attitudes has the potential to improve or give a reader a personal desire and the positive frame of mind to engage in reading in English. Furthermore, expansion in research on reading attitudes has the scope of increasing both the amount and proficiency of their reading (Stanovich, 1986, cited in McKenna et al 2012), to more active engagement in reading activities (Guthrie, 2008; Guthrie & Wigfield, 1997; Wigfield, 2004), and ultimately to the cultivation of lifelong readers (Cramer & Castle, 1994).

For researchers, the investigation of L2 reading attitudes may hold the prospect of contributing to an understanding of reading comprehension and the problems learners face in second language reading. In this line, recent investigations (e.g., Anmarkrud & Braten, 2009; Retelsdorf, et al 2011; Unrau & Schlackman, 2006; Wang & Guthrie, 2004) suggest that exploration of reading attitudes may not only complement and extend the cognitive profile of a reader but also may contribute to a fuller understanding of reading development and success (McKenna et al, 2012).

For teachers, it may improve teacher practice and policy making. It has the potential to provide useful information for designing more inclusive and motivating instructional practices (Pitcher et al, 2007) and in facilitating the development of positive reading identities (McKenna et al, 2012).

1.7 Structure of the Thesis

This thesis is structured in nine chapters. In this chapter, I have introduced my motivation for undertaking this thesis. It also presented a brief description of the background of the study. Based on it, the research aim and objectives of the present study were also provided. It ended with the scope of the research. The rest of the thesis contains eight chapters.

Chapter 2: My study takes place in the social context of the rural and urban learners of Sindh, Pakistan. Therefore, this chapter familiarises my reader with the respective context to be able to relate the research findings.

Chapter 3: In this chapter, I provide the conceptual understanding of L2 reading attitude research. I draw the attention of my reader towards the scarcity of research in the L2 reading attitude domain. In relation to this, I propose the idea of extending the understanding derived from L1 reading attitude models to develop understanding about L2 reading attitudes. That means, although the core of my study rests on a L2 reading attitude model by Day and Bamford (1998), it combines some elements of L1 reading attitude models to it. In other words, I combine Day and Bamford's idea of the relationship between reading attitudes in L1 and in L2 with McKenna's (1994) idea of social beliefs and structure from the L1 reading research. Thus, my study engages in an investigation of the relationship between reading attitudes in L1 and in L2 of the rural and urban learners. After narrowing down the focus of my study, the remainder of this chapter reviews further research on the components undertaken in the present study. The chapter ends by presenting graphically the focus of the study and later outlining the research questions which guide the present study.

Chapter 4: This chapter addresses the approach taken to answer the research question raised in the end of the previous chapter. I present the rationale for undertaking the mixed methods research for investigating L2 reading attitudes. Then I lead my reader through the full process of developing each research instrument: i) reading attitude questionnaire ii. protocol for the semi-structured interviews, followed by a pilot study to refine them further. Later, I lay the study design of the main study before my reader. I end this chapter by giving the data analysis procedures to respond to the research questions raised in the previous chapter.

Chapters 5, 6 and 7: These three chapters deal with the data analysis to respond to the research questions. Chapter 5 presents the quantitative data analysis and findings based on the data generated by the reading attitude questionnaire. This chapter brings forward some significant and interesting findings. To complement the quantitative findings, I focus more closely on the participants' perceptions and experiences in chapters 6 and 7.

I had two sorts of participants: rural and urban. Chapter 6 focuses on the rural participants only. It presents the findings. Throughout this chapter, I look back at the quantitative findings given in the previous chapter in order to explain them or extend upon them.

Having described the findings from the interviews of the rural participants, I present the findings of the urban participants in chapter 7. I also compare the findings about the urban participants with the rural participants, given in the previous chapter in order to draw out the differences between the two groups if any and also to understand the role of home backgrounds. In addition, I also elaborate on the quantitative findings wherever relevant.

Chapter 8: This chapter discusses the main findings of the research questions in the light of the quantitative findings and the semi-structured interviews. It also returns to the literature to help understand the results further that how far the findings of the present study confirm with the previous literature and whether or not there is anything new that this study holds to answer the research questions of the study.

Chapter 9: This is the final chapter where the research questions are briefly revisited in order to summarise the main findings. It also gives the implications and limitations of my study. The chapter concludes with some suggestions for future studies.

Figure 1.1 presents the outline of my thesis in a glance.

Chapter 2: Context of the Study
Chapter 3: Literature Review
Chapter 4: Research Methodology
Chapter 5: Quantitative Analysis and Results
Chapter 6: Interview Results: Rural Participants
Chapter 7: Interview Results: Urban Participants
Chapter 8: Discussion
Chapter 9: Conclusion

Figure 1-1: Thesis at a glance

Having introduced the study, the next chapter focuses on the context of the study. It helps my reader to visualise the setting from where the rural and urban participants come.

CHAPTER 2

CONTEXT OF THE STUDY

There are vast differences in education services between rural and urban areas which continue to broaden the gulf between the urban elites and the comparatively marginalized and disempowered rural population. Unfortunately, the issue of quality service delivery in rural areas receives scant attention specifically and it has been seen that the worst public sector schools are in the rural areas.

Education in Pakistan: A White Paper Report (2007)

2.1 Introduction

As seen in section 1.3, my study investigates the relationship between reading attitudes in L1 and L2 of learners from urban and rural home backgrounds. Since each background/context is distinctive in certain ways, so it is important to understand the unique social settings. Drawing on my own experience of life and work in Sindh and UoSJP, and wherever available on press and academic reference, this chapter gives a brief sketch of the linguistic, cultural (in terms of reading), and educational profile of my rural and urban participants. This in turn may help the reader to be familiar with these aspects and subsequently understand the findings of my study and discussion, presented in chapters 5, 6, 7 and 8. Besides, it also gives a reminder of why I embarked on this study in the first place: my inspiration which is rooted in the context of the study.

The structure of this chapter is:

- Sindh, Pakistan (2.2)
- Rural and Urban Sindh (2.3)
- Linguistic Profile of the Rural and Urban Sindhi Participants (2.3.1)
- Reading Culture in the Rural and Urban Sindh (2.3.2)
- Educational Profile of the Rural and Urban Sindhi Participants (2.3.3)
- Site of the Study: UoSJP (2.4)
- Students at UoSJP (2.5)
- Teaching of English at UoSJP (2.6)
- Teaching of English at UoSJP (2.7)
- Summary (2.8).

2.2 Sindh, Pakistan

Sindh is the place in which the research site – University of Sindh, Jamshoro, Pakistan (UoSJP) – is situated. The participants of my study belong to the Sindh province of

Pakistan. The majority of the population of Sindh is both Hindus and Muslim Sindhis by religion. People of different linguistic backgrounds live there such as: Siraikis, Balochs, Punjabis and Pathans/Pukhtuns and Urdu-speaking Mohajirs (immigrants from India after partition). In fact, ethnically, Sindh is the most diverse of all the four provinces of Pakistan particularly because of the international transfer of people into the province during and subsequent partition of India (Kennedy 1991).

According to the census 1981, Sindh province had a population of 19.3 million of whom 10.6 million (55.7%) are indigenous Sindhis, as defined by mother tongue and permanent residence (Pre-partition) in the province, and the remaining of the people were domestic or international migrants. The focus of the present study is on these indigenous Sindhis.

Furthermore, as given in 1.3.1, the present study aims to investigate the reading attitudes from the perspective of rural and urban home backgrounds, therefore, I now turn to briefly describe as who lives in the urban and rural parts of Sindh. This shall later help us in understanding and defining a participant as rural or urban.

The urban areas of Sindh are mostly populated with immigrants mainly Muhajirs (Kennedy 1991). Indigenous Sindhis make a little part of it. It may be seen in the figures reported in 1981 and 1998 population census. As of 1981 census, 4.6 million Muhajirs resided in Sindh, over 3.3 million in Karachi. On the contrary, 81.5 % of population in rural areas is Sindhis. The last population census 1998 reveals the same. The rural parts of Sindh have a population of 51 %, with 92 % of L1 Sindhi speakers. On the other hand, urban areas have a population of 49 %, with 26 % of L1 Sindhi speakers. The figures have not changed much. The present study focuses on the indigenous Sindhis who live in the rural and urban parts of Sindh.

Having given an overview of Sindh and narrowed down the fact that the participants of study are the indigenous Sindhis, next I move to describe the procedure of how I classified a participant as rural or urban in this study. For this, the next sub section looks at the definition of rural-urban in literature and later gives the criteria used in this study.

2.2.1 Definition of Rural and Urban

Although, apparently ‘rural’ and ‘urban’ seem clear terms with contrasting images: isolated farms, tiny hamlets, cultivated fields, villages, versus, the thriving city, skyscrapers, the definition of ‘urban’ varies from country to country. Moreover, periodic reclassification can also differ within one country over time. It makes direct comparisons difficult.

Most countries employ a dichotomy in a definition of rural versus urban (Weeks 2010).

Brockerhoff (2000 cited in Week 2010: 3) reports,

‘Of the 228 countries for which the United Nations (UN) compiles data, roughly half use administrative considerations-such as residing in the capital of the country or of a province-to designate people as urban dwellers. Among the other countries, 51 distinguish urban and rural population based on the size and density of locales, 39 rely on functional characteristics such as main economic activity of an area, 22 have no definition for ‘urban’ and 8 countries define all (Singapore, for example) or none (several countries in Polynesia) of their population living in urban areas’.

Some of the important ways of doing rural and urban classification are reviewed next. It shall help us to build criteria to define a participant in my study as rural or urban.

According to a report by Unicef (2012),

An urban area can be defined by one or more of the following: administrative criteria or political boundaries (e.g., area within the jurisdiction of a municipality or town committee), a threshold population size (where the minimum for an urban settlement is typically in the region of 2,000 people, although this varies globally between 200 and 50,000), population density, economic function (e.g., where a significant majority of the population is not primarily engaged in agriculture, or where there is surplus employment) or the presence of urban characteristics (e.g., paved streets, electric lighting, sewerage). (p.10)

A common trend in research has remained to use official census definitions of rural and urban areas. Among such studies one is by Cartwright and Allan (2002) on reading achievement in the Canadian context. By using census definitions, they classified rural and urban schools as,

‘rural schools are those located in rural and small town areas (RST). RST refers to the population living outside the commuting zone of larger urban centres (LUCs)-specifically outside Census Metropolitan Areas (CMA) and Census Agglomerations (CA). RST includes all municipalities with populations of 1,000 to 9,999 and rural areas, where less than 50 percent of the employed individuals commute to the urban cores of CMA and CA. On the other hand, urban schools are located in CMAs and CAs and are thus located in the urban cores, together with adjacent rural and urban areas that have high degree of economic and social integration with that urban area. A CMA has an urban core of 100,000 or over and includes all neighbouring municipalities where 50 percent or more of the labour force commutes to the urban core’

Such limited method was also adopted in a study by McKracken and Barcinas (1991) on student characteristics, and student aspirations’ in Ohioan context. They define urban schools as those located in counties with more than 200,000 population and inside a standard metropolitan statistical area. And the definition of rural schools was that they were located in counties with less than 40,000 population and outside a standard metropolitan statistical area.

Using census data and such objective records for rural-urban classification purposes has its advantages since it provides most of the knowledge that we have of the social environment of places. But solely using census data involves some risks too. As pointed out by Weeks (2010),

‘One of the difficulties of using only census or survey data is that people are enumerated or surveyed at their place of residence. This spatial mismatch has the potential to produce a bias in the classification of the urbaneness of a place. An example can be central business district which has only a small residential population, characterised largely by lower income persons in single room hotels. Census data might yield an index that indicates a relatively low degree of urbaneness, based on a fairly small population and/or low density. Yet the day time population might represent a large number of commuting workers, and if they were to be counted the place would score much higher on an urban index.

As an insider, I have observed that in the context of the present study too, some people may come from rural areas of the districts as per the official domicile documents but in

actuality have lived in urban areas for educational or economical reasons. Moreover, it is in common practice in Pakistan that people leave their children to live with relatives or in hostels in urban cities for acquiring better education. Thus, to classify a participant as a rural or urban solely on the basis of census definition or official document would not achieve the facts about them. Therefore, the present study used a range of information to define a participant as rural or urban. The criteria used in my study will now be considered.

a. Official Records: My starting point was Pakistan Census definitions and also the official classification of rural and urban areas by University of Sindh, Jamshoro, Pakistan (UOSJP). In the Pakistan Census, the definition of urban and rural has been classified and later reclassified as below.

The definition of an urban area adopted in the first three censuses 1951, 1961 and 1972, was more or less same. A city or town was regarded as an urban area if it had a minimum of 5,000 inhabitants. The municipality and town committees were also treated an urban area if they had not fewer than 5,000 inhabitants. There also existed the provision to include any other area having urban characteristics. The definition of 'urban' was changed in 1981 census by replacing the size-specified definition with an administrative (municipal corporations, town committees and cantonment) criterion.

Arif et al (1998: 510)

Apart from that, UOSJP has also given a detailed list of urban areas in Sindh on their official website, based on the administrative definition (Appendix-4). Taking an account of these both sources, I asked the participants their district and full address(es) over ten years in the '*initial information sheet*' (For information about this sheet, please see section 4.6.1). I asked them to tell me their home district to have an idea about which part of Sindh they come from: rural or urban. And to confirm it, I asked them their address (es) also over the previous ten years. The addresses over ten years actually confirmed whether a participant has lived in that district or not. For example, one participant had a rural domicile, but he had migrated to Hyderabad (urban part of Sindh) a decade ago in order to get quality education. Thus, I classified him as urban in spite of his rural origin, based on his actual long-term living and experiencing life in an urban area.

b. Self-Reports: In addition to relying on the above criteria, there were instances where participants still could not be confidently distinguished as either as rural or urban. In this case, I used self-classifications from the participants themselves. In other words, I asked them to define themselves as rural or urban. For example in my study, one participant (Later coded as participant no 3 in the rural group for interviews) although living in an urban area had lived up to intermediate in a rural area as her parents left her there to give company to her lonely grandmother in the village. Based on this, she considered herself rural although her other family members and her domicile was of urban area.

c. Background Information: In addition to the above information, the background information in the questionnaire also sought information on the educational history, reading culture, reading resources, and the encouragement they received for reading from their parents, teachers and friends. The educational history helps in confirming the background addresses on the one hand and on the other hand, it sketches a picture of rural and urban lifestyle. There is a vast divide between rural and urban in all spheres particularly in education. This was therefore used in a few cases to help to categorise participants.

Thus, official census definition of rural-urban areas, domicile information, addresses over ten years, self-reports and background information together helped in categorising a participant as rural or urban. In other words, a participant who has lived and acquired education from an urban area of Sindh (as classified by census data 1998 and official website of University of Sindh) was classified as urban and vice versa for a rural participant.

Having given the details of how participants were defined as rural or urban Sindhi in this study, next I present briefly some general observations about rural and urban areas.

2.3 Rural and Urban Sindh

The participants in this study come from both parts of Sindh, which remain poles apart from each other in terms of resources, social life style, income, education, job opportunities, health care, information communication technology and almost in all aspects. The rural and urban gaps are noticed in public and official records too. The ratio of poverty in the rural Sindh is almost double than in the urban areas of Sindh. The slow growth in the rural sector has led to widespread rural poverty and large and widening income gap with urban areas (The Nation 2008). In education sector, Sindh suffers with enrolment deficit in schools, urban-rural and gender disparity and a yawning gap of illiteracy (The News on Sunday 2014). According to the Pakistan Social and Living Standards Measurement Survey 2012-13, overall literacy rate in rural areas of the Sindh province is 42 percent only compared to 77 per cent in urban areas.

Generally, for such differences between rural and urban, the research has come up with a number of background factors which have been shown as causing these such as; socio economic status (Coladarci and Cobb, 1996; Von Secker, 2004), family background, distance of home from school (Martin et al., 2000), class and school size (Howely, 2003) school condition and availability of academic resources, teachers qualification, teaching strategies, students self-concept (Herzog and Pittman, 1995), students perception of school safety (Caplan, 1995; McCombs and Bansberg, 1997; Williams, 1996), and parental and community support (Young, 1998). The present study also sought information from participants on a few aspect: linguistic background, reading culture & resources, and educational background. They are discussed here briefly so as my reader can distinguish between both parts of Sindh.

2.3.1 Linguistic Profile of the Rural and Urban Sindhi Participants

First, I familiarise my reader with the linguistic background of my rural and urban participants. This helps in understanding the language situation in rural and urban Sindh: common languages for communication and also their linguistic priorities used in both parts of Sindh.

Sindh is linguistically a rich province. People speak many languages such as, Dhatki, Goaria, Jandavra, Kutchi, Memoni, Mewari, Parkari Koli, Saraiki and Sindhi. Sindhi is

the official regional language of the province. The majority of people of Sindh speak Sindhi as their first language, Urdu as national language and English as official language. Henceforth, Sindhi should be understood as the first language (L1) of the participants and English as the second language (L2) in this thesis.

Rural Sindh: In rural Sindh, 92 % people have Sindhi as L1 (Population Census 1998). Sindhi is mainly used for communication in daily business, public gathering, shopping and in all aspects of life. Since 2002, private Sindhi TV channels have also started. They are the major provider of entertainment and news for rural people. Rural Sindhis use Urdu to some extent only; mainly via media entertainment channels or if they interact with an Urdu speaker while visiting a city such as Karachi or Hyderabad. Similarly, English is also used very rarely.

Urban Sindh: The urban Sindh is populated with Mohajirs, who speak Urdu as their L1. As the present study used urban Sindhis, who speak Sindhi as their L1, so this section is related to them only.

The indigenous Urban Sindhis interact with Urdu-speaking Mohajirs in business, education, personal and professional relationships and for these purposes in Urdu language. They also use English to a large extent particularly in education, government offices, court, and formal address in public gatherings. Many people are seen communicating in it at the food chains such as KFC and MacDonald's. People code switch between Sindhi and English very naturally. The younger generation uses English for social networking as well.

Although, there are local Sindhi media channels, mostly the older generation of Sindhis use it for listening to regional news. The younger generation mostly uses national channels of media transmitted in Urdu language, some transmitted in English, such as *Dawn News*, and a few foreign channels such as; HBO. As one urban participant said in the interview,

The reason, I do not like to see our local channels, is that they broadcast culture in such a limited scope. All they show is feudal lords tormenting farmers and villagers. Even the Sindhi language they use is old dialect... They do not depict urban life. Why should I see it then?

To sum up, the crux of this section is that out of the participants of my study, the rural Sindhis use Sindhi in all modes of life, Urdu to some extent and English very little. By contrast, urban Sindhis are exposed more to the usage of Urdu and English. They use Sindhi mainly at home and in personal gatherings with other Sindhi people. This contrast becomes evident later in this thesis as well when the participants share their views about their attitudes toward reading in Sindhi and in English in chapters 6 and 7.

2.3.2 Reading Culture in the Rural and Urban Sindh

This section helps my reader to understand the reading culture in rural and urban areas and eventually assist in understanding findings about the participants' reading attitudes and reading behaviours.

According to Sindh-Baluchistan reading council report 2013, the literacy rate in Sindh province is 59%. Only 40% of the literate population can read simple text in local languages. A significant part of society lacks the reading habit. Generally students read selected portions of class textbooks to prepare for their eventual examinations. Education managers, school head teachers, and classroom teachers rarely buy any books for their own reading. Most schools lack library facilities even.

Rural Sindh: Rural people are largely oral-oriented people. Important traditional customs and literary verses are transmitted to younger generations by word-of-mouth. Bus and taxi stands, and small tea spots are hives of communal chatter as everyone talks to the next person. They associate reading books primarily with education, not leisure. Socioeconomically, people are poor. They cannot afford buying books for course work, let alone reading resources for leisure reading.

Schools play no role in creating a healthy atmosphere for positive reading attitudes and practices. Most parents cannot read at all to their children or help them with school work in the evenings either, for they are not familiar with reading and school tasks.

Availability of reading resources is another issue in rural Sindh. The common rural people do not have access to public libraries for they are located in the urban areas or in some district headquarters (namely the Culture Tourism and Antiquities Department, Sindh, Pakistan). The most common source is Sindhi newspapers. Moreover, one may access the academic syllabus books to some extent.

In spite of all these odds, some people, although a very tiny minority, still show interest in reading. They read more in Sindhi owing to the relative ease, access and affordability. Such readers are very avid readers in Sindhi and some of them extend their interest to reading in English as well.

Urban Sindh: Urban Sindhis are also sociable but reading culture is relatively better. Although, people are not seen reading in public places; such as, while waiting for the doctor in the hospital, in cafes or at public spots, however they read in their leisure and for academic purposes.

The urban Sindhis access the Internet easily and read online also. They have access to the public libraries. Academic and leisure books are easily available in Sindhi, Urdu and in English. Although, availability is not an issue, my observation reveals that many urban Sindhis do not read much in Sindhi. They associate a bright future and socially upward mobilisation with reading in English rather than in the local vernacular. Others just read more in it as a habit or as a convenience because of their English-medium school influences.

Given such a scenario, this study aims to decipher the reading attitudes in Sindhi and in English of rural and urban learners.

2.3.3 Educational Profile of the Rural and Urban Sindhi Participants

My research focuses on university-level learners, who step into university with a past of an educational background. In order to understand their educational journey to university, we need to take a glimpse at the education system of Pakistan.

Education in Pakistan is available according to one's social status; therefore there are many categories and corresponding levels of quality of schools. The main types are:

Elitist Schools: State-influenced elite schools include public schools and Armed Forces schools. These federal government model schools cater to the needs of an elite class, especially the army, bureaucracy and politicians (Rehman, 2001).

Private Elitist Schools: Private elitist schools were run by missionaries in the 1960s. Those schools have now been supplanted by various chains of schools, e.g. *Beacon* school systems, *City* school systems, *Roots*, *Foebles* etc. Children of the wealthy and powerful now attend these schools owing to their higher fees. These schools remain beyond the reach of the common person

Private Non-elitist Schools: These are schools which were established by some private groups to cater to the needs of low-income groups. Still, these schools are far behind the reach of the common person (see Rahman *ibid.*). These schools claim to deliver education in English, but in fact these are, as a report in Dawn Newspaper (2014) calls them “pseudo English-medium schools”. The report also mentions that English in such classes is taught as a subject in a 40-minute class only. That means English is taught more like any subject and therefore, the proficiency of students does not improve much.

Vernacular (Sindhi) Medium Schools: According to Rahman (*ibid.*), these schools are government schools which provide free education and cater to the needs of students of ordinary people. Those who cannot afford the fees of private schools send their children to these Sindhi-medium schools where teachers and students have lower educational standards because of a lack of exposure to current trends in teaching and learning. In this regard, Rahman (2001) says that teachers read out English books word by word and line by line for students and expound on the meaning to the students.

Higher Education Institutes in the province of Sindh: There are 49 higher education institutions in Sindh, of which three are public sector, multi- disciplinary universities. University of Sindh (the site of this study) is one of these. The other two are Karachi University, and Shah Abdul Latif University Khairpur (SALUK). The University of Karachi serves students from urban Sindh, the Urdu-speaking from the Mohajir districts. SALUK and UoSJP serve mainly rural Sindhis. UoSJP caters to Sindhi students mainly from Sindhi-dominated districts in southern Sindh and Hyderabad.

To sum up, teaching of English is subject to:

Geographical constraints: There is a wide urban-rural divide in the standard of education. ‘Unfortunately, the issue of quality service delivery in rural areas receives scant attention specifically and it has been seen that the worst public sector schools are in the rural areas’ (White Paper Report 2007). Urban settings enjoy better quality of English than teaching and learning opportunities as compared to the rural areas (Dawn Newspaper 2014).

Private and Public Schools: Private schools provide better opportunities. Unfortunately, just three percent of the Pakistani student population at school and college level had access to private schools imparting proper English language ‘while the remaining 97 percent are at the mercy of the public schools with no paraphernalia to teach them in English’ (The Dawn Newspaper 2014). According to Das, Pandey and Zanjone “the difference between children in private and government schools is twelve times as large as the difference between children from poor and non-poor households after controlling for observed differences amongst children” (Das et al, 2006).

Having looked at the general context, next details of the site of study are given.

2.4 Site of the Study: UoSJP

The University of Sindh (UoSJP) is the second oldest university in Pakistan and was established in 1947. The main campus of the university is situated at Jamshoro, about fifteen kilometres from Hyderabad on the western bank of the river Indus. The university serves around 26000 students. It is a multidisciplinary university, with 56 teaching institutes/centres/departments, functioning under seven academic faculties: Natural Sciences, Social Sciences, Arts, Islamic Studies, Law, Commerce and Business Administration, Pharmacy, and Education. In addition, there are some four Law colleges and seventy-four degree and postgraduate colleges affiliated to the UoSJP.

2.5 Students at UoSJP

As mentioned earlier, UoSJP caters to the needs of rural parts of Sindh. The majority of the students come from public schools or the non-elite schools. Because of their poor schooling backgrounds, they remain weak in English. UoSJP selects students on the basis of District-wise urban-rural quota. This quota system was introduced to make education

accessible to rural Sindhis, who have relatively few opportunities for education. Based on this, it keeps more seats for the rural students. For example, out of 41 seats in Information technology (BS-IT), 26 seats are for rural students and the remaining 16 seats are for urban students. Such criteria can be seen across all disciplines. Thus, the majority of students come from the rural side including interior areas of rural Sindh.

Besides, UoSJP shares the neighbourhood with two more universities in Jamshoro: Mehran University of Engineering and Technology (MUET) and Liaquat University of Medical Health and Sciences (LUMHS). Unlike, UoSJP, they offer courses in specific professions and have strict criteria of admission as compared to UoSJP. Although, UoSJP does not have any official facts and figures, but, the general practice indicates that the cream of the talent-those who access privileged education- get recruited by MUET and LUMHS. And the ones who do not go successful, often, take UoSJP as the last available resort. Recently, Ahmed (2012) interviewed seventeen students of UoSJP for a study. He found sixteen of the students interviewed were rejected from various medical universities prior to enrolling at UoSJP, while one had been rejected from an engineering university. This is an important feature to take an account of; as this may indicate the educational background and competency of the participants of UoSJP.

The previous sections have created a contrasting picture of urban and rural learners in terms of linguistic profile, reading culture and also the educational background. My study invited groups of rural and urban students, with the aim of deciphering the relationship/differences in their attitudes towards reading in Sindhi and in English and also their influence on their reading proficiency in English.

There is no official record of measuring the ethnic ratio. But based on my observation, Sindhi participants are more in number. Moreover, according to the 1998 census, approximately 93% of the rural population of Sindh is made up of Sindhis, in comparison to 1.62% of Urdu speakers. This suggests that the majority of students at UoSJP are from a Sindhi background. Ethnically, I sampled Sindhi students as they are in majority in UoSJP both from rural and urban backgrounds and therefore were easily accessible for a large sample of the current study.

2.6 Teaching of English at UoSJP

It is very important to take account of the teaching of English at UoSJP, because my study looks at the reading attitude in English of the participants, who are from the first year second semester and thus have studied for a semester already at the UoSJP. They may have received some influence of the teaching atmosphere. Secondly, it would create a picture of the role the university plays in building the reading attitudes of the participants in English.

Like many other universities in Pakistan, UoSJP offers English language as a compulsory subject, called '*Remedial English Class*' for four semesters at Bachelor level for students of all disciplines. Such compulsory classes happen three times a week and each class is about 50 minutes. Normally, it is the first or second class in the morning. Due to the lack of infrastructure and teachers, sometimes, students from various departments are arranged to take classes in a big lecture hall. Such classes are called *Combine Remedial English Classes*. The class size in a single department or combined department class is usually over 60 and sometimes, it reaches above 100. This also adds difficulties in imparting quality education to each candidate.

It is also important to look briefly at the syllabus used for English Language. I aim to draw the attention of my reader towards the way English generally, and specifically reading, is taught at UoSJP. It also emphasises the rationale for conducting the present study.

The syllabus used at UoSJP can be understood from two points of view: Pre-2004 and Post-2004. The syllabus used in English language classes was literature-oriented and also based on traditional grammar rule book. As I was taught this course too, my classroom experience and interaction with classmates suggests that many of the students used Sindhi translations of these literary pieces to understand the content. They found the English language too hard to understand.

The course was revised in 2004. The post-2004 syllabus was made more language-oriented than literature-oriented in 2004. The title of the course was changed from

‘English Compulsory’ to ‘Remedial English’. The following are books taught presently at bachelor level for Remedial English and English Compulsory subjects:

1. Eastwood, John, *Oxford Practice Grammar*, Karachi, Oxford University Press, 2005.
2. Howe, D.H, Kirkpatrick, T.A. and Kirkpatrick, D.L. *English for Undergraduates*, Karachi, Oxford University Press, 2006.

These books contain culturally-specific short texts, which students can relate and understand easily. It also consists of pre-reading activities with the aim of motivating learners to read more skilfully. However, these books, too, do not have separate cores focusing on different aspects of language learning: *reading, writing, listening* and *speaking*. During the first year, students practice grammar. And in the second semester, the second book with units for reading and solving exercises begins. At the time of main data collection, the participants were using these books.

In the general practice of the classrooms, listening remains ignored as there is neither sophisticated equipment nor language laboratories to practice or test the listening skills. Normally, students get to listen to their teacher most of the time and some classmates, if they participate. Teachers focus on the speaking to some extent by asking students to give individual presentations or participate in a group task. But their speaking abilities are not assessed formally by examination. Some teachers give additional marks to those whom s/he thinks participated in class by talking or giving a presentation. So, mainly, writing and reading remain under focus particularly in the second year class and in the examinations. But, how reading and writing are taught in the large classes of UoSJP is yet another question.

The next subsection looks at the teaching of reading at UoSJP.

2.7 Teaching of Reading in English at UoSJP: Do reading attitudes matter?

The participants take 50 minutes ‘Remedial English Class’ three times a week. As discussed above, there are neither specific units nor classes divided for the learning of the language skills separately. But, learning of grammar and reading happens most of the times. Teaching of reading is mainly ‘*doing a lesson*’. ‘*Doing a lesson*’ mainly comprises

a predictable set of activity types: reading the text (lesson) aloud by the teacher and/or the students; explaining the text, giving the meanings of 'difficult words' in English or in Sindhi/Urdu; and getting the students to do follow-up textbook exercises in their notebooks. Such practice of *'Doing a lesson'* gives little place to the development of reading skills and largely ignores the reading attitudes of learners.

In the large classes (comprising over 100 sometimes), a teacher often does not get to talk to each individual student about his/her individual problems and challenges. The duration of the semester being short, teachers, at times, focus on completing the course and for that the safest solution remains the 'Doing a Lesson' approach.

It must be apparent by now that reading attitudes are not taken care of, largely in the Remedial English Classes. Although, the outdated syllabus has been upgraded and stimulating activities, such as pre-reading activities, have been incorporated, there still seems to be a gap, which keeps the problems unresolved. Throughout my teaching career, in formal or informal talks with students and their semester results in English subject, they have indicated that they still have problems in improving their reading skills in English and many of them have actually improved little over the time period of two years of Remedial English classes.

One of the possible efforts could be directed towards an investigation of reading attitudes of the learners. The measurement of attitudes holds the potential to contribute to our understanding of reading comprehension and reading difficulties (McKenna et al 2012). The affective and motivational components may add a unique contribution to successful reading comprehension (e.g., Anmarkrud & Braten, 2009; Retelsdorf, et al, 2011; Unrau & Schlackman, 2006; Wang & Guthrie, 2004). The cognitive understanding of the reading strategies and the syllabus change has no doubt the potential to solve a reader's difficulties. But, the measures of affective dimensions have the potential not only to complement and extend cognitive profiles, but also to contribute to a fuller understanding of reading development and success (McKenna et al, 2012). Keeping this in view, my study aims to initiate the understanding of the reading attitudes of the participants in Sindh, Pakistani context. This is aimed at understanding the reading difficulties of my learners.

2.8 Summary

In this chapter, I have examined the context of the study in terms of linguistic, reading culture and educational backgrounds. This discussion led us to the context of the study, i.e. UoSJP, in which we saw the way teaching of reading is carried out. All this suggested to me that there was a need to investigate reading attitudes of the learners. Research in this area helps me develop a research base which might go some way to determining how we might best help students to develop their skills in reading English. To achieve this aim, I have raised some general questions, namely:

- How might I help learners to feel like reading in English?
- How might I try to root out the base of the reading difficulties in English?
- How might I try to understand the reading behaviour of my students from diverse home backgrounds?

To find out the answers to my question I review the literature, which helps us in knowing how to address the above questions.

CHAPTER 3

LITERATURE REVIEW

Although the learners have different affective reactions to the two languages, L1 reading attitude transfers to L2. For example, those who feel more anxious in L1 reading are likely to feel more anxious in L2 reading compared with those who feel less anxious in L1 reading.

Yamashita 2007:100

3.1 Introduction

The previous chapter highlighted the need to undertake an investigation of reading attitudes in English, as one of the possible domains to work on, in an attempt to help L2 learners to read effectively. For such an investigation, we need to understand the construct of reading attitude in L2 extensively and also the way research on it has been conducted. This chapter aims to fulfil these needs by reviewing the relevant literature.

Firstly, it reviews important definitions in order to understand what a reading attitude consists of.

Secondly, it reflects upon existing models of reading attitudes. L2 reading attitudes are relatively less explored (Erten et al, 2010), therefore, this section refers to L1 reading models as well. This helps us to understand the construct of reading attitude broadly and highlight the parts of the models which may be suitable for investigation in the context of this study. This section ends by giving us the specific components which are the centre of the present study. Lastly, the focus of the chapter shifts specifically to elucidate more on each specific part individually. This enables us to gain insights on what the existing literature suggests about each part. It helps us to sharpen the general questions posed at the end of the previous chapter and make them specific to this research. Furthermore, this also enlightens us on how the research has been carried out so far. This creates a way forward for us to design the research method for the present study in the next chapter.

The rest of the chapter is structured as follows;

- Definition of Reading Attitude (section 3.2)
- Reading Attitude Models (section 3.3)
- Focus of the Study (3.4)
- Research Questions (3.5)
- Key Terms in the Research Questions (3.6)
- Summary (3.7).

3.2 Definitions of Reading Attitude

Attitude has proved to be a subtle psychological construct, one that Athey (1985) has appropriately characterized as among the “shadowy variables” of the affective domain (p. 527). Unsurprisingly, a myriad of definitions exist for it. Each of them is rich and

therefore further confusing. Nearly half a century ago, Rokeach (1968) complained about the lack of consensus. There has since been much further research on it, without reaching a consensus on its definition.

Two trends have been observed in defining reading attitude: one dimensional definition and another tripartite definition. Some of the definitions take it as a one dimensional construct and others take it as tripartite in nature. Each of the one dimensional definitions has been categorized into three classes in social psychology: affect (feeling), cognition (evaluation), conation (behaviour), depending on what aspect of the concept of attitude is relatively emphasized (Eagly & Chaiken, 1993).

Alexander and Filler emphasise the affective part and take reading attitude to be “a system of feelings related to reading, which causes the learner to approach or avoid a reading situation” (1976: 1). Similarly, Beck et al (1983: 302, cited in Yoon, 2002) regard reading attitude to be cognitive in nature and define it as “a positive or negative evaluation of some person, object, or things”. Fishbein and Ajzen (1975) find it to be conative. They refer it as “a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object” (Fishbein & Ajzen, 1975: 6, cited in McKenna, 1994).

In the field of reading research in L1 too, researchers have been advocating both kinds of approaches. McKenna (1994) takes a one dimensional approach on board and regards reading attitude to be mainly *affective* in nature and beliefs causally attached to it. By contrast, Mathewson (1994) believes in a comprehensive tricomponential definition, which includes affective (prevailing feelings about reading; such as reading is exciting, joyful, interesting), cognitive (evaluative beliefs about reading; such as reading is useful etc) and action readiness for reading (behavioural). The tripartite definition of the reading attitude is a widely accepted definition of a reading attitude (Reeves 2002, cited in Yamashita 2007).

In the L2 reading research, although there have not been debates about the mono-componential or tripartite definition of the reading attitude, some research has been carried out following the tripartite definition of reading attitude (Yamashita, 2004; 2007;

2013). For the purpose of the present study, I have used a tricomponential definition of reading attitude. The reasons for choosing this are:

- Tripartite option keeps intact the richness of attitude by investigating *affective*, *cognitive* and *conative* dimensions.
- It seems a more inclusive option than the minimalist approach (one component feeling only).
- The presence of all three concepts is now typical in research studies whether they appear as components or as contributing factors. They appear to be well established and have roots in social psychology (Mathewson, 1994). For example, Ostrom (1969) showed that although these three components are correlated with each other, indicating their unity within a single attitude, each of them possesses its own unique variance not shared with the other two, making the distinction between them meaningful.
- Above all, in mainstream second language reading research (Yamashita, 2004; 2007; 2013), reading attitudes are explored using this tripartite view.

Having decided on the definition of reading attitude, the next step is to review the reading attitude models in L1 and in L2 reading research to look for the model or some parts of the model, which may be suitable to the needs of the context of the study. In the next section, I describe this.

3.3 Reading Attitude Models

As mentioned above, the L2 reading attitude domain is relatively new in research, therefore; this section reviews L1 reading attitude models followed by L2 reading attitude models. The aim of this review is to broaden our understanding of the construct of reading attitude generally and L2 reading attitude specifically. Throughout this review, we focus on locating the model or the parts of the model relevant for the investigation of L2 reading attitudes in the context of the present study.

They are reviewed next.

3.3.1 L1 Reading Attitude Models

The first model from the L1 reading research that we review is Ruddell and Spaker (1985). This model is important to include in our review as it shows the affective domain of reading (motivation, attitudes) incorporated in a reading process model. It displays how useful and interactive this element is in the act of reading. I briefly review it to help my reader to notice the important role affective components (attitudes, motivation) can play with cognitive components in the act of reading.

3.3.1.1 Ruddell and Spaker (1985)

The Ruddell-Spaker model (1985) comprises four major components that interact during reading: the *reader environment component*, *knowledge utilization and control*, *declarative and procedural knowledge* (decoding, language ability, and general knowledge) and the *reader product*.

Out of these four, it is only *Knowledge utilization and control* which is interactive with all the parts of the process. It involves not only the cognitive and metacognitive dimensions of a reader's thinking, but the affective state as well. The affective state plays a primary role 'to establish the reader's goal direction and expectation for content, processing time, and product' (Ruddell & Spaker, 1985: 757). That means the highly interesting text may receive maximum processing and persistence as it seemed important to the reader's goals. On the other hand, less interesting text may receive little importance and even the processing may be limited as well. This may highlight how important the affective state (a reader's interests, attitudes and values) is in the process of reading. It interacts both with the cognitive strategies 'to monitor the product of reading and evaluate it against the goals and time expectations set in the affective state'. (Ruddell & Spaker, 1985: 759).

An understanding of the role of affective state (knowledge utilisation and control) has contributed to the present study by emphasising its role in the reading process. It seems more important now to undertake an investigation of the reading attitudes to understand a reader's difficulties in the process of reading.

However, Ruddell and Spaker's model is limited to explaining the process of reading only. Unlike this, Mathewson's (1985; 1994) '*Model of attitude influence upon reading*

and learning to read' is more relevant to the present study. It is briefly reviewed to elaborate upon the construct and development of the reading attitude in L1.

3.3.1.2 Mathewson (1985; 1994) 'Model of attitude influence upon reading and learning to read'

The main contribution of this model lies in giving a comprehensive tripartite definition of the reading attitude: *affect*, *cognition* and *conation*.

- The *cognitive* component refers to the beliefs, thoughts and attributes we associate with reading.
- The *affective* component refers to feelings or emotions linked to reading.
- The *conative* component refers to the action readiness for reading.

As mentioned in section 3.2, the present study has adopted this definition. It considers L2 reading attitude to be cognitive, affective and conative in nature. The present study investigates the affective and cognitive parts only. The reason for not including the conative part was that the availability of reading resources was very different in public libraries and at homes. Therefore, it would have been difficult to compare them across the two languages.

In addition to the definition of reading attitude, Mathewson's model (1994) identifies four key features which develop the reading attitude. They are: *cornerstone concepts* (goals, value and self-concept), *persuasive communication*, *affective feedback* (satisfaction with feelings) and *cognitive feedback* (satisfaction with ideas).

The former two influence reading attitude directly. Mathewson (1994) emphasizes teachers for working on learners' cornerstone concepts by persuasive communication as they directly influence upon reading attitude. To the best of my knowledge, in the context of Pakistan, there has not been any study on reading attitudes, which sensitises teachers to give importance to a reader's reading attitudes. Besides, teacher training programs in Pakistan, organized at the provincial level and at the national level by the Higher Education Commission, do not take account of learners' reading attitudes. This study may be taken as a step in this direction.

The latter two -affective and cognitive feedback- are developed from reading encounters and influence reading attitude in return. The feelings that result from reading provide feedback influencing the initial attitude toward reading. Positive attitudes toward reading thus sustain the intention to read and reading as long as readers continue to be satisfied with reading outcomes. This further shines light on the importance of reading attitudes in the process of reading and the journey of carrying on reading. This discussion leads us to believe that reading attitudes are crucial in the process of reading.

Mathewson's model was an important one to inform the present study about the tripartite construct of reading attitude and also emphasised on teachers to give importance to a learner's reading attitude. However, what it did not talk about was the role in society of 'the significant social agents' who may also influence upon reading attitudes as well. Social influences are not included in the four sources this model mentions for the development of reading attitude. This particular feature is taken in notice in Ajzen's (1991) 'theory of planned behavior', which is discussed next.

3.3.1.3 Icek Ajzen's (1991) Theory of Planned Behaviour (TPB)

TBP is a widely accepted and frequently used socio-psychological model of attitude and behaviour, it has been found helpful in reading research and other educational settings (for example, Broeder & Stokmans, 2013; McKenna, 2001; Van Schooten, & de Gloppe, 2002; Stokmans, 1999) as well. McKenna (1994) revised TPB and combined it with some other models to make it reading-specific. Since then, TPB has informed reading attitude models by extending the concept of social aspects; it is briefly reviewed below. It helps us understand the role of social pressure/ normative beliefs and the perceived control one has on development of reading attitudes.

Unlike Mathewson (1994), Ajzen's (1991) TBP takes attitude to be one dimensional in nature. He regards them to be beliefs in nature largely. TPB explains that for any action, one may have: (i) attitudes based on the beliefs about the likely consequences of the act, (ii) social pressure, based on one's subjective beliefs to perform that act, and (iii) perception about how much in control one is about any specific activity based on the perceived control. This all in turn makes up the intention to perform the action. This

process shows that the more positive the attitudes, social pressure and the perceived control are, the stronger should be the person's intention to engage in an activity.

When applied to the field of reading, this model sheds light on the important role one's society can play in developing reading attitudes. What interests me more is the important role played by one's social norms on one's attitudes.

As mentioned in chapter 2, rural and urban Sindh are sharply contrasting societies, possessing different attitudes towards reading. The learners from both home backgrounds experience different social pressures from their significant others, such as; parents, teachers and friends for engaging in the reading activity. Their motivation to comply with them is completely different.

This raises a question; will reading attitudes develop differently in the learners from rural and urban, Sindh home backgrounds? To sharpen this question more, I next review McKenna's (1994) reading attitude model, which takes the social aspect into a reading-specific model.

3.3.1.4 McKenna's (1994) Model of Reading Attitude Acquisition

Although, Ajzen's (1991) model highlighted the sociocultural aspect, it was McKenna (1994) who synthesised Ajzen's model with various other models (Fishbein & Ajzen, 1975; Liska 1984) and made it specific to the act of reading.

Similar to Ajzen (1991), McKenna (1994) too regards attitude to be beliefs only. Although, this definition differs from the tripartite definition of a reading attitude, this model yet offers some valuable insights for the present study.

This model indicates three important features of beliefs which develop the reading attitude over time in a first language: *social beliefs*, *personal beliefs about the outcomes of reading* and *reading experiences*. The social beliefs are based on the subjective norms which a learner acquires from one's significant social agents in a social setting: the influence of culture, home, peer group, and other environmental factors. Second are personal beliefs about the outcomes of reading, whether the reading will bring successful results or frustrating ones. Last is the direct effect of reading experiences. These factors influence each other and influence reading attitudes too.

The major contribution of this model remains in identifying the direct influence of *social beliefs* in the makeup of reading attitudes. This model suggests how important are the parents in the home, teachers at school and a cultural setting that encourages and develops reading attitudes in a learner. To explain it, if a society, including its important social agents, gives importance to the act of reading and entertain positive reading attitudes. Then, it is more likely that a learner will also harbour positive reading attitudes. On the other hand, if the social background does not value reading enough and a poor reader might have already negative reading attitudes owing to the relative difficulties s/he experiences while reading, it is more likely that they would end up confirming a social belief that reading is not a valuable activity and has little use.

If this understanding is applied to the context of my study, then in rural and urban Sindh, Pakistan, the reading culture, education, reading resources and linguistic priorities are very different (discussed in chapter 2). This further raises a number of concerns.

If the important social agents (such as parents, teachers and peers) really play such an important role in the development of reading attitudes, then the learners from rural Sindh experience a disadvantaged life in terms of basic resources, education and social life. Based on my personal observation, rural learners in many departments of UoSJP were often struggling readers in English owing to lack of exposure and proper education in an English medium. So, does it mean that they will have negative attitudes towards reading in English? To explain it further, will they feel more nervous, less comfortable and stressed while reading? Do they really avoid reading, foreseeing unsuccessful outcomes from reading? If that is so, then their reading attitudes may worsen if not addressed to be changed properly, and their educational journey through the university may also end up full of frustration. Out of the higher education institutes, they may step up in practical life as unwilling readers in English -which is the main gateway to knowledge.

On the contrary, in urban Sindh, the educational resources and the quality of education are relatively better. Does it mean that the social agents in urban settings are influencing the reading attitudes of urban learners positively? Are they willing readers in English? Is the availability of reading resources and social pressures for reading in English for a bright future producing effective readers in English?

To find the answers to such queries, we need to extend McKenna's (1994) idea of the link between reading attitudes and social beliefs to the research in L2 reading attitude as well. This may enlighten some important aspects related to reading attitudes and enable teachers to address some problems in learners' reading. The present study draws on this, but uses it a little differently. McKenna's (1994) idea of social belief is not investigated in all its essence as the central focus of the study is on the relationship between reading attitudes in L1 and in L2. Moreover, I have adopted a different definition of the reading attitude- tricomponential. I have only taken a few elements of the larger 'social beliefs' in my study: rural and urban background, educational background and finally parental, teacher and peer encouragement the participants received for reading. A further discussion on this is presented in section 3.4.2.

Having discussed some L1 reading attitude models, we next look at L2-specific models on reading attitude, which is of more relevance and importance.

3.3.2 L2 Reading Attitude Models

To the best of my knowledge, it is only Day and Bamford (1998) who have given a framework for the development of reading attitudes in a second language. This is discussed below. It helps us understand the construct of reading attitude in a second language specifically.

3.3.2.1 Day & Bamford's (1998) Model of acquisition and development of second language reading attitudes

Day & Bamford's (1998) model is a heuristic one and less exposed to empirical investigation as a whole. They cite four sources for the acquisition and development of the L2 reading attitude, which are:

- First language reading attitudes
- Previous experience with learning to read other second languages (if any)
- L2 reading attitudes, attitudes towards the second language itself, its users and
- Learner's experience with L2 teacher and the classroom environment culture.

It was not possible for the present study to undertake a detailed and in depth investigation of all the sources in one study, the present study draws on the first source only. The first source is discussed below along with the reasons for undertaking research on it.

Day and Bamford (1998) propose a learner's 'first language reading attitudes' as the first and the foremost source for the development of one's reading attitudes in L2. They explain it thus;

If students have had experiences with learning to read in the first language, these experiences will influence their attitudes toward reading in the second language. (p 23)

The logic for such a role of L1 reading attitudes may be that before reading in a L2, a learner has already developed a set of positive and negative reading attitudes; therefore, they may serve as a basis for the formation of reading attitudes in L2. A learner with positive reading attitudes in L1 is more likely to like reading in L2 than a learner with negative reading attitudes in L1.

There has been some welcome research on this in monolingual contexts such as Japan (Yamashita, 2004; 2007). The studies established a significant role of L1 reading attitudes to L2 reading attitudes. This is valuable in advancing the scope of research on the relationship between the two. Also, it needs to be extended to multilingual contexts such as Pakistan.

Taking these findings in the Pakistani context, one cannot avoid taking into account the issues raised through McKenna's (1994) model on the link between social aspects and reading attitudes. If taken on board, one wonders how it would fit in rural and urban home backgrounds of Sindh, Pakistan. Whether reading attitudes in L1 play such a significant role in learners from different home backgrounds? The present study investigates this.

3.3.3 Summary of the review of the reading attitude models

Having looked at various models, we have gathered an indication of the contribution of each model, relevant to the investigation of the present study. It is:

L1 Reading Attitude Models

- Ruddell and Spence's (1985) model highlighted the importance of the reading attitudes (affective side) in the process of reading. The allocation of processing time and strategies depend upon the feedback of affective reactions to the text. This, further, makes the basis for undertaking this study.
- Furthermore, Mathewson's (1994) model contributed a tripartite definition of the reading attitude and also emphasised the teachers for working on learners' reading attitudes. The present study builds upon this suggestion and initiates an investigation of reading attitudes in the Pakistani context, in which they remain ignored largely in teaching methodology.
- Ajzen's (1991) Theory of Planned Behaviour (TPB), although taking attitude to be entire beliefs in nature, contributes to the present study by highlighting the socio-cultural perspective. It clarified the important role that members of one's society -social agents (parents, teachers and peers) - play in performing any activity.
- McKenna's (1994) model contributed in an important way to the present study. It made Ajzen's idea reading-specific. He depicted the impact of such normative beliefs (social pressure generated by significant social agents) on reading attitudes (See Section 3.4.2).

L2 Reading Attitude Models

- Apart from the contribution of these L1 reading attitude models, the present study mainly owes to Day and Bamford's (1998) graphic display of the sources for the development of reading attitudes in L2. The present study limits its focus on the relationship between the first source '*First language reading attitudes*' to reading attitudes in L2 (See section 3.4.1).

To conclude this section, the present study rests hugely on the reading attitude model from L2 studies: Day and Bamford's (1998). This study focuses on their model's first proposition about the relationship between reading attitudes in L1 and in L2.

Additionally, it extends upon L1 reading attitude models to carry on this inquiry. Mathewson's tripartite definition of reading attitude gives the basis for investigation and McKenna's idea of the influence of social structure further contributed to investigate the above relationship from the point of view of social background. However, it should be noted that McKenna's idea gave direction to the present study only. It is not investigated in all its senses in the present study.

Having identified the relevant aspects of the L1 and L2 models for the present study, the next section reviews further literature on them.

3.4 Focus of the study

The literature review shall be made in the following areas:

- a) Relationship between reading attitudes in L1 and in L2
- b) Impact of rural and urban home backgrounds on the relationship between reading attitudes in L1 and in L2

The aim of the literature review is to elaborate each part extensively and also to look at how the previous studies have carried out research on them.

3.4.1 Relationship between reading attitudes in L1 and in L2

The relationship between reading attitudes in L1 and in L2 is researched under the term 'transfer of reading attitudes from L1 to L2' (Yamashita, 2004). As in second-language reading, a learner already knows how to read in a language and has developed positive or negative attitudes, so these attitudes serve as a basis for the development of reading attitudes in L2.

Several studies deal with L2 reading attitude. Although they do not necessarily focus on the relationship between L1 and L2 reading attitudes, nevertheless they offer valuable insights. I review in this section such studies which shed light upon this issue either directly or indirectly.

Very relevant to the present study is the work of Yamashita (2004; 2007). It is her work which has systematically investigated the relationship between L1 and L2. Yamashita (2004; 2007) investigated the transfer of reading attitudes of Japanese EFL university

participants. The present research owes mainly to her studies in many aspects: *attitude construct, reading attitude scale, and the findings*.

Firstly, she used Mathewson's (1994) tripartite definition of reading attitude. She investigated only the cognitive and affective components. The reason for not including the conative component was that the availability of books in Japanese and in English was completely different and incomparable. The present study has also adopted a tripartite definition of reading attitude and investigates cognitive and affective components owing to similar concerns.

Secondly, she developed a very useful scale on reading attitudes comprising on cognitive and affective variables. The scale initially had 14 items in her first study (2004). She expanded it to 26 items in a later study (2007). I particularly chose her scale because it is well grounded into theory, namely -Mathewson's (1994) definition of reading attitude- and differentiates between affective and cognitive components of attitude. Moreover, this scale was constructed in a design which makes it easier to measure the transfer of reading attitudes from L1 to L2. It keeps the wording of the L1 and L2 questionnaire items similar so as to compare the transfer of reading attitudes across two languages.

She performed a factor analysis on the reading attitude questionnaire responses and found 4 reading attitude variables in her first study (2004); and in the later study (2007) she found 5 reading attitude variables. I kept these variables as the basis of the construct of the reading attitude scale. I followed her definitions of the reading attitude factors to help me identify variables and items from other reading attitude questionnaires. She defined reading attitude as comprising six variables:

- Self-perception as a reader (Cognitive): It is related to how a learner thinks of himself as a reader.
- Intellectual Value (Cognitive): It reflects one's beliefs concerning the intellectual benefits that they might get from reading.
- Practical Value (Cognitive): These are the beliefs about practical values that reading may bring to them.

- Linguistic Value (Cognitive): It represents students' beliefs about linguistic benefits that they might obtain by engaging in reading
- Comfort (Affective): These are the positive and negative feelings towards reading.
- Anxiety (Affective): It represents the anxiety and nervousness which a learner feels while reading

As a result, I collected a pool of items from other relevant studies and used her definitions for including or discarding an item.

Thirdly, her studies found moderate, but, significant correlation ($p < 0.05$) between L1 and L2 reading attitudes which ranged from low to moderate: intellectual value, $r = 0.365$; practical value, $r = 0.361$; linguistic value, $r = 0.417$; comfort, $r = 0.193$; anxiety, $r = 0.449$. She further used multiple regression to investigate the contribution of L1 reading attitudes to L2 reading attitudes. The results indicated that same L1 attitude variables always remained as a significant predictor of the corresponding L2 attitudes, suggesting the transfer of reading attitudes from L1 to L2. However, the contributions of L1 variables were not very high, usually 10–20%. Among these rather low contributions, that of L1 comfort was particularly low (only 4%). Above all, the significant correlations and contribution of L1 reading attitude variables endorse empirically the transfer of reading attitudes from L1 to L2.

To sum up, the present study draws largely upon Yamashita's (2004; 2007) study and expands research on it by exploring this relationship in a different context and with participants from rural and urban home backgrounds.

Another important study is by Erten et al (2010). These researchers developed a comprehensive '*Foreign Language Reading Attitude and Motivation Scale*' (FLRAMS) with 31 items. Their contribution lies in the fact that these researchers took a qualitative approach to explore the construct of the reading attitude. They drew the items from a pool of items generated from the answers of 123 participants on five open-ended questions about reading attitudes and motivation.

Based on the answers, they constructed a scale. They administered it with 443 participants and through a factor analysis, found four meaningful reading attitudes. These factors are similar to Yamashita's (2004; 2007) reading attitude factors to some extent: Intrinsic value to Comfort; reading efficacy to self-perception as a reader; extrinsic utility value to practical value; and foreign language linguistic utility to linguistic value. I borrowed some items from FLRAMS as well. Furthermore, this study also investigated reading attitudes of university-level learners, so that this is also a similarity and the researcher felt more confident in borrowing items from FLRAMS.

Yet another study, which shares some similarities with the present study, is by Camiciottoli (2001). The researcher investigated the reading frequencies and attitudes related to extensive reading of 182 Italian EFL university students. He used a 22-item questionnaire on a 4-point Likert scale in order to avoid an automated and non-committed answer.

The present study also adopted a 4-point scale. Although, by doing this, we do not have a neutral point at all. I believe, it helps in motivating the participants to really think about the given statements and come up with answers, since, at times, participants just tick the neutral position to get on with the rest of the statements. It is more like skipping a statement, which results in loss of data. In particular, the participants of my study come from a context where one does not/cannot express exactly what we want to say. To remain neutral is a better way of dealing with tricky things. My questionnaire asked them about the values they attached to reading, and their own comfort and anxiety while reading. So, the presence of a neutral option would have given them room to stay neutral and withhold their true opinions. Therefore, in an attempt to motivate participants to think genuinely before answering, I kept only a 4-point Likert, omitting a neutral option.

One of Camiciottoli's (2001) findings was that low frequency for reading in L1 corresponded to low frequency for reading in English language. The researcher suggests that the factors which mould one as a reader in L1 might carry over and transfer to make one a reader in L2. This is further evidence of transfer of reading attitudes from L1 to L2. Camiciottoli (2001) also mentions that there is a paucity of research on reading frequencies and attitudes in higher education. He suggests that dearth in the research on

reading attitudes in higher education warrants for more research. The present study attempts to research in this area.

Different than these quantitative studies, Kachoub (2010) made a mixed-methods study of 221 Moroccan university students. The researcher investigated how L3 learning and attitudes are affected by the attitude to the L2 experience. The population consisted of French studies students and English studies students. The data for this study were collected through a questionnaire and a focus group interview.

Results showed that there was no relationship found between the attitudes of L2 and L3 of the English Studies group. Although, this study was about attitudes towards language learning and did not specifically investigate reading attitudes. Nevertheless, it is important because there is similarity between the contexts. The present study also takes place in a multilingual set-up, which is linguistically complex like the Moroccan context (further details in chapter 2). In addition, this study found different results than Yamashita's (2004 and 2007) works, by suggesting no transfer. The present study considers both the findings as it aims to discover what happens in its particular context.

To sum up this section, the review helped us to identify the dimensions of affective and cognitive reading attitudes. The prominent literature suggests significant relationship between reading attitudes in L1 and in L2. The review also creates a central tension as does the relationship between the L1 and L2 reading take the same direction and strength in a context like Sindh, Pakistan. Indeed, this is what the present study aims to do.

Next section particularly engages in the studies on the rural and urban home backgrounds..

3.4.2 Impact of rural and urban home backgrounds on the relationship between reading attitudes in L1 and in L2

Before, presenting any literature, it is important to repeat that the terms rural and urban indicate towards the geographical location only of the participants. Moreover, the present study narrows down to collect background information on the educational background and parental, teachers' and friends encouragement for reading in order to get some

background information of the rural and urban participants. The review in this section shall deal with the studies related to them only.

It is generally recommended that the question of how and why learners read can be answered in a better way through a sociocultural lens, as the expression of a culturally, historically and socially mediated process (Arzubiaga, 2002).

In the domain of reading research, such interest has increased efforts to understand the diverse social cultures of the learners in attempts to understand the complexities of why some readers become engaged readers and some do not. According to Harris and Sipay (1990), “attitudes toward reading are influenced by children’s self-concepts, levels of reading ability, and interests, as well as by the attitudes and behaviours of their parents, peers, and, and teachers” (p. 668). A home full of books, where the parents are assumed to be good reading models who spend a lot of time on reading activities, has a high probability of stimulating a positive attitude to reading among children (Purcell-Gates, 1996). Children growing up in a literacy-rich environment, where a positive value is ascribed to literacy, will develop a positive attitude towards reading. These factors will in turn lead to good reading ability.

Similarly, McKenna et al’s (1995) model emphasises the sociocultural aspect of a reader (discussed in 3.3.1.4). As already acknowledged, drawing upon this model, I aimed to investigate the reading attitudes of rural and urban Sindhi learners and to investigate the role of reading attitudes in Sindhi to reading attitudes in English. As the literature directly focusing on reading attitudes and social backgrounds is limited, therefore, in this section, I review the studies, which, although not related directly, provide useful leads.

One such study is by Cartwright and Allen (2002), who investigated the reading gap between rural and urban Canadian students. In their study, urban areas were those identified by Statistics Canada as census metropolitan areas on the other hand, rural areas refer to the population living outside the commuting zone of larger urban centers. Their study was prompted by the fact that the urban learners in Canada performed better in reading than the rural students.

They used data from the *Youth in Transition Survey* (YITS) and the *Program for International Student Assessment* (PISA) to examine the difference in reading performance between students in rural and urban schools and to investigate why a rural-urban reading gap exists in some provinces. The results showed that students from urban schools in Canada performed significantly better in reading than students from rural schools. The researchers investigated a number of variables to find out the reasons for such a result. They concluded that the differences between rural and urban communities best explain the differences in rural and urban reading performance. The average occupational status of the parents of the 15-year-olds in the school is the factor with the strongest relationship with the rural-urban difference in reading performance.

This study leads us to believe further in the intervention of one's rural or urban home setting in developing reading abilities. This study has taken place in a developed country where there are no differences in the school environment, yet sharp differences exist between the rural and urban owing to the individuals' link with the community itself. The educated adults around and higher demand of life style and jobs make the difference in the rural and urban earner's reading performance.

Contrary to above, in Pakistan generally, specifically Sindh, the very word 'rural' is itself associated with resource-starved, disadvantaged backgrounds, and poor education provided by state-run schools. Thus, this study further hints about the possible interference of rural and urban home backgrounds in setting up the reading attitudes and performance of learners in Pakistani context.

Yet another study from the Malaysian context presents a somewhat similar situation of rural students to those of my rural Sindhi participants. Asraf and Ahmed (2003) conducted an extensive reading program in three rural schools in Malaysia in order to promote English language proficiency and reading habits. They found that Malaysian rural students had a failure rate in national standardized English examinations twice that of their urban counterparts. Many rural school students have difficulty understanding English, and few are able to use English in simple conversation. They lack basic vocabulary in English to be able to respond to reading tests or tests of vocabulary that are currently available.

Sadly, Sindhi rural students suffer from the same difficulties due to the low standards of education generally and particularly the teaching of English, provided by the state run schools, a lack of proper resources and other social factors (for details please see chapter two).

Similarly, in line with this, McCracken and Barcinas (1991) investigated the relationship between the school location (urban v/s rural) and students' occupational and educational aspirations. Additionally, they also examined the relationship between student background factors and school location. They used the term 'social locations' for rural and urban because they recruited participants of school age when they were still in their respective backgrounds. I do not use 'location' for the participants because the rural participants have already left their social locations and are in the first year of their university studies. Therefore, I have used rural and urban home backgrounds in my study.

McCracken and Barcinas (1991) found that rural and urban cultures were very different from each other. Rural students were quite homogeneous, whereas urban students seemed to have a greater mix of ethnic groups and cultures. They suggest that the lack of opportunity for rural students to interact with persons of varying backgrounds may be a limiting factor in their educational and sociological development. Moreover, urban parents were more educated than their rural counterparts and expected higher advancement in education. Rural parents were less likely to expect such. Rural students had lower income expectations for future jobs than the urban students. It may be because rural students do not get to see people working on higher salaries in their surroundings. Majority of people work on the basis of daily wages.

Furthermore, So and Chan (1982) examined the cause of a reading achievement gap between language-minority students (Hispanic) and non-minority students (White) in the impact of socioeconomic status and language background on reading achievement scores. Their study showed that learners from socially poor backgrounds -minority student- faced more problems in learning because of the language gap and the peer pressure from their more able counterparts.

Although Sindhi rural students are not the language minority, there are glaring differences between the socioeconomic and language backgrounds of the rural and urban Sindhis. Many of Sindhi rural people do not get through sequential education in English language and are not surrounded by a stimulating environment and reading resources. This results in their low literacy level in L1 at times. And even if they get into university somehow, they face double troubles in settling in academic as well social life style. With little academic and social skills, they have to struggle hard in various aspects including reading in English language. Such rural learners come to university and normally occupy the back benches. They are not given much attention by the teachers and are taken as slow learners who come from disadvantaged backgrounds and are less able to learn.

One study that examined the relationship between self-concept, residential and school setting was conducted by Reck (1980). His sample consisted of 86 sixth-graders from rural Appalachia and 80 sixth-graders from an urban, non-Appalachian area.

In regard to the self-concept clusters, the urban sample scored higher and significantly more positively than the rural Appalachian sample on the clusters of self-perception such as Behaviour, Intelligence and School Status, Physical Appearance and Attributes, and Happiness and Satisfaction. On the other hand, in regard to individual items, the rural Appalachian sample scored significantly more negatively than the urban non-Appalachian sample on a total of 30 of the 80 items. Of these significant items, 40% were in the self-concept cluster, intelligence and school status. This implies that social background, location, family upbringing, facilities of education, and status of parents affect learners' overall development and attitudes towards education, especially reading attitudes. My study is a case in this point.

Furthermore, Arzubiaga (2002) examined ecocultural factors (Immigration, culture and language, Nurturance, Instrumental and workload) in relation to children's self-concept as reader and value of reading. The researcher used Gambrell et al's (1996) reading survey. The survey measured two specific dimensions of reading motivation: self-concept as a reader and value for reading. The item that focused on self-concept as a reader obtained information about student's self-perceived competence in reading and self-

perceived performance relative to peers. The value of reading items obtained information about the value students place on reading tasks and activities.

One of the important findings was that the more a family spends time together, the more children value reading, and that as families promote values and identity, children's self-concept as a reader also increases. Another important finding was that as the workload increased and became demanding, the value children place on reading decreased.

Researchers concluded that Cognition can no longer be understood as a separate entity divorced from the context in which it occurs and as a process separate from the circumstances and the interactions of those involved (Arzubiaga, 2002).

Another significant study was made by Cole (2002). The researcher conducted a case study on four children to investigate 'What motivated the students to read'. The researcher found that all students bring their own sets of beliefs into the classroom. Classroom activities do not directly cause beliefs, but students' beliefs may affect their participation in the learning process. Learners come in the class with a set of beliefs, which they have acquired from their surroundings, people and life experiences. In terms of reading, they have a set of self-efficacy beliefs about themselves as readers, and values and attitudes which they acquire from their environment or past learning experience. Positive self-efficacy beliefs may foster learning, negative ones may block learning. Students often arrive in the classrooms with attitudes firmly in place; it is a teacher's goal to enhance positive attitudes and modify the negative ones. The values students hold affect their attitude toward reading, which in turn affects their intrinsic motivation to read (Mathewson, 1994). So it may be said that each learner is unique in acquiring from his/her learning experiences and social settings.

To sum up this section, the present study looks into the relationship between reading attitudes in L1 and in L2 with learners from rural and urban backgrounds in an attempt to see the socio-cultural influence on the reading attitudes. In doing so, the present study remains indebted to McKenna's (1994) idea of social belief, but it moulds it according to the needs of the present study.

3.4.3 Summary

Having reviewed literature on the narrowed research topics, we may summarise the focus of the study in the following figure 3.1.

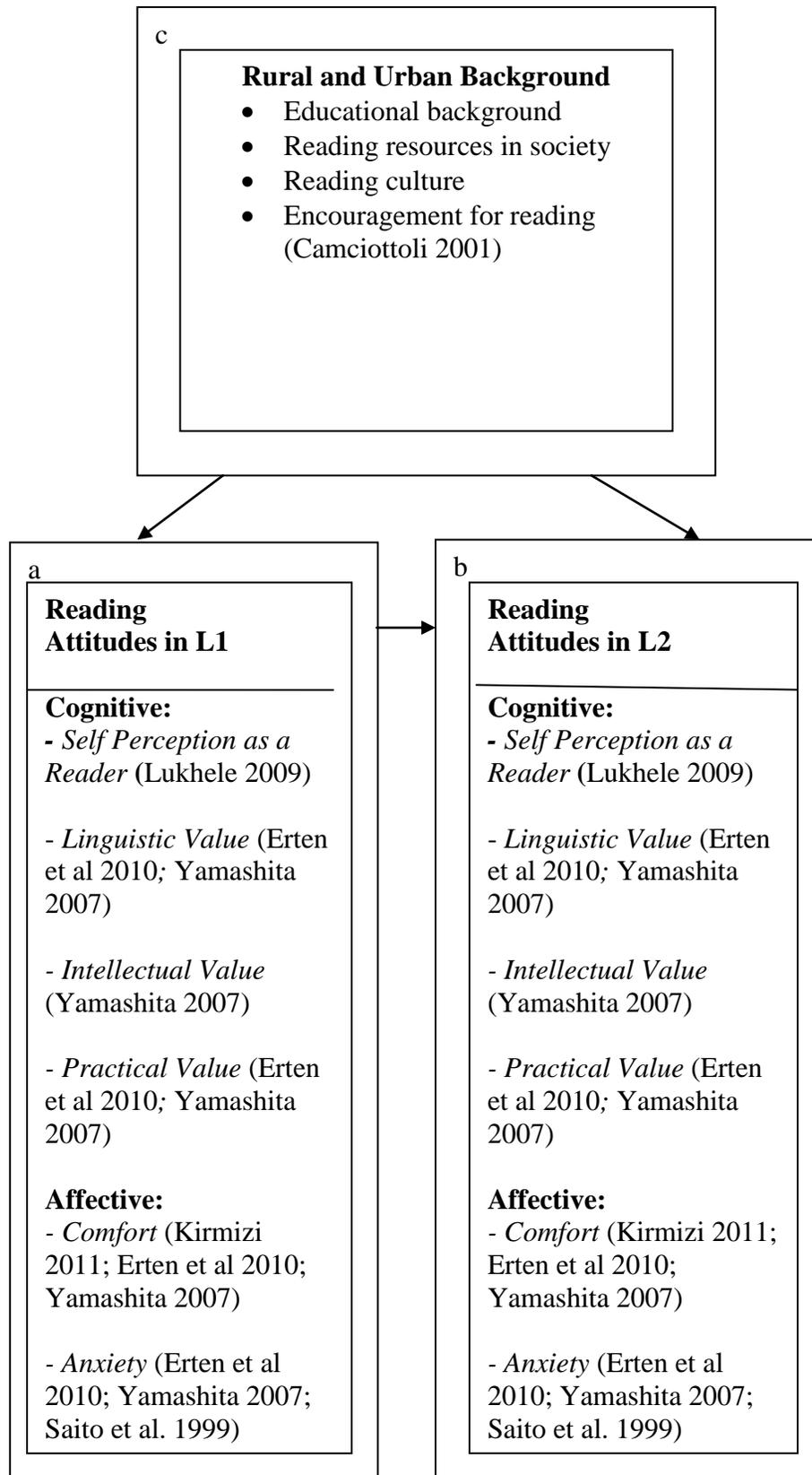


Figure 3.1: Graphical summary of the focus of the study

Boxes ‘a’ and ‘b’ are the central focus of this research. They consist of ‘*Reading Attitudes in L1*’ and ‘*Reading Attitudes in L2*’. Thus, the arrow linking between the two indicates the role of the former in the formation of the latter. This relationship between the two was proposed by Day and Bamford (1998), and it was later investigated in a number of studies by Yamashita (2004; 2007). Some other researchers have also confirmed such a relationship between them. (See Section 3.4.1 for further details). The literature review (See Section 3.4.1 for further details) identified six dimensions of the reading attitude. They can be seen in the above figure in boxes a and b also.

In addition to the relationship between ‘*Reading Attitudes in L1 and in L2*’, the present study also intends to examine such a relationship with learners from rural and urban home backgrounds. **Box c** consists of it. The need for adding this element in the present study was inspired by the McKenna et al’s (1995) socio-cultural framework of the reading attitudes and also the context of the study itself. The arrows linking the ‘rural/urban home backgrounds’ to the reading attitudes in L1 and also the same in L2 depict the impact of one’s rural or urban background on reading attitudes in L1 and L2 respectively (See Section 3.4.2 for further details).

Having done the literature review, I am now able to frame the research questions in my study. They are given next.

3.5 Research Questions

The review of literature helped us identify the importance of reading attitudes in creating lifelong readers. While their contribution is acknowledged, there has been very little research on L2 reading attitudes particularly. However, there has been some welcome research (Day & Bamford, 1998; Yamashita, 2004; 2007) which gives empirical accounts of the important role played by one’s L1 reading attitudes in framing reading attitudes in

L2. But such evidence was limited to the Japanese context and has not taken rural/urban home backgrounds into account.

My brief description of the rural and urban social life in chapter two has helped us recognise not only how important reading in English effectively is to my learners for a bright career, lucrative job opportunities, and in day-to-day life, but more importantly it also indicated that one's background -rural or urban- in Sindh is the indicator of life opportunities for learners in every regard. The rural and urban participants get exposed to contrasting opportunities for learning English and facilities for reading.

Given that it seems important to investigate the proposed role of L1 reading attitudes to the reading attitudes in L2 in the context of Sindh. Furthermore, there is virtually no published research on it in a linguistically rich but underdeveloped country such as Pakistan. The inclusion of rural/urban home background in the investigation of the relationship between reading attitudes in L1 and in L2 also has a theoretical ground for filling the research gap. Thus, drawing upon my understanding of the reading attitude literature review (research in wider perspective) and of the local context of Pakistan (the practical and real life problem) in the previous chapter, I made it the first objective of the research 'to examine the relationship between reading attitudes in L1 and in L2'.

I framed two research questions to achieve this. The first one aims at investigating the strength and direction of relationship between reading attitudes in L1 and in L2. It is:

RQ1: What is the correlation between reading attitudes in Sindhi and in English of the learners from rural and urban home backgrounds?

The literature review in section 3.4.1 helped us identify six reading attitudes: comfort, anxiety, linguistic value, intellectual value and practical value. The previous research question targets to investigate the direction and strength of the relationship between these reading attitudes across two languages. I aim to advance investigation one step ahead by examining the contribution of each reading attitude in L1, i.e. comfort, anxiety, linguistic value, intellectual value and practical value individually to each reading attitude in L2, i.e. comfort, anxiety, linguistic value, intellectual value and practical value. Such an

understanding can bring forth a deeper picture of the relationship between the reading attitudes in L1 and in L2. Besides, I also included ‘rural or urban home backgrounds’ also in the investigation. This leads to my second question:

RQ2: What is the impact of learners’ rural or urban home backgrounds and reading attitudes in Sindhi on the reading attitudes in English?

As shown in the previous two questions, I take learners from two different home backgrounds (rural/urban), so the next objective of my study is related to ‘investigating the differences (if any) between the reading attitudes in L1 and in L2 of the learners from rural and urban home backgrounds’.

RQ3: Are there any differences between reading attitudes in Sindhi and in English of the rural and urban participants?

Now that the research questions have been specified, I explain the key terms used in the research questions in order to lay the scope of investigation clear before my readers. This may inform my reader about the limitations of inquiry also.

3.6 Key terms in the Research Questions

- **Reading attitude:** My study adopts Mathewson’s tricomponential (1994) definition of reading attitude. But it should be noted that I have undertaken only the affective and cognitive aspects of reading attitude for the reasons already stated in section 3.3.1.2. It should also be noted that my study engages in the following dimensions of affective and cognitive reading attitudes only.

Cognitive: Self Perception as a reader, Linguistic value, Intellectual value and Practical value.

Affective: Comfort, Reading anxiety

- **Self Perception as a reader:** Learners develop self perceptions as a reader about themselves based on their internal evaluations and beliefs regarding their

capabilities to perform on a reading task. The evaluations may be positive or negative in nature.

- **Linguistic value:** These are the beliefs about the utility value for reading related to the language development in terms of increasing vocabulary, grammar, enhancing reading and writing skills.
- **Intellectual value:** It is the effect of reading on a reader. A reader may receive a new input in thinking and may get sophistication from reading. In other words, it deals with the value that a reader attaches to reading for enhancing one's thinking, knowledge and sophistication.
- **Practical value:** It is the value that a reader attaches to reading for yielding external benefits such as jobs, grades, better future and self development overall.
- **Comfort:** Comfort in reading consists upon a reader's feelings of enjoyment, satisfaction curiosity or desire for reading for its own sake.
- **Reading anxiety:** It is a feeling of stress or nervousness related to texts during the process of reading.
- **Sindhi:** My study collects data from the participants who come from Sindh province. The participants come from both the parts of Sindh: rural and urban. Both groups speak Sindhi as their first language (L1). Henceforth, Sindhi should be taken as L1.

- **English:** It is used as the official language in Pakistan. By rule, it is taught as a compulsory subject from class-I as per the Ministry of Education, Pakistan (2009). It should be taken as L2 of the participants.
- **Learners:** This refers to the first-year students of various departments at UoSJP.

3.7 Summary

This chapter highlights important definitions of reading attitudes and reading models and explores literature relating to the development of reading attitudes in L1 and L2. The survey of the literature has provided useful insights about reading attitudes. Based on the insights gained from the literature, I have now framed three specific research questions (3.5) to be investigated in my study.

In order to find out the answers to these questions, the next chapter provides the methodology in order to guide me as how do I go about inquiring into these research questions.

CHAPTER 4

- **RESEARCH METHODOLOGY**

The important point to emphasise is that a mixed methods inquiry offers a potentially more comprehensive means of legitimising findings than do either QUAL or QUAN methods alone by allowing investigators to assess information from both data types.

Dörnyei 2007: 62

4.1 Introduction

The previous chapter reviewed literature and posed three research questions to be investigated in this study. The purpose of this chapter is to present the research methodology employed in this study. It presents the research approach taken. Later, it elucidates in detail the development of the research instruments and the pilot study that was conducted to refine the research instruments. From then onwards, the focus of the chapter shifts to the main study: the sampling technique, the data collection procedure, and the data analysis techniques employed to answer the research questions. The rest of the chapter is structured as follows:

- Research Approach (section 4.2)
- Selection of Research Instruments (section 4.3)
- The Process of Developing the Research Instruments (section 4.4)
- Study Location in the Main Study (section 4.5)
- Data Collection Procedure in the Main Study (section 4.6)
- Data Analysis in the Main Study (section 4.7)
- Summary (section 4.8).

4.2 Research Approach

The question of what makes a proper study has given rise to numerous approaches of inquiry in the social sciences. The three main approaches to research are: quantitative, qualitative, and mixed methods. A quantitative research approach aims to collect data procedures that result in numerical data, which is then typically analysed with statistical packages. A qualitative research approach aims to collect data that is open-ended and non-numerical and is used to understand the meaning in the data from the point-of-view of individuals. A mixed methods approach aims to involve different combinations of qualitative and quantitative research approaches at the data collection stage and/or the data-analysis level (Creswell & Clark, 2009; Dörnyei, 2007; Morgan, 2007).

Out of these three approaches, the quantitative measures questionnaire has served as the common method of investigation in reading attitude research (Erten et al, 2010; Kirmizi, 2009; Yamashita, 2004; 2007; 2013; Mori, 2002; McKenna et al, 1995; 2012) however, this approach has some limitations. Although it collects a large amount of data in a relatively short time, it also suffers from an inherent weakness: the respondents' engagement tends to be rather shallow and therefore with this technique one cannot explore complex meaning directly (Dörnyei, 2007: 171). For example, by using statistical techniques one can examine a relationship between numerous variables, but if some unexpected results arise then one cannot explain it only on the basis of questionnaire data. Further, even if an observed relationship makes sense the questionnaire data reveals little about the exact nature of the relationship. A qualitative component in the study can be used to offset this weakness. In fact the rationale for mixing both kinds of data within one study is grounded in this. When neither quantitative nor qualitative methods seem sufficient, by themselves, to capture the trends and details of a situation, a researcher uses the combination of quantitative and qualitative methods as they may complement each other and allow for a more robust analysis, taking advantage of the strengths of each (Greene, Caracelli and Graham 1989; Miles and Huberman 1994; Tashakkori and Teddlie 1998).

With such aims, researchers have been using mixed method paradigm since decades in order to offset the weakness of either approach alone. Creswell and Clarke (2007) believe that pragmatism allows the researcher to be free of mental and practical constraints imposed by the *'forced choice dichotomy between post constructivism and constructivism'* Creswell and Clarke (2007: 27). In Denscombe's (2008) words, *'Methods are mixed to produce a more complete picture, to avoid the biases intrinsic to the use of monomethod design, and as a way of building on and developing, initial findings'*. Denscombe's (2008: 272).

Owing to the similar concern, Lamb (2007) and Dorneyi (2007) have emphasised the need for undertaking mixed-methods research. The data analysis in mixed-methods research gives the researcher more confidence in their interpretation of the phenomenon in question as the questionnaire data gives an account of the overall views of the

participants and interview data helps to give detailed, in-depth understanding (Creswell & Clark, 2009).

Bearing this rationale in mind, I adopted a mixed-methods design. I combined 388 questionnaires with 22 semi-structured interviews with individual learners. By generating a combination of quantitative and qualitative data I hoped to be able to offset the weaknesses in both methods. The goal of questionnaire was to help us understand the relationship between reading attitudes in L1 and in L2 and also reveal the predictive power of the reading attitude factors. On the other hand, the goal of interviews was to explore the reading attitudes in the context of the study and also to explain the statistical results.

Moreover, from the research undertaken in the area of motivation studies, Ushioda (2001) has argued that qualitative or interpretative approaches, involving in-depth and long-term study of individuals' modes of thinking, are especially appropriate where motivation is conceived of as context-dependent, multifaceted and dynamic. Such arguments are applicable for my study.

My reading attitude questionnaire is mainly adopted from previous studies, which have taken place in western- and developed-country contexts (Erten et al, 2010; McKenna et al, 1995; 2012; Kirmizi, 2009; Mori, 2002; Yamashita, 2004; 2007; 2013). The context of rural and urban Sindh, Pakistan, is hugely different from those. Although I modified it in the light of the pilot study, relying solely on it could have resulted in missing out some context specific insights. Therefore, adding semi-structured interviews was necessary. Semi-structured interviews were aimed at pointing out the lived-out experiences and perceptions of the participants. It added valuable insights to my study. By generating a combination of quantitative and qualitative data, I hoped to be able to uncover general patterns of reading attitudes among the whole UoSJP population, while at the same time uncovering learners' own interpretations of their experiences. Moreover, the two contrasting types of data clarified each other by allowing the researcher to check individual learners' interview comments against their previous questionnaire responses.

Having described the rationale for using a mixed methods approach, I next describe the research design.

4.2.1 Research Design

From the time mixed method research emerged in the late 1980s, scholars such as; Greene et al. (1989), Johnson and Onwuegbuzie (2004); Creswell and et al. (2007); Maxwell and Loom's (2003) and Teddlie and Tashakkori (2009) have been proposing a variety of typologies of mixed method designs.

In an important study, Creswell et al (2009) identified the six most often used designs, which include three concurrent and three sequential designs. He has classified these mixed method design on the basis of timing (deciding which form of data, qualitative or quantitative would be collected first or they would be collected together) weighting (the level of prioritization of one form of data over other), mixing (the combination of data forms in research: integrating, connecting or embedding) and theorizing (the framework of research would be presented implicitly or explicitly).

Leech et al (2009) have also given a useful typology of mixed methods designs based on somewhat similar aspects as Creswell (2009). They have given different names such as to timing as 'time orientation (concurrent versus sequential)' and to weighting as 'emphasis of approach (equal status versus dominant) and to mixing as the level of mixing (partially mixed versus fully mixed).

Teddlie and Tashakkori (2009) have classified mixed method designs in five families: Parallel mixed designs, Sequential mixed designs, Conversion mixed designs, Multilevel mixed designs, Fully integrated mixed designs.

Recent studies have been using these mixed method approaches. Although, the practice of using mixed methods in reading attitudes is sparse, it is widely used in applied linguistics. Kachoub (2010) used mixed method triangulation design. The researcher used quantitative survey along with focus group interviews to investigate how L3 (English) attitudes are affected by L2 (French). In similar vein, Wesely (2010) used an explanatory

mixed method design using qualitative methods to elaborate on quantitative data which is named as '*marginally mixed*' study by Teddlie and Tashakkori (2003). Feilzer (2010) used a multilevel sequential mixed method design (Teddlie & Tashakkori 2009: 151). She planned to conduct in depth interviews followed by survey sequentially.

Taking account of these studies, the present study uses a mixed method design which Teddlie and Tashakkori (2009) call a parallel mixed design and Creswell (2009) calls it concurrent triangulation design. This design is also similar to what Onwuegbuzie et al (2009) call as '*Partially mixed concurrent equal status design*'. This approach generally uses separate quantitative and qualitative methods as a means to offset the weaknesses inherent within one method with the strengths of the other (or conversely, the strength of one adds to the strength of the other) (Creswell 2009: 213). The two research strands (qualitative and quantitative) run parallel and independent in such studies (Teddlie and Tashakkori 2009). Both the quantitative and qualitative data are collected concurrently in one phase and then later they are compared to determine if there is convergence, differences, or some combination (Creswell 2009). In other words, inferences based on the results from each strand are integrated to form meta-inferences at the end of this sort of study (Teddlie and Tashakkori 2009). The rationale for using this design is that it results in a shorter data collection period as compared to one of the sequential approaches because both the qualitative and quantitative data are gathered at one time at the research site. This is one reason why this approach seemed appropriate in my research.

Teddlie and Tashakkori (2009) provide an example of this design which resembles my study. According to them, this design was used in the World Bank Guatemala Poverty Assessment (Rao & Woolcock 2003). The quantitative strand of the study consisted upon survey data and for the qualitative part of the study; a purposive sample of five villages was selected. The two independent strands were kept separate until data analysis. The mixing occurred at the meta-inference stage to provide '*a more accurate map of the spatial and demographic diversity of the poor*' (Rao & Woolcock, 2003: 173).

Another example of a similar parallel mixed study is Tashakkori's own study with Lopez. Lopez and Tashakkori (2006) examined the effects of two types of bilingual education

programs on education and academic achievement of fifth-grade students. The quantitative strands consisted of a questionnaire, standardised achievement tests in bilingualism, standardised achievement tests in various subjects, and linguistic competence in English and Spanish. The qualitative strand included interviews with a random sample of 32 students. The data analysis was done separately for each data set and later on the conclusions of both were integrated by comparing and contrasting the both. This is similar to my study in some important ways. The present study also used a questionnaire and some semi-structured interviews from a random sample.

Turning now to the exact design of my study, as in any mixed method study design, there are some ‘aspects to consider in planning a mixed methods design’ (Creswell 2009) such as;

- how would I establish the sequence of the quantitative and qualitative data collection and analysis (timing);
- which approach, quantitative or qualitative (or both), would have more emphasis in our study design (weighting);
- and where mixing or integration of the quantitative and qualitative approaches actually would occur in my study (mixing).

Answering these questions helped to design the study as follows.

Timing deals with the question of whether the data would be collected sequentially in phases or in one phase concurrently (Creswell 2007). In a sequential design first one kind of data (either quantitative or qualitative) is collected and analyzed. Its results are used to build the second part of the study. In the second phase, second sort of data is collected. The results are later compared in the discussion section (Creswell 2007). Unlike this, in a concurrent study, both types of data are collected in one phase of study at one time or approximately the same time (Leech et al 2009). The investigator then integrates the information in the interpretation of the overall results.

In the present study, it was collected concurrently in one phase during (August 2012 to October 2012) (Please see the details in section 4.6). The Questionnaire data was collected from 450 participants, followed by semi-structured interviews from 22 participants.

Weighting refers to which approach, quantitative or qualitative (or both), a researcher gives priority or attention throughout the data collection and analysis process in the study (Morgan 1998; Creswell 2009). In a concurrent study, ideally the weight/priority should be equal between the two methods as the data is being collected concurrently but often in practice priority may be given to one or the other (Creswell 2009). In the current study, from the beginning, I set an equal weight for both. The number of usable questionnaires was greater (388) than the interviews (22), but although fewer in number the interviews provided a detailed and in-depth view of participants' ideas.

The mixing means either that 'the qualitative and quantitative data are actually merged on one end of the continuum, kept separate on the other end of the continuum, or combined in some way between these two extremes' (Creswell 2009: 208). There are many ways of mixing the data. For example, a researcher may collect and analyse the first type of data and later uses the findings/results of it to build the second phase of data collection and analysis. Creswell (2009) calls it 'connected mixed methods'. A researcher may also collect both sorts of data concurrently and later may merge or integrate the two databases. S/he may transform qualitative themes into counts. This type of mixing is known as 'integration' (Creswell 2009). Moreover, a researcher may also collect one form of data as primary and later on collects another sort of data as secondary with the aim of clarifying or extending upon the first form of data. This nesting of secondary type of data within the primary data is known as 'embedding' (Creswell 2009). Or, the researcher may collect both the types of data concurrently and later triangulate both forms of data by comparing the two databases to determine if there is 'any convergence, differences, or some combination' (Creswell 2009: 213). The present study uses this because it allows data to be gathered in one time and later the discussion section brings salient points together. Thus this process ends in having an integrated picture of findings.

To sum up, figure 4.1 depicts the research design used in the present study.

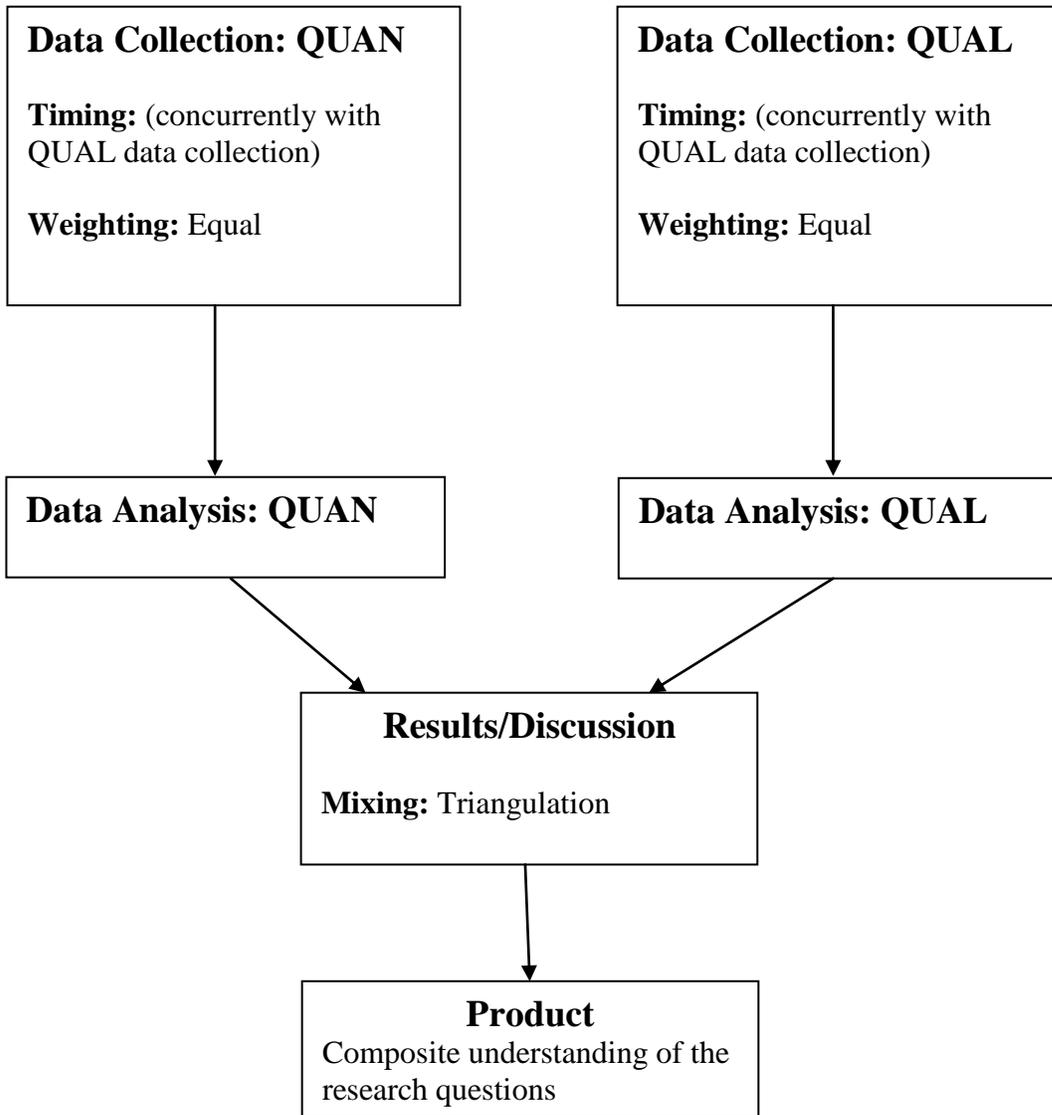


Figure 4-1: Research design used in the present study

4.3 Selection of Research Instruments

In order to find answers to the research questions of the present study, I needed information on students' reading attitudes in Sindhi and in English

As explained above, in the domain of reading attitudes research the questionnaire has served as the common method of investigation (Erten et al, 2010; Kirmizi, 2009; Yamashita, 2004; 2007; 2013; Mori, 2002; McKenna et al, 1995; 2012). The popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that can be readily processed (Dörnyei, 2003; Rasinger, 2008). Additionally, it is a more focused, less time-consuming and more structured source for recording the responses of participants (Dörnyei, 2003). Keeping in mind the above advantages, I used a questionnaire as the main tool of investigation.

In addition, my investigation also used semi-structured interviews (22 of them) with individual learners. The interviews with the selected learners were intended to explore their reading attitudes in more depth, in particular to have in-depth insights into their rural and urban home backgrounds and also how they felt (affective information) and thought (cognitive information) about reading in both languages.

In all, I used three research instruments: a reading attitude questionnaire and semi-structured interviews. The next section elucidates the process of developing these instruments.

4.4 The Process of Developing the Research Instruments

4.4.1 Developing a reading attitude questionnaire

The previous chapter identified six reading attitude variables: self-perception as a reader, intellectual value, linguistic value, practical value, comfort, and reading anxiety (For their definitions, please see section 3.6). In order to explore them, I developed a reading attitude scale. My scale has two parts: Section-I: Background, and Section-II: Reading Attitudes, which are discussed below.

Section-I: Background: This part elicited background information from the students.. The background information sought information on their:

- Home address (es) over the last ten years
- Educational backgrounds
- Background information about their rural/urban home background.

I asked them about their home addresses over the last ten years in order to identify whether the participants come from a rural or urban context. Furthermore, I asked about their educational background to draw out information about the nature of their previous schooling (private or public), medium of instruction (Sindhi or English), and the location of their previous school/s. The information about the nature of institution and medium of instruction would help us in understanding the educational background of the participants, while the location of the institution would further confirm their past addresses over ten years and thus could be helpful in grouping the participants into rural and urban cohorts.

In addition to this, I included five questions in the questionnaire that were used to gain some general information about participants' backgrounds; specifically, whether they came from rural or urban contexts. These background questions are shown in table 4.1. They were included in the study in order to yield data about reading resource availability; reading culture; and reading encouragement that participants received from their parents, teachers and friends.

Table4-1: Items eliciting background information of participants in the reading attitude questionnaire

• Reading resources are easily available in my society.
• Reading is very common in my society.
• I was encouraged to read by my parents.
• I was encouraged to read by my teachers.
• I was encouraged to read by my friends.

It is important to note that in the questionnaire each of the five items was divided into two parts. The first part asked about Sindhi and the second inquired the same about English. For example:

1. Reading resources are easily available in Sindhi in my society.

1.1 Reading resources are easily available in English in my society.

The same items were included for both languages so as to be able to compare items across the two languages.

Section-II: Reading Attitudes: The second section sought to investigate reading attitudes. This section was constructed in four stages.

- **Stage 1: Item pooling stage**

The aim of this stage was to collect a pool of items. For this, I drew items from various scales such as Yamashita's (2004; 2007) reading attitude questionnaire, Erten et al's (2007) foreign language reading attitude motivation scale (FLRAMS), Camiciottoli's (2001) survey on reading frequency and attitudes, Kirmizi's (2009) reading attitude scale, and Lukhele's (2009) reading attitude scale. This resulted in a rich collection of items on each reading attitude.

- **Stage 2: Item selection and reduction stage**

A brief description of the process of selecting items for each reading attitude variable is given next. The final version of the selected items is given in table 4.2 at the end of this section.

Self-perception as a reader: From the above scales Erten et al's (2010), Yamashita's (2004) and Lukhele's (2009) scales offered items to be used to collect information on the participant's self-perception as a reader. Lukhele's scale (2009) gave sequential options to the reader to choose from: successful, good, average, slow but comprehends, and slow and does not understand. Erten et al's (2010) and Yamashita's (2004) scale items were non-sequential presentations of concepts of self-perception as a reader. Therefore, I adopted five items from Lukehle's (2009) as they offered sequential options on self-perception as a reader.

Intellectual value: This aspect of utilitarian value was explored by Yamashita (2004; 2007) only. Therefore, three items were borrowed from her scale.

Linguistic value: This feature has been investigated by Erten et al's (2010) and Yamashita's (2004; 2007) scales. Yamashita's (2007) scale measured general aspects of linguistic benefits such as increasing reading proficiency or increasing sensitivity to language, whereas Erten et al's (2010) scale has measured it in a more inclusive manner by having items on: fluency in speech, writing, grammar, and vocabulary. Therefore, I chose four items from this scale.

Personal involvement in reading: This area has been measured by Yamashita (2004; 2007), Erten et al (2010), and Kirmizi's (2009) studies. Many of the items in these scales are similar to each other. Three of the items I borrowed appear in all scales and the rest of the three are from individual scales (Please see table 4-2 for further details).

Reading anxiety: This dimension has been investigated in Saito et al (1999) and in Yamashita (2004; 2007). Yamashita's (2004; 2007) scale investigates reading anxiety as one of many variables; and therefore it is limited to measuring only the general feelings of anxiety. I mainly borrowed items from Saito et al. (1999) as their scale is specifically designed to measure reading anxiety and its possible causes in comparison with other language skills. My scale aimed to measure reading anxiety as one of the reading attitude variables. So I did not borrow all the items from Saito et al's (1999) scale. I chose four items from that scale on the feelings of anxiety and some of the sources which cause it such as: difficult text, unknown grammar.

As a result of this process, six items on self-perception as a reader, three items on intellectual value, five items on practical value, five items on linguistic value, seven items on comfort and six items on reading anxiety were selected. These items, in total 32, are put in table 4.2 with their respective sources.

As the study aimed to measure reading attitude across Sindhi and English, and the contribution of reading attitudes in Sindhi to reading attitudes in English; therefore, each item (as shown in table 4.2) has two parts. The first part asked about reading attitude in Sindhi and the second part asked about reading attitude in English. For example: 'I enjoy reading' was put in the questionnaire body as:

25. I enjoy reading in Sindhi.

25.1 I enjoy reading in English.

- **Stage 3: Design of the questionnaire**

The aim of this stage was to look at various aspects concerned with the format and design of the questionnaire.

Question Type: I used closed-ended questionnaire items because their coding and tabulation is straightforward and particularly suitable for quantitative analysis (Dörnyei, 2003). Moreover, they are easier and quicker to answer for participants (Oppenheim, 1992).

Scale: Rating scales require the respondents to make an evaluative judgment of the target by marking one of a series of categories organized into a scale; commonly known as a Likert scale. The Likert scale is commonly used to measure attitudes (Miller & Brewer, 2003). Its reliability tends to be good, partly because of the greater range of answers permitted to respondents (Oppenheim, 1992: 200). Items were constructed using a 4-point Likert scale. The respondents were asked to answer each item by choosing a number from 1 (strongly agree) to 4 (strongly disagree). The response scale deliberately omitted middle, non-committal option in order to lower the risk of automatic and neutral responses (Camiciottoli, 2001; McKenna & Kear, 1990).

Language: In a questionnaire, language is always important to help respondents to understand the question and be able to answer it correctly (DeVellis, 1991). I worded all the items carefully and also added a translation of each item into the Sindhi language to ensure comprehensibility. Taking these measures was particularly necessary because the participants came from different educational backgrounds and some of them had serious difficulties in comprehending English. I translated items myself and sent them via email to a Professor in the Sindhi Department at UoSJP. Based on her feedback, a few items were rephrased.

After looking at these various issues related to the format of the questionnaire, I trialled them in UK before conducting the main pilot in Pakistan.

- **Stage 4: Trial**

I conducted two trials before leaving for Pakistan to do the pilot study.

Trial-1 Focus Group Discussion: I presented my questionnaire in a focus group discussion (August, 2011) at the Centre for Research in English Language and Assessment (CRELLA), University of Bedfordshire, attended by two CRELLA staff members and other PhD colleagues in order to check the content of the items and whether or not they measured the targeted reading attitudes. This trial was also used to check the design and the language of the questionnaire. As a result of the feedback, item number 24 (given in table 4.2) was added and also some suggestions regarding the format were accommodated in the questionnaire.

Trial-2 With Four Students: Later (August, 2011), I checked the comprehensibility of the questions from the participants' points of view. As I had taught at UoSJP for almost four years (from January 2008 to June 2011), I had contact with a few students. I contacted two students and requested them to fill in the questionnaire and send it back to me by email. I received their completed questionnaires and later interviewed both on Skype to inquire about any difficulties they felt while filling them in, or if they found anything ambiguous. This brought up some issues related to formatting, such as the small font size, which were later incorporated into the final questionnaire. In addition, it also gave me an idea of how long the questionnaire takes to fill in. Both participants took around 20 minutes to complete the questionnaire.

After the questionnaire was refined and narrowed down to a selected list of items, it was ready to be used in the pilot.

Table4-2: Items eliciting reading attitudes in the reading attitude questionnaire used in the pilot study

Self perception as a reader (n=6)	
6. I'm a fast and highly skilled reader and seldom have problems understanding what I read.	Lukhele (2009)
7. I am a successful reader in Sindhi.	Trial-2 With Four Students (August 2011)
8. I am a good reader – I understand most of what I read.	Lukhele (2009)
9. I am an average reader – I understand most of what I read.	Lukhele (2009)
10. I read quite slowly but usually understand what I read.	Lukhele (2009)
11. I read quite slowly and often have problems understanding what I read.	Lukhele (2009)
Intellectual value (n=3)	
12. I can acquire broad knowledge if I read.	Yamashita (2007:91)
13. I can become more sophisticated if I read.	Yamashita (2007:91)
14. I get to know new ways of thinking if I read.	Yamashita (2007:91)
Practical value (n=5)	
15. Reading is useful to get a job.	Yamashita (2007: 91)
16. Reading is useful to get a good grade in the class.	Yamashita (2007:91)
17. Reading helps to prepare a better future for ourselves.	Erten et al (2010:191)
18. Reading helps us to become better individuals.	Erten et al (2010:191)
19. Reading academic syllabus in Sindhi language is beneficial for gaining value in society.	Trial-2 With Four Students (August 2011)
Linguistic value (n=5)	
20. Reading is essential to increase the vocabulary.	Erten et al. (2010:191) Yamashita (2007: 91)
21. Reading helps fluency in speech.	Erten et al. (2010:191)
22. Reading contributes to the development of grammar.	Erten et al. (2010:191)
23. Reading contributes to the development of the writing skills.	Erten et al. (2010:191)
24. Reading contributes to the development of listening skills.	Focus Group Discussion (August 2011)
Comfort in reading (n=7)	
25. I enjoy reading.	Yamashita (2004: 7; 2007:91) Erten et al (2010:191) Kirmizi (2011)
26. I feel tired if I read.	Yamashita (2007:91) Kirmizi (2011)
27. I feel curious while reading.	Trial-2 With Four Students (August 2011)
28. I feel relaxed if I read.	Yamashita (2007:91) Kirmizi (2011)
29. I read to relieve the fatigue of the day.	Kirmizi (2011)
30. Reading is always troublesome.	Yamashita (2007:91)
31. I have great desire for reading.	Erten et al (2010:191)
Reading anxiety (n= 6)	

32. When I am reading, I get so confused I can't remember what I'm reading.	Saito et al (1999: 205)
33. I would never read if it were not compulsory for my courses	Erten et al (2010:191)
34. I get nervous when I am reading a passage and I am not familiar with the topic.	Saito et al (1990: 205)
35. I get upset whenever I encounter unknown grammar when reading.	Saito et al (1999: 205)
36. I do not mind even if I cannot understand what I am reading entirely.	Yamashita (2007: 91)
37. I feel anxious if I don't know many words in what I read.	Yamashita (2004:7; 2007: 91) Saito et al. (1999: 205)

4.4.2 Developing interview protocol

In applied linguistics research most interviews are semi-structured which is a “compromise between two extremes, structured and unstructured” (Dörnyei, 2007: 136). Newby (2010: 340) believes that semi-structured interviews fit between the questionnaire and the evolving interview (which has known goals without any expected end points). Semi-structured interview questions were suited to the purpose of my study as they allowed me to ask some key questions and to do some probing for further information.

Open-ended questions were used in order to ensure that the researcher did not miss out any important insights or opinions. Probing questions added further information, ensured full exploration of the issues, generated examples, and checked the views of all participants on some issues across the sample.

I developed the semi-structured question bank based on the reading attitudes undertaken in the present study (further details in section 3.4.3). The semi-structured interview guide (Appendix 3) was designed in three parts. The introduction part of the interview asked participants about their

- **Background information:** namely, their educational background, the availability of books in their society and the encouragement they received for reading by parents, teachers, and peers.
- **The main section:** It consisted of questions on self-perception as a reader, utilitarian value of reading, personal involvement of reading, and reading anxiety.

- **The end part:** The researcher solicited recommendations and suggestions from the respondents (Please see the interview guide in Appendix-3).

Having done with the preliminary version of all the three research instruments, I piloted them with 121 students in Pakistan. However, I only piloted the reading attitude questionnaire and the reading test in the pilot in detail. I interviewed four students (two from a rural background and two from an urban background), in which the focus remained on the design and content of the questionnaire. The details of the process of piloting the research instruments are given in the next section.

4.4.3 Pilot study (September – October 2011)

A pilot study was set-up in 2011 during September and October. Although the questionnaire was adopted, it is always important to establish its validity and reliability if it is tested in a new context (Cohen et al, 2007). Moreover, piloting gives one insight into the shortcomings of the questionnaire and a chance for improving upon them prior to the main study (Bourque & Fielder, 1995: 89; Seliger & Shohamy, 1989: 195). With these aims, I set off to Pakistan in September 2011 to pilot the questionnaire.

4.4.3.1 Sample (Pilot Study)

Through stratified sampling technique, I formed two groups of participants with 65 participants in the rural group and 56 in the urban group. They were divided into these groups on the basis of their residence over the last ten years. Some general features of these two groups are given next.

a. Rural Participants (N=65): The age of the participants was between 18 to 20 years-old. The majority of rural students were from low-income families and had attended public sector schools, though there were a few from private Sindhi/English-medium schools. Many of them had faced tough times; for example, one of the interviewees said that *“feudal lords on intention prohibit us from going to schools or reading books because they want us to be unthinking human beings and behave as fools before the”*. A few of them struggled to get higher education and later to shift to the city universities.

b. Urban Participants (N=56): The age group was 18 to 20 years-old. This group of students had been living in cities for at least the last 12 years. Their education has been from city government schools or from non-elite English-medium schools. Their

education and exposure to various life experiences was broader than the rural counterparts.

4.4.3.2 Procedure (Pilot Study)

In order to get the reading attitude questionnaire (Appendix-1) completed by participants, I visited two remedial English classes along with class teacher. The timing of the remedial class was the first period in the morning. I visited the first class informally. I introduced myself and my research and apprised them of their right of leaving the study or declining to participate at any time. Then I gave students a page asking them about their residence over the last ten years and their mother tongue. It also consisted of the consent form; I asked them to put a tick in the box if they were willing to participate. Upon their filling in that information, I collected the page and left. Later, I grouped students of Sindhi mother tongue in rural and urban cohorts based on the criterion given in section 2.2.1.

For the second visit, I aimed to get the participants to fill in the questionnaire

I started the class by calling out the names of the participants (Sindhi students) and requested the other students to kindly leave the class so that the participants could fill in the questionnaire with full focus. Before they left the remedial English teacher promised them that she/he would accommodate this class later in the term-time for them. The teacher took attendance of everyone and the students left. This process itself took 20 minutes.

Next, I distributed the questionnaires among the participants and expected them to finish in around 15 minutes. Participants were given some space below each section in the questionnaire. They were asked to write any comments regarding the language or the content of the items, or anything else that they wanted to share regarding reading attitudes. Within 20 minutes I had collected back all the questionnaires.

Thus, the data was collected from all the participants and was available for reliable analysis using SPSS software.

4.4.3.3 Reliability check of the questionnaire (Pilot Study)

The questionnaire data was divided into two parts: the Sindhi set and the English set. Each data set was subjected to a series of item and reliability checks. This process resulted in a few modifications in the questionnaire for the main study. Table 4.4 sums up the reliability check results and modifications for the main study of the Sindhi set of items. Table 4.5 sums up the reliability check results and modifications for the main study of the English set of items. The modifications are discussed below.

(a) Check for satisfactory correlation between items: An initial analysis of the correlations of individual items was done to examine whether or not any items either had no correlation to any other items or correlated too closely to other individual items (i.e. > 0.70). The results showed that in both data sets – Sindhi and English set – all items had a correlation coefficient higher than 0.30 with at least some items in the questionnaire. However, two items measuring self-perception as a reader seemed to correlate too highly to each other (i.e. > 0.70) in both data sets. In other words, these items were perhaps duplicates. They were revisited and, as a result, the duplicate items were combined into one item.

(b) The examination of internal consistency of each reading attitude variable: The questionnaire was designed to measure cognitive and affective reading attitudes including: self-perception as a reader, linguistic value, intellectual value, practical value, comfort, and reading anxiety.

A series of reliability analyses were performed to assess the internal consistency of the questionnaire items designed to measure the same reading attitudes. Firstly, the overall estimated reliability of each of the four reading attitude questions in Sindhi and in English were obtained using Cronbach's alpha. Secondly, item-total correlations for each item within each reading attitude of both the data sets were obtained. Thirdly, the adjusted alpha, if the item were to be deleted, was also used to inform possible changes to the questionnaire. The overall estimated reliability of the individual items within each reading attitude was also obtained.

Table 4-3: Reliability check on the questionnaire items used in the pilot study (Sindhi)

Reading Attitude	Mean	Std.	Inter-item Correlation	Reliability	Modifications
Self-perception as a reader in Sindhi (n=6)					
6. I'm a fast and highly skilled reader in Sindhi and seldom have problems understanding what I read.				.87	Items number 6 and 7 were merged into one because of redundancy.
8. I am a good reader in Sindhi as I understand what I read.	2.74	1.08	.66		
9. I am an average reader in Sindhi as I understand most of what I read.	3.12	.74	.71		
10. I read quite slowly in Sindhi but usually understand what I read.	3.19	.73	.69		
11. I read quite slowly in Sindhi and often have problems understanding what I read.	3.19	1.02	.59		
Linguistic value of reading in Sindhi (n= 5)					
12. Reading in Sindhi helps fluency in Sindhi speech.	3.21	1.04	.63	.82	
13. Reading in Sindhi is essential to increase the vocabulary in Sindhi.	3.43	.84	.72		
14. Reading in Sindhi contributes to the development of the writing skills in Sindhi.	3.28	.95	.60		
15. Reading in Sindhi contributes to the development of grammar in Sindhi.	3.22	.97	.60		
16. Reading in Sindhi contributes to the development of listening skills in Sindhi.	2.82	1.10	.52		
Intellectual value of reading in Sindhi (n= 3)					
17. I get to know new ways of thinking if I read in Sindhi.	3.13	.96	.77	.81	Item number 17 was rephrased as a result of qualitative feedback.
18. I can acquire broad knowledge if I read in Sindhi.	3.34	.89	.65		
19. I can become more sophisticated if I read in Sindhi.	2.72	.81	.60		
Practical value of reading in Sindhi (n= 5)					
20. Reading in Sindhi helps to prepare a better future for ourselves.	2.43	1.04	.54	.69	One item was added as a result of qualitative feedback.
21. Reading in Sindhi is useful to get a good grade in the class.	2.58	1.12	.36		
22. Reading in Sindhi is useful to get a job.	1.95	.98	.42		
23. Reading in Sindhi helps us to become better individuals.	2.67	.98	.34		
24. Reading in Sindhi is beneficial for gaining value in society.	2.72	.81	.60		

Comfort for reading in Sindhi (n= 7)					
25. I enjoy reading in Sindhi.	2.67	.98	.57	.84	
26. I feel tired if I read in Sindhi.	3.02	1.14	.60		
27. I feel curious while reading in Sindhi.	2.72	.81	.70		
28. I feel relaxed if I read in Sindhi.	2.91	.92	.65		
29. I read in Sindhi to relieve the fatigue of the day.	2.88	.98	.69		
30. Reading in Sindhi is always troublesome.	2.64	1.16	.50		
31. I have great desire for reading in Sindhi.	2.82	.83	.57		
Reading anxiety in Sindhi (n = 6)					
32. I get upset whenever I encounter unknown grammar when reading in Sindhi.	2.55	1.11	.70	.84	The word <i>anxious</i> was replaced with <i>stressed</i> in item number 37 as a result of qualitative feedback.
33. I would never read in Sindhi if it were not compulsory for my courses.	2.38	1.03	.65		
34. When I am reading in Sindhi, I get so confused I can't remember what I'm reading.	2.72	.89	.68		
35. I get nervous when I am reading a passage in Sindhi and I am not familiar with the topic.	2.75	.99	.74		
36. I do not mind even if I cannot understand what I am reading in Sindhi entirely.	2.30	.98	.48		
37. I feel anxious if I don't know many words in what I read in Sindhi.	2.31	.95	.46		

Table 4-4: Reliability check on the questionnaire items used in the Pilot Study (English)

Reading Attitude	Mean	S. Dev	Inter-item Correlation	Reliability	Modifications
Self-perception as a reader in English (n= 6)					
6. I'm a fast and highly skilled reader in English and seldom have problems understanding what I read. 7. I am a successful reader in English.	Items merged due to high correlation.			.86	Items number 6.1 and 7.1 were merged into one because of redundancy. Two items were added as a result of qualitative feedback.
8. I am a good reader in English as I understand what I read.	2.07	.93	.58		
9. I am an average reader in English as I understand most of what I read.	2.20	.67	.66		
10. I read quite slowly in English but usually understand what I read.	2.65	.80	.70		
11. I read quite slowly in English and often have problems understanding what I read.	2.47	.99	.53		
Linguistic value of reading in English (n= 5)					
12. Reading in English helps fluency in English speech.	3.54	.87	.47	.72	
13. Reading in English is essential to increase the vocabulary in English.	3.82	.56	.52		
14. Reading in English contributes to the development of the writing skills in English.	3.57	.82	.47		
15. Reading in English contributes to the development of grammar in English.	3.61	.70	.52		
16. Reading in English contributes to the development of listening skills in English.	3.42	.86	.46		
Intellectual value of reading in English (n= 3)					
17. I get to know new ways of thinking if I read in English.	3.40	.87	.66	.74	Item number 17.1 was rephrased as a result of qualitative feedback.
18. I can acquire broad knowledge if I read in English.	3.45	.85	.61		
19. I can become more sophisticated if I read in English.	2.88	.78	.42		
Practical value of reading in English (n= 5)					
20. Reading in English helps to prepare a better future for ourselves.	2.47	1.08	.49	.65	One item was added as a result of qualitative feedback.
21. Reading in English is useful to get a good grade in the class.	3.57	.76	.29		
22. Reading in English is useful to get a job.	3.60	.83	.24		
23. Reading in English helps us to become better individuals.	2.94	.96	.53		
24. Reading in English is beneficial for gaining value in society.	2.88	.78	.48		

Comfort for reading in English (n= 7)					
25. I enjoy reading in English.	2.94	.96	.63	.84	
26. I feel tired if I read in English.	2.99	1.03	.45		
27. I feel curious while reading in English.	2.88	.78	.54		
28. I feel relaxed if I read in English.	2.32	.89	.70		
29. I read in English to relieve the fatigue of the day.	2.76	1.01	.67		
30. Reading in English is always troublesome.	2.18	1.00	.61		
31. I have great desire for reading in English.	2.60	.89	.65		
Reading anxiety in English (n= 6)					
32. I get upset whenever I encounter unknown grammar when reading in English.	2.39	1.09	.60	.79	The word <i>anxious</i> was replaced with <i>stressed</i> in item number 37.1 as a result of qualitative feedback.
33. I would never read in English if it were not compulsory for my courses.	2.45	1.14	.52		
34. When I am reading in English, I get so confused I can't remember what I'm reading.	2.44	.93	.65		
35. I get nervous when I am reading a passage in English and I am not familiar with the topic.	2.42	1.00	.69		
36. I do not mind even if I cannot understand what I am reading in English entirely.	2.28	1.00	.46		
37. I feel <i>anxious</i> if I don't know many words in what I read in English.	2.02	.83	.34		

The results are presented in table 4.4 (Sindhi reading attitude variables) and table 4.5 (English reading attitude variables). The reliability analysis showed that all reading attitude variables achieved an alpha value ranging from .84 to .72, except for *Practical value for reading*. Pallant (2007) recommended that the inter-item correlation be reported for the items in such a case, which should be between .2 and .4. The inter-item correlation between the items has been reported in table 4.4 and table 4.5 and all items in *Practical value for reading* are above .2.

(c) Qualitative Feedback:

The participants were provided with an open space below each section in the questionnaire to put some qualitative feedback, e.g. to report any unclear item, to add anything missing or comment on their reading attitudes. Based on their comments the following modifications were made.

Addition of Items: Many participants used the empty space under each section in the questionnaire to write down their attitudes towards reading. A careful inspection of these comments resulted in adding three items.

Change of wording: Some of the participants expressed their view in the class during data collection that the word *anxious* in item number 37 confused them. They know *anxious* as a positive word which means *excited* or *eagerly waiting* and the Sindhi translation of the item was written as *pareshaan*, which means *stressed* or *puzzled*. So, they wondered whether or not they should have read the question as a positive statement or a negative one. It seemed that this confusion in the usage of the word *anxious* might be context specific. Therefore, it was best to replace the word with *stressed* in the main questionnaire.

Having made these modifications, questionnaire was now ready to be used in the main study (Appendix 4-2).

Hitherto, the chapter focused on the research approach and the developing of the research instruments to be used in the main data collection. Since the pilot study refined them and

prepared them to be used in the main study so, from now onwards, the focus of the chapter is on the design of the main study.

4.5 Study Location in the Main Study (August 2012- October 2012)

The study was conducted at the University of Sindh, Jamshoro, Sindh, Pakistan (UoSJP) (for further details, please see chapter 2). The UoSJP is a multidisciplinary university in the province of Sindh. It has 56 departments in five faculties. Every year around 8,000 students are enrolled in first-year courses in various disciplines. These newly inducted students are to attend the compulsory remedial English class in order to improve their efficiency in the English language. They continue attending remedial English classes until the end of the second year of their studies.

4.5.1 Participants for the questionnaire (The Main Study)

I took the participants from the first year of various disciplines at the university. Choosing first-year students over second-year students gave me an advantage in trying to understand their attitudes in the light of their former rural/urban home backgrounds. The first-year students had just joined the university, so their attitudes may still be more influenced by their respective rural or urban backgrounds, while second-year students, having been in the university already for a year, may have developed or changed their reading attitudes during that period of university life.

4.5.1.1 Sampling technique: (The Main Study)

As the nature of my study required the participation of both rural and urban students, I used a stratified sampling technique to divide first-year participants into two cohorts: rural and urban. Stratified sampling is a two-stage process that involves dividing the population into homogenous groups with each group containing subjects with similar characteristics (Cohen et al, 2007: 111). The first stage is to identify the parameters that make each group internally homogeneous as well as externally heterogeneous with regards to the other group. I performed this in the following steps:

Step 1: As my study involves rural and urban Sindhis, so I needed to differentiate a Sindhi participant into rural or urban. I used a number of criterion to mark a participant as rural or urban (Please see section 2.2.1 in chapter 2 for further clarification).

Step 2: To confirm that the participant really came from the area s/he mentioned, I used their former educational history and residence over the last ten years to distinguish participants into rural and urban (Please see section 2.2.1 in chapter 2 for further clarification).

Step 3: Finally, I randomly choose participants from each of these two groups.

4.5.1.2 Sample size: (The Main Study)

Regarding sample size, Cohen (2007) has recommended having no fewer than 100 cases in a survey-based research project. He has also suggested taking into consideration the statistical analysis to be used in the study in order to determine the number of the participants. I aimed to use Factor analysis, Spearman rank order correlation, the Mann-Whitney U test, and Multiple Regression (for the reasons for using these tests, please see section 4.7). Factor analysis has the largest required number of participants – at least 350 are needed (Tabachink & Fidell, 2007). Furthermore, I also took an account the possibility of participants leaving the questionnaire half filled, not at all filled and thus leaving the questionnaire itself unusable in the data analysis process. Taking the above recommendations into consideration, and the possibility of non-response, I recruited 450 participants, with 225 in each group, rural and urban, to fill in the questionnaire. Table 4-5 presents the department wise number of the participants.

Table 4-5: Number of participants who completed the questionnaire in the main study

Institute/Department	Rural	Urban	Total
• Institute of Business Administration	13	22	35
• Institute of Commerce	16	19	35
• Dr M.A. Kazi Institute of Chemistry	15	19	34
• Department of Economics	18	16	34
• Political Science	17	15	32
• Institute of English Language and Literature (Literature)	13	12	25
• Institute of English Language and Literature (Linguistics)	7	8	15
• Institute of Biochemistry	12	12	24
• Department of International Relations	13	11	24
• Institute of Mathematics and Computer Science	10	13	23
• Department of Sociology	13	12	25
• Social Work	11	7	18
• Combine Class			
• Institute of biotechnology and Genetic Engineering	7	8	15
• Department of Microbiology	9	7	16
• Combine Class			
• Department of Philosophy	1	1	2
• General History	12	12	24
• Department of Sindhi	18	10	28
• Institute of Arts and Design	8	10	18
• Department of Muslim History	9	9	18
• Department of Comparative Religion and Islamic Culture	3	2	5
Total	225	225	450
Usable data after cleaning	186	202	388

4.5.2 Participants for the semi-structured interviews in (The Main Study)

4.5.2.1 Sampling technique

I used a purposive sampling method to recruit participants for the interview. The first reason I used it was to ensure that participants with different reading attitudes needed to

be recruited in order to achieve diversity of opinion so as to best understand different reading attitudes. I also checked their reading attitude questionnaire responses in order to have idea about their attitude inclinations. Thus, I ensured to have variety of participants in terms of their reading proficiencies and reading attitudes.

4.5.2.2 Sample size

Generally, the sample size in qualitative studies is small. In order to decide on exactly how many, one has to take into consideration matters such as data collection method, resources available, research purpose, and sampling criteria (Ritchie et al, 2003). As a rule of thumb, qualitative researchers agree that samples for qualitative interviews can, or perhaps even should, be below 50 (Bryman, 2012; Ritchie et al, 2003) so that the prime focal point remains on in-depth insights in the qualitative interviews. A researcher should continue interviewing participants until one reaches a point of saturation when additional data does not seem to develop the concepts any further, but simply repeats what previous informants have already revealed (Glaser & Strauss, 1967, cited in Dorneyi, 2007). Following this, I kept interviewing participants until the point of saturation. I interviewed 13 rural participants and 11 urban participants. Further details of rural and urban participants' biographical characteristics are given in sections 6.2 and 7.2 respectively. On the whole, these interview participants added valuable insights to my study.

4.6 Data Collection Procedure in the Main Study

4.6.1 The questionnaire in the main study

I acquired ethical consent from the Director of the Institute of English Language and Literature (IELL) at UoSJP for collecting data from the First Year Remedial Class of English. I received a copy of the timetable of the schedule of classes and the names of the teachers concerned. Before I formally started collecting the data, I met with all the teachers of the remedial classes, explained my research to them, and requested two classes in each course to be allotted to me for data collection. I received an encouraging response from the teachers and we fixed dates for when I would attend the classes to administer the questionnaires.

As explained in section 2.6, there are two types of remedial English classes: single department classes and combined department classes. The class size remains the same,

around 100 students. In total, I visited 14 classes: 2 combined and 12 single departmental classes. Students from 20 departments participated in the research project.

I visited each class twice: first informally, and second for formal collection of questionnaire data.

Informal visit in each class: I introduced myself and informed participants about the nature of my study and how it could help the teachers to improve by better delivering education to their students. I also informed them about the length of their involvement should they consent to participate. Then I circulated an '*Initial Information*' paper in the class along with their attendance sheet. This paper asked the participants about their mother tongue, district and their address(es) over the last ten years, and it also had a box to tick if they were willing to participate in the study. The teacher then continued teaching in the class and students kept on filling in the page and passing it on to the next student. I collected that paper at the end of the class and used the information to categorize Sindhi participants into rural and urban groups based on their residence over the last ten years and on their willingness to participate in the research. The majority of students agreed to participate as they had already participated in projects of other colleagues in the past.

Some of the classes, such as those of the Economics students, were very large in number. The class of remedial English for Economics students had over seventy students. As I aimed to have a representative sample of the UoSJP by having students of various abilities and from various departments, I decided not to take all the available students from one class only. I planned to visit 14 classes in total so as to get students from different classes.

Second visit in each class: I arrived in each class with the list I had compiled of rural and urban Sindhi students. I randomly picked approximately 30 students from each class and requested them to fill in the questionnaire. After I collected the questionnaires, I thanked the students and requested them

4.6.2 The semi-structured interviews in the main study

I conducted 25 interviews in October 2012, each lasting approximately 20 to 25 minutes. First, I arranged a meeting with each participant. Most of the participants agreed to meet after 12.00 p.m. when their compulsory classes were over. I conducted interviews in an office space provided in the IELL at UoSJP. It was a quiet room. I kept a tape recorder on the table. I also kept candidates' reading attitudes questionnaire out so as to be able to look through the reading attitudes from the questionnaire during the interview. When the participant entered, I greeted him/her warmly in our mother tongue –Sindhi. I started the conversation in the Sindhi language so that the candidate felt relaxed. Then I offered the choice of using English if they wished to, but I clearly told them that I would appreciate their feedback and experiences and they were free to talk in the language they felt most comfortable in and could express most easily. Many of the rural participants spoke in Sindhi, but among urban participants a few (n=5) used English as well.

I tried to remain neutral as suggested by Dorneyi (2007) and tried to encourage the participants to speak more. I tried to give ample time to participants to express themselves and kept trying to convey to them my interest in their answers by using encouraging facial gestures. Some participants were easy going and expressive whereas others were hesitant to talk in depth. For example, a few rural participants were initially shy in expressing themselves. I started talking generally with them about their village and lifestyle and this made it easy to create a rapport with them. They then started talking and expressing themselves.

At the end, I debriefed and asked the participant to add any comments or say anything which else that s/he had not covered in the interview. I thanked them to end the interview and escorted them to the gate.

4.7 Data Analysis in the Main Study

4.7.1 Quantitative data analysis

The questionnaire data were submitted for preliminary analysis before approaching the main analysis.

I first ran the preliminary analysis on the questionnaire data. The background data in the questionnaire was analysed descriptively in terms of mean and standard deviations. Then,

I used principal factor analysis on the main section in the questionnaire – the reading attitude in Sindhi and in English –in order to reduce the items to a few meaningful categories. It resulted in a four-factor solution, which was submitted to an inter-item reliability analysis. Thus, four reading attitude variables were prepared in each language: *self-perception as a reader, utilitarian value for reading, personal involvement in reading, and lack of reading anxiety* (for further details, please see section 5.4.3).

Having done this preliminary analysis, the main analysis was run for the three research questions. The following section explains the analysis techniques used to answer each question in my main study.

4.7.1.1 The use of Spearman rank order correlation for Research Question 1

Research Question 1: What is the correlation between reading attitudes in Sindhi and in English of the learners from rural and urban home backgrounds?

I aimed to investigate the **correlation** in reading attitudes between reading in Sindhi and in English. Table 4.6 presents the reading attitude variables. In order to explore the association between two pairs of variables it is normal to use correlation (Pallant, 2007: 110). A correlation analysis is used to describe the strength and the direction of the linear relationship between two variables (Pallant, 2007: 115).

Table 4-6: Reading attitude variables used in pairs in correlation test (RQ1)

Pair 1: Self-perception as a reader in Sindhi & Self-perception as a reader in English
Pair 2: Utilitarian value for reading in Sindhi & Utilitarian value for reading in English
Pair 3: Personal involvement for reading in Sindhi & Personal involvement for reading in English
Pair 4: Lack of reading anxiety in Sindhi & Lack of reading anxiety in English

The SPSS software tool offers two types of correlation: Pearson product-moment correlation and Spearman rank order correlation. The former is a parametric test and can be used with normally distributed, linear, and continuous variables. The later is a non-parametric alternative and is used when the data is non-normally distributed, non-linear, or has ordinal variables. It is important to check for some assumptions in order to choose

the correlation type: a) level of measurement b) linearity c) normality (Pallant, 2007). They are checked below.

- **Level of measurement:** The scale of measurement has to be either all continuous variables or at least one continuous variable (Pallant, 2007). The reading attitudes are measured with an ordinal scale; therefore, I used Spearman rank order correlation as it was designed for use with ordinal level or ranked data (Pallant, 2007).
- **Linearity:** The relationship between two variables has to be linear. It was checked by the scatterplot. The scatterplot has to have a straight line between the variables. I had four pairs of variables (as shown in table 4.6). Some of the pairs had a linear relationship, such as *lack of reading anxiety*, and some of them had a very non-linear relationship such as *utilitarian value for reading*. As given above, data has to be linear in order to use product-moment correlation, but the data in the present study is found to be non-linear. Therefore, I chose Spearman rank order correlation which can be used with nonlinear data as in the present study.
- **Normality:** Scores on each variable have to be distributed normally. The normality of each reading attitude variable was checked through the histograms and Kolmogorov-Smirnov test. Histograms displayed some of the reading attitude variables as normally distributed scores such as *lack of reading anxiety in Sindhi* and *personal involvement for reading in Sindhi*; however, others had non-normally distributed scores such as *self-perception as a reader in Sindhi*, *utilitarian value for reading in Sindhi*, *self-perception as a reader in English*, *personal involvement for reading in English*, *lack of reading anxiety in English*, and *utilitarian value for reading in English*. Kolmogorov-Smirnov test indicated all the variables as non normally distributed. Since the data set violates the assumption of normality so in this case only Spearman rank order correlation can be used.

To conclude, as the data did not satisfy the assumption of normal distribution and of a perfect linear relationship, the non-parametric Spearman rank order correlation test was

used for the correlation analysis for Research Question 1 (for the results, please see section 5.5).

4.7.1.2 The use of Multiple Regression for Research Question 2

Research Question 2: What is the impact of learners' rural or urban home backgrounds and reading attitudes in Sindhi on the reading attitudes in English?

The purpose of this question was to investigate the impact of each reading attitude variable of Sindhi (*self-perception as a reader, utilitarian value for reading, personal involvement in reading and lack of reading anxiety*) and *one's rural/urban home background* on each of the reading attitudes in English (*self-perception as a reader, utilitarian value for reading, personal involvement in reading and lack of reading anxiety*) so as to know the relative role of each variable. For this, I used the multiple regression method.

I am aware of the fact that reading attitudes in Sindhi are measured on likert scale and rural/urban is a nominal variable in my study. The later was kept as nominal because the major focus of my investigation was on the reading attitudes. The time constraints did not allow investigating the home backgrounds in detail in the questionnaire on likert scale. Therefore, it had to be nominal. However, my study is not the first one to use different variables in multiple regression. Some of the studies in past such as; Yamashita (2007) has also used two different kinds of variables in multiple regression analysis. She used reading proficiency scores along with reading attitudes variables measured on likert scale in a multiple regression analysis. So, the present study also adopts the same approach. The future studies may measure the both on same scale for a more careful investigation.

There are three major analytic methods in multiple regression analysis: a) standard (simultaneous), b) hierarchical (sequential), and c) stepwise multiple regressions (Pallant, 2007). For the purpose of this research, standard multiple regression is used. In standard multiple regression, all the independent variables or predictors are entered into the equation simultaneously. Further, each one of them is assumed as if it had been entered into the regression after all the other independent variables had been entered. Each independent variable is tested for what it adds to the prediction of the dependent variable that is different from the predictability provided by all the other independent variables.

This method seems the most appropriate for this research, as it investigates how much variance in a dependent variable (e.g. *self-perception as a reader in English* is able to be explained by the other five independent variables (i.e. *self-perception as a reader in Sindhi, utilitarian value of reading in Sindhi, personal involvement for reading in Sindhi, lack of reading anxiety in Sindhi, rural/urban home backgrounds*) collectively, and how much unique variance in the dependent variable able to be accounted for by each of the independent variable separately.

As I had four reading attitude variables in English (*self-perception as a reader in English, utilitarian value of reading in English, personal involvement for reading in English, lack of reading anxiety in English*), therefore I subdivided this research question in four parts.

- **Research Question 2A:** What is the impact of learners' rural or urban home backgrounds and reading attitudes in Sindhi on the *self-perception as a reader in English*?
- **Research Question 2B:** What is the impact of learners' rural or urban home backgrounds and reading attitudes in Sindhi on the *utilitarian value of reading in English*?
- **Research Question 2C:** What is the impact of learners' rural or urban home backgrounds and reading attitudes in Sindhi on the *personal involvement in reading in English*?
- **Research Question 2D:** What is the impact of learners' rural or urban home backgrounds and reading attitudes in Sindhi on the *lack of reading anxiety in English*?

As can be seen from the division of the main research question in four parts, I used four sets of multiple regressions in total, each time entering one reading attitude in English as the dependent variable. The independent variables remained the five reading attitudes in Sindhi: *self-perception as a reader, utilitarian value of reading, personal involvement for reading, lack of reading anxiety*, and rural/urban home backgrounds in each set. I used a

standard multiple regression method as this gives the advantage of knowing how much a reading attitude in English can be predicted by all the independent variables (reading attitudes in Sindhi and rural/urban home background) collectively and also how much each of the independent variable predicts individually a reading attitude in English.

Check for assumptions: Multiple regression analysis is sensitive to some assumptions (Pallant, 2007). It is always important to check the assumptions in order to check for the suitability of data for multiple regression use. This section reports to what extent the given data set meets the four assumptions, which are: sample size; absence of multicollinearity and singularity; normality, linearity, homoscedasticity and independence of residuals; and absence of outliers.

(1) Sample size: Different authors tend to give different guidelines regarding the number of cases required for multiple regression analysis. According to Stevens (1996), social science research requires about 15 participants per predictor for a reliable equation. Tabachnick and Fidell (2007) provide a formula to calculate sample size requirements, taking the number of predictors into account: $N = 50 + 8m$ (where m is the number of predictors). In addition, if the dependent variable is skewed then a relatively large data set is needed.

These formulas were applied on the data set. Table 4.7 presents the results, indicating that the data set met this assumption.

Table 4-7: Sample size for multiple regression analysis (RQ2)

No of Independent variables	Approximate sample size required	Sample Size in the present study	
5	15 participants per 5 predictors= 75	388	Assumption
	OR $50 + 8 \times 5 = 90$		Satisfied

(2) Absence of multicollinearity and singularity: Secondly, there are requirements concerning the relationships among the independent variables: multicollinearity and singularity. Multicollinearity occurs when a single independent variable is highly

correlated with a set of three or more independent variables (.70 or above). In singularity, the variables are redundant: one of the variables is a combination of two or more of the other independent variables (Tabachink & Fidell, 2007).

In the present study, the variables were checked with correlation coefficients and tolerance values of the independent variables. The data set did not have any cases of singularity or multicollinearity (Please see Appendix-5).

(3) Normality, Linearity, Homoscedasticity, and Independence of Residuals: Thirdly, there are assumptions related to various aspects of the distribution of scores and the nature of the underlying relationship between the variables. These assumptions are tested with residuals, which are the differences between the obtained and the predicted dependent variable cores. By using residual scatterplots the following needs to be checked:

- **Independence:** the residuals should be independent of one another
- **Normality:** the residuals should normally be distributed around predicted dependent variable scores
- **Linearity:** the residuals should have a straight-line relationship with predicted dependent variable scores
- **Homoscedasticity:** the variance of the residuals should be approximately equal for all predicted dependent variable scores

The first assumption can be checked by considering the nature of the data. The other three assumptions were checked by inspecting: a) the normal probability plots of the regression standardised residuals, and b) the standardised residuals scatterplots. In the normal probability plots points should lie in a reasonably straight diagonal line from bottom left to top right, thus suggesting that there is no major deviation from normality. In the scatterplots of the standardised residuals the residuals should be roughly rectangularly distributed, with most of the scores concentrated in the centre (along the 0 point). If a clear or systematic pattern to the residuals deviating from a

centralised rectangle were presented (e.g. curvilinear or higher on one side than the other), this would suggest some violation of linearity and homoscedasticity.

Overall, the normal probability plots obtained from the given data set, show that points are mostly aligned with the straight diagonal lines (please see the plots in Appendix-4). Nevertheless, while the plots for the dependent variables *utilitarian value of reading in English* and *personal involvement for reading in English* are straighter and more aligned with the predicted straight lines, those for the dependent variables *lack of reading anxiety in English* and *self-perception as a reader in English* are a little deviated (Appendix-7 scatterplots).

(4) Absence of Outliers: Finally, since multiple regression tests are highly sensitive to outliers, it is necessary to examine whether there are any extreme scores in the variables being analysed. Outliers can be checked by inspecting the Mohalanobis distances (see table 4.8). According to Pallant (2001: 144), data sets with five independent variables should not exceed 20.52. The highest value in the present data set is 18.89, which indicates an absence of outliers.

Table 4-8: Mohalanobis distance extreme value check for RQ2

	Dependent Value	Highest value	Critical value (20.52)
First Set	<i>Self-perception as a reader in English</i>	18.89	Not exceeded
Second Set	<i>Utilitarian value of reading in English</i>	18.85	Not exceeded
Third Set	<i>Personal involvement for reading in English</i>	18.19	Not exceeded
Fourth Set	<i>Lack of reading anxiety in English</i>	18.81	Not exceeded

Although, the given data set does not perfectly meet these assumptions, according to Tabachnick and Fidell, failure in these assumptions of residuals in regression does “not invalidate an analysis so much as weaken it” (2007: 121). Therefore, it still seems reasonable to use multiple regression tests with this data set that mostly did satisfy these assumptions. The results are given in section 5.6.

4.7.1.3 The use of the Mann-Whitney U Test for Research Question 3

Research Question 3: What are the differences between reading attitudes in Sindhi and in English of the rural and urban participants?

The purpose of this research question was to draw out differences between reading attitudes in Sindhi and in English of the two independent groups (rural and urban). For comparing two independent groups, one typically uses the t-test technique (Pallant, 2007). One has to check for a few assumptions in order to choose the parametric or non-parametric version of the t-test for use in comparing the two independent groups. The assumptions for using a parametric independent t-test are: random sample, independence of observation, level of measurement, and normal distribution.

The present data set is of a random sample and has independent observations, but it does not satisfy the other two assumptions for use of a parametric independent t-test.

- **Level of measurement:** The dependent variables have to be measured at the interval or ratio level. In the present study, the reading attitude variables are ordinal. For ordinal variables, one has to use the non-parametric version, the Mann Whitney U test.
- **Normal Distribution:** The scores on the dependent variables have to be normally distributed (Pallant, 2007). There were eight dependent variables: *Self-perception as a reader in Sindhi, Utilitarian value for reading in Sindhi, Personal involvement for reading in Sindhi and Lack of reading anxiety in Sindhi, Self-perception as a reader in English, Utilitarian value for reading in English, Personal involvement for reading in English and Lack of reading anxiety in English*. The normality was checked by histograms and all the variables had non-normally distributed scores. However, with a large sample (30+), the violation of this assumption should not cause any major problem (Pallant, 2007).

After checking for the assumptions, I decided to use the non-parametric version of independent t-test: the Mann-Whitney U test as the dependent variables were measured on an ordinal scale. The results are given in section 5.7.

4.7.2 Data Analysis Technique for Semi-structured Interviews

For semi-structured interviews the methodology I adopted is based on Maykut and Morehouse's (1994) constant comparative method, as depicted in figure 4.2. These researchers drew this method from Glaser and Strauss' work (1967) as well as Lincoln and Guba's work (1985: 334-344). The constant comparative method of analysing qualitative data combines inductive category coding with a simultaneous comparison of all units of meaning obtained (Glaser & Strauss, 1967, cited in Maykut & Morehouse, 1994: 134).



Figure 4-2: Maykut and Morehouse's (1994) Constant Comparative Method

This method involves breaking down the data into discrete 'incidents' (Glaser & Strauss, 1967) or 'units' (Lincoln & Guba, 1985) and coding them as specific categories. The process of analysis involves a constant movement back and forth, which means that each new incident/unit of meaning selected for analysis from the interview transcripts is compared to all other units of meaning and grouped with them. If that unit does not match any existing category then a new category is formed.

4.7.2.1 The Procedure (This section has been transferred from chapter 7 to here, as requested)

The semi-structured interviews (n=22) addressed seven domains: educational background, social background, encouragement for reading (parental/ teachers'/friends'), self-perception as a reader, utilitarian value for reading, personal involvement in reading and reading anxiety. The opinions were sought regarding these domains in both languages: Sindhi and in English. (Please see interview protocol in Appendix-3).

Following constant comparative method (Maykut & Morehouse 1994), I analysed the interviews in five stages.

Stage 1: Utilizing the Data

First of all, I transcribed all the interviews and converted the audio tapes into scripts. The majority of the interviews were conducted in Sindhi. I transcribed them and translated them into English. I tried my best to stay away from interpreting and adding my comments, and simply translated the plain meaning of what the candidates said. Next, I requested a native Sindhi-speaking PhD colleague to cross-check my transcripts and translation. He randomly re-transcribed five interviews and translated them into Sindhi. We compared the translations and found them to be more or less similar to each other. An example of the prepared transcript is given in Appendix-8.

While transcribing, an initial identification of recurring themes and concepts was also made.

Stage 2: Inductive Categorization

As the data was transcribed by now, and, in addition, an initial identification of recurring themes and concept had been made; the second stage involved combining any ideas that overlapped with one another and subsequently assigning them provisional codes. For this, Maykut and Morehouse (1994) suggest using the '*look alike and feel alike*' criteria in checking whether a unit of meaning is very similar to another unit of meaning (Maykut & Morehouse, 1994: 136).

Using this guideline, I took one interview transcript and created provisional codes for a unit of meaning found in a sentence, paragraph or in a section. I underlined that specific

sentence, paragraph or a complete section and attached the provisional code in the review note. Figure 4-3: Microsoft snapshot: An example of a general rule of inclusion for a unit of meaning in an interview transcript demonstrates this.

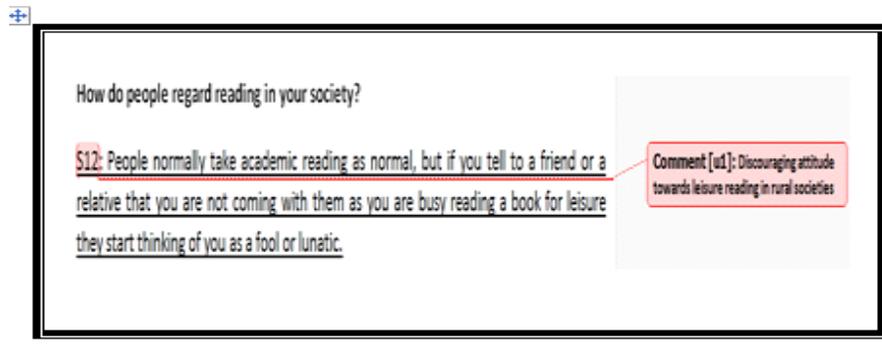


Figure 4-3: Microsoft snapshot: An example of a general rule of inclusion for a unit of meaning in an interview transcript

After assigning the codes, I checked back and forth between various codes, using ‘*look alike and feel alike*’ criteria, and shifted a few units of meaning from one code to another until I reached a provisional list. I repeated the same procedure with all the interview transcripts.

Thus, stage 2 ended by providing me with a modified working list of 34 codes.

Stage 3: Refinement of Categories

This stage involved advancing from the look/feel alike approach to the propositional rule statement (Maykut & Morehouse 1994: 141). I performed this into three steps:

- This step involved creating rules of inclusion as a propositional statement. I recorded the category and its rule for inclusion in a separate Microsoft Word file. For example, for ‘Reading as a way for broadening knowledge about multicultural values’, the rule of inclusion was sought to be: ‘*Those meaningful units, in which participants regard reading as a resource to learn about different cultures, shall be coded as ‘Reading as a way for broadening knowledge about multicultural*

values’ (See Appendix-7 for a list of all the categories and propositional statement as rules of inclusion).

- Then, I made a table in a separate file. I copied the relevant parts from all the interviews and pasted them under its category. Table 4-9 illustrates an example of it.

Table 4-9: An example of a code with relevant quotes from the interview transcripts

Code	Example
Role Modelling by Parents	<p>S4: My father himself reads a lot. He reads mostly books on politics. I myself do not like politics a lot and therefore I do not read his books, but his habit has inspired me to follow him and read.</p> <p>S7: My father is a professor. I often see him sitting and reading till late night. I am so very much inspired by him.</p> <p>S3: Reading is in my blood. If you meet with my father, grandfather, you will hear them discussing about books and authors.</p>

- Having prepared the provisional rules, it was now turn to compare and revise them. Taking the rules on board, I checked all the units of meaning to see whether or not they fitted their assigned categories. This resulted in confirming them. As a result, 31 categories were finalized from the original 34 in the case of rural participants’ interviews and 22 in the case of urban participants’ interviews.

Stage 4: Exploration of relationships across categories

This stage involved refining the categories further by grouping them under an umbrella. Categories with common elements were grouped to make broader groups. For example: lack of infrastructure, lack of accountability in teachers, teachers focused on personal tuition centres, problems in commuting to schools, dearth of subject specialists and lack of co-education describe the shortcomings in the educational set-ups in rural areas. Therefore, they were grouped under the heading ‘Shortcomings in the rural educational institutions’. Appendix-7 illustrates this final list of the categories generated along with codes and their provisional rules for inclusion for the rural participants.

In addition, I also quantified the ratio of occurrence of each unit of meaning in a code, with the aim of finding out the maximum and the minimum ratio of participants for any response. Maykut and Morehouse (1994) do not suggest this. Some researchers suggest that counting how often codes occur is helpful in clarifying whether reality is in accordance with the overall impressions gained by the researcher (Morgan, 199; cited in Taylor, 2001). I found it useful to quantify as it lets us find out the maximum and the minimum ratio of participants for any response. It can enable us to see the strength of a code by giving us the exact number of responses. To perform this, I created a file in Microsoft Excel. Table 4-10 demonstrates an excerpt of it as an example of this.

Table 4-10 An example of the final categories, codes in them along with percentage

Category	Codes	Frequency	%
Shortcomings in the rural institutions	Lack of infrastructure	6	46%
	Lack of accountability in teachers	7	54%
	Teachers focused on personal tuition centres	4	31%
	problems in commuting to Schools	5	38%
	Dearth of subject specialists	8	62%
	Lack of co-education	6	46%

This marked the conclusion of this stage.

Stage 5: Integration of Data

This stage involved the synthesis. The propositions built so far were examined carefully to help understand the meaning in the data. The categories were clustered around the research question they could answer. I performed this stage only when all the interviews of the urban participants were also analysed so as to get a complete understanding and patterns of meaning can be created. This helped me in understanding some of the quantitative results given in chapter 5. They are given in discussion chapter and also are put in the findings in chapter 6 & 7 wherever applicable.

Thus, the analysis phase ended, the summary of which is given below in table 4-11.

Table 4-11: Summary Table of the Qualitative Data Analysis

Stage	What was Done	Outcome
Stage#1: Utilising the Data	Transcribed audio tapes Identified reoccurring ideas	Interview transcripts ready for analysis
Stage#2: Inductive category coding	Made provisional categories based on 'Look alike and feel alike criteria'	Initial list of categories
Stage#3: Refinement of categories	Made rules of inclusion as a propositional statements	List of categories with propositional statements
Stage #4: Exploration of relationships across categories	Combined categories into a few broad ones	Final groups of categories <ul style="list-style-type: none"> • Stand alone propositions • Outcome propositions
Satge#5: Integration of Data	Search for meaning in the data	Synthesis

4.7.2.2 Reliability

Reliability determines whether qualitative measurement instruments provide consistent results across different coders, raters or observers (Popping 2010: 1068; Tashakkori and Teddlie 1998: 75-85). Reliability is just as important for qualitative research as it is for quantitative research. However, the issue of reliability is discussed more often in research studies based on quantitative rather than qualitative data. Nevertheless, some researchers emphasize on the issue of reporting the reliability measures very explicitly in qualitative work (Popping 2010: 1068; Tashakkori and Teddlie 1998: 75-85).

A number of authors have suggested alternative ways to evaluate qualitative research in terms of objectivity and consistency which proved valuable to the present study. Yin (2003) usefully suggests documenting as many steps of the analysis procedures in detail as possible. The present study also took account of Gibbs' (2007) suggestion to ensure reliability by checking transcripts for errors, creating consistent coding by constantly comparing data with codes and writing memos about them, documenting the meetings if

working in groups, cross checking codes developed by different researchers by comparing independently derived results.

Following the above criterion, therefore, the present study ensured reliability in several of these ways, which can now be enumerated.

4.7.2.2.1 Reliability Check in the Present Study

a) Checking Transcripts for Errors: Firstly, in line with Gibbs (2007) discussed above, the English version of the transcripts were read and re-read several times and were compared with their Sindhi version to check for the errors, inferences, and interpretations written instead of the plain translation. This step ensured that the interviews are transcribed with low inference and present only what the respondents said.

b) Consistent Coding: Secondly, the present study followed the guideline of Maykut and Morehouse (1998) in systematically and constantly comparing the data to ensure the consistency and thus making reliable coding patterns (For details please see section 4.7.2.1).

c) Inter Coder reliability or Cross checking: The concern of inter coder reliability remains to develop coding schemes that are reproducible (Campbell et al 2013). It deals with the question of whether different coders would code the same data the same way. This process actually ensures that a single knowledgeable coder may be reasonably confident that his or her coding would be reproducible by other equally knowledgeable coders if they were available (Campbell et al 2013). Therefore, evaluation of inter coder reliability and agreement should be part of the development of coding schemes for qualitative data in order to satisfy other researchers that the data are sound (Hruschka et al 2004; Krippendorff 2004, Miles and Huberman 1984, Weber 1994).

Although inter coding reliability is very much emphasised, relatively few resources report the exact way of determining it. For example, Lombard, Snyder-Duch, and Bracken

(2002, cited in Campbell 2013) reviewed 137 research articles based on content analysis of various sorts including interviews. Only 69 percent of these articles contained any information on inter coder reliability. Such omission has been noticed by others too (Fahy 2001; Riffe and Freitag 1997).

Moreover, there is not much guidance in the literature for researchers concerned with establishing reliable coding of in-depth semi structured interview transcripts particularly. The literature available focuses on establishing coding schemes for other types of data like field notes (Miles and Huberman 1984), documents (Krippendorff 2004; Weber 1990), conference discussion transcripts (Fahy 2001; Garrison et al 2006), ethnographies (Hodson 1999) and observations of behaviour recorded on videotape (Rosenthal 1987).

In a study by Campbell et al (2013), they have given a very detailed and systematic account of inter coder reliability analysis, which is the reason why their approach is reproduced in the present study. The details of the procedure followed for establishing reliability are given below:

Step#1: Familiarity with the study and coding procedure

To begin with, I contacted a colleague to help develop the coding scheme. Coding semi structured interviews often involves interpreting what respondents mean in their answers to questions (Campbell et al 2013). Therefore, it is necessary to familiarize the second coder with the study in as much detail as possible. Keeping this in view, in the first place, I sent the second coder a detailed report of the present study. In the next phase (June 2013), we arranged to meet in person. The aims of the meeting were twofold:

- a) to talk through the report and discuss in detail the study
- b) to explain the purpose and the procedure of coding.

Having discussed the study with the other coder, I took a transcribed and coded transcript to clearly display the coding scheme development process. I explained to him how I identified the units of meaning in that transcript. This was followed by a discussion on

the initial pack of codes. Next, we moved towards the crux of the inter coder reliability: coding and comparing the data, which can now be discussed in detail.

Step# 2: Coding and Comparing the Data: Following Campbell et al (2013), the second coder and I took the same full length interview transcript to code independently. After we had finished coding, we moved towards comparing the coding generated. This process brought forward some challenges. They were negotiated and solved consequently.

One of these challenges concerned determining the ‘*discriminant capability of the coding scheme*’ (Campbell et al (2013). This involves determining how well coders can readily and unambiguously categorize text content (Fahy 2001; Kurasaki 2000). In the present study, there were instances where several codes could be applied to the same section of text. For example, I coded the following string from interview no 8 of the rural participants as *anxiety in university classroom*. But the second coder coded it as *Lack of exposure to co-education*.

It is a new experience for me to study with girls; I mean this is so new for me. I feel so conscious of their presence while participating in the class. I feel, what if I say something wrong. I will look like a bumpkin before them. I just shut down my expression.

Rural Participant_8

In terms of how to deal with this kind of coding difference, some scholars (e.g. Garrison et al. 2006; Campbell et al 2013) have adopted a “negotiated agreement” approach for assessing inter coder reliability where two or more researchers code a transcript, compare codings, and then discuss their disagreements in an effort to reconcile them and arrive at a final version in which as many discrepancies as possible have been resolved. I also adopted this approach. We discussed this case and finally agreed upon coding it as *Lack of exposure to co-education* since we agreed that this anxiety is the outcome of a rural learner’s not being exposed to studying in a co-educational system. The presence of girls makes them feel shy. They are reluctant because of lack of co-education in their

surroundings. Other differences of this type between the coders were resolved in the same way.

The second issue in establishing inter coder reliability is related to the breaking-up of text sections/units of meaning called 'Unitization' (Krippendorff 1995). Researchers have been debating whether clearly demarcated parts of text, such as sentence, paragraph are the appropriate units of analysis (Garrison et al 2006). This may cause problems insofar as different coders may unitize the text differently because they may disagree on which segments of text contain a particular meaning. (Kurasaki 2000). For example, two coders may identify a string of text for the same code but the length of text may differ. One coder includes text providing background information that helps information to establish the context for the code in question but the other coder does not (Fahy 2001; Krippendorff 1995). And if coders do not unitize a text exactly the same way, it may become difficult to determine whether their coding is the same.

In the present study, this did not occur frequently. The nature of the semi-structured interview was not very complex. The participants did not use very lengthy answers and the interviewer probed to keep them away from switching the conversation in another direction. However, the problem in unitization - deciding the length of the text segment - did occur occasionally. For example, the following segment

My elder brother had a personal collection of books. He always used to keep them in his suitcase. I remember, when we all kids slept, my brother would read books in the light of the lantern. It inspired me always. Slowly and gradually, I started joining him for shorter duration and then we I also accompanied him reading un till he slept. That gave me love for reading and it is still there.

Rural Participant_09

Although I kept the length of the text as given above, the second rater unitized it as follows:

I remember, when we all kids slept, my brother would read books in the light of the lantern. It inspired me always. Slowly and gradually, I started joining him for shorter duration and then we I also accompanied him reading un till he slept. That gave me love for reading and it is still there.

Rural Participant_09

With regard to how to deal with such problems, Campbell et al (2013) dealt with the problem of unitization by giving the second coder a copy of the interview transcript in which the units of meaning were already identified by the main researcher and the second coder was asked to code only. But this method may bias the level of inter coder reliability. Therefore, in the present study, already mapped out transcripts were not used. I asked the second coder to identify the units of meaning by himself and then to code them. And the problems such as above were solved through negotiated agreement.

I explained to the second rater that the following part

‘My elder brother had a personal collection of books. He always used to keep them in his suitcase’

which he did not include in the text segment actually reflects the life style of the rural people. It mirrors the lack of resources. His brother used a suitcase instead of the book shelf or cupboard because that is not available to everyone in rural areas. And where it is available, it may not be allowed to use for protecting books as a large family shares it. Therefore, this background information needs to be kept. We agreed upon this and included it.

Thus, the second rater and I kept on coding transcripts independently in this way, then discussed any discrepancies, until towards the end of the process we found our coding was becoming more or less similar. Thus, the inter coder reliability process helped in removing the coding discrepancies, refining codes and improving code definitions. Concrete and precise definitions of codes were developed. In addition, it also helped standardizing the meaningful units.

4.8 Summary

This chapter has presented the rationale for choosing a mixed methodology. The chapter began with the research aims and objectives. This was followed by an explanation of the design of the study. It presented in detail the process of developing the research

instruments and also described the pilot study conducted to refine the instruments. Next, we moved on to a specific discussion of the main study. Table 4.12 gives a summary of the main study design.

Table 4-12: Study design summary: Main study

Study location	University of Sindh, Jamshoro, Pakistan (UoSJP)
Sampling technique	Stratified Sampling
No of participants	Rural Group = 186 Urban Group = 202 Total = 388
Research instruments	Reading attitude questionnaire (N=388) Reading comprehension test (N=388) Semi-structured interviews (N=24)
Main data collection	August 2012 to October 2012 Number of classes visited = 14

After describing the design of the main study, the chapter gave a description of the data analysis techniques adopted to answer the research questions. The next chapter presents detailed analyses of the data and the resultant findings.

CHAPTER 5
QUANTITATIVE RESULTS

5.1 Introduction

The previous chapter outlined the research methodology and, as explained there, two types of data were collected in the main study: reading attitude questionnaire and semi-structured interviews. Out of the two data sets, this chapter reports on the quantitative results based on the former means of data collection. Analysing these results helps us to respond to the research questions of the present study with the quantitative measures. Later, chapters 6 and 7 add in the qualitative insights from the semi-structured interviews in order to better explain the quantitative results.

I have divided this chapter in two parts:

- Part-I: Descriptive and Preliminary Analysis
- Part-II: Main Analysis.

Part-I presents the characteristics of the participants, specifically the demographic details and the educational background of the participants. It then describes the background items in the questionnaire descriptively with the mean and standard deviation so as to help us in getting to know the general reading culture and reading attitudes in the rural or urban home backgrounds. Later, this chapter deals with the preliminary analysis of the questionnaire data. It helps us to understand how categories of reading attitudes were condensed down to 4 from the original 34 items. The structure of this part is as follows:

- Characteristics of the Participants (section 5.2)
- Describing the Background Questionnaire Items (section 5.3)
- Factor Analysis Performed on the Reading Attitude Questionnaire Responses (section 5.4)

Part-II deals with the crux of the analysis. It presents the results of the main analysis performed to investigate the four research questions. The structure of this part is as follows:

- Research Question 1: Investigating the correlation between reading attitudes in Sindhi and in English (section 5.5)

- Research Question 2: Investigating the impact of rural/urban home backgrounds and reading attitudes in Sindhi on the reading attitudes in English (section 5.6)
- Research Question 3: Investigating Differences between Reading Attitudes in Sindhi and in English of the Rural and Urban Participants (section 5.7)
- Summary (section 5.8).

Part-I: Descriptive and Preliminary Analysis

5.2 Characteristics of the Participants

The questionnaires were distributed among 450 first-year students from various departments at UoSJP. Data cleaning revealed that 64 (14%) questionnaires were not usable. The participants left much of the questionnaire unfilled and therefore they could not be used for the analysis. The demographic details of the 388 participants are given in table 5.1.

As explained already, my study collected data from participants from two backgrounds: rural and urban. Initially, I planned to have groups of equal size, but after data cleaning the number of students in the rural group became slightly less (184) than the number of students in the urban group (202). Further, the study employed nearly equal numbers of female and male students (see table 5.1).

Table 5.1 also gives information about the educational backgrounds of the participants. The urban students came mainly from private schools and the majority of them have had their education taught through the English language. Only a few rural students had gone to private schools. Differences between the two groups of students can also be seen in the professions of their parents. The parents of urban students were employed as doctors, in private business, in government jobs, and in industries which may indicate financially better positions. On the other hand, the parents of rural students were employed mostly as the farmers and shop vendors, and those working for the government were generally teachers and clerical workers.

Table 5-1: Characteristics of the participants for the questionnaire in the main study

i. Social background	Rural	184	Urban	202
ii. Gender	Male	98	Male	95
	Female	86	Female	107
	Total=184		Total=202	
iii. Profession of the parents	Landlord	15	Landlord	30
	Farmer	30		
	Private business	25	Private business	48
	Shop assistant	43	Shop assistant	19
			Gov't officer	43
	Clerical work	33	Clerical work	23
	Primary teacher	38	Teacher	39
Total=184		Total=202		
iv. Nature of educational institute	Public	122	Public	80
	Private	62	Private	112
	Total=184		Total=202	
v. Medium of instruction in the previous educational institute	Local-medium	122	Local-medium	80
	English-medium	62	English-medium	112
	Total=184		Total=202	

Having described the participants, I next present the items eliciting background information in the questionnaire.

5.3 Describing the Background Questionnaire Items

At the start of the reading attitude questionnaire the students were asked to fill in questions eliciting background information from them. This was to collect information about:

- The availability of reading resources in Sindhi in their society (Q1)
- The availability of reading resources in English in their society (Q1.1)
- Leisure reading in Sindhi in their society (Q2)
- Leisure reading in English in their society (Q2.1)
- The encouragement they received from parents for reading in Sindhi (Q3)
- The encouragement they received from parents for reading in English (Q3.1)
- The encouragement they received from teachers for reading in Sindhi (Q4)
- The encouragement they received from teachers for reading in English (Q4.1)

- The encouragement they received from friends for reading in Sindhi (Q5)
- The encouragement they received from friends for reading in English (Q5.1).

A four-point Likert scale was given for Q1 to Q5.1. Table 5.2 shows the descriptive statistics. As I had rural and urban participants in my study, two types of information are given in this table:

- The mean and standard deviation are given of the data set as a whole for all the participants, regardless of their categorization as rural or urban.
- The mean and standard deviation are also given separately for the different categories of rural and urban. By providing the data of each group

Table 5-2: Descriptive statistics of background questionnaire results

Encouragement for Reading		All Participants		Rural		Urban	
		Mean	Std. Dev	Mean	Std. Dev	Mean	Std. Dev
Q1	Reading resources in Sindhi are easily available in my society.	2.52	1.096	1.79	7.69	3.18	9.15
Q1.1	Reading resources in English are easily available in my society.	2.33	1.201	1.32	5.90	3.25	8.25
Q2	Reading in Sindhi is very common in my society.	2.06	.819	1.64	7.10	2.45	7.19
Q2.1	Reading in English is very common in my society.	2.33	1.193	1.33	5.95	3.25	8.03
Q3	I was encouraged to read in Sindhi by my parents.	2.13	0.858	2.49	0.787	1.73	.750
Q3.1	I was encouraged to read in English by my parents.	2.52	1.103	1.68	0.781	3.28	.743
Q4	I was encouraged to read in Sindhi by my teachers.	2.14	0.91	1.72	0.85	2.53	.780
Q4.1	I was encouraged to read in English by my teachers.	2.48	1.14	1.61	0.84	3.26	.743
Q5	I was encouraged to read in Sindhi by my friends.	2.05	.92	1.51	0.73	2.55	.788
Q5.1	I was encouraged to read in English by my friends.	2.41	1.17	1.46	0.75	3.28	.748

separately, I aimed to add group-specific information as some of my research questions (RQ1B and RQ3) investigate group-specific characteristics. Furthermore, it was also intended to gain an understanding of the data from various points of view as well.

As can be seen in table 5.2, reading resources (Q1 and Q1.1) are more easily available in Sindhi (mean=2.52) than in English (mean=2.33) in the province of Sindh. However, a further look into the data from the point of rural and urban groups separately reveals that in rural Sindh, reading resources are more easily available in Sindhi (mean=1.79) than in English (m=1.32). On the other hand, in urban Sindh, reading resources are available easily and almost equally in Sindhi (mean=3.18) and in English (m=3.25). This may show why it was important to investigate the data from the point of view of groups as well as a whole data set. When the data is seen from the point of view of the separate groups a clear picture emerged of the divide between the reading resources of rural and urban Sindh.

In the case of Q2 and Q2.1, the responses of the participants overall show that in Sindh people read more often in English (m=2.33) than in Sindhi (m=2.06). However, as can be seen in table 5.2, data from the rural group reveal that in rural Sindh, reading in Sindhi is more common (m=1.64) than in English (m=1.33). Contrary to this, in urban Sindh, reading in English (m=3.25) is more common than in Sindhi (m=2.45). This further emphasised a contrast between the two groups.

Questions 3 and 3.1 dealt with the encouragement that the learners received for reading from their parents. The overall responses demonstrate that the participants received more encouragement for reading in English (m=2.52) than in Sindhi (m=2.18); but that is just half of the picture. Analysing the data group by group indicated that rural learners received more encouragement for reading in Sindhi (m=2.49) than in English (m=1.68). Conversely, in urban Sindh, parents encouraged reading in English (m=3.28) more than in Sindhi (m=1.73). This goes back to the findings of Q1, Q1.1, Q2, and Q 2.1; so that one can say that the availability of reading resources and reading culture may have affected the pattern of encouragement found in rural and urban parents.

Questions 4 and 4.1 inquired about encouragement that the learners received for reading by teachers. The pattern of responses remained the same as above. The collective responses of all participants suggest that teachers encourage reading in English (m=2.48) more than in Sindhi (m=2.14). However, in the case of rural learners, they received more encouragement for reading in Sindhi (m=1.72) than in English (m=1.62). On the other hand, in urban Sindh, teachers encouraged a lot more reading in English (m=3.26) than in Sindhi (m=2.56).

The last item in the background information section dealt with the encouragement that the learners received for reading by their friends. The overall responses suggest the same trend as in the previous two questions.

To sum up the background information, it seems that, generally, reading in English is more common than reading in Sindhi in the province of Sindh. However, when the data was examined for rural and urban groups separately, it appears that in urban Sindh the trend is same, but it is quite otherwise in the case of rural Sindh. The possible reasons for such a contrast may be the difference found in the availability of reading resources and reading culture in the two societies. Overall, the urban learners benefit from better availability of materials, stronger reading culture, and more encouragement for reading in English than the rural learners.

After analysing the background information of the participants, I applied factor analysis to the 34 items eliciting reading attitudes in the questionnaire in order to reduce them to a smaller set of factors or components of reading attitudes. The next section reports the results.

5.4 Factor Analysis

The reading attitudes of the participants were investigated through a reading attitude questionnaire (see Appendix-2). Section-II, 'Reading Attitudes', in the questionnaire consisted of 34 items, measuring self-perception as a reader (7 items), linguistic value (5 items), practical value (6 items), intellectual value (3 items), personal involvement in reading (7 items), and reading anxiety (6 items). Each item had two parts. The first part inquired about a particular reading attitude in Sindhi (e.g. Q27: 'I enjoy reading in

Sindhi' and the second part of the item inquired about the same attitude for reading in English (e.g. Q27.1: 'I enjoy reading in English'). The internal reliabilities of the questionnaire items measuring the same construct of attitude were checked in the pilot study (see section 4.4.4.3). In the main study these items were submitted to factor analysis to reduce the 34 items down to a few components of reading attitude based on the underlying structure of reading attitudes. The resultant components were to be used as the reading attitude variable throughout the main analysis.

Factor analysis is regarded as a family of techniques rather than a single technique alone. It consists of a number of related techniques. Two main distinctive techniques are principal component analysis (PCA) and factor analysis (FA). PCA and FA share one common goal: to reduce a set of measured variables to a new and smaller set of variables (Velicer & Jackson, 1990). However, they are different in terms of their specific purposes as well as the partition of the variance of a variable (Hair et al, 2009). PCA and FA are also different in terms of their uses of explained and unexplained variance.

In PCA the total variance is considered and used to derive the factors. In contrast, only the common or shared variance is considered and used to derive the factors in FA. Based on the variance, the goal of FA is to explain correlations among measured variables while the goal of PCA is to account for variance in the measured variable. Fabrigar et al (1999) suggest using FA for finding a parsimonious representation of the associations among measured variables, and using PCA for data reduction. The present research uses the tricomponential definition of the reading attitude: affective, cognitive and behavioural. FA would derive factors based on common and unique variance so they would have been correlated. So, PCA serves the purpose of bringing forth factors based on the total variance.

However, these different methods may bring forth similar results in some circumstances, particularly when the number of variables is more than 30 or most items have communalities more than 0.60 (Hair et al., 2009). In the current questionnaire, the number of variables is more than 30 (34 items) and most items have communalities more than 0.60, so either of them brings the same result. Moreover, principal axis factoring

(PAF), one of the FA techniques, was run on the data set and the factors derived were only slightly different.

Having chosen PCA as the factor analysis method, I next had to choose which data set to run the PCA on. I had two sets of items in the questionnaire: items eliciting reading attitudes in Sindhi and the items eliciting reading attitudes in English.

As already explained in the literature review chapter section 3.4.1, the core of this study centres around an investigation of the transfer of the reading attitudes in one's first language when compared to reading attitudes in English, Therefore, I found it reasonable to run PCA on the Sindhi set of questionnaire items first. Therefore, the section below presents the results of PCA run on the items from the Sindhi data set. It first discusses the suitability of data for running PCA. Later, it presents the extraction and interpretation of factors.

5.4.1 Assessing suitability of factorability

Before running factor analysis on the Sindhi data set, I checked it for suitability for factor analysis from three aspects: sample size, inter-correlation among the items, and the measure of sampling adequacy which is also called the Kaiser-Meyer-Olkin measure (KMO).

(1) Sample size: Comrey and Lee (1992) suggest the sample size of 50 as very poor, 100 as poor, 200 as fair, 300 as good, 500 as very good, and 1000 as excellent for running the factor analysis. Tabachink and Fidel suggest that "it is comforting to have at least 300 cases for factor analysis" (2007: 640). The data set of the present study had a sample size of 388 cases, so it was considered acceptable.

(2) Strength of relationship among the variables (or items): This was measured through an inspection of the correlation matrix for evidence of coefficients greater than .3. A suitable data set is expected to have correlation coefficients above 0.30, but not greater than 0.90 (Pallant, 2007). It was found that many correlation coefficients exceeded 0.30 and none exceeded 0.90. That means there were interrelationships among the items needed for factor analysis.

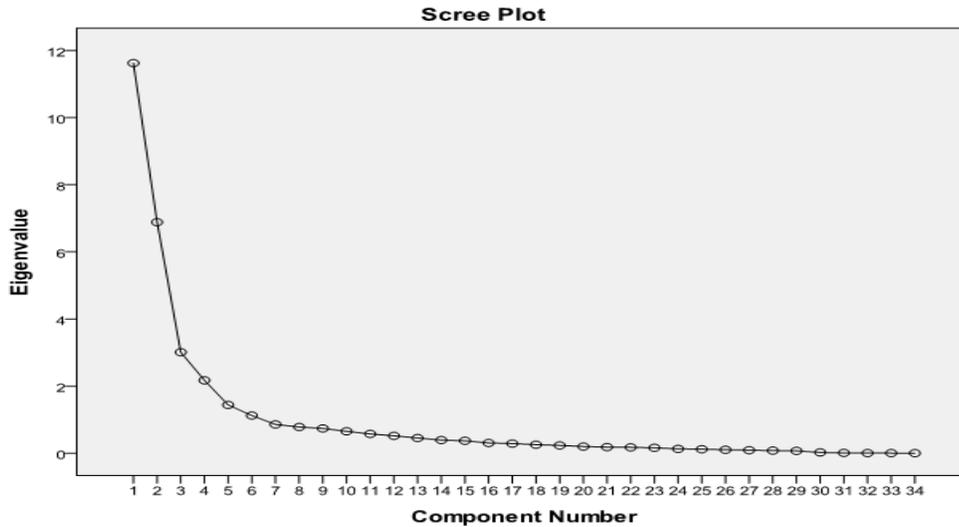


Figure 5-1: Scree Plot

(3) Kaiser-Meyer-Olkin (KMO) and Bartlett test of sphericity: The KMO was assessed in terms of overall variables. Hair et al (2009) suggest a guideline of 0.80 or above as meritorious, 0.70 or above as middling, 0.60 or above as mediocre, 0.50 or above as miserable, and below 0.50 as unacceptable. The overall KMO was 0.892, which is regarded as excellent. Additionally, the Bartlett test of sphericity, a statistical test for the presence of correlations among the variables, indicated statistical significance (sig value ≤ 0.001). This means that enough correlations exist among the variables to proceed (Hair et al, 2009). KMO and Bartlett’s test are provided in table 5.3.

Table 5-3: Kaiser-Meyer-Olkin and Bartlett's test results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.892
Bartlett's Test of Sphericity	Approx. Chi-Square	19262.551
	Df	561
	Sig.	.000

Thus, the data set was found suitable for a factor analysis. I submitted the data to the PCA. The next step was to decide the criteria for selecting and extracting the number of factors. The subsequent section elucidates that.

5.4.2 Selection and extraction of the number of factors

Fabrigar et al (1999) suggest employing multiple criteria for determining the number of factors to extract. This research utilizes three criteria: latent root or Kaiser criterion, the result of the scree test, and the percentage of variance criterion.

Latent root or Kaiser criterion revealed four factors which had eigen values greater than one. The plot of the scree test indicated four factors, with the line beginning to straighten out at the end of the fourth factor (see figure 5.1). The cumulative percentage of the total variance was also examined. Four or more factors are acceptable due to the level of the cumulative percentage of the total variance in the range of 60, which is regarded as satisfactory in the social sciences (Hair et al, 2009).

Although the above criteria suggested a four-factor solution, I tried to extract factors with a number of different factor structures, such as a three-factor solution and a five-factor solution in order to check whether they provide a more sensible interpretation in the factors. The results were compared and contrasted. The best representation was found with four factors, which accounted for 69.68% of the variance.

After deciding the number of factors, I rotated the four factors. Rotation presents the factors' pattern of loadings in a manner that is easier to interpret (Pallant, 2007: 154). The next section presents the types of rotation method available in SPSS and the one chosen for the present study.

5.4.3 Factor rotation and interpretation

There are two types of factor rotation: orthogonal and oblique rotation. Orthogonal rotation is the simplest case of rotation. The term *orthogonal* means *unrelated*; hence, correlations among the factors are not permitted. Orthogonal rotation maintains the independence among the factors while rotating the factors (Field, 2000). Oblique rotation, in contrast, allows the factors to be related rather than remaining independent (Field, 2000).

In this current study, I preferred orthogonal Varimax rotation because the dimensions of attitudes towards reading – namely cognitive, affective, and behavioural – are conceptually distinct (Erten et al, 2010; Yamashita, 2004; 2007; Mathewson, 1994; Mori,

2002). Varimax rotation yields independent and unrelated components. Secondly, it is frequently utilised in attitude studies when researchers aim to find independent constructs (Erten et al, 2010).

After a rotated factor solution was derived it was important to assess the significance of factor loadings in the rotated component matrix in order to interpret the result. Factor loading is the correlation between a measured variable and its factor. It is used as a measurement to decide which variables should be incorporated into which factors (Field, 2000). To decide which levels of factor loadings are significant, statistical and practical significance should be assessed. Hair et al (2009) provide the guidelines for identifying statistically significant factor loadings based on sample size. According to them, a sample size of 350 may have a factor loading of 0.30. Concerning the practical significance of this, the higher the factor loadings, the more important the factor loadings are in interpreting the result. I tried a loading of 0.40, but it resulted in the deletion of a few items that had a factor loading of 0.30. I decided to keep 0.30 as a factor loading value so that no item was deleted. As a result, 31 items were neatly loaded on one of the four factors with 69.6% of the total variance (see table 5.4 for rotated components).

The first factor with seven items accounted for 22.5% of the variance. The items in this factor mainly reflected how the participants evaluated reading ability and thus were labelled *self-perception as a reader*.

The second factor with 10 items explained 21.4% of the variance and was named '*utilitarian value for reading*' since all the three aspects of value deal with the external benefits derived from reading. Basically, the items in this factor deal with three kinds of values attached to reading: linguistic value, practical value, and intellectual value. They regard reading as instrumental to improving one's language, gaining upward mobility in society, earning better grades, and doing better in future jobs.

The third factor, with 11 items, accounted for 16.8% of the variance. The items in this factor regarded reading as a rewarding, entertaining, enjoyable, a preferable activity, and good for self-development and, therefore, were given the term '*personal involvement in reading*'. In addition to them, three items dealing with the intellectual value one attaches

to reading (items 18, 19, and 20) were also grouped here. One reason for this may be that for the participants reading ‘to know new ways of thinking’, ‘to become more sophisticated’ and ‘to get more knowledge’ may be reasons for personal involvement. Or, their feelings of being ‘rewarded’, ‘entertained’, and of ‘pleasure’ may arise from reading as a way of enriching their ‘thinking’, ‘sophistication’ and ‘knowledge’. Except for this, one item dealing with reading for the practical value (item 21) also joined this component. It seems that for the participants, creating a better future for themselves is also one of their personal reasons for reading. Since the overall items dealt with personal involvement, this factor was termed ‘*Personal involvement in reading*’.

The fourth and final factor with 6 items explained 8.9% of the variance and was initially termed ‘reading anxiety’. The items treated reading related to uneasiness, stress and feelings of giving up. As almost all the items were negatively worded and therefore their scores reversed; thus, I changed the term to ‘*lack of reading anxiety*’ as the original designation could have created confusion in reading the results later on in the main analysis.

Table 5-4: Rotated component matrix for the reading attitudes [Sindhi set]

Reading Attitude	<i>Self-perception as a reader</i>	<i>Utilitarian value for reading</i>	<i>Personal involvement for reading</i>	<i>Lack of reading anxiety</i>
8. I am a good reader in Sindhi as I understand what I read.	.98			
7. When I do not understand what I am reading in Sindhi, it makes me feel less confident about myself.	.98			
9. I am an average reader in Sindhi as I understand most of what I read.	.98			
10. I read quite slowly in Sindhi, but usually understand what I read.	.98			
35. I would never read in Sindhi if it were not compulsory for my courses.	.98			
6. I'm a fast and highly skilled reader in Sindhi and seldom have problems understanding what I read.	.98			
12. I find it difficult to comprehend what I read in Sindhi.	.97			
15. Reading in Sindhi contributes to the development of the writing skills in Sindhi.		.88		
16. Reading in Sindhi contributes to the development of grammar in Sindhi.		.85		
26. Reading in Sindhi is beneficial for gaining value in society.		.80		
13. Reading in Sindhi helps fluency in Sindhi speech.		.72		
14. Reading in Sindhi is essential to increase the vocabulary in Sindhi.		.72		
17. Reading in Sindhi contributes to the development of listening skills in Sindhi.		.70		
24. Reading in Sindhi is useful to get a job.		.69		
23. Reading in Sindhi is useful to get a good grade in the class.		.67		
25. Reading in Sindhi helps us to become better individuals.		.66		
22. A lot of Reading in Sindhi gains one reputation in friend circle.		.59		
32. Reading in Sindhi is always troublesome.			.78	
27. I enjoy reading in Sindhi.			.74	
30. I feel relaxed if I read in Sindhi.			.73	
33. I have a great desire to make reading in Sindhi.			.63	
29. I feel curious while reading in Sindhi.			.63	
31. I read in Sindhi to relieve the fatigue of the day.			.62	
28. I feel tired if I read in Sindhi.			.61	
18. I get to know new ways of thinking if I read in Sindhi.			.51	
21. Reading in Sindhi helps to prepare a better future for ourselves.			.43	
19. I can acquire broad knowledge if I read in Sindhi.			.41	
20. I can become more sophisticated if I read in Sindhi.			.34	

11. I read quite slowly in Sindhi and often have problems understanding what I read.	.74
39. I feel stressed if I don't know many words in what I read in Sindhi.	.70
34. I get upset whenever I encounter unknown grammar when reading in Sindhi.	.59
36. When I am reading in Sindhi, I get so confused I can't remember what I'm reading.	.58
37. I get nervous when I am reading a passage in Sindhi and I am not familiar with the topic.	.54
38. I do not mind even if I cannot understand what I am reading in Sindhi entirely.	.53

After having established meaningful interpretation of the four components, it was now the turn for running PCA with similar rotation on the English set of items. This resulted in a slightly different clustering of items. As the components with different items in each language could not be compared or investigated for contribution or prediction across two languages, so they were not used in the main analysis. The structure of the components of the Sindhi set was applied on the items in the English set in order to get the same components. That means the items were grouped together to form a component in Sindhi set, and their sub-items were grouped to attain the component in English set. The reliability analysis also showed that reading attitude components in both languages achieved an alpha of 0.50 or above, ranging from 0.79 to 0.99. That gives the statistical evidence of the internal consistency in each component. It is further given in detail below.

5.4.4 Conversion of factors into reading attitude variables and establishing their reliability

To convert the four factors into reading attitude variables, I computed the means of all the items in a component. Next, the internal reliability of the items in each reading attitude variable was examined. The reliability analysis showed that all reading attitude variables achieved an alpha of 0.50 or above, ranging from 0.79 to 0.99 except that of *Lack of reading anxiety* (0.65) in the Sindhi data set. An investigation of item-total statistics revealed that item 38 (*'I do not mind even if I cannot understand what I am reading in Sindhi entirely'*.) had a low item-total correlation with all other items. Deletion of this item increased Cronbach's alpha value to 0.79. Thus, this item was deleted from the English reading attitude data set as well. Table 5.5 presents the Cronbach's alpha value of reading attitudes in Sindhi and in English.

Table 5-5: Reliability statistics of reading attitudes items in Sindhi set and in English set

		Cronbach's Alpha Value	
		Reading Attitudes in Sindhi	Reading Attitudes in English
Reading Attitudes	<i>Self-perception as a reader</i>	.99	.98
	<i>Utilitarian value for reading</i>	.92	.88
	<i>Personal involvement in reading</i>	.86	.84
	<i>Lack of reading anxiety</i>	.79	.85

After this preliminary analysis of factor formation of the questionnaire data and running the reliability check, the next section describes the main data analysis.

Part-II: Main Analysis

5.5 Research Question 1: Investigating the Correlation between Reading Attitudes in Sindhi and in English

I aimed to investigate the correlation in reading attitudes between Sindhi and English. As discussed in section 4.7.1.1, the data did not satisfy the assumption of normal distribution and of perfect linear relationship, so the non-parametric Spearman rank order correlation test has been used for the correlation analysis in this research. The correlations were computed on eight variables in four pairs as shown in table 4-8 in the previous chapter.

The answer of this question was investigated in two ways: The research question was further broken down in two parts:

RQ1A: What is the correlation between reading attitudes in Sindhi and in English?

RQ1B: What is the correlation between reading attitudes in Sindhi and in English of the learners from rural and urban home backgrounds?

Firstly, the overall correlation between reading attitudes in Sindhi and in English was examined for RQ1A by using the data file as a whole. Secondly, the data set was split into two groups (rural and urban) in order to investigate the correlation between reading attitudes in Sindhi and in English of the rural and urban participants as distinct groups of participants coming from two different social backgrounds in RQ1B. Therefore, I thought it was useful to see whether reading attitudes were similar or different between the groups. Moreover, one of my research questions (RQ3) seeks to differentiate between rural and urban participants' reading attitudes; therefore, it might be useful to check the correlation in reading attitudes in Sindhi and in English from the point of view of each group (rural and urban) as well.

The findings are given below.

5.5.1 Examination of overall correlation between reading attitudes in Sindhi and in English (RQ 1A)

The correlation matrix of the overall data set is reported in table 5.6. The most important results to RQ1A were the correlation between the same reading attitude in Sindhi and in English. That means the correlation between *self-perception as a reader in Sindhi* and *self-perception as a reader in English*, *utilitarian value for reading in Sindhi* and *utilitarian value for reading in English*, *personal involvement of reading in Sindhi* and *personal involvement of reading in English*, and *lack of reading anxiety in Sindhi* and *lack of reading anxiety in English*. As can be seen in table 5.8, all the reading attitudes have a significant correlation. However, the strength of the correlation between them is small, ranging from $r=.18$ to $.25$ only (as per the guideline of Cohen, 1988, cited in Pallant, 2007: 128), except that between *lack of reading anxiety in Sindhi* and in English. These variables had a medium correlation ($r=.33$).

The above findings suggest that all reading attitudes in Sindhi and English have a low, but significant, correlation confirming Yamashita's (2004) finding that reading attitudes appear to transfer from L1 to L2. The transfer may be happening because the students are all learners of English as second language and they had acquired Sindhi literacy before they started learning English, and also because their exposure to Sindhi texts is much greater than to English texts in their daily life. So, when they start reading in English, they have some basis for reading attitudes already.

Secondly, this result also suggests that different reading attitudes tend to transfer differently. The *lack of reading anxiety* in students passes on from Sindhi to English quicker than other reading attitudes. In other words, if they are not anxious about reading in Sindhi then they do not feel anxious while reading in English.

Table 5-6 Correlation between reading attitudes in Sindhi and in English

	<i>Self-perception as a reader in English</i>	<i>Utilitarian value for reading in English</i>	<i>Personal Involvement for reading in English</i>	<i>Lack of Reading Anxiety in English</i>
<i>Self-perception as a reader in Sindhi</i>	rs=.25** p<.001			
<i>Utilitarian value for reading in Sindhi</i>		rs=.18** p<.001		
<i>Personal Involvement for reading in Sindhi</i>			rs=.17** p<.001	
<i>Lack of Reading Anxiety in Sindhi</i>				rs=.33** p<.001

** Correlation is significant at the 0.01 level (2 tailed)

Having presented the findings of the overall data set, the group results are given next.

5.5.2: Examination of investigating the correlation between reading attitudes in Sindhi and in English of the rural and urban participants individually (RQ1B)

The group-based examination of the correlation between reading attitudes in Sindhi and in English brought forward interesting results. Table 5.7 presents the correlation matrix for the rural group and table 5.8 presents the same for the urban group.

- (a) **Results of the rural group of participants:** As can be seen in table 5.7, except *self-perception as a reader* in both languages, all reading attitudes in Sindhi and in English are highly correlated. This result is in complete contrast with the results from the overall data set of the participants, which displayed only a low correlation between the same reading attitudes. This could be because this result is specifically relevant to the rural participants who had studied in Sindhi-medium private or public schools (as can be seen in table 5.1). Therefore, they had already developed good literacy and reading attitudes in Sindhi before taking up reading in English.

Table 5-7: Correlation between reading attitudes in Sindhi and in English of the rural participants

	<i>Self-perception as a reader in Sindhi in English</i>	<i>Utilitarian value of reading in English</i>	<i>Personal involvement for reading in English</i>	<i>Lack of reading anxiety in English</i>
<i>Self-perception as a reader in Sindhi</i>	rs=.06** p=.415			
<i>Utilitarian value of reading in Sindhi</i>		rs=.75** p<.001		
<i>Personal involvement for reading in Sindhi</i>			rs=.80** p<.001	
<i>Lack of reading anxiety in Sindhi</i>				rs=.67** p<.001

** Correlation is significant at the 0.01 level (2 tailed)

(b) **Results of the urban group of participants:** In contrast to the rural participants, only two of the reading attitudes of the urban learners correlated significantly. As can be seen in table 5.8, *self-perception as a reader* in Sindhi and in English indicates a low correlation between each other. On the other hand, *lack of reading anxiety* in Sindhi and in English has a moderate correlation. Apart from these two *utilitarian value of reading* in Sindhi and in English and *personal involvement for reading* in Sindhi and in English did not correlate significantly. This may be because urban participants live in a more competitive atmosphere and use English in education and in social interaction and, therefore, the utilitarian value and the personal involvement they attach to reading in Sindhi and to reading in English may not correlate in Sindhi and in English. A further insight on this result is presented in the discussion chapter (chapter 8).

Table 5-8: Correlation between reading attitudes in Sindhi and in English of the urban participants

	<i>Self-perception as a reader in English</i>	<i>Utilitarian value for reading in English</i>	<i>Personal involvement for reading in English</i>	<i>Lack of reading anxiety in English</i>
<i>Self-perception as a reader in Sindhi</i>	rs=.21** p=.002			
<i>Utilitarian value of reading in Sindhi</i>		rs=.12 p=.083		
<i>Personal involvement for reading in Sindhi</i>			rs=.04 p=.574	
<i>Lack of reading anxiety in Sindhi</i>				rs=.37** p<.001

** Correlation is significant at the 0.01 level (2 tailed)

In conclusion, I investigated the correlation between reading attitudes in Sindhi and in English on two levels: of the overall data set as a whole and as two groups of participants (rural and urban). This two-level analysis in fact helped in understanding the correlation between the two in depth. The major findings of RQ1 are:

- The overall data set indicated significant but low correlations between reading attitudes in Sindhi and in English.
- An investigation of the rural group specifically revealed a different insight: that most of their reading attitudes are highly correlated. This suggests the transfer of reading attitudes between L1 and L2.
- The group-specific results of the urban learners indicated that only two of their reading attitudes were correlated in Sindhi and in English. This contrast in the results of the rural and urban learners may be because of the difference in the societies that the learners come from. As mentioned earlier, the rural participants' educational backgrounds and social lives emphasise Sindhi and, therefore, they begin reading in Sindhi first and approach reading in English later in life. Therefore, the reading attitudes in Sindhi act as the platform for their reading attitudes in English. On the contrary, the educational backgrounds and social set-ups of the urban

participants promote reading in English more than reading in Sindhi. That may be the reason why, for urban learners, not all the reading attitudes in Sindhi and in English are correlated. This explains now why the data set, when taken as a whole, displayed the correlations of low strength only between reading attitudes in Sindhi and reading attitudes in English. A further discussion of these results is made in the discussion chapter (chapter 8), and includes the qualitative insights.

5.6 Research Question 2: Investigating the impact of Rural/Urban Home Backgrounds and Reading Attitudes in Sindhi on the Reading Attitudes in English

In research question 1, I used correlation analysis to find out if there is a statistically significant relationship between the reading attitudes in L1 and in L2 i.e. *self perception as a reader* in L1 and *self perception as a reader* in L2. That helped us to understand correlation between two variables only at a time i.e, the score on one variable allowed us to predict the score on the other variable. In the next section, I advance the inquiry one step ahead to predict one variable on the basis of several other variables. And for this purpose, I used multiple regression (See for the rationale of using multiple regression in 4.7.1.2).

By running multiple regression, we shall be able to understand two things:

- How much a learner's *self perception as a reader in English* (dependent variable) can be predicted from the list of independent variables i.e, *rural/urban home backgrounds, self perception as a reader in Sindhi, utilitarian value of reading in Sindhi, personal involvement as a reader in Sindhi, and lack of reading anxiety in Sindhi*. In other words, we shall know the joint effect of these independent variables on a learner's *self perception as a reader in English*.
- Which of these independent variables predicts the best a learner's *self perception as a reader in English*? In other words, we shall know that which of the independent variables has the largest influence on a learner's perception about himself as a reader in English.

As I had four reading attitudes in English, I subdivided the main research question in four as shown in section 4.7.1.2 Thus, I ran four sets of standard multiple regression tests using the same data, keeping the independent variables same in each set, but keeping a different dependent variable each time. Table 5.11 shows the dependent and independent variables in each set.

Table 5-9: List of the dependent and independent variables in each set of multiple regression [RQ2]

	Dependent Variable	Independent Variables
First Set RQ2A	<i>Self-perception as a reader in English</i>	<ul style="list-style-type: none"> • <i>Self-perception as a reader in Sindhi</i>
Second Set RQ2B	<i>Utilitarian value of reading in English</i>	<ul style="list-style-type: none"> • <i>Utilitarian value of reading in Sindhi</i>
Third Set RQ2C	<i>Personal involvement in reading in English</i>	<ul style="list-style-type: none"> • <i>Personal involvement in reading in Sindhi</i>
Fourth Set RQ2D	<i>Lack of reading anxiety in English</i>	<ul style="list-style-type: none"> • <i>Lack of reading anxiety in Sindhi</i> • <i>Rural and urban home background</i>

In each set, the important results concerning this research question are presented in two tables.

The first table in each set summarises how much of the variance in the dependent variable was explained by the model. With multiplication by 100, R square values shows what percentage of the variance is accounted for by the model. The statistical significance of the results is provided in the right-hand column of table.

Next, table in each set reports the degree to which each variable included in the model contributes to the prediction of the dependent variable. The description of the results focuses on values under ‘standardised Beta’ (std. Beta) and their statistical significance. The standardized Beta values indicate the extent to which each variable makes “unique contributions to explain the dependent variable, when the variance explained by all other variables in the model is controlled for” (Pallant, 2001: 146). The beta is measured in units of standard deviation. For example, a beta value of 2.5 indicates that a change of one standard deviation in the predictor variable will result in a change of 2.5 standard deviations in the criterion variable. Thus, the higher the beta value the greater the impact of the predictor variable on the criterion variable (Brace et al 2000). On the other hand,

their significance values indicate whether these variables make a statistically significant unique contribution to the equation.

Now, I present the results of each set one by one.

5.6.1 First Set (Research Question 2A): What is the impact of learners' rural or urban home backgrounds and reading attitudes in Sindhi on the self-perception as a reader in English?

As can be seen in table 5.10, the model explained 73.6% of the variance in *Self perception as a reader in English*, with statistical significance, $F = (211.96)$, $p = .05$.

Table 5-10 Multiple regression model summary [DV: Self Perception as a reader in English]

Dependent Variable	R Square	Adjusted R Square	Sig
<i>Self perception as a reader in English</i>	.736	.733	.000

Table 5.11 reports the standardized Beta coefficients of the each independent variable, indicating the measure of their contribution to the *self perception as a reader in English*.

Table 11: Multiple Regression coefficients [DV: Self Perception as a reader in English]

Dependent Variable	Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Er	Beta		
Self perception as a reader in English	<i>Self perception as a reader in Sindhi</i>	.061	.04	.04	1.54	.000
	<i>Utilitarian value for reading in Sindhi</i>	-.40	.06	-.25	-6.70	.001
	<i>Personal involvement for reading in Sindhi</i>	.05	.06	.03	.88	.379
	<i>Lack of reading anxiety in Sindhi</i>	.82	.11	.27	7.32	.000
	<i>Rural/urban home background</i>	13.00	.56	.74	23.19	.000

In order to make them visually clearer to understand, I have also displayed the standardized Beta coefficients in the bar chart as well in figure 5.2.

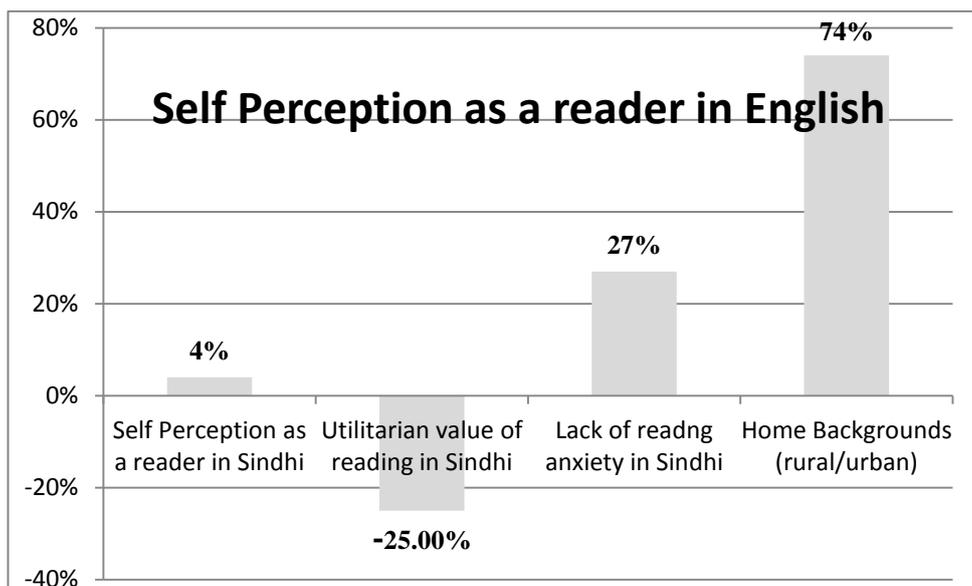


Figure 5-2: Multiple regression coefficients shown in the bar chart [DV: Self-perception as a reader in English]

The important results are presented below:

As can be seen in table 5-11, a learner’s home background has a greatest coefficient (.74) than all. Similarly, figure 5.4 also displays the bar of a learner’s home background taller than all. This suggests that learners’ home background leaves the biggest impact on his/her *self perception as a reader in English*. The urban background seems to facilitate learners in a better way to develop better perception as a reader in English than the rural learners. In other words, whether one experiences one’s educational journey and social life in a rural or urban context plays an important role in building learners’ image about themselves as a reader. Since, urban learners benefit from better social and educational set-ups, they think of themselves more positively as readers in English.

Utilitarian value for reading in Sindhi has a negative coefficient of -.25. That means that if we increase a change of one standard deviation in the *utilitarian value for reading in Sindhi* of a learner, it will result in a change of -.25 standard deviations a learner’s *self perception as a reader in English*. In other words, an increase in one’s *utilitarian value for reading in Sindhi* actually cuts down on his/her *self perception as a reader in Sindhi*. Figure 5.4 clearly displays the bar of

utilitarian value for reading going down, suggesting its' negative influence/impact on a learner's *self perception as a reader in English*.

On the other hand, the predictor with the least power is its' counterpart '*self perception as a reader in Sindhi*'. This is in contrast with the results of the previous studies as Yamashita's (2007) study suggests the counterpart as the best predictor actually. How learners think of themselves as readers in their L1 actually pass on to make their *self perception as a reader in L2*. In the present study, results show the contrary because the study has taken place in a different context where regional languages (L1) have a lower status in educational and social settings than the L2.

These interesting results are further discussed in the discussion chapter which includes support from the qualitative data.

5.6.2 Second Set (Research Question 2B): What is the impact of learners' rural or urban home backgrounds and reading attitudes in Sindhi on the utilitarian value of reading in English?

This set deals with *utilitarian value for reading in English* as a dependent variable. As can be seen in table 5.12, the model explains, with statistical significance, 56.4% of the variance in *utilitarian value of reading in English*, with statistical significance, $F = (97.97)$, $p = .05$.

Table 5-12 Multiple Regression model summary [DV: Utilitarian value of reading in English]

Dependent Variable	R Square	Adjusted R Square	Sig
<i>Utilitarian Value of reading in English</i>	.56	.55	.000

Furthermore, table 5.13 reports the standardized Beta coefficients of the each independent variable, indicating the measure of their contribution to the *utilitarian value for reading in English*. Figure 5.5 further facilitate us to understand the prediction power values of 'standardized Coefficients Beta' visually.

Table 5-13: Multiple Regression coefficients [DV: Utilitarian value of reading in English]

Dependent Variable	Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Er	Beta		
Utilitarian Value of reading in English	<i>Self perception as a reader in Sindhi</i>	.24	.03	.29	7.93	.000
	<i>Utilitarian value for reading in Sindhi</i>	-.15	.04	-.16	-3.33	.001
	<i>Personal involvement for reading in Sindhi</i>	.27	.04	.27	5.79	.000
	<i>Lack of reading anxiety in Sindhi</i>	.48	.08	.27	5.57	.000
	<i>Rural/urban home background</i>	4.9	.43	.46	11.30	.000

As can be seen in table 5.13, learners' *home background* has the largest coefficient than the rest of the independent variables. That means a unit change in this predictor variable has the largest effect on a learner's *utilitarian value for reading in English*. The more a learner comes from an urban background, the more *utilitarian value to reading* s/he would attach in English.

On the other hand, similar to the previous set, the corresponding reading attitude predicted the least. *Utilitarian value for reading in Sindhi* has the weakest and also negative coefficient of -.16. That means if a learner sees a *utilitarian value for reading in Sindhi* then it may mean that s/he might not see *utilitarian value to reading in English*. Figure 5.3 also displays *utilitarian value for reading in Sindhi* adding negative impact to a learner's *utilitarian value for reading in English*. Since they are the same reading attitudes in two languages one might expect them to predict each other positively, as suggested by the literature (Yamashita, 2007); but the results are contrary in the present study.

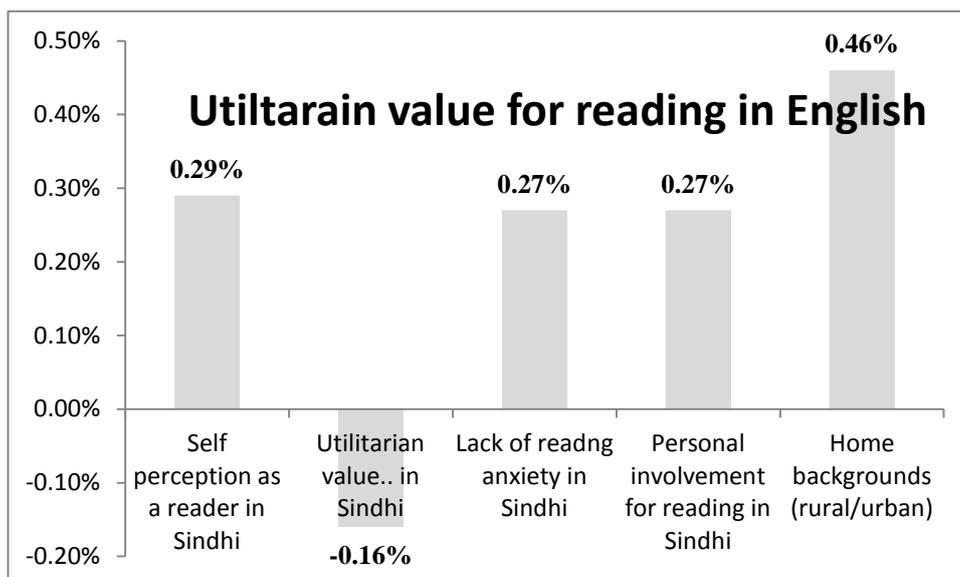


Figure 5.3: Multiple regression coefficients shown in the bar chart [DV: Utilitarian value for reading in English]

Furthermore, *self-perception as a reader in Sindhi*, *personal involvement for reading in Sindhi*, and *lack of reading anxiety in Sindhi* predicted almost equally, with the coefficients of .29, .27, and .27 respectively.

5.6.3 Third Set (Research Question 2C): What is the impact of learners’ rural or urban home backgrounds and reading attitudes in Sindhi on the personal involvement for reading in English?

This set deals with *personal involvement for reading in English* as the dependent variable. As can be seen in table 5.14, the model explains 56.4% of the variance in *personal involvement for reading in English*, with statistical significance, $F = (99.15)$, $p = .05$.

Table 5-14 Multiple Regression model summary [DV: Personal Involvement for reading in English]

Dependent Variable	R Square	Adjusted R Square	Sig
<i>Personal Involvement for reading in English</i>	.56	.56	.000

Table 5.15 also shows that its best predictor remains to be a learner’s home background, with a coefficient of .46. It is in line with the findings of the previous

two sets. Urban learners seem to have higher involvement for reading in English. It may be seen clearly in the bar chart given in figure 5.4.

Table 5-15: Multiple Regression coefficients [Personal involvement for reading in English]

Dependent Variable	Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Er	Beta		
Personal involvement in reading in English	<i>Self perception as a reader in Sindhi</i>	.30	.04	.27	7.39	.000
	<i>Utilitarian value of reading in Sindhi</i>	-.54	.06	-.41	-8.52	.000
	<i>Personal involvement for reading in Sindhi</i>	.55	.11	.14	3.00	.003
	<i>Lack of reading anxiety in Sindhi</i>	.35	.06	.42	8.83	.000
	<i>Rural/Urban home background</i>	6.63	.58	.46	11.37	.000

Furthermore, *lack of reading anxiety in Sindhi* puts the second biggest impact with a coefficient of .42 on a learner's *personal involvement for reading in English*. That means if a reader feels lack of stress and worry while reading in Sindhi, s/he may feel personally involved in reading in English too. *Self-perception as a reader in Sindhi* has a coefficient of .27. That means thinking of him/herself a good reader in Sindhi may contribute towards his/her involvement in reading in English as well.

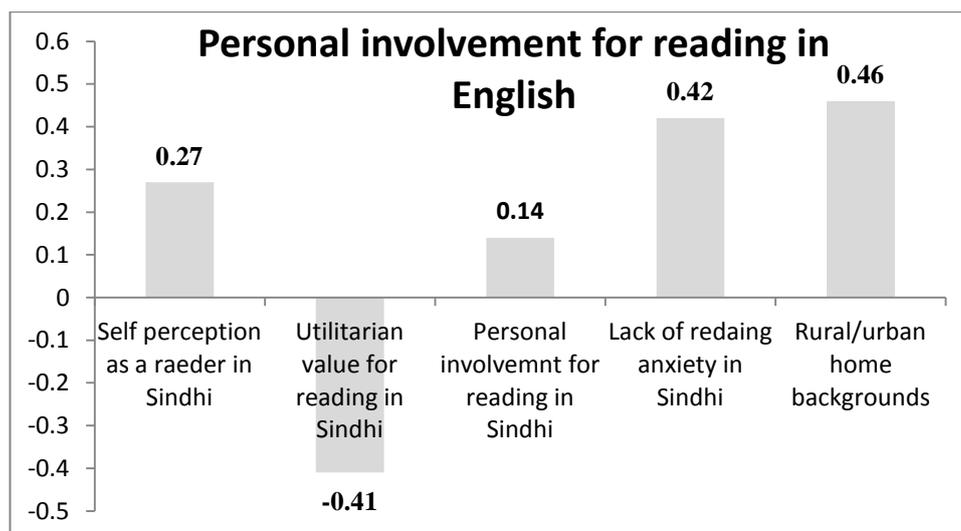


Figure 5.4: Multiple regression coefficients shown in the bar chart [DV: Personal involvement for reading in English]

Furthermore, its counterpart, *personal involvement for reading in Sindhi* contributed the least as compared to the other reading attitudes in Sindhi with a coefficient of, .14 only.

The *utilitarian value of reading in Sindhi* comes up with a negative coefficient of -.41%. That means if a learner possess *utilitarian value of reading in Sindhi*, it is more likely that s/he would not want to feel like reading for personal pleasure in English. This result is looked at in the qualitative analysis for the possible explanation.

5.6.4 Fourth Set (Research Question 2D): What is the impact of reading attitude in Sindhi and home backgrounds on lack of reading anxiety in English?

As can be seen in table 5.16, the model explains, 73.2% of the variance in *lack of reading anxiety* in English, with statistical significance $F= (206.74)$, $p=, .05$.

Table 5-16 Multiple Regression model summary [Lack of reading anxiety in English]

Dependent Variable	R Square	Adjusted R Square	Sig
<i>Lack of reading anxiety in reading in English</i>	.73	.72	.000

Table 5.17 and figure 5.5 shows that its best predictor remains the home background of the learner.

Table 5-17: Multiple Regression coefficients [Lack of reading anxiety in English]

Dependent Variable	Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Er	Beta		
<i>Lack of Reading Anxiety in English</i>	<i>Self perception as a reader in Sindhi</i>	.09	.02	.13	4.68	.000
	<i>Utilitarian value of reading in Sindhi</i>	-.21	.03	-.25	-6.70	.000
	<i>Personal involvement for reading in Sindhi</i>	.61	.05	.40	10.61	.000
	<i>Lack of reading anxiety in Sindhi</i>	.13	.03	.16	4.46	.000
	<i>Rural/urban home background</i>	5.92	.28	.66	20.57	.000

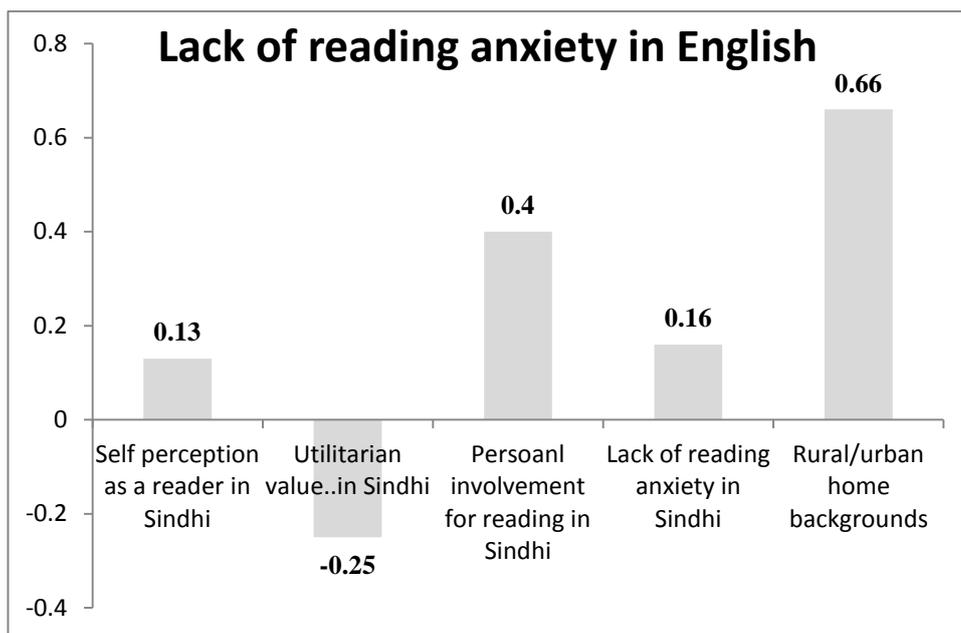


Figure 5.5: Multiple regression coefficients shown in the bar chart [Lack of reading anxiety in English]

The second best predictor remained the *personal involvement for reading in Sindhi*, with a coefficient of around .40. That means readers, who keep personal involvement for reading in Sindhi, may also keep lack of reading anxiety for reading in English.

Furthermore, *utilitarian value of reading in Sindhi* predicted a negative of .26.

On the other hand, its counterpart *lack of reading anxiety in Sindhi* has the prediction power of .16 only. That means, although the transfer happens between reading attitudes in Sindhi and in English and they are related but more than the same reading attitude, different reading attitudes contribute.

Finally, *self-perception as a reader in Sindhi* predicted the .13.

To sum up the main findings of the RQ2:

- The previous research by Yamashita (2007) found the best predictor of each reading attitude in English to be its corresponding reading attitude in Japanese. Unlike this, it seems that with these participants, home

backgrounds of the rural and urban is the best predictor of each reading attitude in English.

- In addition to this, other reading attitudes than the corresponding one were found to be the best predictor.
- Reading attitudes in Sindhi contributed positively and significantly to reading attitudes in English. It is only '*utilitarian value for reading in Sindhi*', which has a negative impact on all reading attitude variables in English.

These findings are further discussed in the discussion chapter (chapter 8) in the light of the qualitative insights.

5.7 Research Question 3: Investigating Differences between Reading Attitudes in Sindhi and in English of the Rural and Urban Participants

To see whether there is any difference in reading attitudes between Sindhi and English of the rural and urban participants, the Mann-Whitney U test was applied. The rationale for using this test is given in section 4.7.1.3. Table 5.18 presents the results of the comparison between reading attitudes of the rural and urban learners in Sindhi. Similarly, table 5.19 presents the results of the differences between the reading attitudes of the rural and urban learners in English.

5.7.1 Differences in the reading attitudes in Sindhi of the rural and urban learners

As can be seen in table 5.18, there were significant differences between most of the reading attitudes in Sindhi of the rural and urban participants. Furthermore, table 5.20 also includes the mean ranks of the both groups, indicating that:

- Urban participants had better *self-perception as a reader in Sindhi* as compared to the rural participants
- Rural participants give more *utilitarian value for reading in Sindhi* than the urban participants
- Rural participants show more *personal involvement for reading in Sindhi* than the urban participants.

Table 5-18: Mann-Whitney U test results: Comparison of the reading attitudes of the rural and urban learners in Sindhi

	Mean Rank		Mann-Whitney U	Wilcoxon	z	p
	Rural Learners	Urban Learners				
<i>Self-perception as a reader in Sindhi</i>	166.97	217.67	13702.50	30722.50	-4.74	.000
<i>Utilitarian value for reading in Sindhi</i>	225.53	164.33	12691.00	33194.00	-5.40	.000
<i>Personal involvement for reading in Sindhi</i>	229.12	161.05	12029.50	32532.50	-5.99	.000
<i>Lack of reading anxiety in Sindhi</i>	195.88	191.33	18146.50	38849.50	-.402	.688

These results are not very surprising overall. Urban learners are engaged for reading in English more for educational, utilitarian purposes. By contrast, in rural areas of Sindh the educational environment and local job opportunities do not motivate or require one to read in English. In many such places English is nearly a ghost language. Rural learners remain exposed to reading practices and resources in Sindhi to some extent. So this may have resulted in bringing forth rural participants to be more involved and attribute a more utilitarian value for reading in Sindhi. Apart from that, these results show that urban participants have a better perception of themselves as a reader in Sindhi. One would have expected such a result from rural participants owing to their better involvement and the utilitarian value they link to reading in Sindhi. These findings are discussed in chapter 8 along with the qualitative insights.

5.7.2 Differences in the reading attitudes in English of the rural and urban Learners

As can be seen in table 5.19, there were significant differences between most of the reading attitudes in Sindhi of the rural and urban participants. Furthermore, table 5.19 also includes the mean ranks of the both groups, indicating that:

- Urban participants had better *self-perception as a reader* in English than the rural participants
- Urban participants give more *utilitarian value of reading* in English than the rural participants

- Urban participants show more *personal involvement for reading* in English than the rural participants
- Urban participants feel more *lack of reading anxiety* in English than the rural participants.

Table 5-19: Mann-Whitney U test results: comparison of the reading attitudes of the rural and urban learners in English

	Mean Rank		Mann-Whitney U	Wilcoxon	z	p
	Rural Learners	Urban Learners				
<i>Self-perception as a reader in English</i>	101.35	277.44	1629.00	18649.00	-15.95	.000
<i>Utilitarian value of reading in English</i>	134.16	246.86	7666.00	24686.00	-9.95	.000
<i>Personal involvement for reading in English</i>	130.95	249.80	7075.50	24095.50	-10.48	.000
<i>Lack of reading anxiety in English</i>	108.26	270.00	2900.00	19920.00	-14.31	.000

The educational environment and job opportunities encourage one to read more in English in urban areas of Sindh. Due to a great deal of exposure to reading in English, urban participants may have a better perception of themselves as a reader, more utilitarian value for reading, feel more involved, and lack anxiety for reading in English. These results are discussed further in the discussion chapter along with the qualitative insights.

5.8 Summary

This chapter has reported the quantitative analysis of the questionnaire responses. Through a factor analysis, the reading attitude questionnaire items were grouped into four factors: *self-perception as a reader*, *utilitarian value for reading*, *personal involvement in reading* and *lack of reading anxiety* in Sindhi and in English.

Similar to the previous research, the present study also found a transfer of reading attitudes from L1 to L2. The transfer appeared to relate to the rural/urban home background the participants came from. The reading attitudes of the rural Sindhi participants indicated a high correlation, whereas the reading attitudes of the urban learners indicated only a low correlation between some of the reading

attitudes in Sindhi and in English. The difference in the transfer between the reading attitudes may have resulted from the fact that in urban Sindhi areas learners are more exposed to reading in English and relatively little utilitarian value is given to reading in Sindhi.

Furthermore, the same trend in results was also found in RQ2 as well. The rural/urban home background of participants was the best predictor of reading attitudes in English. This was contrary to previous research (Yamashita, 2007) which found the corresponding reading attitudes in one's L1 to be the best possible predictor of one's reading attitudes in English. However, in the present study the corresponding reading attitude was not the best predictor.

Lastly, very sharp and significant differences were found between the rural and urban learners. The rural participants were found to have better reading attitudes for reading in Sindhi than the urban learners. Contrary to this, the urban learners had better reading attitudes than their counterparts for reading in English.

Although this chapter brought forward many interesting and significant results, the next two chapters present the qualitative data from the semi-structured interviews in an attempt to explain these results and also to add the particular human experiences of the participants.

CHAPTER 6

INTERVIEWS: THE RURAL PARTICIPANTS

My people are strange. If you have a cigarette in the market or at the bus stop, they take it as so normal. But if you read a book in a public place, people think something is wrong with us. Once I was reading a book at a local tea shop; the tea vendor said to my father, your son is reading too much. Keep an eye on him. His mind can go off the rail.

Rural Student_11

6.1 Introduction

The previous chapter presented the quantitative data analysis of the questionnaire responses. The analysis was aimed at addressing research questions 1, 2, and 3 quantitatively. This and the next chapter aim to draw on the semi-structured interviews (n=22) with the participants in order to back up the statistical results with the views and opinions of the participants.

I had two groups of participants in my study, rural and urban. Out of 22 semi-structured interviews, 13 were rural participants and 9 were urban participants. Although, the number of participants is limited, the data gave rich insights. Even this small number of participants enabled me to look deeply into their personal interactions with their parents, teachers and friends. Their lived experiences enhanced my understanding about their social life and educational backgrounds. They elaborately talked about their reading attitudes. Such deep insights proved to be complementary to the quantitative findings. Therefore, this chapter focuses on the semi-structured interviews of the rural participants (n=13) and the next one on the urban ones (n=9). The remainder of the present chapter is presented as follows:

- Characteristics of the Rural Participants (section 6.2)
- Findings from the Semi-structured Interviews (section 6.3)
- Summary (section 6.4).

6.2 Characteristics of the Rural Participants

This section introduces the participants who were involved in the semi-structured interviews.

Table 6.1 gives the background information on the rural participants who participated in the semi-structured interviews. Firstly, it shows that I interviewed more females than the males. The reason for this was that I found female candidates reluctant and hesitant to express their views. It may be owing to the social life set-ups they come from, which expects a woman to be obedient and not to express before elders and not to be opinionated about everything. Therefore, I had to contact more of them so that I could explore deeply. Secondly, the

professions of rural participants' parents highlights that 9 (69%) out of 13 either work in fields or shops, or are vendors. Only 3 (23%) are educated enough to make their livelihood by teaching and clerical work. This shows the kind of home atmosphere rural people come from and also their financial circumstances in comparison to their counterparts, i.e. urban participants. Thirdly, rural participants are mostly (9, 69%) educated by public sector and local-medium institutes, which are considered to deliver low-quality education in Pakistan.

Table 6-1: Characteristics of urban participants for semi-structured interviews

1. Social Background	Rural	Total= 13
2. Gender	Male	5
	Female	8
		Total= 13
3. Department	Commerce	1
	Sindhi	3
	Sociology	1
	Political Science	1
	Computer Science	1
	English Literature	1
	General History	1
	Microbiology	2
	Linguistics	2
4. Profession of Parents	Landlord	1
	Farmer	2
	Private Business	3
	Shop Assistant	4
	Clerical work	1
	Primary Teacher	2
5. Nature of Educational Institution	Public	8
	Private	5
		Total= 13
6. Language of Instruction in the former Educational Institution	Local Vernacular	8
	English	5
		Total= 13

6.3 Findings

6.3.1 Shortcomings in the rural educational institutions

The majority of rural participants (8, 62%) came from public schools, which provided education in Sindhi. The sorry state of such schools has already been

discussed in section 2.3.3. During interviews, the participants shared some common problems they faced in their educational institutions. They were:

(1) Lack of infrastructure: As public sector schools are ignored in terms of government funding, basic necessities such as toilets, drinking water, proper furniture and even school buildings are in a deteriorating condition. Since the rural part of Sindh is under the control of feudal landlords, they play a role in controlling almost everything, ranging from the appointment of teachers to using school buildings for their own private purposes. This became evident from some interviews (8, 62%). One such participant said,

Our school buildings are in a critical condition. No one bothers to repair them, but on the contrary local villagers arrange weddings and personal celebrations in them. It heavily damages the school grounds because of cooking and putting up tents.

Rural Student_12

(2) Lack of accountability in teachers: As mentioned earlier, the landlord of the local area plays an important role in helping the people of his locality to get jobs, including the teachers of the schools. The teachers then regularly pay visits to their local patron rather than to the school. The district administration is also controlled by the local feudal landlords, and therefore teachers mostly remain away from the schools. Some participants (7, 54 %) expressed such concerns. For example,

Many of our teachers would come to school late and go early. We used to play all day or just not go. Some teachers never even came to school.

Rural Student_13

(3) Teachers running private businesses: This is yet another facet of the lack of accountability. The sad reality is that teachers rarely perform their duties in schools, and instead run their own private businesses. This is mainly because they have to support extended families with their limited salaries. The private businesses include tuition centres in their homes. The parents who can afford to do so send their children for tuition. This helps the local teachers financially. Some (4, 31%) participants shared this. The following comment may represent them:

My teacher at school does not go regularly there. But he runs a good coaching centre at his home. He teaches English and science subjects very well. And many of his candidates have passed medical and engineering tests. I, too, attended his academy and learnt a lot.

Rural Student_2

Such behaviour is, sadly, common. Government schools in rural areas are very much ignored. Due to lack of checks and balances or a sense of accountability, many employees feel free not to teach in schools but at home in the form of private tuition. It further worsens the state of education in rural areas for common people. In a way, the Government's policy of delivering free education is still a remote dream. Talented teachers either migrate from rural areas or remain unaccountable in their government jobs, and earn money by making education a personal business.

(4) Dearth of subject specialists: The local, provincial and central governments are represented by the feudal landlords. This is the tragedy of Pakistan – that ordinary and educated people cannot reach the parliament because the system does not support them. The feudal landlords do not care about education because their own children study in elite schools and subsequently go to private universities either inland or abroad. The main people who suffer are the common people whose children study in government schools, which are ignored at all levels by the Government. Apart from the issue of buildings and infrastructure, there is a dearth of teachers who are experts in their fields (7, 54%).

In maths, science and particularly in English, we suffer more as we do not have learned people in these fields to teach us.

Rural Student_3

(5) No teaching in English: It was not only the students from government school, who expressed about the dearth of subject specialists. But some rural participants (5, 38%), who came from private English-language schools also expressed a contrasting point that none of the private schools used English as a medium for teaching. It may be because private schools recruit teachers from the same community, i.e. rural areas. Even students who get an opportunity to study in urban centres try to settle down there rather than returning to their native areas, the reason being that, in rural areas, wages are low, and opportunities for upward

mobility and basic necessities of life are almost entirely unavailable. Therefore, the education in these schools is delivered in the local vernacular.

I studied at an English-language private school. The environment was good overall. Yes, it was good. At least teachers were regular. But we were not taught in the English language.

Rural Student_5

(6) Lack of exposure to co-education: As mentioned earlier, parents in rural Sindh are guided by religion, and therefore they make it mandatory for their girls not to be exposed to males right from their childhood. The Government has provided separate schools for the genders. Boys go to school and study with male teachers and girls go to school and study with female teachers. Some participants (6, 46%) discussed the impact of this on their later life at university; they feel hesitant and shy in front of the opposite gender. They do not feel confident in sharing their thoughts in class. One of the male students expressed it as follows:

It is a new experience for me to study with girls; I mean this is so new for me. I feel so conscious of their presence while participating in the class. I feel, what if I say something wrong. I will look like a bumpkin before them. I just shut down my expression.

Rural Participant_8

(7) Problems in commuting to schools: According to the report (2007) published by the literacy department of the province of Sindh, if some people allow their female children to go to school at all, it is only up to matriculation level (10th grade). Beyond matriculation, pupils have to go to the nearby towns which offer proper transport for girls. The families of these rural children suffer from resource constraints, and are guided by religious beliefs which require girls not to be exposed to males. Therefore, parents keep their girls in strict *purdah* (veiled). This was also expressed by some (5, 38%). One of the participants mentioned it in his interview:

There are only primary schools in my village. No middle school. We used to go to a nearby area to attend further education. Baba (Father) did not let my sisters go, but, being a male child, I was lucky enough to commute daily on buses.

Rural Student_11

(8) Feelings of frustration: The interviews of rural learners (4, 31%) also provided a glimpse into their frustration and disappointment; even when they get luckier than most rural people by getting the chance to gain a higher education. The frustration and sense of deprivation haunts them all through their academic career. Some of their views are:

Life is always difficult for rural people. We leave parents, society, values and even language behind. While urban students live with their parents. They are educated from highly paid urban private schools. So they have the support of all sorts. I depend on myself here. It is a strange world out here.

Rural Student_4

The major difference between us and urban students is language and an expression power. I feel dumb in front of them. And I feel so discouraged. I was so comfortable with myself in a village. But now I know how much I am behind.

Rural Student_9

However, it is not all doom and gloom; some participants (3, 33%) expressed positive views about the state of education in rural Sindh, which are given below.

Everybody knows that in government schools, teachers with good proficiency in English do not come. But at least, our teachers tried their best to give us as much knowledge as they could. But... not everything.

Rural Student_9

To sum up, the findings under this category:

- **Finding 1:** Rural learners faced various kinds of problems in their schooling, such as lack of proper infrastructure in schools, lack of accountability of teachers, problems in commuting to school, dearth of subject specialists, and lack of co-education.
- **Finding 2:** The medium of teaching in rural areas remained to be the local vernacular Sindhi in public and private institutions. This may suggest two issues. Firstly, it may show how disadvantaged rural learners were in terms of getting exposure and proper teaching in English. Limited exposure seems to go in line with the statistical findings of research question 3, rural learners had better *self-perception as a reader in Sindhi*,

showed more interest for reading in Sindhi. Whereas, their counter parts had better reading attitudes towards reading in English (please see section 5.7.2). Secondly, on another note, since they are exposed to reading in Sindhi first and switch to English later, this may be the reason that their reading attitudes in Sindhi shape their reading attitudes in English. Such finding is in line with research question 1 (See section 5.5).

- **Finding 3:** The sense of frustration seemed worth noting as well, which even caused them to compare themselves with their counterparts and thus triggering negative feelings of despair in them. This emphasises again the importance of one's educational background, society as a whole in the home background. Learners carry within them the influences even if they change their surroundings. That seems embedded in their system. It highlights further for working on the reading attitudes of the learners so as to unlock their emotional blocks.
- **Finding 4:** Lack of English teachers particularly and the poor state of education in the rural areas may be reflected in the relatively less positive reading attitudes in English than the urban learners (section 5.7.2).

6.3.2 Attitudes towards reading in rural Sindh

From the preceding sections, we have gathered an idea that the rural population is traditional, lacking exposure to modern education and facilities, and is still in the grip of feudal landlords. In the given circumstances the reading culture in rural areas is not very pronounced. It is possible they do not know what reading for leisure is.

The common attitudes towards reading are given below:

(1) Academic Reading: an acceptable behaviour: The general concept of reading seems to be associated with the reading of academic books. Some participants (7, 54%) expressed their view that parents, friends, teachers, relatives and society as a whole appreciate if someone reads academic books. In particular, if someone engages in reading in English, then people take that learner to be very

intelligent and hard-working. The following comments are typical of such a pattern of thinking.

People respect you more if you read your course books and, especially, come first in class.

Rural Participant_10

(2) Discouraging attitude to reading: As mentioned earlier, the rural population is under the yoke of feudalism, and therefore any activity related to education and literacy is discouraged at many levels. Rather than showing appreciation, some parts of rural societies do not approve of leisure reading at all. A few participants (6, 46%) revealed that if someone reads for leisure, then s/he might have to face a discouraging attitude from other society members. Some rural people associate leisure reading with madness or immorality, because reading makes one think, question and be critical, and such behaviour is taken as a sign of madness and rebellion. The following comments explain this:

My people are strange. If you have a cigarette in the market and at the bus stop they take it as so normal. But if you read a book in a public place the people think something is wrong with us. Once I was reading a book at a local tea spot; the tea vendor said to my father, your son is reading too much. Keep an eye on him. His mind can go off the rails.

Rural Student_11

People normally take academic reading as normal, but if you tell any friend or relative that you are not coming with them as you are busy reading a book for leisure they start thinking of you as a fool or lunatic.

Rural Student_12

To sum up, in rural societies,

- **Finding 5:** Reading academic course is acceptable behaviour, to some extent in the rural areas.
- **Finding 6:** Leisure reading culture is almost nonexistent in the rural areas of Sindh. It in fact, in turn, affects learners' reading attitudes and future academic life as well. Taken together, all this suggests a rural and a feudal mindset, where reading is not common as it challenges some of orthodox thinking patterns. This may explain as why in research question 3, rural

learners were less aware of the benefits of reading in English as compared to the urban learners (see section 5.7.2).

6.3.3 Reading resources in rural Sindh

(1) Underresourced: A lot of participants (9, 69%) confessed that availability of leisure books, especially in English, was very limited. One such participant linked such lack of availability to the lack of a book-reading culture in English overall.

It is very hard to get books in our society. That is the reason that many people do not read even if they want to. It is difficult to have books in my society. We cannot get even English course books.

Rural Student_9

Rural learners also shared the problems in accessing whatsoever is available. In rural areas, due to male and female segregation, females do not go to the market. Therefore, females are dependent on male family members for buying essentials. This creates problems because it then becomes the choice of the men to decide whether or not to buy and when to buy. In the interviews, one female participant revealed the problem in reaching nearby areas for buying books, due to social reasons:

That is our tragedy; we do not get books or other educational facilities in our society. We can buy books from the nearby city but the problem is of going there to buy.

Rural Student_5

(2) Available resources: Since rural areas are under-resourced, public and personal libraries are a remote possibility for common people. If they can get their hands on anything to read, it is the local/regional newspapers in Sindhi. These newspapers are either sourced by the local shopkeepers or by tea vendors so that people come to their shops to buy a few household things or sip a cup of tea. The newspaper serves as a source of attraction for common people to visit these shops. In return, the shopkeeper improves his clientele. This is mainly because people in rural areas do not want to spend money on the newspaper, as they consider it a waste of money. They are happy to read free newspapers, though.

In the interviews, all the participants (13, 100%) agreed that there was easy access to reading newspapers in Sindhi. On the other hand, only a few participants (3,

23%) shared that they might get newspapers in English, on some conditions. One story of such participants is shared below:

Apart from selective academic books, we do not get any other books in our society. We even have to request Dawn (newspaper in English) in advance, and then the shopkeeper gets it for us. For example, if you make a deal with the shopkeeper that you will buy Dawn from them for six months, only then will he arrange it for you. That also happens very rarely and only if the shopkeeper knows you very well.

Rural Student_4

Course books in Sindhi emerged as the second most available resource after newspapers in the responses (7, 54%). Many participants (7, 54%) revealed that local markets have started keeping syllabus books in English, as used in the private schools. Apart from these, English grammar books are available.

Some of the views are given below:

The shopkeepers keep syllabus books in Sindhi and the English syllabus books of private schools in stock.

Rural Student_7

One participant shared that private schools are found even in far-off rural areas. And many of the private schools have started selling the syllabus books themselves.

The private schools have started selling their syllabus books themselves.

Rural Student_8

To sum up,

- **Finding 7:** The lack of encouragement and reading resources contribute a great deal towards creating a lack of a reading culture particularly in English in the rural areas of Sindh. This may be reflected in the overall less positive reading attitudes in English than their urban counterparts (See section, 5.7.2).

6.3.4 Encouragement for reading

The participants talked about the encouragement received from three quarters of society: parents, teachers and friends. These three are in fact the most important social agents. The codes with relevant examples are given below:

(1) Verbal insistence for reading academic syllabus: The majority of rural participants (7, 54%) received verbal insistence for reading academic syllabus from their parents. Parents associate reading academic courses as a sign of moving towards a successful future. As the syllabus is taught in Sindhi, the verbal insistence was aimed more towards reading in Sindhi. The following comment may be representative:

My father is actually a farmer. He is always busy in the fields, but... he remembers to ask me... ask me like that, how is school going on and am I reading any books or not.

Rural Student_11

Besides, some rural participants (7, 54%) revealed that teachers also verbally encouraged them to read syllabus books. As the medium of instruction was Sindhi so the encouragement also happened for reading in their L1.

We were largely taught course books in Sindhi. So, all I remember is that if any teacher encouraged us in reading, then it was for reading the Sindhi syllabus books.

Rural Student_8

(2) Role modelling: Another category was related to *role modelling* of the reading of newspapers, provided by the male members of the family. In rural Sindh, the role of women remains limited to home affairs and generally it is neither found useful nor encouraged for a woman to know about local and national politics. The same trend was expressed in the answers of some participants (6, 46%).

Like all my people, I saw my father and brothers reading newspapers. Amman and my sisters hardly read. Women do not read as much, as they do not interfere in politics much.

Rural Student_13

Moreover, none of the participants expressed any views about role modelling provided by parents for reading in English. One participant (1, 8%) shared an interesting point, that the role modelling of his educated urban cousins has made an enormous impact on him by providing role modelling for reading in English.

My cousins who lived in Hyderabad would come to visit us in our village on Eid. They would encourage me to read in English.

Rural Student_11

Outside of family circle, the participants (3, 23%) also talked about the inspiring role played by such friends in reading, particularly in English. Such friends are among a small fraction of rural society who read and cherish a different vision of life from the majority. Such enlightened souls serve as a beacon of light and hope for those rural people who wish to move forward in life.

One of my friends is very intelligent. I remember he used to read a lot. His elder brother had a nice collection of books, in fact. He used to read them and thus knew about Western authors and would talk to me about their philosophies. I used to wonder in so much awe. I also started reading some of the books from his brother.

Rural Participant_12

(3) Joyful Expression: The third code was related to the expression of appreciation and joy. In Pakistani society, parents have a lot of importance in children's lives. Children listen to what their parents approve and disapprove of. Children are expected to obey their parents. Interviews showed that some participants (5, 38%) read to make their parents proud of them and to get appreciation from them. Since, in rural areas, availability of reading resources is easier in Sindhi, therefore these students read in Sindhi to make their parents joyful.

My parents feel always proud because, unlike other cousins, I do not waste my time on the streets and here and there. I stay at home and read books. They proudly talk about me and I feel happy, too.

Rural Student_9

It was also interesting to note that, in rural areas, in spite of the difficulties in accessing reading resources in English and poor schooling, many participants (5, 38%) revealed that their parents feel proud of and appreciate reading in English. The reason is that using the English language is seen as a sign of progress and development. Parents feel proud when they hear their offspring read in English. Also, the English language is considered a gateway to the job market. The comments of the participants revealed that the mere fact that their child is able to read in English is also a matter of pride for many parents. One common response is written below:

My parents feel very proud when they see me reading anything in the English language. They think it is a big thing that I can read in English. Actually, not many in my village can read and write in the English language and therefore it seems a big achievement to them.

Rural Student_12

(4) Disinterested attitude: As mentioned earlier, in rural Sindh, teacher appointments remain plagued with the influence of the feudal lords. It also came to our notice that rural schools suffer from a dearth of specialists in subjects such as English, science and maths. As revealed by the Shamim (2011), in rural areas, often children up to class V (10 years) learn ABC phonics. Furthermore, if any teaching of the English language takes place afterwards, it remains outdated and grammar translation-based. Given such a scenario, teachers can very rarely encourage a reading culture in English. The participants expressed a similar notion. Teachers could not provide much stimulating encouragement for reading in English. It is further discussed below, with their comments.

The data (5, 83%) revealed that there was an overall lack of encouragement by teachers for students to read in English. This can be attributed to the fact that the teachers themselves are not proficient in reading English in rural areas.

Apart from this, some participants (3, 23%) identified non-interested attitudes of their parents. Of course, one third of the rural population remains below the poverty line, and many parents cannot think of sending their children to cities for higher study. They do not associate reading with economic development or a bright future. So they really do not mind if their children read or not. Such attitudes were shared in the interviews too.

My parents are not educated and in fact from my village you will get a majority of people who are uneducated and unemployed. That may be the reason that they neither encourage nor discourage for reading.

Rural Participant_5

(5) Friends as discouraging: In rural Sindh, social and economic problems have kept the leisure activities of rural people different from those in urban areas. Rural people like to spend time by talking about local and everyday issues related to family and their village overall. In such a context, if a small number of people read for academic or leisure purposes, then they will, of course, be seen as

different from the rest and subsequently opposed and ridiculed. Such views were shared by some participants (5, 38%) as well.

Friends are the biggest enemy. They do not read much. They themselves used to be busy taking chooras (drugs) and wasting time and would often grab me, too. They often would tell me, what I will get from reading, when in the end the recommendation of an influential feudal lord or government person is needed for securing a job.

Rural Participant_4

To sum up, the main findings from this category are:

- **Finding 8:** The rural participants received the encouragement from parents and teachers for reading. However, it should be noted that it was limited to academic reading for passing the exams and also up to verbal reminders.
- **Finding 9:** A few of the rural participants expressed the negative influences on their reading attitudes by friends. They also mentioned about the disinterested attitudes of parents. This all taken together creates a below average picture of reading culture and encouragement in the rural Sindh.

6.3.5 Self-perception as a reader

(1) **Efficient readers:** The majority of the rural participants (10, 77%) called themselves efficient readers in Sindhi. They were positive about their capabilities in comprehending any passage in Sindhi. Some of their representative comments are:

Yes, I can read fluently in Sindhi. But, I think even some of my villager friends, who have not received any formal education, but yet I have found them able to read at least newspapers in Sindhi. It is because it is our own language and we know it so very well.

Rural Participant_3

(2) **Average readers:** For reading in English, only a few (4, 31%) were confident enough to call themselves good or average readers.

Many of my rural friends do not even pass. I at least passed my English subject last term. So, it may indicate my reading capabilities to some extent.

Rural Participant_10

(3) Poor/struggling/not efficient readers: Overall, I noticed that rural participants were very humble about themselves. Hardly anyone called themselves an efficient reader. Many of them (8, 62%) called themselves poor/struggling/not efficient readers. Based on my experience, I believe the root of such thinking goes back to a poor educational background, non-existent academic evaluation, especially in the teaching of English and lack of encouragement for reading in English. This influences learners' lives in their own thinking and evaluation, which is often very humble.

I get annoyed with myself for not being an efficient reader, but I am a poor reader. It takes a lot of time to understand anything in the English language.

Rural Participant_7

I was surprised to get such responses. It was found that a few participants received very good scores, but in their interviews they described themselves as poor or struggling. There was a need to explore this in more detail. Upon asking them about this, a few responses emerged.

Some participants came up with explanations. Some of them formed impressions about themselves by comparing themselves with their urban counterparts.

My friends from urban schools take no time in understanding anything written in the English language. And I take so much time in getting the sense. This makes me feel so embarrassed.

Rural Participant_5

One participant mentioned difficult vocabulary as one of the causes for his evaluation of himself as a poor reader.

I am poor because I cannot understand all the vocabulary in a text.

Rural Participant_5

A participant also mentioned the difficulty she faces in comprehending the ideas in a text as the reason to believe herself to be a struggling reader.

I usually skip a lot... a lot of ideas and understand only the central ones.

To sum up,

- **Finding 10:** The rural learners had a good perception of themselves as readers in Sindhi, whereas for English they were over-critical about themselves. This suggests that schooling and exposure to books and different contexts influences whether learners perceive themselves as good or bad readers. Furthermore, this finding suggests that why the rural learners were found to have better *self perception as a reader in Sindhi* than the urban ones.

6.3.6 Utilitarian value for reading

It appears that for the majority of the population – especially outside the major cities – English actually has no functional value in daily life (Coleman 2010). The rural population remains in touch with reading in Sindhi more than reading in English. The reasons for this have already been mentioned, such as poor educational backgrounds, and poor availability of reading resources in English. Therefore, participants attached some *utilitarian value for reading in Sindhi*. The main category drawn from their responses is as follows:

(1) Broadening knowledge about multicultural values: Some rural participants (5, 38%) believed that by reading in Sindhi, one actually improves one’s philosophy of life and gets to know about the broader and global cultural aspects of life.

Through reading, we discover new cultures; new people and we get so much from sharing.

Rural Participant_11

On the other hand, for reading in English, they had slightly different utilitarian motives. These are discussed next.

It is an undisputed fact that, in Pakistan, English is taken to be a “Trojan horse” (Cooke, 1988, cited in Shamim, 2008), and the “gatekeeper to positions of prestige in society” (Penny cook, 1995, cited in Shamim, 2008). Literacy in English is considered a prerequisite, similar to ICT skills, for participating in the

current trend of globalization and becoming part of the global village (Shamim, 2011). Owing to such widespread popularity, one would assume that everyone would be aware of the *utilitarian value of reading in English*. It came as an eye-opener when some of my rural participants (3, 23%) gave neutral replies such as:

Hmm, it might be useful for those who read.

Rural Participant_5

I do not know what to comment.

Rural Participant_1

The reasons for such a thought pattern can be attributed to the social vibes they receive from a rural society in which reading in English is not an integrated part of life, and where the job market (such as clerical work or daily wages) does not require proficiency in English. Therefore, they might not know the benefits of reading in English.

However, many participants also expressed their views about the utilitarian value they attached to reading in English. The categories formed are given below.

(2) To experience city life: Some rural participants were very clear about the utilitarian benefits one may achieve from reading in English. Many participants (4, 31%) said that reading in English is a must if they want to come out of rural life and want *to experience city life*. Reading in English will help them to make their survival in urban areas easy.

It is very important to be able to read in the English language. Baba (father) always says... if I want to experience life in cities, then I must learn to read in English.

Rural Student_6

(3) A route to pass the central superior services (CSS) examination: In Pakistan, CSS (Central Superior Services in Pakistan) is the competitive examination that takes place at national level every year. This is aimed at recruiting personnel for the top bureaucracy of the country. To pass this examination is a dream for the majority of youngsters. This examination requires a high level of proficiency in the English language along with critical and

analytical abilities. The language of instruction for attempting this examination is strictly English. One of the main reasons for both the rural and urban population to learn English is to pass this examination. Many youngsters attempt this exam every year in order to join the bureaucracy cadre in Pakistan. Nowadays, people from rural areas are also becoming aware of the value of this examination, and therefore they aspire to attempt it. A few of my rural participants (3, 23%) said that they find reading in English important because of their plans to attempt the CSS examination.

My future aim is to prepare myself for passing the CSS exam. And you know how important it is to be proficient in reading in English.

Rural Participant_12

To sum up,

- **Finding 11:** The utilitarian value my rural participants attached to reading was such as; gaining access to city life and getting through civil services competitive exams.

6.3.7 Personal involvement in reading

(1) Personal liking and desire for reading: As seen above, in spite of the disadvantages and backwardness, at least some of the rural learners were aware of the utilitarian benefits attached to reading in English to some extent. This is because, in Pakistan, the general promise of English as a ‘world language’ for economic and personal development seems to have given a desire to the younger generation at large to learn English (Shamim, 2011). For example, Rahman (1999, cited in Shamim, 2011), in his survey of student attitudes towards English in different school types in Pakistan, found that the desire to learn English occurred among students from all school types including the madrasahs (religious schools), which represent the most conservative element of Pakistani society. Such desire and liking for reading in English was expressed by some of my rural participants as well.

Although I take hours to comprehend a little in English, but yet, I enjoy reading in it. It is not reading alone. But we learn a lot from reading in English.

Rural Participant_8

But overall, rural learners expressed a feeling of liking for reading in Sindhi. Their responses can be gathered in the following categories:

(2) Easy and natural phenomenon: Rural learners grow up in a setting where people communicate and read (if ever) mostly in Sindhi. Many participants (5, 38%) expressed the view that it is very natural for them to read in Sindhi. They comprehend ideas clearly and easily in it.

I have grown up seeing at least Sindhi newspapers at home... and my family members reading it. I think reading the daily newspaper in Sindhi actually made it quite natural for me to read in Sindhi and today I feel comfortable and easy to reading in Sindhi.

Rural Participant_7

(3) Identity consciousness as a Sindhi: In a context like Pakistan, where popular beliefs like ‘English as a stairway to upward mobility’ and ‘English as a guarantor of success’ are widely popular, it came as an eye-opener to see (4, 31%) participants who preferred to read in Sindhi over reading in English. They took it as a matter connected to one’s identity consciousness. They were of the view that, in the age of globalization, we need to save our uniqueness: linguistically and socially.

We have our own literature – so, so rich, like Shah Abdul Latif, Sheikh Ayaz and Hazrat Sachal Sarmast. But many of us are over-obsessed with the wish to be Angrez (English Person) and so we disown our own culture by adopting Western dress, styles and even books. I love my Sindh Darti and for me it provides enough knowledge to read.

Rural Participant_13

This, however, may be owing to the narrow vision of life overall in rural parts of Sindh.

To sum up,

- **Finding 12:** The participants expressed a personal liking for reading to some extent only. I use ‘some extent’ because they did not back up the reasons for having a liking for reading in English. They showed inclination for reading in Sindhi. Such inclination can be traced back to their lifelong habit, relative ease and also their attachment to the Sindhi language itself.

Having seen participants' personal involvement in reading, Lastly, I present their views about reading anxiety.

6.3.8 Reading anxiety

(1) Confidence to overcome: Rural participants (9, 69%) were positive and sounded confident to acknowledge that they do not suffer from anxiety while reading in Sindhi.

Normally, I do not encounter any problems while reading in Sindhi but even if I come across them, I believe I would be able to get through them. After all, I have been reading in this my whole life.

Rural Participant_7

On the other hand, many of my rural participants (7, 54%) talked about getting nervous while reading in English.

Reading in English is equal to giving your time and energies to a stressful activity.

Rural Participant_13

They gave various reasons for their nervousness. They are listed below:

(2) Difficult vocabulary: Poor resources for reading and lack of exposure to English cause the vocabulary of rural participants to be very limited. Many participants (5, 38%) suffered from stress and anxiety while reading in English because of that.

One important thing I share is that I get very stressed when I see text in English. I lose my confidence. The main cause of trouble is the difficult vocabulary. Sometimes I read and I get the main idea, but most of the times, I get the wrong meaning of the difficult words and then the whole passage. Now what to do. I get stressed.

Rural Participant_1

(2) Dictionary addiction: One participant shared that he is so addicted to using a dictionary while reading in English that now if he does not have it he feels nervous.

A dictionary is a source of comfort for me. During regular reading, I carry a dictionary with me. So English is not our mother tongue. And there are a lot of new words, a lot of difficult words. Before school education, we were never exposed to English vocabulary. Sometimes whenever I appear in any test or any situation where I cannot access my dictionary then I feel stressed. I get worried when I can't understand vocabulary or when I cannot get the actual point or subject matter of the text.

Rural Participant_8

(3) A tedious task: Some of the participants expressed how reading in English is a tedious task, a time-consuming job. They have to struggle a lot and for a long time, and therefore they avoid reading in English.

Yes, I do feel stressed, but that does not remain for long. I am always able to convince myself to reread and get the basic idea at least if not the whole passage. But I take a lot of time. And it looks like a time-consuming job so I prefer to avoid.

Rural Participant_11

(4) Comparison with urban counterparts: Some of the participants shared that they feel like giving up on reading in English generally. They feel that they will never be able to get through a text in English as well as their urban counterparts would. They seemed to compare themselves with their urban counterparts time and again.

I feel lost whenever I have to read in the English language. To be able to comprehend properly is the biggest hurdle. While I don't think that my urban friends feel so. They read and make me understand in the next minute. I feel do they have a magic wand or what?

Rural Participant_2

To sum up,

- **Finding 13:** The rural learners believed themselves to be confident while reading in Sindhi. On the contrary, they expressed feelings of nervousness and despair for reading in English.

6.4 Summary

This chapter presented in detail the interviews of the rural participants. It started from giving the characteristics of the participants and later moved on to explain the data analysis procedure. Later, it also presented the findings from the interviews with the help of the major categories and the codes generated from the interviews. The analysis brought forward some very important findings. It helped us to understand their educational journeys up to university. We saw through the lens of their first hand experiences the poor standards of education, discouraging attitudes towards leisure reading, lack of reading resources and encouragement for reading. This in return helped us to understand some of the quantitative findings

of this study in clearer way. They have been written in the findings throughout in the end of each category. For a combined list of findings, please see Appendix-8.

Having seen the home backgrounds and the understood the reading attitudes of the rural participants, I next move towards the semi-structured interviews of the urban participants.

CHAPTER 7

INTERVIEWS: THE URBAN PARTICIPANTS

I can't explain properly, but I feel people associate reading with being intelligent or decent. I remember all my relatives took me as a 'bright child' just because I would read more – leisure and academic material – as compared to their kids. They would give my example to my cousins. Heehee.

Urban Student_6

7.1 Introduction

The previous chapter presented the analysis of the semi-structured interviews with the rural participants. This chapter provides the analysis of the urban participants' interviews. The semi-structured interviews addressed nine domains, both in Sindhi and in English: educational background, social background, parental encouragement, teachers' encouragement, friends' encouragement, *self-perception as a reader*, *utilitarian value for reading*, *personal involvement in reading*, and *reading anxiety*.

The structure of the chapter is as below:

- Characteristics of the urban participants (section 7.2)
- Findings (section 7.3)
- Summary (section 7.4).

7.2 Characteristics of the Urban Participants

Table 7.1 gives the background information on the urban participants in the semi-structured interviews. Firstly, it shows that around equal numbers of female and male participants were interviewed. Secondly, regarding the professions of urban parents, it shows that 5 (56%) out of 9 are employed in the government sector, teaching or the clerical profession. Thirdly, urban participants, mostly (6, 67%) come from private English-language institutes.

Table 7-1: Characteristics of urban participants for semi-structured interviews

1. Sociocultural Background	Urban	Total= 9
2. Gender	Male	4
	Female	5
		Total=9
3. Department	Institute of Business Management	1
	Muslim history	1
	Social Work	1
	Microbiology	1
	Linguistics	2
	General history	1
	Sociology	1
	Economics	1
		Total= 9
4. Profession of Parents	Landlord	2
	Private business	1
	Govt Officer	2
	Clerical	1
	Teacher	2
	Bank manager	1
	Total= 9	
5. Nature of Educational Institution	Public	3
	Private	6
		Total= 9
6. Language of Instruction in the former Educational Institute	Local vernacular	3
	English	6
		Total= 9

Next, their comments assembled under various categories are presented.

7.3 Findings

7.3.1 Views about education

We saw in the previous chapter the poor scenario of schools in rural Sindh. Unlike them, the urban centres have schools which are well equipped, buildings which are much better, and facilities such as drinking water, toilets etc are present. Most importantly, teachers are trained and are free of any feudal control. Besides, parents of children are educated and possess good positions in the government and private sectors. Therefore, the level of awareness about education in the urban centres is much higher than in rural areas. Government pays attention to these schools in terms of funding. If there is any laxity on the part of the Government,

the parents of the children protest and those protests receive sizeable coverage in the media. The Government therefore has to be careful regarding this.

Related to this, the main categories are:

(1) Local vernacular as the medium of instruction: Some of the participants (3, 33%) came from public schools. They did not complain about their schools like rural participants. The teachers came daily and conducted classes. But the language of instruction was the local vernacular. They were taught English as a subject only. That means English was taught in the compulsory English class only. The rest of the subjects were taught in the local vernacular. The following comment may be taken as representative:

We learnt English only in the English class. But our English subject teacher was good and worked hard on making our grammar good. She would arrange a 'reading out loud competition' in the class. It was interesting. We would look for any good piece in English language. Then, we would rehearse it a couple of times to be able to pronounce words correctly and read in accordance with punctuation marks. That actually motivated me to learn English.

Urban Student_9

Not only these but some of the participants who came from non-elite private English-language schools also shared that their English-language schools actually imparted education in local languages. They shared that teachers were not very proficient in English but, overall, they worked hard and earnestly. But one participant was very disappointed. Her comment is given below:

My school hired teachers whose salary was 1000 rupees. So you can judge the quality of education they can give to students. I soon changed it. My second school, although it charged more money, was much better.

Urban Student_3

(2) English as the sole language of instruction: The majority of the participants (6, 67%) came from private schools. They had mixed views about their schooling. The majority of them expressed how their schools taught all subjects in the English language and they experienced quality education. They also shared that some of the elite private schools do not teach Sindhi, which is the mother tongue of many students, as a subject. This is mainly because the school owners think of

this subject as an extra burden for students who would not use it in the job market in the future. The majority of private school owners think that providing education in English will earn them a fortune, and therefore their only emphasis is on making English a language of instruction. Society in general holds in high esteem those individuals who are fluent speakers of English. The private schools are fulfilling the demand for teaching in English but at the cost of local languages.

My school was a full-on English middle school. You will be surprised to know that my school never taught us Sindhi as a compulsory subject. I taught myself, to read in it.

Urban Student_5

We were taught in English and teachers engaged us with stimulating activities. They prepared us for our future nicely by working hard on science and English. However, we were not taught Sindhi.

Urban Student_8

To sum up,

- **Finding 1:** Elite private schools deliver education in English-medium schools. They do not teach Sindhi even as a compulsory subject.
- **Finding 2:** Government schools teach English as a subject. However, urban learners had a better exposure to English than the rural learners. The better exposure to English may have given them confidence to believe in themselves about their potential as readers in English.

Having discussed the educational backgrounds of the urban learners, we next look at the way urban society views reading.

7.3.2 Appreciation for reading

We saw in the section 6.3.2 that rural society does not look at leisure reading with a positive attitude; however, the urban population sees it the other way round. They expressed positive attitudes (appreciation, joy, exemplariness) for reading in English. Many participants (7, 78%) expressed particularly how people normally associate reading of academic resources in English with being intelligent and sophisticated. The following comments are typical:

I can't explain properly, but I feel people associate reading with being intelligent or decent. I remember all my relatives took me as a 'bright

child' just because I would read more ... as compared to their kids.
They would give my example to my cousins. Heehee.

Urban Student_6

People read for leisure to a certain extent. Some participants (6, 46%) expressed the view that people read for leisure at home, but there is no culture of reading at bus stops, hospitals or while commuting from one place to another.

You will not find people reading at bus stops, or in hospitals... I mean reading is not an everyday and everywhere matter... You see! But yes, people do read at home and love to discuss ideas.

Urban Student_8

On the other hand, very few urban participants received appreciation for reading in Sindhi, whether academic subjects or for leisure. Only a few participants (4, 44%) expressed how they received positive responses for reading in Sindhi, for leisure or academic if the courses be.

Baba (Father) never forces us to read, just in English language always. He gets happy even if I read in the Sindhi language. He gets happy if I read in my own mother tongue.

Urban Student_3

- **Finding 3:** Overall, in urban societies, people appreciate leisure and academic reading, although leisure reading is not very common. This explains why the urban learners were found to be personally involved in reading in English than the rural learners (RQ3 section 5.7.2).

Having elaborated on the attitudes towards reading, the chapter now focuses on the availability of reading resources in society.

7.3.3 Reading resources

(1) Newspapers: A common reading resource: The urban centres are financial hubs; therefore facilities for life and education are abundant, including all kinds of newspapers in L1 and L2. Bookshops and libraries can also be accessed easily. Therefore, students in cities are more informed and up-to-date. Almost all participants (8, 62%) stated that they buy newspapers in English and six participants (6, 46%) stated that their parents buy newspapers in Sindhi too.

Newspaper is more like buying groceries. We buy it every day. It is as compulsory for our home as is the food!

Urban Student_5

(2) Availability of reading resources: All the participants (9, 100%) agreed on the availability of books in both languages.

Yes, if you have money then buying books or any educational accessories is not a problem.

Urban Student_7

- **Finding 4:** The students in urban areas have no problem in accessing academic and leisure resources because transport is not a problem in the cities. In addition, the parents seemingly have more lucrative jobs than are available in rural areas.

7.3.4 Impact of technological advances on reading

Unlike rural participants, urban participants shared their views about the impact of technological advances on their reading as well.

(1) Reading material on the Web: Technology has permeated almost all walks of life, which is an added advantage for students who have ready availability of the Internet and computers. Learners in cities may indeed be the beneficiaries of these facilities. This became evident in the interviews. Many participants (8, 89%) expressed their views that reading on the Web in English is very convenient and has become an integral part of life now.

We live in a global village. I think people read more on the Web. For example, for doing assignments or for leisure, people use the Web to browse.

Urban Student_9

People use the Web more than books. It is a digital world. Even a far-off distant person can send you files in an email. So people use the Web more.

Urban Student_3

(2) Sharing on social networking sites: Social networking is another hallmark of modern life. Social media has connected almost everyone and we have become digital natives. This networking has both positive and negative sides. If students use it positively they can prosper academically. In their interviews, almost all urban participants (8, 75%) stated that they spend a good amount of time on social networking sites such as Facebook. Their friends share information or direct them

to links to read important information, or for leisure. Urban participants do this mostly in English.

I think people read a lot whatever you share on social networking sites... Whether general knowledge or newspaper articles. So many people spend time in front of Facebook and they easily get to read what is shared there or get links shared by their friends.

Urban Student_6

(3) Messaging by phone and in online chat: Another advantage of technology is text messaging in English. Urban participants (7, 56%) shared that they prefer to use English in text messages. Therefore, they get to write and read in English. That is also one reason that they wish to read more in the English language, so as to improve, and also they feel intrinsically more comfortable while reading as they read quite often. The following comments may be taken as representative.

I communicate in the English language with my friends in text messages and in online chats. It is so important for me to remain up to date with the current style of chat... I mean the words, catchphrases etc. For that I always read... especially blogs etc.

Urban Student_3

- **Finding 5:** Technology is a very good way for learners to access academic material, and then they can use different forums on the Internet to exchange and debate new ideas. In addition, it also shows that if English language is used in communication on social media and in text messaging, it might help students improve their English reading skills as well as writing skills.

7.3.5 Encouragement for reading

(1) Verbal insistence for reading: Like rural participants, the majority of urban participants (7, 78%) shared that their parents verbally insisted on them reading in English. But urban parents differed from rural parents as they backed up verbal insistence with the utilitarian advantages of reading in English, such as a better future, the job market and a sophisticated life style.

One of these participants said, in a light mood:

My parents' favourite thing in the world is giving me lectures about the benefits of reading. I am like... yes, Ami and Baba (Father), yes I

will read. That is the safest way. Otherwise more lectures, you see!
Heehee.

Urban Student_6

Similarly, many participants (6, 67%) expressed the view that their teachers used to verbally encourage them to read the syllabus in English.

Yes, my teachers were quite encouraging about completing English courses. I remember in annual inspections, English used to be the hottest subject of the examiners. Therefore, teachers wanted us to read it thoroughly.

Urban Participant_9

On a similar note, some participants (5, 56%) were asked by their English language teacher to read a few articles and discuss them in class in the form of an assignment or in a presentation.

My English subject teacher used to give us an assignment to read any article and give a presentation on it. It was very helpful. We used to learn knowledge, vocabulary, and it also improved our comprehension skills in English language.

Urban Student_2

(2) Expression of appreciation and joy: Rural or urban, parents' influence over their children remains more or less the same in Pakistan. Many urban participants (7, 78%) read solely in order to make their parents proud of them and to receive rewards from them. Unlike rural parents, urban parents show appreciation of their children by giving them books or things of their choice as gifts and by taking them out for dinner. Urban parents can do these things because they are well-off economically, and socially they have more avenues.

My father gets very happy when he sees me reading, especially in English. He always feels joyful and says to me that this habit will lead the way to a better career.

Urban Student_5

My father gave me a good novel yesterday. Actually, I read books very often and he gets very happy. And sometimes, he even gives me more books.

Urban Student_4

(3) Role modelling: Urban parents are better educated and serve in more challenging and stimulating workplaces as compared to the rural ones. They

themselves read in English more, to be able to keep pace with life, and thus provide role modelling for their children for reading in English.

My dad used to read books a lot in English. He would buy books very often. He often tells me, see, this is a famous book, famous author, or there is a buzz about this thing these days. Do you know about it? His excitement and joy inspire me to read more in English.

Urban Student_6

Only some participants (5, 56%) stated that their parents read in Sindhi themselves and also encouraged them to read in it. One representative comment is:

Baba (father) is an avid reader. He has a good collection. Mostly he has books in Sindhi. Seeing him reading them, I too feel like reading.

Urban Student_3

(4) Books exchange and peer discussion: This code was found specific to friends. The majority of the participants (7, 78%) shared that they exchange books and engage in peer discussion.

I love reading books and so do my friends. We get issued many books from the central library and then we keep on exchanging books. Our stock of books lasts for a month just because we are five friends in the group and we share and exchange.

Urban Participant_1

Connected to the above, some (4, 44%) also shared that they go out with their friends to buy books and thus they broaden their knowledge about books and also feel like reading more.

Sometimes, we friends do group study, also, and we go to buy books together, too. It is always a fun day for us whenever we plan to spend the evening in bookstores. I enjoy selecting books and knowing about my friends' choice of books.

Urban Participant_3

To sum up,

- **Finding 6:** Overall the urban learners received greater parental encouragement than the rural participants. Urban parents motivated their children through gifts and role modelling and keeping reading resources available at home.

- **Finding 7:** The contrast was also evident in teachers' levels of encouragement as well. Teachers in urban areas encouraged the learners for reading in English through organising different activities.
- **Finding 8:** In urban areas of Sindh, the standard of living is comparatively high. Unlike in rural areas, social life in urban Sindh provides opportunities to its people to engage in purposeful activities and a variety of entertainment channels. That may be the reason that urban learners had good experiences with friends in terms of reading. They talked about peer discussions, book exchanges and even joining together to buy resources. So, this may suggest that the home background plays an important role in creating a reader.

7.3.6 Self-perception as a reader

Following the encouragement received from different quarters for reading, the next category deals with the *self-perception of readers*.

(1) Average readers in Sindhi: Sindhi is the first language of all the urban participants so one would expect positive answers from the participants about their proficiency in Sindhi. Half of the participants said they are just average readers. They were of the opinion that they do not engage in reading in Sindhi on regular basis.

My school did not even teach us Sindhi. I taught, myself, to read in Sindhi at home. I speak in Sindhi on a daily basis, but for reading, I do not think that I read once in a week even. Yes, sometimes, if I get to see the newspaper. So when you don't read anything, then how will you be very efficient at this?

Urban Participant_7

This may be owing to their educational background, which emphasizes reading in English, and social life overall. Wherever they go out in cities, they see advertisements and graffiti in Urdu and in English. The main sources of entertainment channels are also in Urdu or to some extent in English. Moreover, reading in Sindhi is not associated with a bright future generally. These factors collectively push urban learners to keep away from reading in Sindhi. Such views were gathered in the interviews, too.

(2) Efficient readers in English: The urban participants were found to be relatively confident and with good self-esteem as compared to the rural group. Many of them (6, 67%) considered themselves efficient readers. This may be due to the social backgrounds of urban participants. They seemed to be more confident and less judgmental of themselves.

Yes, I am a successful reader. Reading in English is not much of a problem for me.

Urban Participant_5

I also tried to probe further into the reasons that made them believe in their efficiency in English. One participant reasoned that English is so much embedded in everyday life that they feel confident reading in it.

English is so much embedded in our everyday life. Just think about the medicine prescriptions from the doctors we get and then the medicines we get... the instructions are written in English. Look at the names of the buildings and companies... you will get to read English. I am simply so used to it.

Urban Participant_6

Another mentioned the Internet as one of the reasons they read in English regularly, as a part of everyday life.

We are living in a global world... emails, social networking, everything is in English... Of course we read a lot in English as an everyday activity.

Urban Participant_1

To sum up,

- **Finding 9:** These reasons may explain why in RQ3 (please see section 5.8.2 for further details) the urban participants were found to have better perception of themselves as readers in English than their counterparts. English is very much integrated in their daily lives and this gives them confidence and boosts their self-esteem to think positively about their efficiency in English (L2). Secondly, it also elaborates on the statistical results of RQ2 (please see section 5.7.1 for further details). We saw that the way a learner thought of himself as a reader in Sindhi contributed only little to making his/her perception as a reader in English. These comments

show that learners' thinking about themselves as readers in Sindhi and in English is quite different and therefore makes less of a contribution, perhaps.

Having taken an account of the *self-perception as a reader*, we next look at the comments of the urban learners about the *utilitarian value of reading*.

7.3.7 Utilitarian value for reading

As mentioned earlier, in Pakistan, English is perceived as the language of individual and national development (Shamim, 2007), and a universal tool for access to opportunities to level social inequalities (Tsui, 2005). In fact, in Pakistan, expressions such as 'English-language school' or 'reading in English' are heavily loaded with economic and sociocultural connotations (Shamim, 2010). That may be the reason that not many urban participants showed any utilitarian interest in reading in Sindhi. The majority of the participants (7, 78%) were of the opinion that:

From exams to personal communication on the Web, I use English so I really see little utility of reading anything in Sindhi. Moreover, all the current knowledge is available in English. So in fact there is little motivation for reading in Sindhi other than if you are really interested in this for personal reasons.

Urban Participant_2

Sadly, such perceptions are very common about indigenous languages in Pakistan. An important study conducted by Coleman (2010: 20) for the British Council, says about the marginalization of indigenous languages in Pakistan, "Not surprisingly, when a particular language is given no role to play in the education system, many parents respond by not encouraging the use of that language at home". He further found that many of the teachers who participated in the survey wanted parents to use English at home, with the idea of making learning English easy and effective. However, this is marginalizing the role of local/home languages as revealed in the comments of the above urban participant as well, as given above.

On the other hand, these urban (7, 78%) participants loved reading in English for various reasons, such as the following:

(1) Better public reputation: Many participants (8, 89%) believed that reading in English actually gives them a better public reputation. They read more and so they know more and can share more.

English itself is a status symbol. Reading in it is also important. People think of you as high calibre if you have knowledge about Western authors and philosophies.

Urban Participant_4

(2) Future plans: Useful for higher studies: Urban participants (7, 78%) seemed to have more future plans as compared to rural participants. They planned to undertake Master's degrees in their respective fields and mentioned their plans to take up certain careers. They believed that reading in the English language would benefit them because much research is published or translated into the English language.

I plan to work with non-governmental organizations after doing a master's in sociology. You see, we have to work with international organizations so it is better to read more and more in English. One becomes more proficient.

Urban Participant_5

(3) Future plan: Useful for studying abroad: A few participants (4, 44%) expressed their plan to study abroad.

I aim to pursue studies abroad and for that I know very well that I have to read, read and read everything a lot from now onwards.

Urban Participant_3

- **Finding 10:** The majority of the urban participants showed no interest in reading in Sindhi. They prefer to study in English. They gave high regard to reading in English as it gives one a better public reputation, and is useful for studying abroad and in other future plans. This result explains why the urban participants were found to be more aware of the utilitarian benefits of reading in English than the rural participants in the statistical results of the RQ4 (please see section 5.9.2 for further details). Furthermore, their comments about the utilitarian value attached to reading in Sindhi may give an indication of a feeling of negligence toward reading in Sindhi and that may be the one of the possible explanation of

the fact that their utilitarian values in Sindhi and in English were not at all correlated (RQ1, section 5.6.2).

Having looked at the utilitarian value for reading, we next look at the urban learners' responses about their personal involvement in reading.

7.3.8 Personal involvement in reading

The huge promise of English as a 'world language' for economic and personal development seems to be a major driving force for the younger generation's desire to learn English in Pakistan. Therefore, there is an insatiable desire for English in Pakistan (Shamim, 2010). Such views were also expressed by the participants.

(1) A fashion accessory: In Pakistan, familiarity with and use of English is an indicator of social class and educational and family background (Shamim, 2010). Many of my urban participants (8, 89%) stated that reading in English is a signpost of being sophisticated and fashionable. It is just like a fashion accessory, which makes you look trendy.

We got to go with the flow, ma'am. Your trendy outfits won't make you look stylish if you do not have a grip of the English language. Reading is an integral part. It feels good when you can discuss Western authors.

Urban Participant_1

(2) Going global: Secondly, urban participants tended to feel more global. Many participants (7, 78%) believed that English, being an international language, is a means of making them feel a part of the global world. It seems that, unlike their rural counterparts, they do not feel threatened about their identity as Sindhi if they read more in English. Rather, many of them find it as way to assimilate into the international world.

The world is a global village now and we are a part of it. Being a part of it, we need to be able to share our experiences and know others' experiences through a common language. English is a very popular language. I love to read in the English language because the latest information is written, translated, in it. It is so easy to browse anything in the English language and read it.

Urban Participant_8

However, a few (3, 33%) expressed their involvement in reading in English but at the same time showed some regret over omitting to read in Sindhi altogether.

It is a pity that our own language is overtaken by the amount of knowledge we share with each other and get to read in the English language. And why blame others – I myself read mostly in the English language. But what can I do, English is an official language of Pakistan and it is the international language of knowledge so I cannot help that. But nevertheless, I am a proud Sindhi and love my language.

Urban Participant_7

- **Finding 11:** These comments very straight-forwardly explain the statistical results of the chapter 4. In RQ4, urban people were found to have more personal involvement towards reading in English than rural people. The reasons for such an inclination could be that these learners take themselves as part of the global village and adopt English as a part of everyday fashion. Besides, in RQ1 (please see section 6.5.2 for further details), since the comments of the rural learners show that they have different inclinations for reading in both the languages, so this may be the reason that the personal involvement for reading in Sindhi did not correlate with the personal involvement for reading in English.

Having looked at their personal involvement in reading, I next present their views about the last category.

7.3.9 Reading anxiety

Most of the urban learners (8, 89%) expressed a carefree attitude towards reading in Sindhi. Rather surprisingly, some of my urban participants expressed some feelings of confusion about reading in Sindhi. Upon asking for explanation, they expressed the main reason.

(1) Outdated vocabulary causing confusion: Some of the urban participants (3, 33%) shared that they sometimes feel confusion while reading in Sindhi, especially when it uses old Sindhi vocabulary.

I sometimes get really upset when I get to read typical Sindhi vocabulary. I do not know what is wrong with the local Sindhi newspapers. They still write in the language of the 100-year-old version. Languages have to adapt and move on to facilitate the language users.

Urban Participant_3

For reading in English, many urban participants (7, 78%) shared that they do not get entirely nervous, though they face some difficulties in the text. They always try to overcome them.

At times, I get to see many ideas which I cannot understand even if I read it and know the vocabulary. But I do not get upset and keep on working until things are clear to me.

Urban Participant_5

- **Finding 12:** Urban participants do not feel particularly nervous while reading in both languages. Their self-confidence and will gives them a way forward to read on and overcome any troubles. Only a few feel confusion while reading in Sindhi and in English.

7.4 Summary

This chapter provided the views of urban participants about their educational backgrounds, social life, reading culture, and reading attitudes in Sindhi and in English. It indeed proved to be very insightful and useful in terms of explaining some of the quantitative findings.

In chapter 4, the quantitative findings of RQ1 suggested that the urban learner's reading attitudes in Sindhi and in English either did not correlate or had low correlation. As witnessed in the comments of the urban learners, the social structure, the educational set-up and cultural mindset of the urban learners give a dominating position to reading in English and that may be the reason that they do not often read avidly in Sindhi first. Many of them start their education in English-medium and also receive encouragement for reading in it as it is the roadmap to career success.

Furthermore, this chapter also explained why the home backgrounds stood out as the strongest contributor to the reading attitudes in English in RQ2. This chapter gave an extensive clarification of this finding, which is discussed in detail in the discussion chapter (chapter 8). Just to take one example, we also witnessed how modern technology – use of the Web – has permeated the lives of the urban learners and has positively affected their reading practices and reading attitudes, whereas for the rural learners it seems still a remote possibility.

Another important quantitative finding explained by the interviews is related to RQ3 (section 5.8). The quantitative results gave an indication of the statistical evidence in RQ3 that urban learners had better reading attitudes in English than their rural counterparts. But this chapter actually brings up the reasons for such differences. It may now be evident that the easy availability of reading resources and comparatively stimulating reading culture in English may have given them better attitudes to reading in English.

Having analysed the interviews with the rural participants in the previous chapter and those with the urban participants in this chapter, I next move to discuss the main findings of the study in the next chapter.

CHAPTER 8

DISCUSSION

“I have always loved to begin with the facts, to observe them, to walk in the light of experiment and demonstrate as much as possible, and to discuss the results.”

Giovanni Arduino

8.1 Introduction

This study investigates the relationship between reading attitudes in Sindhi and in English of the participants from rural and urban home backgrounds in order to respond to the following research questions:

RQ1: What is the correlation between reading attitudes in Sindhi and in English of the learners from rural and urban home backgrounds?

RQ2: What is the impact of the learners' rural or urban home backgrounds and the reading attitudes in Sindhi on the reading attitudes in English?

RQ3: Are there any differences between reading attitudes in Sindhi and in English of the rural and urban participants?

As noted earlier, data were collected through the following means:

- Reading attitudes questionnaire
- Semi-structured interviews

The reading attitude questionnaire and semi-structured interviews investigated the following:

- Rural/urban home backgrounds
- *Reading culture in society*
- *Availability of reading resources*
- *Encouragement received for reading from parents, teachers and friends*
- Reading Attitudes
- *Self-perception as a reader*
- *Utilitarian value for reading*
- *Personal involvement in reading*
- *Lack of reading anxiety*

In all, the data collected through these means brought forward the main findings which are presented here.

Main Findings

- The first finding is related to the core of my study: relationship between reading attitudes in L1 and in L2 of the participants from rural and urban home backgrounds. My study found two types of result. The group of rural learners had a high correlation between reading attitudes in Sindhi and in English, indicating a transfer happening of reading attitudes Sindhi to reading attitudes in English. On the other hand, the group of urban learners had low-to-medium correlation between some of the reading attitudes only, indicating that reading attitudes transfer to some extent only (please see section 5.6.1 and 5.6.2).
- Another pertinent finding was related to the impact of each reading attitude in Sindhi on each reading attitude in English. Unlike the previous research, the corresponding reading attitude of Sindhi did not appear to be the best predictor of reading attitude in English in the present study. For example, *self-proficiency as a reader in Sindhi* did not appear to be the best contributor to *self-proficiency as a reader in English*. Moreover, *utilitarian value for reading in Sindhi* appeared to be the negative predictor of not only its counterpart, *utilitarian value of reading in English*, but of the entire reading attitudes in English (Please see section 5.7).
- Interestingly, in my study, the best predictor of one's reading attitudes in English appeared to be a learner's rural/urban home background. That means, the urban learners may have better reading attitudes in English (see section 5.7).
- The above finding was further supported in the investigation related to the differences between the rural and urban learners (RQ3). The rural group has better reading attitudes in Sindhi than the urban learners. While, urban learners have better reading attitudes in English than the rural participants. This may confirm the role played by one's rural/urban home backgrounds in reading attitudes in English (Please see section 5.8).

- The next important finding was related to the availability of reading resources, less encouraging attitudes of society towards reading. The fact that reading resources and reading culture particularly in English were very scanty in the rural areas in fact explained why the urban learners have better reading attitudes in English than the rural group (please see sections 5.8.2, 6.4.3 and 7.3.3).
- The similar difference in the result was also found in terms of the encouragement rural and urban learners received from various sections of society for reading in English (please see sections 6.4.4 and 7.3.5 for further details). This may further figure out the reasons of differences between both the groups in terms of their reading attitudes (please see section 5.8).
- Interviews also brought forward that both the home backgrounds-rural/urban- offer different reading cultures to their respective society members. The rural society seems to be still in the feudal mindset and accepts academic reading to some extent only. Some parts of the rural Sindh even disregard and dislike reading for leisure purposes. It is linked with developing indecency and rebellion in readers (Section 6.4.2). On the contrary, the urban society engages in reading for academic and leisure purposes (7.3.2).
- The rural participants expressed in the interviews confidence in themselves as readers in Sindhi. On the other hand, their conceptions as readers in English were covered in doubts and apprehensions. They used the reading proficiency of urban learners (which they thought was better than them) as indicators of their poor grip on reading in English (Section 6.4.5). Contrary to this group, the urban learners displayed confidence in themselves as readers in English. This may be owing to their better educational backgrounds and also due to the exposition to reading resources in English (Section 7.3.6).

- The rural participants seemed to look at the utilitarian benefits of reading in a narrower sense. That may be because their access to the global world, knowledge and resources was too limited. Mainly, they associated reading in English to create ease for them in the process of settling in the urban areas (Section 6.4.6). On the other hand, the picture of utilitarian benefits of reading in English was much zoomed out for the urban learners. Of course, they lived as a part of world as global village. They knew it in better sense that reading in English could get them access to world knowledge and also assist them in pursuing higher studies from abroad (Section 7.3.7).
- In the interviews, the rural participants displayed personal liking for reading in Sindhi than in English (Section 6.4.7). The roots of such liking, of course, seem to be in the ease of availability of reading resources in Sindhi than in English, and also the medium of instruction, which was Sindhi. However, it came out as a different opinion that a few participants even preferred reading in Sindhi to reading in English. They found it as a way forward to save Sindhi from being limited to only spoken in future.
- Related to the above is the next important point. Because of the relative ease and liking for reading in Sindhi over reading in English, rural learners felt stressed and overwhelmed while reading in English. They depend then on dictionaries, notes or at times suspend reading practices (Section 6.4.8).

Based on these findings, the following topics have been narrowed down for discussion in the next subsection.

- Relationship between reading attitudes in Sindhi and in English (Research Question 1)
- Impact of rural/urban home background and reading attitudes in Sindhi on reading attitudes in English (Research Question 2)
- The differences between reading attitudes in Sindhi and English of rural and urban learners (Research Question 3)

8.2 Discussion

The discussion is made in the light of findings from the quantitative (chapter 5) and qualitative findings (chapters 6 and 7) and the previous research.

8.2.1 Correlation between reading attitudes in L1 and in L2

The core of the study emanated from the need to investigate the correlation between reading attitudes in Sindhi and in English (please see research question 1 in section 5.6). The reading attitudes were identified in four parts: *self-perception as a reader, utilitarian value for reading, personal involvement in reading and lack of reading anxiety*.

Although, previous studies have not investigated such a relationship at great length, the existing studies suggest the possibility of such a relationship and have recommended exploring this (Camiciottoli, 2001; Day & Bamford, 1998). Yamashita (2004; 2007) has explored this systematically in a number of her studies. My study is an attempt to extend this exploration and seek an answer for this with the learners from rural/urban home backgrounds.

The quantitative results of my study established a significant, but low correlation between L1 and L2. The results are coherent and consistent only half-way with Yamashita's (2004) and Day and Bamford's (1998) findings. Yamashita (2004) found a correlation of medium strength between the reading attitudes in L1 and in L2 in her series of studies on the same issue. The reason for the low correlation may be differences between the Japanese (Yamashita, 2004) and Pakistani contexts.

Pakistan is a multilingual and multicultural country, and life in rural and urban areas is subject to variability. The participants belonged to different home backgrounds- rural and urban. They came with different lingual preferences for their home language, Sindhi. This may have led to the low correlation overall. This point was further clarified when a separate answer for each group (rural/urban) was investigated.

In the group of rural participants, almost all the reading attitudes correlated strongly. The results were opposite in the case of urban participants. The results of

the rural group are consistent with what Yamashita (2004; 2007) suggested. One similarity between the two contexts -Japanese and rural Sindh- is that the L1 is used widely in daily life and in the education sector. That may be the reason that learners from such contexts start reading in Sindhi first and develop their reading attitudes in Sindhi. Later on in life, when they switch to study in English, they may have a ready-made set of feelings and thinking about the act of reading itself, which they may have developed from their experiences of reading in Sindhi. This may explain a positive and strong correlation between the reading attitudes in L1 and in L2.

Furthermore, the findings from the semi-structured interviews also suggest that the home background of the urban areas motivates the urban learners to remain in touch with reading in English more than in Sindhi. Take, for instance, their educational backgrounds. If a learner attends a school where the medium of instruction is not his/her L1 and the teacher teaches in Urdu (national language of Pakistan) or in English, his examination is taken in the English language then s/he will have little motivation left to read in his/her language. On the top of that, when s/he is at home, although s/he may experience speaking in Sindhi, but is exposed to parents' emphasis for reading in English in order to secure future job possibilities. Then it may further push the learner away from reading in L1. And finally, wider society appears to attach all the reverence and respect to those who are proficient in English, which may further confirm his/her beliefs about the low utility of reading in Sindhi.

The result of the urban learners matches the findings of Kachoub (2009) to some extent. Although, Kachoub investigated attitudes towards language in L2 and L3, the similarity was found in the multilingual background. Kachoub's (2009) study also suggests no relationship between attitudes towards French (L2) and English (L3), because Moroccan people had very different regard for both. It seems that the background and the value a learner attaches to a language may be the key indicator of their reading attitudes. The changing relationship between reading attitudes in Sindhi and in English of the rural and urban participants may reflect upon the importance of the learner's home backgrounds.

To conclude, it may be said that my study confirms Day and Bamford's (1998) proposition, that reading attitudes in L1 could be a possible source of the development of reading attitudes in L2, and that although they are correlated, the home background of a learner interferes in such a relationship. Besides, Yamashita's (2004; 2007) research on the relationship between reading attitudes in L1 and in L2 may be applicable in such societies where L1 is used on a daily basis in educational and social environment, as in the case of rural Sindh, Pakistan. Apart from this, reading attitudes in L1 may not harbour a significant correlation with reading attitudes in L2 as found in the urban set-up of Sindh.

8.2.2 Impact of rural/urban home backgrounds and reading attitudes in Sindhi to the reading attitudes in English

My study investigated the contribution of rural/urban home backgrounds and reading attitudes in Sindhi to the reading attitudes in English (Please see Research question 2 in section 5.7) Related to this, there are three important findings from my study, which are discussed in this section.

(i) Rural/urban home backgrounds as the strongest indicator of reading attitudes in English

The first important finding in this section is related to the emerging role of one's rural/urban home backgrounds as the strongest indicator of all the reading attitude variables in English. Whether one came from rural or urban background decided much about their reading attitudes. Urban learner's home backgrounds nourished their reading attitudes healthier than the rural home backgrounds. That means, urban setting provides a healthy reading culture, good availability of reading resources and also the encouragement for reading and thus inculcating in learners a) positive perceptions about themselves as readers in English, b) awareness of the utilitarian advantages associated with reading in English, c) personal involvement in reading. This in return makes them experience d) less anxiety for reading in English.

In particular, in Pakistani societies, life in rural and urban societies is full of discrepancies. Such a finding came out as well supported from the semi-structured interviews in my study. Although rural and urban Sindh are in the same province and in the same country, the life scenarios were paradoxical to each other.

These findings go back to McKenna's (1994) model of the development of reading attitude, which supports the link between one's social beliefs and reading attitudes. This finding creates grounds for believing that reading attitudes in a second language look towards one's home backgrounds for their development. Whether positive or negative, they develop in the light of one's social structure. Such emerging role of one's background may help us to understand the complexities in reading in English of the participants. As the learners come from diverse ethnic and social life set-ups and educational backgrounds, so they may have different mindsets and attitudes towards reading. We saw in chapter 6 and 7 the difference in the educational environment of the learners, in the resources, in the encouragement of important social agents and also in the attitudes of society members towards reading. This all together makes up an important package which has the power of predicting and framing one's reading attitudes- either negative or positive.

To conclude, the above argument makes it further important to give importance to a learner's emotional responses to reading. Of course, listening to all the individuals' needs will remain a hindrance in this way forward. But, at the same time, an account of the home backgrounds of the learners cannot be postponed or avoided. Its importance may be witnessed through its influence on reading attitudes in English. To conclude, one's rural/urban home background adds much to one's reading attitudes. Learners develop a sense of liking, disliking, comfort, even self perceptions as readers in the light of the feedback and perceptions prevailing in one's home background.

(ii) The impact of reading attitudes in Sindhi on reading attitudes in English

My study also investigated the impact of reading attitudes in Sindhi to reading attitudes in English. Yamashita's (2004; 2007) studies established that for a reading attitude in English, the best predictor would be its corresponding or the same reading attitude category from Japanese. For example, if a learner experienced anxiety while reading in Japanese, then it was more likely that he would experience anxiety while reading in English.

However, in the present study, the quantitative results suggested that the same reading attitude was perhaps not the best predictor. For example, how a learner thinks of himself as a learner in Sindhi affects the least in making up his/her perception as a reader in English. On the other hand, if a learner feels relax and does not experience stress while reading in Sindhi, then it is more likely that this will give him/her confidence to believe in himself as a good reader in English.

Although, this is in contrast with Yamashita's (2007) finding, it still makes sense in the context of the present study. We have seen in sections 6.4.5 to 6.4.8 that rural learners expressed different attitudes towards reading in Sindhi and in English. For example, how rural learners thought of themselves as readers in Sindhi was different than how they thought about themselves as readers in English. Similarly in sections 7.3.6 to 7.3.9, urban learners seemed to have different opinions about themselves as readers in Sindhi and in English. They thought they were better readers in English. This displays a contrast in their perceptions as a reader in L1 and in L2. It may explain as why the same reading attitudes could not be best contributor across L1 and L2.

However, related to the issue of contribution of reading attitudes in Sindhi to reading attitudes in English, a more surprising result is discussed the next.

(iii) Utilitarian value of reading in Sindhi as the negative indicator of all reading attitudes in English

The quantitative findings indicated that the *utilitarian value for reading* in Sindhi remained a negative predictor of all reading attitudes in English, including its counterpart. That means, if a learner entertains high *utilitarian value for reading in Sindhi* then it may actually make him think of himself as poor reader in English, may even feel less inclined towards reading in English and experience stress and anxiety while reading in English.

Of course, such results are not in line with what the literature suggests. But, in the context of my study, such results are plausible. I had two groups -rural and urban- and both of them experienced different educational backgrounds and were exposed to different home backgrounds. As shown in chapter 2 and particularly in chapter 6 and 7, the urban learners live as part of the global world, surrounded by

reading resources and opportunities in English; therefore, they are more aware of the advantages of reading in English. Thus they place more utilitarian value to reading in English. On the other hand, reading resources were more easily available in Sindhi in the rural set-ups; people used Sindhi more and also the medium of instruction remained Sindhi. So it seems understandable that rural participants might give a more utilitarian value to reading in Sindhi. In any case, the participants of both the groups place utilitarian value differently on Sindhi and English. That may be the reason that the utilitarian value of reading in Sindhi appears to be a negative contributor of each reading attitude in English.

Having understood the contribution of reading attitudes, we shall next discuss on the differences between the both the groups in their reading attitudes.

8.3.3 The differences in reading attitudes of the rural and urban learners

My study found significant differences in reading attitudes in Sindhi and in English as well between the rural and urban participants (Please see research question 3 in section 5.8). Overall, rural learners had better reading attitudes in Sindhi than the urban learners and the urban learners had better reading attitudes in English.

Such findings were supported by the interview data as well. Interviews revealed that such differences are rooted in the contrasting societies. Both groups are diversified due to educational, cultural and religious reasons, as well as because of the difference in the availability of social (human and online) relationships. They even have different kinds of parental encouragement, future prospects, and access to reading resources in both languages.

Below are the some of the main reasons, highlighted from the interviews that may explain the differences between the two groups:

Reason #1 Educational background differences: Most of the urban learners received education from English-medium schools as compared to the rural participants who received education from Sindhi-medium and government schools. Of course, that may be one of the reasons for their differences in attitudes towards reading in Sindhi and in English.

Reason #2 Differences in reading culture and reading resources: The reading culture in urban areas relatively promotes reading in English, but it is otherwise in the rural areas. The rural learners were not only at times discouraged from engaging in reading activities, but they were handicapped in terms of the non-easy availability of reading resources, particularly in English. Contrary to this, urban learners benefited from easy access to reading resources and stimulating encouragement for engaging in reading in English. This may explain why urban learners have better reading attitudes in English and rural learners vice versa.

Reason #3 Differences in worldview: Urban learners take themselves as a part of the global world and remain connected to it via social networking sites and generally the Web. They use more English than Sindhi there and that may add to their better reading attitudes in English. Meanwhile, rural people remain in touch with local people and use Sindhi for communication. This may also trigger the differences in them for their reading attitudes in Sindhi and in English.

Reason #4 Differences in *self-perception as a reader*: It was not only the quantitative findings but also the interviews confirmed that the urban learners had better *self-perception as readers in English*. They seemed to be less judgmental and critical of themselves as compared to their counterparts. This may be the reason that quantitative findings indicated them as having better self-perception as a reader in Sindhi as well.

Reason #5 Differences in utilitarian motives: Urban learners were more aware of the utilitarian benefits for reading in English than in Sindhi. The rural participants were less aware than their counterparts. A difference was found in the kind of utilitarian motives both the groups held about reading in English. The rural group attached the utilitarian purposes to shifting to cities, or to be able to participate in the civil service examinations. However, the urban group held very different purposes to reading in English, such as gaining a reputation in society and being able to pursue studies abroad.

Reason #6 Differences in personal involvement in reading: With limited reading resources and reading culture in English, it seems plausible that the rural

participants harboured personal interests for reading in Sindhi. Interviews also revealed the same. Some of the rural participants even revealed feelings of Sindhism with reading in Sindhi and also expressed liking for reading in Sindhi as this is easy and they feel comfortable while reading in that. On the other hand, the urban learners remain exposed to reading in English and therefore, they feel ease and comfort while reading in English. Due to these all differences, urban learners were found personal involvement in reading in English. And the rural learners had the same for reading in Sindhi.

Reason #7 Differences in lack of reading anxiety: As a consequence of the above differences, urban learners felt a lack of reading anxiety while reading in English; the rural group felt the opposite.

Owing to the above reasons, differences seem very plausible. These findings may align with what Warsi (2004) said about the standards of teaching and learning of English in Pakistani rural and urban set-ups. Rural Sindh is no exception to what Warsi points out: inadequate infrastructure, poor English language skills and teachers' inexperience of teaching English language, use of the grammar-translation method for teaching and poor assessment of language skills are only some of the drawbacks which are found in rural Sindh as well. Furthermore, the '*White Paper Report on the Educational Policies in Pakistan 2007*' also acknowledges the wide discrepancies, which are creating an educational divide between rural and urban learners and particularly the opportunities to learn are very much limited in the rural set-ups. Moreover, it is also similar to what Cartwright and Allan (2002) found: that the rural and urban community's best explain the differences in rural and urban reading performance.

8.3 Summary

This chapter started with presenting the main findings of the study which helped us to narrow down the discussion on the three main topics (8.3.1 to 8.3.3).

Having discussed in detail all the findings, the overall understanding that emerges of the relationship between reading attitudes in L1 and in L2 is that they are correlated to each other. Although, they are correlated and L1 reading attitudes contribute significantly to the reading attitudes in L2, a more important and key

role is played by a learner's rural/urban home background. In fact, the very answer to the question of relationship between reading attitudes in L1 and in L2 depends upon the home background of a learner. By home background, this study points towards the educational, reading culture, and availability of reading resources in L1. If a learner is exposed to proper amount of the above factors then his/her reading attitudes in L2 develop accordingly?

The present study also investigated the contribution of rural/urban home background and of each reading attitude in Sindhi to each reading attitude in English. Results again confirmed that home backgrounds are the key contributor of one's reading attitudes in English. Reading attitudes in Sindhi also contribute but the contribution varies from one to another reading attitude.

Moreover, this study established wide differences between reading attitudes in Sindhi and in English between rural and urban learners. The urban learners were found to harbour more positive reading attitudes than the rural learners as they were exposed to better encouragement, reading resources and a reading culture.

On the whole, study informs that reading attitudes are important as they influence on a learner's reading proficiency in English and thus they are important in shaping his/her academic as well as future course of career. Besides, the role of one's society is also very facilitating in forming reading attitudes in English, implying that learners carry the background within them wherever they go. It also suggests that learners from disadvantaged backgrounds may experience negative reading attitudes, more reading difficulties.

The results of the study presented in chapters five, six, and seven and discussed in chapter eight are further looked through in the next and final chapter nine in order to identify the implications, limitations and suggestions for the further research.

CHAPTER 9
CONCLUSIONS AND RECOMMENDATIONS

And finally the conclusion of this study: opening inquiries in new directions.

9.1 Introduction

This thesis investigated the relationship between reading attitudes in Sindhi and in English. This chapter presents the conclusions and recommendations regarding this study. The remainder of the chapter is organised as follows:

- Research Questions Re-visited (section 9.2)
- Contribution to Knowledge (section 9.2)
- Research Implications for Researchers and Policy makers (section 9.3)
- Limitations of this Research (section 9.4)
- Suggestions for Future Research (section 9.5)
- Final Thoughts (section 9.6).

9.2 Research Questions Re-visited

Reading attitudes have been acknowledged as an important factor to address the possible difficulties in second language reading and to give learners the desire for reading in L2 (Yamashita, 2013; McKenna, 2004; Mathewson, 1994). Regardless of this importance, there has generally been less research on it compared to the focus given to the cognitive domain in reading (Yamashita, 2007). Particularly, in developing countries such as Pakistan, the research lags far behind than that in developed countries. Paradoxically, Pakistan has a rich linguistic background, and diverse social life styles. The research in such a context could open, in fact, new avenues. Therefore, the aim of this research was to develop a study on the existing line of research to investigate how far reading attitudes in L1 and in L2 are related. The objectives of the study were:

- to examine the relationship between reading attitudes in L1 and in L2
- to investigate the differences (if any) between reading attitudes in L1 and in L2 of the learners from rural and urban home backgrounds

To achieve them, these objectives were collapsed into 3 specific research questions, addressed in this study. They are:

- | | | |
|----|--|------------|
| 1. | What is the correlation between reading attitudes in Sindhi and in English? | RQ1 |
| 2. | What is the contribution of rural/urban home backgrounds and reading attitudes in Sindhi to reading attitudes in English | RQ2 |
| 3. | What are the differences between reading attitudes in Sindhi and in English of the rural and urban participants? | RQ3 |

The study employed a mixed-methods research approach which entailed:

- a reading attitude questionnaire (quantitative data)
- some semi-structured interviews (qualitative data).

The quantitative data were collected from 388 participants and the qualitative data were collected from 22 participants.

I used SPSS 19 to analyse the quantitative data. The data on the reading attitude questionnaire responses was sorted into four key reading attitude variables through PCA: *self-perception as a reader, utilitarian value for reading, personal involvement in reading and lack of reading anxiety*.

The qualitative data was collected through semi-structured interviews from 22 participants. It sought to probe into reading attitudes in Sindhi and in English. The interviews were analysed using Maykut and Morehouse's (1994) 'Constant Comparative Method'. The findings from these interviews were integrated at the discussion and interpretation stage in chapter 8.

The data analysis helped in achieving the objectives of the study and responding to the research questions as follows.

9.2.1 RQ1: What is the correlation between reading attitudes in Sindhi and in English?

This study gives evidence that reading attitudes in L1 correlate with reading attitudes in L2, but the strength of the correlation between the two is very low. Insofar as reading attitudes in L1 correlate significantly with reading attitudes in L2, one may assume that how a learner feels and thinks about reading in his/her L1 may pass on to shape his/her feeling and thinking about reading in L2.

As I had participants from rural and urban home backgrounds, so I also investigated for a separate answer for each group in order to obtain a deeper picture:

- The rural learners had a high correlation between reading attitudes in Sindhi and in English
- The urban learners had only a low correlation between some reading attitudes in Sindhi and in English.

The reason for such a contrasting result in both the groups is because of the fact that learners from both the settings experience different home backgrounds. In rural educational set-ups, Sindhi is the medium of instruction, thus they receive exposure to reading in Sindhi first. Socially, rural societies read less. They face obstacles in accessing the reading resources, particularly in English. Thus they remain surrounded with reading resources in Sindhi more than in English. Consequently, they form their reading attitudes in Sindhi first, paving the way for reading attitudes in L2.

By contrast, in urban educational set-ups, learners often receive education in English or in Urdu. Socially, urban people read more in English than in Sindhi for personal and utilitarian motives. This keeps their contact with reading in L1 limited. Consequently, they do not look back at their reading attitudes in Sindhi to guide their reading attitudes in English. So, it may be concluded that the relationship between reading attitudes in Sindhi and in English may depend upon the status and usage of L1 in one's social and educational background.

Having found reading attitudes correlated, I extended the inquiry one step further to investigate how much each reading attitude in Sindhi influences each reading attitude in English. In addition, rural and

urban home backgrounds were also included in the inquiry. The results are given below.

9.2.2 RQ2: What is the contribution of reading attitudes in Sindhi and rural and urban home backgrounds to reading attitudes in English?

This question aimed to shine light on the contribution of one's rural/urban home background each reading attitude in Sindhi and one's reading attitudes in English. The findings indicated that although reading attitudes in Sindhi contributed significantly, the biggest source of contribution lies in one's home background. In simple terms, whether a learner hailed from rural or urban background make up his/her reading attitudes in English more than a learner's reading attitudes in Sindhi. To explain it further, a learner develops his/her self-concepts as a reader, attaches utilitarian value to reading, grows his/her personal interest and lack of reading anxiety for reading in English in light of his/her home background. The implication of this argument is that a learner's background is pivotal in forming his/her reading attitudes in English.

Among reading attitudes in Sindhi, it is important to note that not all reading attitudes contribute positively. The utilitarian value one attaches to reading in Sindhi negatively predicts all the reading attitudes in English. That means, if a learner values reading in Sindhi, then it may decrease his involvement for reading in English; s/he may see less value in reading in English; may give him/her low self-perception as a reader; and it may give them more anxiety while reading in English. This result may be interpreted in light of the rural/urban home background of my learners. As was noted in section 5.8, the urban group usually saw less utilitarian value in reading in Sindhi than the rural group and took reading in English as an important tool to advance their future and career. On the other hand, the rural group associated the opposite due to the difference in educational backgrounds, availability of resources and reading culture. This contrasting view may have affected the results in this way.

Lastly, it is also important to bear in mind that the same reading attitude in Sindhi might not always contribute to the corresponding reading attitude in English more than another reading attitude. For example, how a learner thinks of him/herself as a reader in English is not influenced by how one thinks of him/herself as a reader in Sindhi. Rather, comfort and lack of anxiety while reading in Sindhi contribute more to form his/her self-conception as a reader in English. The implication of

this result is that reading attitude may be cognitive or affective in dimensions, but these dimensions influence each other. How a reader thinks (cognitive) may be linked to how he feels (affective).

Having seen the rural/urban home backgrounds contributing significantly in this research question, I next investigated for any differences in reading attitudes of the rural and urban learners. The results are given next.

9.2.3 RQ3: What are the differences between reading attitudes in Sindhi and in English of the rural and urban participants?

The study revealed wide differences in the attitudes of the rural and urban learners towards reading both in Sindhi and in English. A recap of the differences is: as compared to the urban learners, the rural participants associated more value with reading in Sindhi. Similarly, they also felt more interested and less anxious while reading in Sindhi in comparison to their counterparts, the urban learners. On the other hand, for reading in English, the urban learners were more interested and less stressed than the rural learners. They also perceived more utilitarian benefits from reading, and thought of themselves as better readers in English than the rural learners. Section 8.3.3 pointed out seven main reasons for such differences.

An interesting question is that whether such differences in reading attitudes in both Sindhi and in English between the rural and urban learners is indicative of their socio-educational backgrounds. The answer is yes. Section 8.3.3 has elaborately given seven reasons which are directly rooted in one's rural/urban home background. In fact, the rural/urban socio-educational backgrounds itself helps make sense of the differences in the learners' reading attitudes.

These rural or urban young learners look at their significant social agents (parents, teachers and friends) and the shared cultural norms of their society to develop their practices and behaviours just like young sunflowers face to the sun when they are growing fast. The urban learners grow in capacity which enhances their reading attitudes in English by giving them parents, teachers and friends' encouragement and role modelling in reading. They attend relatively better educational institutes and also remain in easy access of reading resources. In simple terms, they may receive positive vibes for developing positive reading

attitudes in English. On the other hand, the rural learners face unavailability in terms of reading resources, proper educational institutes and lack of encouragement for reading, particularly in English. This proves to be an obstacle that stops them from flourishing positive reading attitudes in English. They tend to have low self-perceptions as readers, sense fewer benefits in reading, and feel little involvement due to possible difficulties that they face while reading in English.

Having insightful look into the differences between the reading attitudes in L1 and in L2 of the rural and urban learners, the next question was about the relationship between reading attitudes in L1 & in L2 and the reading proficiency in English. The results are as:

9.3 Final Resume of the Main Findings

To conclude this section, the main findings of this study are:

- Reading attitudes in L1 and in L2 are related. How a learner feels for reading in L1 and think about himself as a reader in L1 puts effects on the way s/he might feels and thinks about reading in English. But for such a relationship, one's L1 has to be in regular use one's social and educational aspects of life in a home background.
- Linked to the above finding, one's home background remains the best predictor of one's reading attitudes in English. Those learners, who are exposed to a flourished reading culture, receive encouragement for reading and their educational settings also deliver teaching in English, may develop better reading attitudes in English.
- Rural learners tend to have better reading attitudes than urban learners for reading in Sindhi. Such finding may again be explained by one's home background. Of course, Sindhi is the main medium of instruction in educational settings and also the main channel of communication. And therefore, they have better reading attitudes in Sindhi than in English.

- A reader who reads for personal interest in English may contribute to his/her reading proficiency in English more than a reader who reads with utilitarian purposes.

9.4 Contribution to Knowledge

The contribution of this thesis is twofold: theoretical and methodological.

9.4.1 Theoretical Contribution

This thesis makes theoretical contributions in the following ways:

a. Extending research on Day and Bamford's (1998) model: As can be seen in literature review section 3.3.2, the research in reading attitudes in L2 is very limited. We also notice that it is only Day and Bamford (1998) who have offered a model on the development of L2 reading attitudes only. Moreover, many parts of this model remain heuristic. Taking these facts into consideration, the first theoretical contribution lies in investigating a part of Day and Bamford's (1998) model. It has certainly added empirical evidence to it.

b. Use of L1 reading attitude model to understand the L2 reading attitudes: Scarcity in L2 reading attitude research has just been mentioned above. A strong contribution to theory of this thesis lies in the fact that it undertook a novel approach to address this scarcity. It used L1 reading attitude models (Please see section 3.3.1.4) to understand the development of reading attitudes in L2.

From the L1 reading attitude models, McKenna's (1994) model suggests a direct influence of one's 'social structure' on reading attitudes in L1. The present study took this idea about the link on board and investigated the impact of a learner's 'social structure' on reading attitudes in English (L2). It has brought forward the finding that future studies may investigate the other components of Day and Bamford's (1998) model also in the light of social structure. In fact, one may look at the reading attitude models in L1 to understand L2 reading attitudes.

c. Relationship between reading attitudes in L1 and in L2 in a multilingual context: Another contribution to theory lies in undertaking research on 'the relationship between reading attitudes in L1 and in L2' in a multilingual context. Previous studies on it have taken place in monolingual contexts such as Japan

(Yamashita 2007). Such studies have given empirical evidence of the relationship between the two. My study has contributed that in a multilingual context, people are exposed to diverse languages and may have different reading attitudes for different languages, including for their own L1. Due to the exposure with many languages, L1 reading attitudes may play a vital role in transferring and shaping reading attitude in L2, subject to the value and usage of an L1 in multilingual societies. For instance, in my study, L1 reading attitudes strongly correlated with L2 reading attitudes while for the urban learners findings were only half-way consistent. Therefore, while empirically investigating such a relationship, one must take an account of one's home background too.

Moreover, this study also contributes to the theory by emphasising on the role of mother tongue in second language learning. The role of the mother tongue is regarded as positive and as steering a way forward in teaching to children to think creatively and to learn fast. My study contributes that one's positive reading attitudes in L1 facilitates reading experiences in L2. The rural participants do not see reading in L1 as detrimental in the way of reading in L2 (See chapter 6 Interviews). Rather, their positive reading attitudes correlated strongly with reading attitudes in L2 (Section 5.5.1). This finding may be useful to suggest encouraging reading in L1.

e. Rural and Urban differences

The general differences between rural and urban learners are well accepted in literature (Edington and Koehler (1987); Haller et al. (1993), Alspaugh and Harting, (1995), Fan and Chen, (1999); Khattri et al., (1997), Cartwright and Allen, (2002), Northern Territory Department of Education, (1992), Howie et al., (2008), Martínez, Aricak, & Jewell, (2008). This study makes a theoretical contribution by investigating differences between rural and urban learners in terms of reading attitudes. More importantly, another strong contribution lies in bringing forth the inside accounts of the rural and urban learners: their opinions, their stories and the kind of life they live. A vivid and living picture comes through the opinions of both types of participants.

9.4.2 Methodological Contribution

a. Research Design: The use of mixed method research

The first important methodological contribution of this thesis lies in employing a mixed-methods approach in reading attitude research domain. Previous studies on reading attitudes have been limited by mainly using a monomethod of investigation: either questionnaire (Erten et al., 2010, Yamashita 2004; 2007; Kirmizi, 2009; Lukhele, 2009; Camiciottoli, 2001; McKenna, 1994) or by interviews and think-alouds (Jimenez, 1997). However, mixed-method studies remain scarce. This study combined a questionnaire with semi-structured interviews. The questionnaire achieved some generalised results. The interviews were used to understand the readers' perceptions on the key reading attitude variables. The qualitative and quantitative data were collected and analysed - questionnaires followed by the semi-structured interviews- thus allowing triangulation, happening mainly at the discussion of results. Thus, this thesis provides a practical example of how questionnaires and interviews may be combined to understand reading attitudes more adequately and thoroughly.

c. Instruments: A synthesized reading attitude scale

Another significant methodological contribution remains the reading attitude scale used in the study. As, I used the reading attitude questionnaire to gather the primary data, this created a methodological challenge for me to find a context-relevant questionnaire from the previous studies, which were conducted in very different contexts. This challenge was encountered by developing a reading attitude scale very carefully. The reading attitude scale underwent a systematic and very careful procedure from: item-pooling on the key variables from the literature review, focus group discussion on the items selected, trial of the initial version of the questionnaire on four participants and a pilot study on 121 participants of the UoSJP. This process ensured the reliability and comprehensibility of the questionnaire in my context. Thus, researchers in more or less similar contexts can use it in their studies. Or they may follow the

development procedure and use this scale as a starting point for constructing a new one.

c. Analysis Procedure: The use of constant comparative method

One more methodological contribution is that this study uses a systematic analysis method for semi-structured interviews. Unlike quantitative analysis, there are no clearly set rules for analysing qualitative data in reading research. However, the most common approaches are content analysis, thematic analysis and ethnographic accounts. This study makes a methodological contribution by employing ‘Constant comparative method’ by Maykut and Morehouse (1994) for analysing the interview data “in order to systematize the analysis process and to increase the traceability and verification of the analyses” (Boeije, 2002). This inductive way of coding and delineating categories, connecting them to derive meaning in a cyclical way of comparison and reflection may set a practical example for future studies.

Moreover, while building analysis on constant comparative method, this study used innovative approach by replacing cards/index cards with computer files. This was sought as a more rigorous, time saving and efficient way of dealing with large bulks of qualitative data.

9.5 Implications for policy practice

This section gives some general implications for policy makers. They may be effective in any research context.

- a. Poor reading practices:** Educators all over the world have concerns regarding poor reading practices in students. For instance, in the Malaysian context, Kaur and Thiyagarajah (1999) and quite recently Annamalai and Muniandy (2013) have mentioned the lack of interest in students for reading. The present study emphasises the value of policy makers in designing or imparting training programs which sensitize teachers to give importance to a reader’s reading attitudes so that students choose more willingly to read.

- b. Change in reading classes:** Teaching of reading is largely traditionally oriented based on preparing learners for getting better scores in reading tests. Although this approach has its advantages such as; enhancing reading skills of learners, if we aim higher- ‘fostering love for reading’ (Cramer Castle 1994), or to give desire for reading to students (Morrow 2004)’-we may have to broaden our lens to focus on developing interest of learners in reading as well. For this purpose, a block of time in class may be dedicated for building easy, enjoyable general reading activities. Learners may choose to read material of their own choice. Teachers may use these sessions to talk with students about their attitudes towards reading. Particularly, they can use these opportunities to support struggling readers. Such guided free reading sessions can enhance the reading engagements of learners and help them to be avid readers.
- c. More to be included in reading assessment measures:** Connected to the above point, policy makers may train teachers to measure reading attitudes of learners in regular practice along with their measuring their reading proficiencies. Such assessments may help teachers to understand the difficulties learners face in second language reading. For example, measuring reading attitudes may bring forward the fact that students feel anxious, stressed or uncomfortable while reading. And if teachers do not work on making students feel at ease for reading in L2 then they will be little able to use their reading skills in their best way. Thus, such measurement can help teachers align their teaching methods with the real needs of learners and they can make their reading classes much more motivating and engaging.
- d. Use of L1 reading attitudes in L2 reading attitudes in bilingual context:** Policy makers and teachers, in any bilingual context, may take reference from the present study about the contribution of L1 reading attitudes in developing reading attitudes in L2. Since bilingual learners have already developed certain attitudes about reading in L1 before they approach to reading in L2, those readers who have positive reading

attitudes in L1 are more likely to have positive attitudes towards reading in L2. Such learners have more potential to improve in L2 reading as their positive attitudes towards reading may motivate them to read in L2. This may demonstrate the need for supporting the role of L1/mother tongue in English reading classes. This study suggests that L1 reading should be seen as a resource for the promotion of language learning and should be used to foster a positive reading environment.

Now, it is useful to give some implications specific for the Pakistani context.

- a.** Since its inception, Pakistan lags far behind in education than the other countries in the sub continent (Ministry of Education, Pakistan. (2009). Similarly, interviews in the present study highlighted poor reading culture particularly in rural parts. This shows how urgent and important it is to take initiatives to improve reading practices at all levels. In this regard, this study emphasises the importance of policy makers of designing or imparting a national reading program. Training modules may be developed related to extensive/ free/ sustained reading. Teachers may be trained to launch these programmes in their classrooms so as to develop positive reading attitudes in students at all levels. Provinces and district governments should allocate some percent of their budget for updating school/college/universities and general libraries with books, so, that free reading programs can be carried out effectively.

- b.** This study also gives a clear picture of how reading is disregarded/ unappreciated in rural and to some extent in urban areas as well. Policy makers need to target this attitude. They can start public campaigns through media, social channels on internet and through workshops which may spread awareness about the importance of reading. In this regard, some programs are already working such as the ‘Sindh Baluchistan Reading Association’. Although, this association works to promote reading practices, research and reading material development, they need also to widen their focus to make teachers aware about working on instilling positive reading attitudes.

Having given some general implications for policy makers in Pakistan, now, I move to give some implications for the immediate context of the study-UOSJP.

- a.** It is believed that meaningful student learning cannot occur unless students personally invest time, effort and cognitive attention in the reading experience (Worthy et al., 1999). In this regard, the present study implies that remedial English teachers should carefully plan reading activities which should not only target their reading skills but may also aim to involve student's interest. Teachers need to be aware that repetitive and routine reading tasks using texts does little to promote positive engagement and attitudes towards reading.
- b.** Solely relying on syllabus books in remedial English class may not develop fully engaged readers. Teachers will have to be innovative in planning reading lessons in their classes. Real-life like reading texts and activities should be embedded in classes to draw students interest.
- c.** In line with the general implication given in the preceding section, at UOSJP too, a block of time should be dedicated for free reading. Seminar libraries of each department should be updated and be well stocked with academic and general reading materials. These rooms may be used for free reading activities weekly or fortnightly. For immediate action, until this work is done, teachers may encourage students to bring the book of choice in the classroom. Students who have more problems in reading may be encouraged to read in their own L1. Since my study has demonstrated that L1 reading attitudes transfer to L2 so this would help them gear up in reading. Their progress should be monitored and slowly they should be encouraged to shift reading in L2 after they have started enjoying the act of reading itself.
- d.** The central library of UOSJP needs to update their books and digital reading resources. New and current books of general interest such as fiction, dramas, current affairs magazines, and poetry may be stocked for the easy availability of students.
- e.** In IELL, all classes have their own fixed spaces. Until the authorities take actions to update the libraries and construct free access reading rooms,

teachers and students together can initiate reading clubs in their respective classes. Students, who can afford to, may donate one book. Teachers may also contribute reading material. They may be stored in class. Remedial English teachers can engage learners as this may work on their reading attitudes and subsequently on their reading proficiency.

9.6 Limitations of the Study

Like any other study, my study has some limitations. The results have to be taken in the light of the following limitations. They should be taken in consideration while conducting future studies.

9.6.1 Generalisability of the results

The first limitation is concerned with the generalisability of the results. My study mainly focused on a university in Sindh, Pakistan, and therefore the results may not be generalisable for all universities. However, I will address the question of generalisability in section 9.7 below.

9.6.2 Research Instruments

a) **Questionnaire:** As explained in section 4.4.1, I carefully constructed the reading attitude questionnaire in four stages. A relatively big scale pilot study on 121 participants and a careful inter reliability check of the items further ensured its design and helped in making it suitable to the local context of the Sindh, Pakistan. However, the questionnaire measured the participants' attitudes on a few dimensions of reading attitudes (*Self perception as a reader, Utilitarian value for reading, Personal involvement in reading, and Reading anxiety*) only and they were also derived from the previous studies. The future study may take up a different approach by interviewing first the participants, exploring reading attitudes in different dimensions. And afterwards, a questionnaire may be constructed out of those interviews to collect data from a large sample to be able draw out generalisable results.

Secondly, my questionnaire focused largely on reading attitudes and it could not draw much information about the social and cultural life of the learners on the Likert scale due to time management issues. I used learners identity based on their background from rural or urban Sindh as an indication of their home background.

I used it because social, cultural, educational and even encouragement for reading is starkly different in rural and urban Sindh Pakistani contexts. The educational divide between the two is even reported in the national educational policy (2009). However, it is important to caution readers of this concern while taking the results of prediction as they may bias the study. Moreover, future studies may collect information about home background variable in detail in the questionnaire itself.

b) Semi structured Interviews

The semi structured interviews in this study explored learner's reading attitudes and the home backgrounds. They proved to be very insightful in bringing forth the first a fuller picture of their perceptions and home backgrounds. However, the interviews did not explore attitudes towards conative part of attitude. Therefore, it is limited in this.

9.7 Generalisability of the study

This section discusses the potential generalisability of this study beyond the Pakistani context and also the issue of the difference between urban and rural contexts in second language learning more broadly. It also makes useful suggestions for future studies.

The scarcity of research on reading attitudes is mentioned in section 3.3.2. Particularly, research evidences from the developing world are sparser. In this regard, the present study is a ground breaking study and may be useful for example for undertaking such studies in other similar countries such as Indian, Bangladesh, and Sri Lanka, Afghanistan.

As discussed in section 1.3.1, there is a general consensus about the differences between rural and urban learners. Such differences have been found in a number of dimensions e.g. reading achievement (Cartwright and Allen, 2002), and career aspirations (McCracken and Barcinas 1991). The present study offers a further dimension of difference in terms of reading attitudes.

Keeping in view the multidimensional nature of reading, leading trend in reading research (Mckenna et al 2012, Yamashita 2007, Erten et al 2010, Mori 2002)

argues for the importance of measuring the affective dimensions of reading along with cognitive skills and strategies. In this regard, the present study offers a carefully constructed and well validated reading attitude questionnaire. Particularly, it will be valuable to use it in similar research contexts such as Indian, Malaysian, and Bangladeshi. Teachers and researchers both can use it in and outside of reading classrooms to measure the reading attitudes. Besides, as discussed in section 9.4.2, the mixed method study design may be used in reading attitude investigation.

9.8 Suggestions for Further Research

Like all research projects, this study also opens avenues for further research. In particular, future researchers can build their studies in the following areas.

a. Research Study designs:

The present study adopted a parallel mixed methods design. Although, this research design served the purpose of study, future studies may use sequential mixed method designs such as ‘multilevel sequential mixed method design’ (Teddlie & Tashakkori 2009: 151). For example, researchers may conduct in-depth interviews and base their survey on the findings of interviews. Or they may conduct surveys first and, based on its findings, may organise interviews to inquire further.

Future research may also use longitudinal designs to observe the reading attitudes of the same participants over a period of time in order to track the development of reading attitudes. Furthermore, the present study conducted comparative studies between rural and urban learners. Future researchers may use longitudinal designs on the comparison between rural and urban learners. For example, a longitudinal study may be carried out on the reading attitudes of first year rural and urban learners at university level in the start of the term and at the end of their course. This would help in further understanding whether the differences remain consistent or finish gradually and also what factors change their reading attitudes.

Besides, we may undertake some experimental studies to evaluate the intervention of teachers, and parents' encouragement in developing reading attitudes in English. One may keep a control and experimental group in order to see if any changes occur. Future studies may also interview teachers to see how they could develop reading attitudes in learners.

b. Data collection tools:

The present study used questionnaire and semi-structured interviews. Although both tools provided rich data, future studies may use more tools such as diary studies, case studies, think aloud protocols. For example, one study may be conducted involving participants to report their experiences in their diaries after reading. This may help us to understand the consequences of their reading experiences and the effect on the reading attitudes of participants. This information may be used for choosing reading material appropriate to the interest of readers.

c. Variables:

Apart from reading attitudes, the present study used rural and urban background as a nominal variable. Future studies may measure it in a continuum. Moreover, more elements from the background variables may be investigated in relation to reading attitudes such as; educational and occupational history of the parents of learners, financial conditions etc. Investigation of such elements can open the doors of new information which can further help us in understanding the differences between the learners.

d. Models on Reading attitude development in ESL:

The present study sought help from L1 reading attitude models to understand L2 reading attitudes. This trend may be carried on. Future studies may also investigate/explore other parts of L1 models. This shall help us in widening the scope of research on L2 reading attitude.

Furthermore, the present study investigated one part of Day and Bamford's (1998) model. More research is needed on investigating other parts of Day and Bamford's (1998) model. Such investigation would help in collecting evidence on their model. Researchers may investigate other elements as well in relation to Day and Bamford's (1998) model. These efforts can collectively help in making models on the development of reading attitude model in second language.

e. Different types of reading attitudes:

The present study helped in understanding general reading attitudes. Future studies may explore attitudes towards different kinds of reading: academic, literary, digital reading.

f. Participants:

The present study used rural or urban learners. Further comparative studies between the students of various departments in university or between the students in different provinces may also add valuable information.

f. Reading attitudes in relation to other factors:

Further research may also be carried out on reading attitudes in relation to reading proficiency to understand how far reading attitudes contribute to reading proficiency. Besides, reading attitudes may be investigated in relation to learners' reading habits, frequencies or the home atmosphere of learners.

Apart from the above, some of the general themes coming out of my thesis for future research are:

- to address the educational divide between rural and urban learners
- to deliver equal learning opportunities to rural and urban learners for learning English

- to facilitate rural areas with reading resources
- to create awareness, particularly in rural parents, about the importance of their role modelling and encouragement in developing positive reading attitudes in learners
- to create peer reading activities in the class to involve reluctant readers to participate with their friends

9.8 Final thoughts

My study highlights the role of a learner's home background (rural/urban) in developing reading attitudes in English. The more a learner feels facilitated in terms of reading resources, has proper exposure to learning in education, and receives a good amount of encouragement from important social agents, then his/her reading attitudes in English will grow positively. Positive reading attitudes may in return help a learner to improve his/her reading proficiency in English, thus increasing chances for his/her better prospects in yielding better academic achievements and also a more successful career.

In the Pakistani context, such a finding may raise a plethora of issues about the prevailing social inequalities which the rural and urban societies are enduring in Pakistan. The above findings may point towards an urgent need for creating an implementable plan, backed up with solid actions, to decrease the divide between rural and urban areas. This should develop reading resources and provide a healthy educational system in which each and every learner has the opportunity to be educated and learn English.

The disturbing picture of educational institutions in rural Sindh, the lack of opportunities for learning English, the limited availability of reading resources and proper learning opportunities for English, all keep rural learners disadvantaged. Their plight could be felt in the interviews and also in the statistically significant results which showed them with low perceptions as readers in English, more nervous while reading in English, less personally keen on reading in English and less aware about the benefits of reading in English than their urban counterparts.

Main study	<p>Aim: to collect data for the main study in order to find answers of the research questions posed in the study</p> <p>Participants: Rural (n= 186) Urban (n= 202) Total (n= 388)</p> <p>Research Instruments</p> <ul style="list-style-type: none"> • Reading Attitude Questionnaire • Reading Proficiency Test • Semi-Structured Interviews <p>Data Analysis Techniques</p> <ul style="list-style-type: none"> • <u>Principle Component Analysis:</u> to refine and reduce items in the questionnaire to form a smaller number of subscales or reading attitude variables. • <u>Mann-Whitney U test:</u> to check differences between rural and urban learners' reading attitudes • <u>Multiple Regression Analysis:</u> to predict how well the home backgrounds and four reading attitudes in Sindhi are able predict the reading attitudes in English 	
RQs Responded	RQ1	<p>All over data</p> <ul style="list-style-type: none"> • All reading attitudes in Sindhi and English have a low, but significant, correlation. <p>Group-wise data:</p> <ul style="list-style-type: none"> • <u>Rural Group:</u> Except <i>self-perception as a reader</i> in both languages, all reading attitudes in Sindhi and in English are highly correlated. • <u>Urban Group:</u> Only some reading attitudes are related with a low correlation.
	RQ2	<ul style="list-style-type: none"> • A learner's rural/urban home background was the best predictor of the reading attitude in English • The corresponding reading attitudes in L1 and in L2 were not found to be the best predictor • Reading attitudes in Sindhi contributed positively and significantly to reading attitudes in English. It is only '<i>utilitarian value for reading in Sindhi</i>', which has a negative impact on all reading attitude variables in English.
	RQ3	<ul style="list-style-type: none"> • The rural learners have better attitudes towards reading in Sindhi than the urban counterparts • The urban learners have better attitudes towards reading in English than the rural learners.

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APPENDICES

Appendix-1: Reading Attitude Questionnaire used in the Pilot Study Consent Form

This study is being conducted by Shumaila Aijaz Memon at the Centre for research in English Language and Assessment (CRELLA) at University of Bedfordshire, UK. The purpose of this study is to find L1 and L2 attitudes students towards reading. This is not a test so there is NO RIGHT or WRONG answer. I am interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. All information in this questionnaire and the follow-up reading test is completely confidential and no individual will be identified. I hope that filling up this questionnaire will enable you to reveal your own reading attitudes to you.

If you wish to participate then please tick in the box below and sign.

I AGREE

Signature: -----

If you do not wish to participate in this study, please do not fill the questionnaire and the reading test.

Thank you very much for your help.

شمانلا اعجاز ميمڻ **University of Bedfordshire, UK** ۾ ريڊنگ ايٽيٽيوڊس تي **PhD** ڪري رهي آهي. اهو ڪو پيپر نه آهي ان ڪري هتي ڪو به جواب صحيح يا غلط نه آهي. توهان اهو لکو جيڪو توهان کي پهنجي تجربي جي حساب سان صحيح لڳي. توهان جي پرفارمنس بلڪل **Confidential** رهندي. اها اميد ڪئي ٿي وڃي ته اهو **questionnaire** فل ڪرڻ ۾ توهان کي مزو ايندو ۽ توهان پهنجي **reading attitudes** جي باري ۾ غور و فڪر ڪري سگهندا. جيڪڏهن توهان **questionnaire** فل ڪرڻ چاهيو ته هتي سائن ڪريو. ----- جيڪڏهن توهان **questionnaire** فل نه ڪرڻ چاهيو ته توهان وڃي سگهو ٿا

Thank you

Roll no: _____

Department: _____

Age:

17	18	19	20	21	22	23	24 +

Where have you been living for the last ten years?

Your Educational Background:

Primary education up to class 5

Name of School	Location	Medium of Instruction	Mode of School	تو ها ن ان جي متعلق ٻيو ڪجهه چوڻ چاهيو ٿا:
		Sindhi <input type="checkbox"/> Urdu <input type="checkbox"/> English <input type="checkbox"/>	Private <input type="checkbox"/> Public <input type="checkbox"/>	

Education from class 6 up to matriculation:

Name of school	Location	Medium of Instruction	Location	تو ها ن ان جي متعلق ٻيو ڪجهه چوڻ چاهيو ٿا:

		Sindhi <input type="checkbox"/> Urdu <input type="checkbox"/> English <input type="checkbox"/>	Private <input type="checkbox"/> Public <input type="checkbox"/>	
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Higher Secondary education up to Intermediate

Name of school	Location	Medium of Instruction	Location	تو ها ن ان جي متعلق ٻيو ڪجهه چوڻ چاهيو ٿا:
		Sindhi <input type="checkbox"/> Urdu <input type="checkbox"/> English <input type="checkbox"/>	Private <input type="checkbox"/> Public <input type="checkbox"/>	

Section II: Background Information

		Strongly agree	Agree	Disagree	Strongly disagree
1	Reading resources in Sindhi are easily available in my society. مهنجي معاشري ۾ سنڌي ۾ پڙهڻ جي لاءِ ڪتاب تمام آساني سان ملي ويندا آهن.				
1.1	Reading resources in English are easily available in my society. مهنجي معاشري ۾ انگريزي ۾ پڙهڻ جي لاءِ ڪتاب تمام آساني سان ملي ويندا آهن.				
2	Reading in Sindhi is very common in my society. مهنجي معاشري ۾ سنڌي ۾ پڙهڻ تمام عام آهي.				
2.1	Reading in English is very common in my society. مهنجي معاشري ۾ ڪي انگريزي ۾ پڙهڻ تمام عام آهي.				
3	I was encouraged to read in Sindhi by my parents. مون کي مهنجي مائٽن سنڌي ۾ پڙهڻ لاءِ همٿايو هو.				
3.1	I was encouraged to read in English				

	by my parents. مون ڪي مهنجي ما نئن انگر يزي ۾ ڪتاب پڙهڻ لاءِ همٿا ٿيو هو.				
4	I was encouraged to read in Sindhi by my teachers. مون ڪي مهنجي استادن سنڌي ۾ پڙهڻ لاءِ همٿا ٿيو هو.				
4.1	I was encouraged to read in English by my teachers. مون ڪي مهنجي استادن انگر يزي ۾ ڪتاب پڙهڻ لاءِ همٿا ٿيو هو.				
5	I was encouraged to read in Sindhi by my friends. مون ڪي مهنجي استادن سنڌي ۾ پڙهڻ لاءِ همٿا ٿيو هو.				
5.1	I was encouraged to read in English by my friends. مون ڪي مهنجي دوستن انگر يزي ۾ ڪتاب پڙهڻ لاءِ همٿا ٿيو هو.				

Reading Attitudes

		Strongly agree	Agree	Disagree	Strongly disagree
6	I'm a fast and highly skilled reader in Sindhi and seldom have problems understanding what I read. آئون سنڌي زبان ۾ تيز هوشيار آهيان . مون ڪي پڙهڻ ۾ ڪا به تڪليف نه ٿيندي آهي				
6.1	I'm a fast and highly skilled reader in English and seldom have problems understanding what I read. آئون انگريزي زبان ۾ تيز هوشيار آهيان . مون ڪي پڙهڻ ۾ ڪا به تڪليف نه ٿيندي آهي.				
7	I am a successful reader in Sindhi. آئون سنڌي زبان ڪاميابي سان پڙهي ويندو آهيان .				
7.1	I am a successful reader in English. آئون انگريزي زبان ۾ ڪاميابي سان پڙهي ويندو آهيان .				
8	I am a good reader in Sindhi as I understand what I read. آئون سنڌي زبان ۾ سٺو آهيان. جيڪو پڙهندو آهيان سمجهي ويندو آهيان.				
8.1	I am a good reader in English as I understand what I read. آئون انگريزي زبان ۾ سٺو آهيان. جيڪو پڙهندو				

	آهيان سمجهي ويندو آهيان.				
9	I am an average reader in Sindhi as I understand most of what I read. آئون سنڌي زبان ۾ صحيح آهيان. جيڪو پڙهندو آهيان گهڻو ڀاڱي سمجهي ويندو آهيان.				
9.1	I am an average reader in English as I understand most of what I read. آئون انگريزي زبان ۾ صحيح آهيان. جيڪو پڙهندو آهيان گهڻو ڀاڱي سمجهي ويندو آهيان				
10	I read quite slowly in Sindhi but usually understand what I read. آئون سنڌي زبان ۾ صفا آهستو پڙهندو آهيان پر سمجهي ويندو آهيان جيڪو پڙهندو آهيان.				
10.1	I read quite slowly in English but usually understand what I read. آئون انگريزي زبان ۾ صفا آهستو پڙهندو آهيان پر سمجهي ويندو آهيان جيڪو پڙهندو آهيان				
11	I read quite slowly in Sindhi and often have problems understanding what I read. آئون سنڌي زبان ۾ صفا آهستو پڙهندو آهيان ۽ سمجهڻ ۾ به مسئلو ٿيندو آهي.				
11.1	I read quite slowly in English and often have problems understanding what I read. آئون انگريزي زبان ۾ صفا آهستو پڙهندو آهيان ۽ سمجهڻ ۾ به مسئلو ٿيندو آهي				
12	I can acquire broad knowledge if I read in Sindhi. سنڌي زبان ۾ پڙهڻ سان انسان جو علم وڌندو آهي				
12.1	I can acquire broad knowledge if I read in English. انگريزي زبان ۾ پڙهڻ سان انسان جو علم وڌندو آهي				
13	I can become more sophisticated if I read in Sindhi. سنڌي زبان ۾ پڙهڻ سان انسان وڌيڪ سلجھيل ٿيندو آهي.				
13.1	I can become more sophisticated if I read in English. انگريزي زبان ۾ پڙهڻ سان انسان وڌيڪ سلجھيل ٿيندو آهي				
14	I get to know new ways of thinking if I read in Sindhi. سنڌي زبان ۾ پڙهڻ سان انسان جي سوچ وڌندي آهي				
14.1	I get to know new ways of thinking if I read in English.				

	انگر يزي زبان ۾ پڙهڻ سان انسان جي سوچ وڌندي آهي				
15	Reading in Sindhi is useful to get a job. سنڌي زبان ۾ پڙهڻ سان نوڪريون سنڀالڻ آهن				
15.1	Reading in English is useful to get a job. انگر يزي زبان ۾ پڙهڻ سان نوڪريون سنڀالڻ ملنديون آهن				
16	Reading in Sindhi is useful to get a good grade in the class. سنڌي زبان ۾ پڙهڻ سان ڪلاس ۾ گريڊ سٺا ايندا آهن.				
16.1	Reading in English is useful to get a good grade in the class. انگر يزي زبان ۾ پڙهڻ سان ڪلاس ۾ گريڊ سٺا ايندا آهن				
17	Reading in Sindhi helps to prepare a better future for ourselves. سنڌي زبان ۾ پڙهڻ سان جو مستقبل ٺاهڻ ۾ مدد ڪندو آهي.				
17.1	Reading in English helps to prepare a better future for ourselves. انگر يزي زبان ۾ پڙهڻ سان جو مستقبل ٺاهڻ ۾ مدد ڪندو آهي.				
18	Reading in Sindhi helps us to become better individuals. سنڌي زبان ۾ پڙهڻ انسان کي سٺو بنائيندو آهي.				
18.1	Reading in English helps us to become better individuals. انگر يزي زبان پڙهڻ انسان کي سٺو بنائيندو آهي.				
19	Reading academic syllabus in Sindhi is beneficial for gaining value in society. سنڌي زبان ۾ پڙهڻ سان انسان جي معاشري ۾ عزت وڌندي آهي.				
19.1	Reading academic syllabus in English is beneficial for gaining value in society. انگر يزي زبان ۾ پڙهڻ سان انسان جي معاشري ۾ عزت وڌندي آهي.				
20	Reading in Sindhi is essential to increase the vocabulary. سنڌي زبان ۾ پڙهڻ سان سنڌي لغت ۾ اضافو ٿيندو آهي				
20.1	Reading in English is essential to increase the vocabulary.				

	انگر يزي زبان ۾ پڙهڻ سان سنڌي لغت ۾ اضافو ٿيندو آهي				
21	Reading in Sindhi helps fluency in speech. سنڌي زبان ۾ پڙهڻ سان سنڌي ڳالهائڻ ۾ رواني وڌندي آهي				
21.1	Reading in English helps fluency in speech. انگر يزي زبان ۾ پڙهڻ سان سنڌي ڳالهائڻ ۾ رواني وڌندي آهي				
22	Reading in Sindhi contributes to the development of grammar. سنڌي زبان ۾ پڙهڻ سان سنڌي گرامر وڌيڪ مضبوط ٿيندي آهي				
22.1	Reading in English contributes to the development of grammar. انگر يزي زبان ۾ پڙهڻ سان سنڌي گرامر وڌيڪ مضبوط ٿيندي آهي				
23	Reading in Sindhi contributes to the development of the writing skills. سنڌي زبان ۾ پڙهڻ سان سنڌي لکت وڌيڪ مضبوط ٿيندي آهي				
23.1	Reading in English contributes to the development of the writing skills. انگر يزي زبان ۾ پڙهڻ سان سنڌي لکت وڌيڪ مضبوط ٿيندي آهي				
24	Reading in Sindhi contributes to the development of listening skills. سنڌي زبان ۾ پڙهڻ سان سنڌي ٻڌڻ ۾ وڌيڪ آساني ٿيندي آهي				
24.1	Reading in English contributes to the development of listening skills. انگر يزي زبان ۾ پڙهڻ سان سنڌي ٻڌڻ ۾ وڌيڪ آساني ٿيندي آهي				
25	I enjoy reading in Sindhi. سنڌي زبان ۾ پڙهڻ ۾ مزو ايندو آهي.				
25.1	I enjoy reading in English. انگر يزي زبان ۾ پڙهڻ ۾ مزو ايندو آهي.				
26	I feel tired if I read in Sindhi. سنڌي زبان ۾ پڙهڻ سان ائون ٽڪيل محسوس ڪندي / و آهيان				
26.1	I feel tired if I read in English. انگر يزي زبان ۾ پڙهڻ سان ائون ٽڪيل محسوس ڪندي / و آهيان				
27	I feel curious while reading in Sindhi. سنڌي زبان ۾ پڙهڻ ۾ مون کي ڏاڍو تجسس ٿيندو آهي				

27.1	I feel curious while reading in English. انگر يزي زبان ۾ پڙهڻ ۾ مون کي ڏاڍو تجسس ٿيندو آهي				
28	I feel relaxed if I read in Sindhi. سنڌي زبان ۾ پڙهڻ سان آئون سنو محسوس ڪندڻي /و آهيان				
28.1	I feel relaxed if I read in English. انگر يزي زبان ۾ پڙهڻ سان آئون سنو محسوس ڪندڻي /و آهيان				
29	I read in Sindhi to relieve the fatigue of the day. آئون سنڌي زبان ۾ سڄي ڏينهن جي ٿڪاوٽ لاهڻ لاءِ پڙهندڻي /و آهيان.				
29.1	I read in English to relieve the fatigue of the day. آئون انگر يزي زبان ۾ سڄي ڏينهن جي ٿڪاوٽ لاهڻ لاءِ پڙهندڻي /و آهيان.				
30	Reading in Sindhi is always troublesome. سنڌي زبان ۾ پڙهڻ مون کي هميشه ڏکيو لڳندو آهي				
30.1	Reading in English is always troublesome. انگر يزي زبان ۾ پڙهڻ مون کي هميشه ڏکيو لڳندو آهي.				
31	I have great desire for reading in Sindhi. مون کي سنڌي زبان ۾ پڙهڻ جو ڏاڍو شوق آهي.				
31.1	I have great desire for reading in English. مون کي انگر يزي زبان ۾ پڙهڻ جو ڏاڍو شوق آهي.				
32	When I am reading in Sindhi, I get so confused I can't remember what I'm reading. جڏهن به آئون سنڌي زبان ۾ پڙهندو آهيان آئون ايترو تـ پريشان ٿي ويندي /و آهيان جو مون کي ياد نـ رهندو آهي تـ مون چا پي پڙهيو				
32.1	When I am reading in English, I get so confused I can't remember what I'm reading. جڏهن به آئون انگر يزي زبان ۾ پڙهندو آهيان آئون ايترو تـ پريشان ٿي ويندي /و آهيان جو مون کي ياد نـ رهندو آهي تـ مون چا پي پڙهيو.				
33	I would never read in Sindhi if it were not compulsory for my courses. سنڌي زبان ۾ ڪڏهن به نه پڙهان جي آهي				

	ڪورس لا: ڪمپلسري نه هجن				
33.1	I would never read in English if it were not compulsory for my courses. انگر يڙي زبان ۾ ڪڏهن به نه پڙهان جي اهي ڪورس لا: ڪمپلسري نه هجن				
34	I get nervous when I am reading a passage in Sindhi and I am not familiar with the topic. جيڪڏهن سنڌي ۾ لغت مون کي سمجهه ۾ نه اچي ته آئون پريشان ٿي ويندي / او آهيان				
34.1	I get nervous when I am reading a passage in English and I am not familiar with the topic. جيڪڏهن انگريزي ۾ لغت مون کي سمجهه ۾ نه اچي ته آئون پريشان ٿي ويندي / او آهيان				
35	I get upset whenever I encounter unknown grammar when reading in Sindhi. جيڪڏهن سنڌي ۾ گرامر مون کي سمجهه ۾ نه اچي ته آئون پريشان ٿي ويندي / او آهيان				
35.1	I get upset whenever I encounter unknown grammar when reading in English. جيڪڏهن انگريزي ۾ گرامر مون کي سمجهه ۾ نه اچي ته آئون پريشان ٿي ويندي / او آهيان				
36	I do not mind even if I cannot understand what I am reading entirely in Sindhi. سنڌي ۾ مون کي سمجهه ۾ اچن يا نه اچن پر آئون پڙهندو / پڙهندي رهندي / رهندو آهيان.				
36.1	I do not mind even if I cannot understand what I am reading entirely in English. انگر يڙي ۾ مون کي سمجهه ۾ اچن يا نه اچن پر آئون پڙهندو / پڙهندي رهندي / رهندو آهيان.				
37	I feel anxious if I don't know many words in what I read in Sindhi. جيڪڏهن سنڌي ۾ لغت مون کي سمجهه ۾ نه اچي ته آئون پريشان ٿي ويندي / او آهيان				
37.1	I feel anxious if I don't know many words in what I read in English. جيڪڏهن انگريزي ۾ لغت مون کي سمجهه ۾ نه اچي ته آئون پريشان ٿي ويندي / او آهيان				

Thanks

Appendix-2: Reading Attitude Questionnaire used in the Main Study

This study is being conducted by Shumaila Memon at the Centre for research in English Language and Assessment (CRELLA) at University of Bedfordshire, UK. The purpose of this study is to find L1 and L2 attitudes students towards reading. This is not a test so there are NO RIGHT or WRONG answers. I am interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. All information in this questionnaire and the follow-up reading test is completely confidential and no individual will be identified. I hope that filling up this questionnaire will enable you to reveal your own reading attitudes to you.

If you wish to participate then please tick in the box below and sign.

I AGREE

Signature: -----

If you do not wish to participate in this study, please do not fill the questionnaire and the reading test.

Thank you very much for your help.

شمانلا اعجاز ميمڻ **University of Bedfordshire, UK** ۾ ريڊنگ ايتنيٽيوڊس تي **PhD** ڪري رهي آهي. اهو ڪو پيپر نه آهي ان ڪري هتي ڪو به جواب صحيح يا غلط نه آهي. توهان اهو لکي جيڪو توهان کي پنهنجي تجربي جي حساب سان صحيح لڳي. اها اميد ڪئي ٿي وڃي ته اهو **questionnaire** ڀرڻ ۾ توهان کي مزو ايندو ۽ توهان پنهنجي **reading attitudes** جي باري ۾ غور و فڪر ڪري سگهندا. جيڪڏهن توهان **questionnaire** ڀرڻ چاهيو ته هتي سائن ڪريو. -----

جيڪڏهن توهان questionnaire ڦل نه ڪرڻ چاهيو ته توهان وڃي سگهو ٿا

Thank you

Roll no: _____

Department: _____

Age:

17	18	19	20	21	22	23	24 +

Where have you been living for the last ten years?

Your Educational Background:

Primary education up to class 5

Name of school	Location	Medium of instruction	Mode of School	تو هان ان جي متعلق ٻيو ڪجهه چوڻ چاهيو ٿا:
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_____	_____	Sindhi <input type="checkbox"/>	Private <input type="checkbox"/>	
_____	_____	Urdu <input type="checkbox"/>	Public <input type="checkbox"/>	
_____	_____	English <input type="checkbox"/>		

Education from class 6 up to matriculation:

Name of school	Location	Medium of instruction	Location	تو ها ن ان جي متعلق ٻيو ڪجهه چوڻ چاهيو ٿا:
_____	_____	Sindhi <input type="checkbox"/>	Private <input type="checkbox"/>	
_____	_____	Urdu <input type="checkbox"/>	Public <input type="checkbox"/>	
_____	_____	English <input type="checkbox"/>		

Higher Secondary education up to Intermediate

Name of school	Location	Medium of instruction	Location	تو ها ن ان جي متعلق ٻيو ڪجهه چوڻ چاهيو ٿا:
_____	_____	Sindhi <input type="checkbox"/>	Private <input type="checkbox"/>	
_____	_____	Urdu <input type="checkbox"/>	Public <input type="checkbox"/>	
_____	_____	English <input type="checkbox"/>		

.Section II: Background Information

		Strongly agree	Agree	Disagree	Strongly disagree
1	Reading resources in Sindhi are easily available in my society. مهنجي معاشري ۾ سنڌي ۾ پڙهڻ جي لا: ڪتاب تمام ويندا آهن.				
1.1	Reading resources in English are easily available in my society. مهنجي معاشري ۾ انگريزي ۾ پڙهڻ جي لا: ڪتاب تمام آساني سان ملي ويندا آهن				
2	Reading in Sindhi is very common in my society. مهنجي معاشري ۾ سنڌي ۾ پڙهڻ تمام عام آهي.				
2.1	Reading in English is very common in my society. مهنجي معاشري ۾ انگريزي ۾ پڙهڻ تمام عام آهي.				
3	I was encouraged to read by in Sindhi my parents. ڇا توهان جي مائٽن توهان کي سنڌي ۾ پڙهڻ لاءِ ڪڏهن همٿايو آهي				
3.1	I was encouraged to read in English by my parents. ڇا توهان جي مائٽن توهان کي انگريزي ۾ ڪتاب پڙهڻ لاءِ ڪڏهن همٿايو آهي				
4	I was encouraged to read in Sindhi by my teachers. ڇا توهان جي استادن توهان کي سنڌي ۾ ڪتاب پڙهڻ لاءِ ڪڏهن همٿايو آهي				
4.1	I was encouraged to read in English by my teachers. ڇا توهان جي استادن توهان کي انگريزي ۾ ڪتاب پڙهڻ لاءِ ڪڏهن همٿايو آهي				
5	I was encouraged to read in Sindhi by my friends. ڇا توهان جي دوستن توهان کي سنڌي ۾ ڪتاب پڙهڻ لاءِ ڪڏهن همٿايو آهي؟				
5.1	I was encouraged to read in English by my friends. ڇا توهان جا دوستن توهان کي انگريزي ۾ ڪتاب پڙهڻ لاءِ ڪڏهن همٿايو آهي؟				

Reading Attitudes

		Strongly agree	Agree	Disagree	Strongly disagree
6	I'm a fast and highly skilled reader in Sindhi and seldom have problems understanding what I read. آئون سنڌي زبان ۾ تيز هوشيار آهيان. مون کي پڙهڻ ۾ ڪا به تڪليف نه ٿيندي آهي				
6.1	I'm a fast and highly skilled reader in English and seldom have problems understanding what I read. آئون انگريزي زبان ۾ تيز هوشيار آهيان. مون کي پڙهڻ ۾ ڪا به تڪليف نه ٿيندي آهي.				
7	When I do not understand what I am reading in Sindhi, it makes me feel less confident about myself. آئون سنڌي زبان ۾ تيز هوشيار آهيان. مون کي پڙهڻ ۾ ڪا به تڪليف نه ٿيندي آهي				
7.1	When I do not understand what I am reading in English, it makes me feel less confident about myself. آئون انگريزي زبان ۾ تيز هوشيار آهيان. مون کي پڙهڻ ۾ ڪا به تڪليف نه ٿيندي آهي				
8	I am a good reader in Sindhi as I understand what I read. آئون سنڌي زبان ۾ سٺو آهيان. جيڪو پڙهندو آهيان سمجهي ويندو آهيان.				
8.1	I am a good reader in English as I understand what I read. آئون انگريزي زبان ۾ سٺو آهيان. جيڪو پڙهندو آهيان سمجهي ويندو آهيان				
9	I am an average reader in Sindhi as I understand most of what I read. آئون سنڌي زبان ۾ صحيح آهيان. جيڪو پڙهندو آهيان گهڻي ڀاڱي سمجهي ويندو آهيان				
9.1	I am an average reader in English as I understand most of what I read. آئون انگريزي زبان ۾ صحيح آهيان. جيڪو پڙهندو آهيان گهڻي ڀاڱي سمجهي ويندو آهيان				
10	I read quite slowly in Sindhi, but usually understand what I read. آئون سنڌي زبان ۾ صفا آهسته پڙهندو آهيان پر سمجهي ويندو آهيان جيڪو پڙهندو آهيان				
10.1	I read quite slowly in English, but usually understand what I read.				

	<p>اٺون انگريزي زبان ۾ صفا آهست پڙهندو آهيان پر سمجهي ويندو آهيان جيڪو پڙهندو آهيان.</p>				
11	<p>I read quite slowly in Sindhi and often have problems understanding what I read. اٺون سنڌي زبان ۾ صفا آهست پڙهندو آهيان ء سمجهڻ ۾ ب مسئلو ٿيندو آهي</p>				
11.1	<p>I read quite slowly in English and often have problems understanding what I read. اٺون انگريزي زبان ۾ صفا آهست پڙهندو آهيان ء سمجهڻ ۾ ب مسئلو ٿيندو آهي</p>				
12	<p>I find it difficult to comprehend what I read in Sindhi. سنڌي زبان ۾ پڙهڻ سمجهڻ مون کي ڏکيو لڳندو آهي.</p>				
12.1	<p>I find it difficult to comprehend what I read in English. انگريزي زبان ۾ پڙهڻ سمجهڻ مون کي ڏ کيو لڳندو آهي.</p>				
13	<p>Reading in Sindhi helps fluency in Sindhi speech. سنڌي زبان ۾ پڙهڻ سان سنڌي ڳالهائڻ ۾ رواني وڌندي آهي</p>				
13.1	<p>Reading in English helps fluency in English speech. انگريزي زبان ۾ پڙهڻ سان انگريزي ڳالهائڻ ۾ رواني وڌندي آهي</p>				
14	<p>Reading in Sindhi is essential to increase the vocabulary in Sindhi. سنڌي زبان ۾ پڙهڻ سان سنڌي لغت ۾ اضافو ٿيندو آهي</p>				
14.1	<p>Reading in English is essential to increase the vocabulary in English. انگريزي زبان ۾ پڙهڻ سان انگريزي لغت ۾ اضافو ٿيندو آهي</p>				
15	<p>Reading in Sindhi contributes to the development of the writing skills in Sindhi. سنڌي زبان ۾ پڙهڻ سان سنڌي لکت وڌيڪ مضبوط ٿيندي آهي</p>				
15.1	<p>Reading in English contributes to the development of the writing skills in English. انگريزي زبان ۾ پڙهڻ سان انگريزي لکت وڌيڪ مضبوط ٿيندي آهي</p>				

16	Reading in Sindhi contributes to the development of grammar in Sindhi. سنڌي زبان ۾ پڙهڻ سان سنڌي گرامر وڌيڪ مضبوط ٿيندي آهي				
16.1	Reading in English contributes to the development of grammar in English. انگريزي زبان ۾ پڙهڻ سان انگريزي گرامر وڌيڪ مضبوط ٿيندي آهي				
17	Reading in Sindhi contributes to the development of listening skills in Sindhi. سنڌي زبان ۾ پڙهڻ سان سنڌي ٻڌڻ ۾ وڌيڪ آساني ٿيندي آهي				
17.1	Reading in English contributes to the development of listening skills in English. انگريزي زبان ۾ پڙهڻ سان انگريزي ٻڌڻ ۾ وڌيڪ آساني ٿيندي آهي				
18	I get to know new ways of thinking if I read in Sindhi. سنڌي زبان ۾ پڙهڻ سان انسان جي سوچ وڌندي آهي				
18.1	I get to know new ways of thinking if I read in English. انگريزي زبان ۾ پڙهڻ سان انسان جي سوچ وڌندي آهي				
19	I can acquire broad knowledge if I read in Sindhi. سنڌي زبان ۾ پڙهڻ سان انسان جو علم وڌندو آهي				
19.1	I can acquire broad knowledge if I read in English. انگريزي زبان ۾ پڙهڻ سان انسان جو علم وڌندو آهي				
20	I can become more sophisticated if I read in Sindhi. سنڌي زبان ۾ پڙهڻ سان انسان وڌيڪ سلجهليل ٿيندو آهي.				
20.1	I can become more sophisticated if I read in English. انگريزي زبان ۾ پڙهڻ سان انسان وڌيڪ سلجهليل ٿيندو آهي				
21	Reading in Sindhi helps to prepare				

	a better future for ourselves. سنڌي زبان ۾ پڙهڻ اسان جو مستقبل ٺاهڻ ۾ مدد ڪندو آهي				
21.1	Reading in English helps to prepare a better future for ourselves. انگريزي زبان ۾ پڙهڻ اسان جو مستقبل ٺاهڻ ۾ مدد ڪندو آهي				
22	A lot of Reading in Sindhi gains one reputation in friend circle. سنڌي زبان ۾ پڙهڻ اسان جي دوستن ۾ عزت وڌندي آهي				
22.1	A lot of Reading in English gains one reputation in friend circle. انگريزي زبان ۾ پڙهڻ اسان جي دوستن ۾ عزت وڌندي آهي				
23	Reading in Sindhi is useful to get a good grade in the class. سنڌي زبان ۾ پڙهڻ سان ڪلاس ۾ گريڊ سٺا ايندا آهن				
23.1	Reading in English is useful to get a good grade in the class. انگريزي زبان ۾ پڙهڻ سان ڪلاس ۾ گريڊ سٺا ايندا آهن				
24	Reading in Sindhi is useful to get a job. سنڌي زبان ۾ پڙهڻ سان نوڪريون سنڀالڻ ملنديون آهن				
24.1	Reading in English is useful to get a job. انگريزي زبان ۾ پڙهڻ سان نوڪريون سنڀالڻ ملنديون آهن				
25	Reading in Sindhi helps us to become better individuals. سنڌي زبان ۾ پڙهڻ اسان کي سٺو انسان بنائيندو آهي				
25.1	Reading in English helps us to become better individuals. انگريزي زبان ۾ پڙهڻ اسان کي سٺو انسان بنائيندو آهي				
26	Reading in Sindhi is beneficial for gaining value in society. سنڌي زبان ۾ پڙهڻ سان انسان جي معاشري ۾ عزت وڌندي آهي				
26.1	Reading in English is beneficial for gaining value in society. انگريزي زبان ۾ پڙهڻ سان انسان جي معاشري ۾ عزت وڌندي آهي				

27	I enjoy reading in Sindhi. سنڌي زبان ۾ پڙهڻ ۾ مزو ايندو آهي				
27.1	I enjoy reading in English. انگريزي زبان ۾ پڙهڻ ۾ مزو ايندو آهي				
28	I feel tired if I read in Sindhi. سنڌي زبان ۾ پڙهڻ سان آئون ٿڪيل محسوس ڪندي /و آهيان				
28.1	I feel tired if I read in English. انگريزي زبان ۾ پڙهڻ سان آئون ٿڪيل محسوس ڪندي /و آهيان				
29	I feel curious while reading in Sindhi. سنڌي زبان ۾ پڙهڻ ۾ مون کي ڏاڍو تجسس ٿيندو آهي				
29.1	I feel curious while reading in English. انگريزي زبان ۾ پڙهڻ ۾ مون کي ڏاڍو تجسس ٿيندو آهي				
30	I feel relaxed if I read in Sindhi. سنڌي زبان ۾ پڙهڻ سان آئون سٺو محسوس ڪندي /و آهيان				
30.1	I feel relaxed if I read in English. انگريزي زبان ۾ پڙهڻ سان آئون سٺو محسوس ڪندي /و آهيان				
31	I read in Sindhi to relieve the fatigue of the day. آئون سنڌي زبان ۾ سڄي ڏينهن جي ٿڪاوٽ لاهڻ لاءِ پڙهندي /و آهيان.				
31.1	I read in English to relieve the fatigue of the day. آئون انگريزي زبان ۾ سڄي ڏينهن جي ٿڪاوٽ لاهڻ لاءِ پڙهندي /و آهيان				
32	Reading in Sindhi is always troublesome. سنڌي زبان ۾ پڙهڻ مون کي هميشه ڏکيو لڳندو آهي				
32.1	Reading in English is always troublesome. انگريزي زبان ۾ پڙهڻ مون کي هميشه ڏکيو لڳندو آهي				
33	I have a great desire to make reading in Sindhi. مون کي سنڌي زبان ۾ پڙهڻ جو ڏاڍو شوق آهي.				
33.1	I have a great desire to make reading in English.				

	مون کي انگريزي زبان ۾ پڙهڻ جو ڏاڍو شوق آهي				
34	I get upset whenever I encounter unknown grammar when reading in Sindhi. جيڪڏهن سنڌي ۾ گرامر مون کي سمجهه ۾ نه اچي ته ائون پريشان ٿي ويندي /و آهيان				
34.1	I get upset whenever I encounter unknown grammar when reading in English. جيڪڏهن انگريزي ۾ گرامر مون کي سمجهه ۾ نه اچي ته ائون پريشان ٿي ويندي /و آهيان				
35	I would never read in Sindhi if it were not compulsory for my courses. سنڌي زبان ۾ ڪڏهن به نه پڙهان جي اهي ڪورس لا: ڪمپلسري نه هجن				
35.1	I would never read in English if it were not compulsory for my courses. انگريزي زبان ۾ ڪڏهن به نه پڙهان جي اهي ڪورس لا: ڪمپلسري نه هجن				
36	When I am reading in Sindhi, I get so confused I can't remember what I'm reading. جڏهن به ائون سنڌي زبان ۾ پڙهندو آهيان ائون ايترو تـ پريشان ٿي ويندي /و آهيان جو مون کي ياد نـ رهندو آهي تـ مون چا پي پڙهيو				
36.1	When I am reading in English, I get so confused I can't remember what I'm reading. جڏهن به ائون انگريزي زبان ۾ پڙهندو آهيان ائون تـ ايترو تـ پريشان ٿي ويندي /و آهيان جو مون کي ياد نـ رهندو آهي تـ مون چا پي پڙهيو				
37	I get nervous when I am reading a passage in Sindhi and I am not familiar with the topic. جيڪڏهن سنڌي ۾ لغت مون کي سمجهه ۾ نه اچي ته ائون پريشان ٿي ويندي /و آهيان				
37.1	I get nervous when I am reading a				

	<p>passage in English and I am not familiar with the topic.</p> <p>جيڪڏهن انگريزي ۾ گرامر مون کي سمجهه ۾ نه اچي ته ائون پريشان ٿي ويندي /و آهيان</p>				
38	<p>I do not mind even if I cannot understand what I am reading in Sindhi entirely.</p> <p>سنڌي ۾ مون کي سمجهه ۾ اچي يا نه اچي پر ائون پڙهندو/پڙهندي رهندي/رهندي آهيان</p>				
38.1	<p>I do not mind even if I cannot understand what I am reading in English entirely.</p> <p>انگريزي ۾ مون کي سمجهه ۾ اچي يا نه اچي پر ائون پڙهندو/پڙهندي رهندي/رهندي آهيان</p>				
39	<p>I feel stressed if I don't know many words in what I read in Sindhi.</p> <p>جيڪڏهن سنڌي ۾ لغت مون کي سمجهه ۾ نه اچي ته ائون پريشان ٿي ويندي /و آهيان</p>				
39.1	<p>I feel stressed if I don't know many words in what I read in English.</p> <p>جيڪڏهن انگريزي ۾ لغت مون کي سمجهه ۾ نه اچي ته ائون پريشان ٿي ويندي /و آهيان</p>				

Thanks

Appendix-3: Interview Protocol used in the Main Study

Appendix: Interview Protocol
Reading attitudes in L1 and in L2
Date of Interview: Location: Respondent's name: Gender of the respondent: Profession of Parents: Age of the respondent: Department/Institute at UoSJP:
START
Thank you so much for taking timeout of your busy class schedules. I am Shumaila Aijaz, a PhD research student at University of Bedfordshire, UK. The overall purpose of my research is to investigate the reading attitudes of learners [like you] in Sindhi and in English in order to see whether they relate to each other or not. And also to see their effect on learner's reading proficiency. As I already told you in the class that this interview may take 15 to 20 minutes and all the data shall remain strictly confidential. Before we start, I would like to take your permission regarding recording our conversation digitally so that I do not miss any part of our conversation.
ORGAINSAION OF THE INTERVIEW
We will start our conversation from your educational journey up to intermediate. Then I will ask you to share some of the experiences about your home background. Then we will move into more substantive information regarding your attitudes towards reading in Sindhi and in English.
• Educational Background
* Would you please tell me that which district you come from and where exactly were you living before starting university this year? * How long have you been living there? * I can see in your questionnaire, you studied from ----- in ----- medium. Thanks for filling in that for me. But, I am also interested in knowing your opinion about the quality of education that you received from these institutions. Would you share your experiences of this educational journey hitherto? PROBE: Were you satisfied with the quality in education provided to you? PROBE: If yes, then tell me more about the positive qualities that you

cherished? PROBE: If No, then what were the drawbacks in your opinion?
• Home Background (Rural/Urban)
* What are the attitudes of your society members towards reading in Sindhi/English? PROBE: Do people like and encourage reading in Sindhi/English? PROBE: Do people generally read every day in Sindhi/English? PROBE: If yes, then what do they generally read in Sindhi/English?
* Are reading resources easily available in your society? PROBE: If yes, then what is most easily available? PROBE: If no, then what are the reasons for non availability?
• Encouragement for Reading
* Tell me about the role played by your parents in developing your reading attitudes in Sindhi/English? PROBE: If they encouraged you then how and by what means?
* Tell me about the role played by your teachers' in developing your reading attitudes in Sindhi/English? PROBE: If they encouraged you then how and by what means?
* Tell me about the role played by your teachers' in developing your reading attitudes in Sindhi/English? PROBE: If they encouraged you then how and by what means?
READING ATTITUDES
• Self Perception as a reader
* Tell me what do you think about yourself as a reader in Sindhi/English language? PROBE: Do you feel good about yourself and think I can read efficiently? PROBE: Do you feel about yourself as average or not efficient reader? PROBE: Do you find it difficult to comprehend in Sindhi/English?
• Utilitarian Value for Reading
* Let me ask you now about the value you attach to reading in Sindhi/English? PROBE: Do you think it is useful to reading Sindhi/English? PROBE: If yes, then what are the main advantages? PROBE: If no, then what are the disadvantages?
• Personal Involvement for Reading
* Tell us something about your personal involvement for reading in Sindhi/English? PROBE: Do you find it interesting to read in Sindhi/English?

PROBE: How would describe your feeling to me?
PROBE: Do you feel it dumb to read in Sindhi/English?

• **Reading Anxiety**

* Tell me something about reading anxiety while reading in Sindhi/English?
PROBE: Do you feel stressed/ nervous while reading in Sindhi/English?
PROBE: How would describe your feeling to me?

INTERVIEWEE DEBRIEF

Finally, is there anything else that you would like to share, or anything that you want to ask me, or would you like to add clarification to any point that you said earlier?

Thanks you very much again for extending your help and attending this interview. The information that you have shared with me shall be combined with other interviews of your friends/class fellows to create a broader picture of the reading attitudes in L1 and in L2. This is aimed to help us in understanding the role of role of reading attitudes in reading.

Thanks a lot.

[Recorder switched off and the respondent escorted to the door.]

INTERVIEWER DEBRIEF

I will reflect on the interview by answering the following questions to myself:

- What were the three main points from this interview?
- Was it easy to follow the order of the questions in the protocol? If not, I will comment on which questions or sections may have been skipped, asked or talked about elsewhere in the protocol and if possible, comment on where the relevant information might be found (i.e. close to what other question or section), “
- Are there any matters that require follow-up?
- Any feedback regarding the interview protocol or lessons learned about the interview process?

END

Appendix-4: Urban Areas in Sindh as specified by the University of Sindh, Jamshoro, Pakistan Website

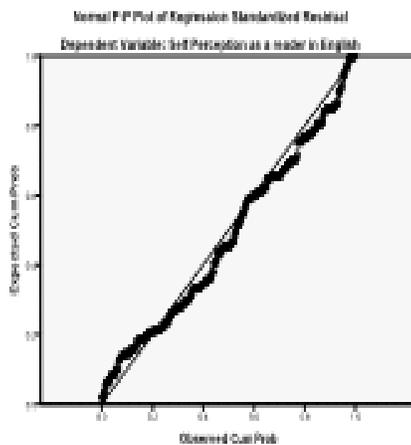
<i>Areas within the jurisdiction of University of Sindh</i>	
Hyderabad District	(a) Hyderabad Municipality (b) Tandojam Municipality
Tando Allah Yar	(a) Tando Allah Yar Municipality
Tando Muhammad Khan	(a) Tando Muhammad Khan Municipality
Matairi	(b) Hala Municipality
Badin District	(a) Badin Municipality (b) Matli Municipality
Thatta District	(a) Thatta Municipality
Mirpurkhas District	(a) Mirpurkhas Municipality (b) Shahdadpur Municipality (c) Tando Adam Municipality (d) Sinjhero Municipality
Sanghar District	(a) Sanghar Municipality
Dadu District	(a) Dadu Municipality (b) Mehar Municipality (c) Khairpur Nathan Shah
Jamshoro District	(a) Kotri Municipality
Nawabshah District	(a) Nawabshah Municipality
<i>Areas outside of Jurisdiction of University of Sindh</i>	
Sukkur District	(a) Sukkur Municipality (b) Rohri Municipality
Ghotki District	(a) Ghotki Municipality (b) Mirprmathelo Municipality
Khairpur District	(a) Khairour Municipality (b) Gambat Municipality (c) Pir Jo Goth Municipality
15. Naushahroferoz District	(a) Moro Municipality
16. Larkana District	(a) Larkana Municipality (b) Rotodero Municipality (c) Naudero Municipality
17. Kambar/Shahddkot District	(a) Shahdatkot Municipality (b) Kambar Municipality
18. Jacobabad District	(a) Jacobabad Municipality
19. Kashmore District	(a) Kandhokot Municipality
20. Shikarpur District	(a) Shikarpur Municipality
<i>The areas other than those specified above, will be treated as Rural.</i>	

Appendix-5: Table of Correlation between independent variables for Research Question 2

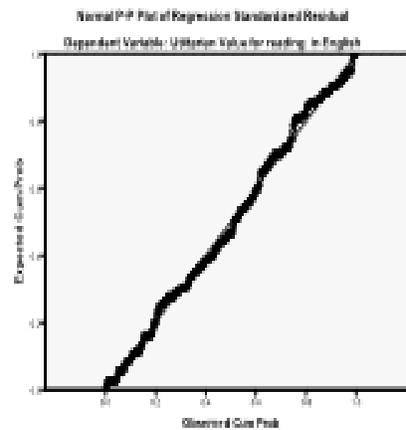
	1.	2.	3.	4.	5.
1. Self perception of as a reader in Sindhi (L1)		.07	.18	.23	.29
2. Utilitarian value for reading in Sindhi (L1)	.07		.60	.62	.32
3. Personal Involvement for reading in Sindhi (L1)	.18	.60		.57	-.32
4. Reading anxiety in Sindhi (L1)	.23	.62	.57		.05
5. Social Backgrounds	.29	.32	-.32	.05	

Appendix-6: Normal Probability Plots [DVs: Self perception as a reader in English, Utilitarian value for reading in English, Personal involvement for reading in English, and Lack of reading anxiety in English]

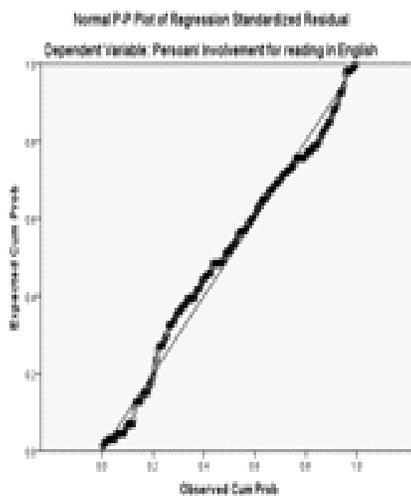
**Normal Probability Plot
(DV: Self Perception as a reader in English)**



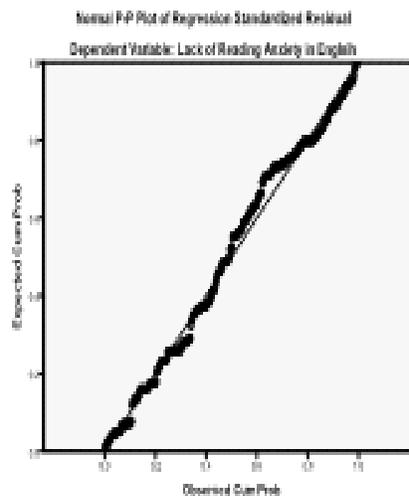
**Normal Probability Plot
(DV: Utilitarian value of reading in English)**



**Normal Probability Plot
(DV: Personal involvement for reading in English)**

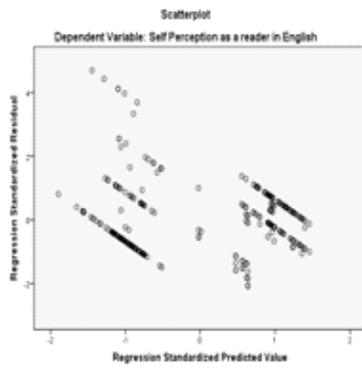


**Normal Probability Plot
(DV: Lack of reading anxiety in English)**

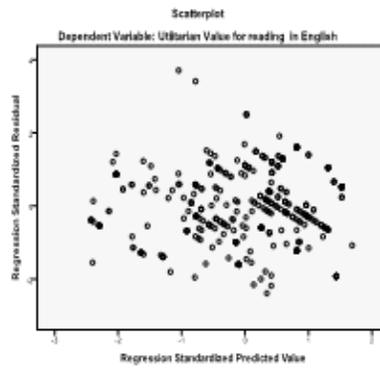


Appendix-7: Scatterplots [DVs: Self perception as a reader in English, Utilitarian value for reading in English, Personal involvement for reading in English, and Lack of reading anxiety in English]

**Scatterplot
(DV: Self Perception as a reader in English)**



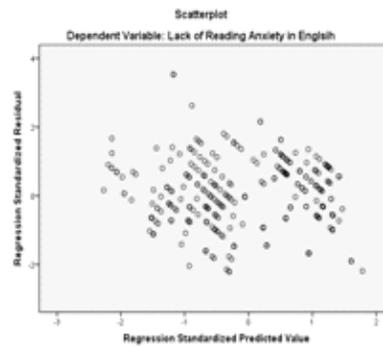
**Scatterplot
(DV: Utilitarian value of reading in English)**



**Scatterplot
(DV: Personal involvement for reading in English)**



**Scatterplot
(DV: Lack of reading anxiety in English)**



Appendix-8: Interview Transcript

Interview Transcript
<p>Date of Interview: 3-10-12 Location: A teacher's office in IELL, UOSJP Respondent's no: Participant no_3 Home Background: [Rural] Gender of the respondent: Female Profession of Parents: Private Business Age of the respondent: 19 years old Department/Institute at UoSJP: IELL</p>

• Home Background
<p>Would you please tell me that which district do you come from and where exactly were you living before starting university this year?</p> <ul style="list-style-type: none">• S3: My family basically is from Dadu. My grandmother is settled still in Dadu and I lived with her till intermediate. Recently, I shifted to Hyderabad upon joining the university and I am living with my parents now. <p>Sorry, I could not get it. You were living first with your grandmother and have joined your parents now? How come?</p> <ul style="list-style-type: none">• S3: Actually, first my parents, grandmother and all used to live together in a village in Dadu. Later, my parents shifted to Hyderabad. But my grandmother did not leave me. She would have been alone if I had also gone with my parents. So, I had to stay with her, while my family shifted to Hyderabad. But when I got admission in university then I had to shift here. <p>Oh, Okay. Now I understand.</p>
• Educational Background
<p>I can see in your questionnaire, you studied from a private English medium school in Dadu. Thanks for filling in that for me. But, I am also interested in knowing your opinion about the quality of education that you received from these institutions. Would you share your experiences of this educational journey hitherto?</p> <ul style="list-style-type: none">• S3: I studied from an English medium school. But that was just in name. We were never exposed to any proper learning of English language, particularly speaking. To be honest, my teachers themselves did not know how to use English. In particular, in maths, science and in English, we suffer more as we do not have learned people in these fields to teach us.

• Attitudes towards Reading in Society

What are the attitudes of your society members towards reading in Sindhi?

- **S3:** Hmm,,,,, normally people do not read much. They read newspapers mostly.

What are the attitudes of your society members towards reading in English?

- **S3:**Actually.....

Yes, please feel free to share. It is really interesting to listen your experiences.

- **S3:** Yes, but..

Okay please take your time.

- **S3:** Actually, to be honest, my people do not know how to read in English. . I know I sound silly to say this. .. I have told you already we do not have proper education, books etc and ..

Come on. I do not find you silly. We all are part of this social system. I know it very well how disadvantaged life is in rural areas of Sindh. But it is interesting to listen you as you are sharing first hand experiences. You should be proud of yourself that you have reached university and are able to express yourself so well.

Okay why is it like this? What do they do for leisure then?

- **S3:** Thanks. My people love to talk to each other. Sit in groups and talk about the local issues for hours...And..!

Good explanation. Yes.....and?

- **S3:** See, things are done when they have utility. .. Let me be clear in my point.....Emm! Yes, reading is not useful in our social talks. No one talks about history or current point of views. Local issues are more than enough. Even job market [local jobs such as clerical work, teaching jobs] do not require one to read much. Moreover, you know how it works in rural contexts. Your degrees and certificates matter less. What matters is your connections with influential people. So, why to read!

Hmm, I can understand your point now so clearly.

• Reading Resources in Society

Are reading resources easily available in your society?

- **S3:** Emm.. In Dadu, You may say newspapers. Yes, every one almost buys or borrows newspaper for sure. But apart from that no.

Okay, no means? Are they not at all available.. And why do you think they are not available?

- **S3:** I have already mentioned that people do not read much and so why would shop keepers keep a thing for selling which the common buyer is not interested in. Moreover, financially people do not have much money. .. How to say..Yes, I mean, it is hard for people to be able to arrange food and other basic necessities.

So, you mean in Dadu, NO reading resource is available except newspapers? Is that right? Is it what you mean?

- **S3:** No, actually, newspapers and also coursebooks are available in Sindhi to a good extent and in English to some extent only. But other books, I mean, novels, poetry and other books are not available. As I said no one is interested in buying them.

• **Encouragement for Reading [Parental]**

Tell me about the role played by your parents in developing your reading attitudes in Sindhi/English?

- **S3:** As I told I lived with my grandparents. My grandfather used to encourage me and other kids. He would tell us stories and share world knowledge as much as he knew. Apart from that sometimes I used to live in Hyderabad for some reason or my parents came to live in vacations. But my mother used to talk about relatives and home issues with us. Baba (Father) used to ask about newspaper and current affairs and local politics. I never liked politics. I would rather run away.

So, how would you describe the encouragement that you received?

- **S3:** Not much really. I mean I am not complaining against my parents. But how could they give us a thing which was not available. Lack of books in English in our village and no awareness made them remain silent in this matter.

Sorry to interrupt you but I am just unclear on something. You just said a moment before that your grandfather and father used to encourage you a lot?

- **S3:** Yes, .. No! Okay, actually as I said earlier, Baba and grandfather used to encourage. But that encouragement was very limited. I mean my Baba (father) was of course living in Hyderabad so I had less interaction with him. He used to say me for studying and reading whenever we met. Sometimes he brought books too. But not very often. Since it was not very often therefore I say it was not much of encouragement.

And how about your grandfather?

- **S3:** Grandfather was always encouraging. He used to encourage for taking part in debate competitions. And sometimes would tell us about what is happening in and around the world. But, how far can he go in encouragement when he himself cannot access reading resources in society and how much can he encourage for an activity which is not

very common in the society

• **Encouragement for Reading [Teachers']**

Tell me about the role played by your teachers' in developing your reading attitudes in Sindhi/English?

- **S3:** Honestly, we hardly read our text books. Yes, teachers sometimes would ask us to read in class.

How about reading in English?

- **S3:** Surprisingly, our English teacher was very dedicated. She would even punish us if we did not read. We used to memorise the meaning of paragraphs given in text books. And read loud in the class the next day. She used to be very strict for doing home work.

That is so good to know. But how about extracurricular reading... reading outside of the course book?

- **S3:** No, ma'am. In fact none of the teachers did. We were lucky to have her. At least, she would urge us and help us to read English course coursebook.

• **Encouragement for Reading [Friends]**

Tell me about the role played by your friends in developing your reading attitudes in Sindhi/English?

- **S3:** Not at all until intermediate. I never liked to make friends with them. They were so different than me.

• **Self Perception as a Reader**

Tell me what do you think about yourself as a reader in Sindhi?

- **S3:** Yes, I can read fluently in Sindhi. But, I think even some of my villager friends, who have not received any formal education, but yet I have found them able to read at least newspapers in Sindhi. It is because it is our own language and we know it so very well.

Tell me what do you think about yourself as a reader in English?

- **S3:** Kind of good! ... It depends upon the time you give me. If I am not bound by time then I may read and take efforts to understand but if you mind the time then yes I am a terrible reader.

• **Utilitarian Value of Reading**

Let me ask you now about the value you attach to reading in Sindhi? Do you find it useful to read in Sindhi?

- **S3:** Emmmmmmmm. . .Sorry, please say it again.

Okay let me rephrase it for you. Do you read in Sindhi because you believe it will linguistically enrich your proficiency in Sindhi, will assist you in gaining good jobs and value in society..

- **S3:** Okay, I got it now. Actually I like reading in Sindhi. Why would not I. But I do not read for all these reasons. It is my own language. I know it so well already.

If I ask you the same for reading in English?

- **S3:** Of course, Yes! One improves grammar and vocabulary by reading in English..and there more advantages too.. For example..!..!

Hmm, Go ahead.

- **S3:** Yes, job market is all open for you if you are fluent into English Language. You may have a range of careers to choose from if you have command on English language.

• Personal Involvement in Reading

Tell us something about your personal involvement for reading in Sindhi?

- **S3:** I always like to read in Sindhi. Of course, it is my mother tongue.

And in English?

- **S3:** Only after I have joined University, I feel like reading in English. My all friends are avid readers. They happen to be from urban backgrounds and you know how they are. .I am so inspired from them for reading in English.

And how they [urban friends] are? Explain please and why are you so inspired from them?

- I mean they are confident, fluent readers and have read so much already. They know about current authors and have good knowledge. They talk to me about books and famous authors..Although, I feel embarrassed as i do not as much as they know. But i feel like reading and knowing and talking like them.

• Reading Anxiety

Tell me something about reading anxiety. Do you feel stressed/nervous while reading in Sindhi?

- **S3:** When I read in Sindhi, I do not have trouble in understanding the concepts.

And If I ask you the same for reading in English, then how would you respond?

- **S3:** I find myself nervous whenever I have to read in English language. I feel lost. For me, the major issue always is of difficult vocabulary. To be able to comprehend properly is yet another hurdle.

My friends from urban schools take no time in understanding anything written in the English language. And I take so much time in getting the sense. This makes me feel so embarrassed. Perhaps, they do not suffer from stress while reading into English because they are so much exposed to reading material in English language. See, many of my friends get dawn newspaper (English newspaper) while we get Kawish (Sindhi Newspaper). When I came into university I thought I am lost. My friends laughed at me for my language. But for me, they are role model because they are knowledgeable in everything.

I am noticing that while talking about your stress and anxiety related to reading, You are talking more about your urban friends.. Do you mean ‘studying with the urban people makes you compare all the time and it is a source of stress for you?

- No, no nothing like that in fact, you can easily make out a difference in rural and urban if you listen their language and ideas. I mean urban people have such a rich vocabulary especially into English and have clarity in thoughts. While I repeat the same words in each sentence and lack clarity in thoughts.

Finally, is there anything else that you would like to share, or anything that you want to ask me, or would you like to add clarification to any point that you said earlier?

- **S3:** To be honest with you, no teacher ever has told me that reading attitude ever matters. In fact, I never have looked up into my head to understand my own views and perceptions about reading. Good to talk to you. Moreover ma'am, rural people have to face more. We leave home, friends, culture, society and everything. Teachers expect us to give same input like urban classmates.

Thanks you very much again for extending your help and attending this interview. The information that you have shared with me shall be combined with other interviews of your friends/class fellows to create a broader picture of the reading attitudes in L1 and in L2. This is aimed to help us in understanding the role of role of reading attitudes in reading.

Thanks a lot.

Appendix 9: Categories and Codes generated from the Interviews of Rural Participants [n=13]

Category 1: Shortcomings in the rural educational institutions	
1. Lack of infrastructure	The respondents express their concerns about the lack of facilities in terms of government funding, basic necessities such as toilets, drinking water, proper furniture and even school buildings in their educational institutes.
2. Lack of accountability in teachers	Teachers are paid but do not perform their duties of teaching.
3. Teachers running private businesses	Teachers ignore their government jobs and focus on private coaching centres to help themselves financially.
4. Dearth of subject specialists	Lack of subject specialists, who may teach English, maths and science in rural areas.
5. No teaching in English	The medium of instruction remains to be the local vernacular due to absence of experts in English language.
6. Lack of co-education	Schools impart education to girls and boys in separate buildings due to religious and cultural restraints.
7. Problems in commuting to schools	Schools are situated in far areas and due to which students have to spend money and time in commuting to and from schools.
8. Feelings of frustration	Respondents express their frustration and sense of deprivation in every sense due to hard past in terms of basic necessities and poor educational backgrounds.
Category 2: Attitudes towards reading in rural Sindh	
9. Academic Reading acceptable behaviour	In rural society, people take it as a familiar and acceptable behaviour if one engages in reading for academic purposes.
10. Discouraging attitude to reading	In rural areas, people still have not accepted the extracurricular reading as a normal and acceptable behaviour.
Category 3: Reading resources in rural Sindh	
11. Underresourced	Rural areas still lack easy availability of reading resources.
12. Available resources	In rural Sindh, reading resources are very limited. Only a few kinds are available.

Category 4: Encouragement for Reading	
13. Verbal insistence for reading academic syllabus	When someone talk and give verbal reminders to their children/learners for reading.
14. Role modelling	When someone give his/her concrete example of the reading practices to the learners.
15. Joyful Expression	When the learners get expressions of joy by their important social agents for engaging in reading tasks.
16. Disinterested attitude	When learners receive the vibes of no interest by their important social agents for engaging in reading tasks.
17. Friends as discouraging	When one's friends pass on the message of asking learners to stop engaging in reading practices.
5. Self-perception as a reader	
18. Efficient readers	When respondents express confidence in their reading proficiency.
19. Average readers	When learners regard themselves as average readers.
20. Poor/struggling/not efficient readers	When learners find themselves as not efficient readers.
6. Utilitarian value for reading	
21. Broadening knowledge about multicultural values	When reading is viewed as a resource to learn about different cultures.
22. To experience city life	When reading is viewed as an important resource to equip one to adjust easily in city life.
23. A route to pass the central superior services (CSS) examination	When reading is viewed as a gate way to pass the central superior services examination.
7. Personal involvement in reading	
24. Personal liking and desire for reading	When someone reads for the sake of personal liking.
25. Easy and natural phenomenon	
26. Identity consciousness as a Sindhi	When someone prefers to read in L1 because they find their nationalistic feelings attached to it.
8. Reading anxiety	
27. Confidence to overcome	When learners know that are able to sort out the problems even if they happen to occur.
28. Difficult vocabulary- a cause of nervousness	When difficult vocabulary makes learners feel nervous and stressed
29. Dictionary addiction	When learners are so addicted to the dictionary that without it they feel stressed

30. A tedious task	When learners may find it a big and huge task to even approach or start reading
31. Comparison with urban counterparts	When rural learners compare themselves with their counterparts-urban and it becomes a cause of worry for them

Appendix-10: Findings from the Interviews of the Rural [n=13] and Urban Participants [n=9]

Findings from the semi-structured Interviews of the Rural participants	Findings from the semi-structured Interviews of the Urban participants
<p>Finding 1: Rural learners faced various kinds of problems in their schooling, such as lack of proper infrastructure in schools, lack of accountability of teachers, problems in commuting to school, dearth of subject specialists, and lack of co-education.</p> <p>Finding 2: The medium of teaching in rural areas remained to be in the local vernacular Sindhi in public and private institutions. This may suggest two issues. Firstly, it may show how disadvantaged rural learners were in terms of getting exposure and proper teaching in English. Limited exposure seems to go in line with the statistical findings of research question 3, rural learners had better self-perception in Sindhi, showed more interest for reading in Sindhi. Whereas, their counter parts had better reading attitudes towards reading in English (please see section 5.7.2). Secondly, on another note, since they are exposed to reading in Sindhi first and switch to English later, this may be the reason that their reading attitudes in Sindhi shape their reading attitudes in English. Such finding is in line with research question 1 (See section 5.5).</p>	<p>Finding 1: Elite private schools deliver education in English-medium schools. They do not teach Sindhi even as a compulsory subject.</p> <p>Finding 2: Government schools teach English as a subject. However, their exposure to English was better than the rural learners. The better exposure to English may have given them confidence to believe in themselves about their potential as readers in English.</p>
<p>Finding 3: The sense of frustration seemed worth noting as well, which even caused them to compare themselves with their counterparts and thus triggering negative feelings of despair in them. This emphasises again the importance of one's home background. Learners carry within them the influences even if they change their surroundings. That seems embedded in their system. It highlights further for working on the reading attitudes of the learners so as to unlock their emotional</p>	<p>Finding 3: Students from urban society are much sharper and more skilful as compared to the students from rural areas because of their social and cultural mindsets in their home backgrounds. Overall, in urban societies, people appreciate leisure and academic reading, although leisure reading is not very common. This explains why the urban learners were found to be personally involved in reading in English than the rural learners (RQ3 section 5.7).</p>

<p>blocks.</p>	
<p>Finding 4: Lack of English teachers particularly and the poor state of education in the rural areas may be reflected in the relatively less positive reading attitudes in English than the urban learners (section 5.7.1)</p> <p>Finding 5: Reading academic course is acceptable behaviour, to some extent in the rural areas.</p> <p>Finding 6: Leisure reading culture is almost nonexistent in the rural areas of Sindh. It in fact, in turn, affects learners' reading attitudes and future academic life as well. Taken together, all this suggests a rural and a feudal mindset, where reading is not common as it challenges some of orthodox thinking patterns. This may explain as why in research question 3, rural learners were less aware of the benefits of reading in English as compared to the urban learners (see section 5.7).</p>	<p>Finding 4: The students in urban areas have no problem in accessing academic and leisure resources because transport is not a problem in the cities. In addition, they are not under-resourced because their parents seemingly have more lucrative jobs than are available in rural areas.</p> <p>Finding 5: Technology is a very good way for learners to access academic material, and then they can use different forums on the Internet to exchange and debate new ideas. In addition, it also shows that if English language is used in communication on social media and in text messaging, it might help students improve their English reading skills as well as writing skills.</p> <p>Finding 6: Overall the urban learners received greater parental encouragement than the rural participants. Urban parents motivated their children through gifts and role modelling and keeping reading resources available at home.</p>
<p>Finding 7: The lack of encouragement and reading resources contribute a great deal towards creating a lack of a reading culture particularly in English the rural areas of Sindh. This may be reflected in the overall less positive reading attitudes in English than their urban counterparts (See section, 5.7.2).</p>	<p>Finding 7: The contrast was also evident in teachers' levels of encouragement as well. Teachers in urban areas encouraged the learners for reading in English through organising different activities.</p>
<p>Finding 8: The rural participants received the encouragement from parents and teachers for reading. However, it should be noted that it was limited to academic reading for passing the exams and also up to verbal reminders.</p>	<p>Finding 8: In urban areas of Sindh, the standard of living is comparatively high. Unlike in rural areas, social life in urban Sindh provides opportunities to its people to engage in purposeful activities and a variety of entertainment channels. That may be the reason that urban learners had good experiences with friends in terms of reading. They talked about peer discussions, book exchanges and even</p>

<p>Finding 9: A few of the rural participants expressed the negative influences on their reading attitudes by friends and disinterested attitudes of parents. This all taken together creates a below average picture of reading culture and encouragement in the rural Sindh.</p>	<p>joining together to buy resources. So, this may suggest that the social background plays an important role in creating a reader.</p> <p>Finding 9: These reasons may explain why in RQ3 (please see section 5.7 for further details) the urban participants were found to have better perception of themselves as readers in English than their counterparts. English is very much integrated in their daily lives and this gives them confidence and boosts their self-esteem to think positively about their efficiency in English (L2). Secondly, it also elaborates on the statistical results of RQ2 (please see section 5.6 for further details). We saw that the way a learner thought of himself as a reader in Sindhi contributed only little to making his/her perception as a reader in English. These comments show that learners' thinking about themselves as readers in Sindhi and in English is quite different and therefore makes less of a contribution, perhaps.</p>
<p>Finding 10: The rural learners had a good perception of themselves as readers in Sindhi, whereas for English they were over-critical about themselves. Even the good and the best readers (called themselves average and poor or struggling. This suggests that schooling and exposure to books and different contexts influences whether learners perceive themselves as good or bad readers. Furthermore, this finding suggests that why the rural learners were found to have better perception as a reader in Sindhi than the urban ones.</p>	<p>Finding 10: The majority of the urban participants showed no interest in reading in Sindhi. They prefer to study in English. They gave high regard to reading in English as it gives one a better public reputation, and is useful for studying abroad and in other future plans. This result explains why the urban participants were found to be more aware of the utilitarian benefits of reading in English than the rural participants in the statistical results of the RQ3 (please see section 5.7 for further details). Furthermore, their comments about the utilitarian value attached to reading in Sindhi may give an indication of a feeling of negligence toward reading in Sindhi and that may be the one of the possible explanation of the fact that their utilitarian values in Sindhi and in English were not at all correlated (RQ1, section 5.5.2).</p>

<p>Finding 11: The utilitarian value my rural participants attached to reading for utilitarian purposes were such as; gaining access to city life and getting through civil services competitive exams</p>	<p>Finding 11: These comments very straightforwardly explain the statistical results of RQ1 (please see section 5.5 for further details), since the comments of the rural learners show that they have different inclinations for reading in both the languages, so this may be the reason that the personal involvement for reading in Sindhi did not correlate with the personal involvement for reading in English.</p>
<p>Finding 12: The participants expressed a personal liking for reading to some extent only. I use some extent because they did not back up the reasons for having a liking for reading in English. They showed inclination for reading in Sindhi Such inclination can be traced back to their lifelong habit, relative ease and also their attachment to the Sindhi language itself.</p>	<p>Finding 12: These comments very straightforwardly explain the statistical results of the chapter 4. Besides, in RQ1 (please see section 5.5 for further details), since the comments of the rural learners show that they have different inclinations for reading in both the languages, so this may be the reason that the personal involvement for reading in Sindhi did not correlate with the personal involvement for reading in English.</p>
<p>Finding 13: The rural learners believed themselves to be confident while reading in Sindhi. On the contrary, they expressed feelings of nervousness and despair for reading in English.</p>	<p>Finding 13: Urban participants do not feel particularly nervous while reading in both languages. Their self-confidence and will gives them a way forward to read on and overcome any troubles. Only a few feel confusion while reading in Sindhi and in English.</p>

THE END

THANKS