



RESEARCHING SINDHI AND URDU STUDENTS' READING HABITS AND READING PERFORMANCE IN A PAKISTANI UNIVERSITY CONTEXT

SANAULLAH ANSARI

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READING PERFORMANCE IN A PAKISTANI UNIVERSITY CONTEXT

by

SANAULLAH ANSARI

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Abstract

This study aimed to investigate the relationship between reading habits (in English, in L1 and overall) and English reading performance among Sindhi and Urdu students at the University of Sindh, Jamshoro, Pakistan, and also to explore the factors that might have influenced these aspects. The main motivation for the selection of this study was the participants' poor English reading proficiency. An explanatory sequential mixed methods research design was adopted, which allowed collecting and analysing quantitative data first to gain a general understanding of the phenomenon followed by an in-depth qualitative interview with a smaller sample to further explore and explain the phenomena in question. After a pilot study, firstly the quantitative study was conducted with 220 students from Sindhi speaking (n=133) and Urdu speaking (n=87) groups using a reading habits questionnaire and an English reading test. The data was analysed in detail. Following analysis, six students, three from each Sindhi and Urdu group were selected for in-depth interviews and the data was analysed using Thematic Analysis. Finally, both quantitative and qualitative findings were synthesised to reach the outcome of the study.

The findings of this study suggested that there was a lack of leisure reading habit among the participants other than textbook reading, and their reading frequency of academic articles was relatively low (Sindhi and Urdu as one group). The participants showed similar reading habits in English and in L1 and there were no significant differences between Sindhi and Urdu students' reading habits in English, in L1 and overall. However, Urdu students scored significantly ($p=.000$) higher than Sindhi students on English reading performance.

There was very little, if any, correlation between reading habits (in English, in L1 and overall) and English reading performance of all students (as one group) and between Sindhi and Urdu students respectively. However, this study strongly suggested that home background, educational background, English language learning environment in the past, and socio-cultural background greatly influence reading habits and English reading performance of Sindhi and Urdu students in the

Pakistani university context. Additionally, this study suggested that Urdu students come from backgrounds that are more supportive of reading, which may be a probable cause of their English reading performance being higher than Sindhi students in this study.

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Declaration

I declare that this thesis is my own unaided work. It is being submitted for 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.

Name of candidate:

Signature:

Date: 5 August, 2015

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Dedication

To the ones who always stand by my side, to the ones who suffer to bring me comforts, to the ones who nurtured in me the love for knowledge and above all to the ones who are my paradise on this earth; to my parents for their love and devotion.

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CHAPTER ONE: INTRODUCTION AND RESEARCH BACKGROUND

1.1 Introduction

An adequate proficiency in English is necessary for university students, especially those who come from a parallel - language environment (Bolton and Kuteeva, 2012). My own experience as a lecturer at the University of Sindh, Jamshoro, Pakistan since 2003 to date suggests that many students lack knowledge of English and encounter some serious problems while reading in English. I have personally observed, as a teacher as well as a student that a considerable number of students find it difficult to cope with English vocabulary and grammar. Some of the students even do not get the meaning of simple words and do not understand grammatical structures.

Similarly, quite a few students do not even know how to read in English and when given a reading comprehension task they do not know what to do with the passage. They usually complete the given task by dividing the sentences/lines in the given passage in accordance with the number of questions in the passage. For example, if four questions are asked in the reading comprehension passage, the majority of students will copy the first sentence of the passage as the answer to question one, the second sentence as the answer to question two and so on.

This situation is alarming because students at tertiary level in many non-English speaking countries such as Pakistan are expected to be highly proficient in the English language in general and English reading in particular (Akabuike and Asika, 2012). Therefore, I decided to investigate and explore the reasons for the Pakistani university students' poor English reading comprehension level. I have observed that many students at the University of Sindh do not engage in reading. Therefore, I believe that the lack of a reading culture (Tella and Akande, 2007) and poor reading habits (Pandian, 1997) of the students might perhaps be two main reasons due to which the majority of the students at the university do not get expected scores in the reading comprehension questions during exams.

Several studies in ESL/EFL contexts question students' adequacy in English language (Sert, 2008; Evans and Morrison, 2011). Wallace (2007) states that many English language learners do not gain the level of reading proficiency appropriate to their grade level. Likewise, research on the relationship between reading habits and performance suggests that free voluntary reading, either in L1 or L2 could be of vital importance for the development of reading in general (Mežek, 2013) and this is true with everyone (Krashen, 2011). This supports the assumption that poor reading habits might be a major cause for the poor English reading in general. According to Manzoor and Saleem (2010:54):

In Pakistan the reading habits of people are very poor. There are two types of non-readers, those who know how to read but do not read enough and those people who have not been trained to read.

The University of Sindh also has a similar situation or may be even worse as was discussed earlier in this section. Therefore, it was reasonable to support the view that poor reading habits could be an important factor for the poor English reading proficiency of the students at the University of Sindh.

There has been very little research on reading habits of L2 users in general and the Pakistani university students in particular. According to Mežek (2013), most of the literature measures the effects of reading on learning. However, it focuses very little on the reading habits of L2 learners, therefore, it could '*misrepresent the experience of readers for whom English is part of their basic education*' (Mežek, 2013:167).

In addition, less is known about the reading ability and proficiency of the learners who develop knowledge of two languages (L1 and another language) in their childhood (Davison *et al.*, 2011). Pretorius and Mampuru (2007) suggest that there is a dearth of literature regarding the effect of L1 reading on L2 reading achievement. This suggests a dire need of research on the relationship of reading habits in L1 and L2 reading performance of learners in a second/foreign language context. Therefore, the present study aims to investigate the relationship between students' reading habits and English reading performance in an L2 context, which has been neglected for a long time.

Furthermore, a socio-cultural perspective has also equal importance in L2 reading performance alongside linguistic and cognitive perspectives (Yaylı, 2010). This view also highlights the need and importance of the study with the participants from a different socio-cultural and educational background. The students at the University of Sindh come from different social and educational backgrounds with different L1s: Sindhi and Urdu respectively. The social background of both the ethnic groups will be discussed later in this chapter with evidence to support the need of this study in general and the selection of Sindhi and Urdu groups in particular. Also, there is very little known about the reading habits and English reading performance of Sindhi and Urdu groups respectively. This offers me a chance to compare reading habits and English reading performance of two groups, Sindhi and Urdu, to find the solution to the existing problems related to English reading at my University.

In short, this research will benefit countries like Pakistan, where English is used as a second as well as an official language. It will also help the educational contexts where the students, though living in the same region, have a different socio-cultural and educational, and rural and urban background and have had many ethnic controversies in the past.

Now, this chapter will discuss the research background and context of the research study, aim and objectives of this study, the rationale and site of the study, and finally, it will outline the structure of the rest of the thesis followed by a summary of this chapter.

1.2 Research Background

In order to justify the need and importance of researching and comparing reading habits and English reading performance of Sindhi and Urdu groups in particular, it is necessary to understand some background issues. These issues are related to the status of the English language in Pakistan, language complexity in Pakistan, the various controversies between Urdu and other indigenous languages and more importantly the Sindhi and Urdu language controversy on the medium of instruction at educational institutions in the province of Sindh. Therefore, before discussing the aim and objectives of this study, its rationale, the site of the study, the following

section discusses the status of English language in Pakistan followed by the language complexity and controversies in the country.

1.2.1 Status of English Language in Pakistan

'English language has been an integral part of Pakistani official, economic, educational, and (in certain contexts) social life since its creation in 1947' (Mahboob, 2009:178). It is not only the official language of the country (Rahman, 2008) but also that of the Civil Administration and the bureaucracy, the legal system of the federal and provincial governments, the defence forces, in the broadcast media, and the domain of education (Abbas, 1993). It is the *'medium of instruction in elitist schools like armed forces schools, public schools, private English-medium schools — and at the institutes of higher education'* (Rahman, 1997:146), including the University of Sindh.

English is used as a medium of instruction in a few schools and institutes of higher education in Pakistan (Rahman, 2009). However, it is not the only language used in the offices and schools. There are some other languages such as Urdu and some other regional languages that also serve the purpose of an official language as well as medium of instruction. The implementation of various languages has created a complex situation regarding language/s use in the country for different purposes. Therefore, it may be beneficial to understand the language complexity in Pakistan that will, ultimately, help understand the linguistic situation of Sindh where the present study was conducted.

1.2.2 Language Complexity in Pakistan

Pakistan is a multilingual country with six major and fifty-seven minor languages in the country and some of them are near to extinction (Rahman, 2006). The six major languages used in Pakistan are: Punjabi, Sindhi, Pushto, Siraiki, Urdu, and Balochi (Rahman, 2008). Urdu is the national language of the country and it is also *'the most commonly used medium of instruction in the government schools'* (Rahman, 1997:146) in the country, except in the Sindh province where it is used, together with Sindhi, as a medium of instruction at school level (Shamim, 2008) mainly in the

government sector schools. Due to the use of many different languages in the country for various purposes such as office, education and communication, there has always been a language complexity in the country that has given birth to various language controversies time and again. A brief description of some important controversies is given in the following section to understand the complex linguistic situation in Pakistan.

1.3 Language Controversies

Pakistan has always been a complex country from the language point of view. There have been many language controversies for the dominance of one language over the other as a national or official language of the country since its creation in 1947. There have been Urdu-English and Urdu-Bengali language controversies that emerged before and immediately after the creation of Pakistan respectively. These controversies have little relevance to the context of my study and an explanation of those controversies will be beyond the scope of the present chapter. Therefore they are not discussed here.

Due to various ethnic groups and indigenous languages in the country, there have been many controversies between Urdu and other indigenous languages: Punjabi, Pashto, Siraiki, Balochi and more importantly Sindhi to establish the respective language identities in the four provinces of Pakistan. A brief description of these controversies may help understand the linguistic scenario in the country. It may also help understand how severe the linguistic problems are in the province of Sindh due to the Urdu and Sindhi controversy. Therefore, in order to understand the language complexities in the country, I will briefly explain the history of those controversies in each province. However, the Urdu-Sindhi controversy as a medium of instruction is more complicated and it is more relevant to the context of this study. Therefore, it will be discussed in much more detail separately in order to understand the context of the present study. This will also justify the selection of two different ethnic/lingual groups: Sindhi and Urdu respectively, for the purpose of this study.

1.3.1 Urdu and Other Indigenous Languages

Urdu has mainly been used as a vernacular language in various provinces of Pakistan, however, it has faced an '*ethno-nationalist opposition*' (Rahman, 1997:149) from the various indigenous languages in different provinces of Pakistan (Rahman, 1997). The people, nearly from each province, have opposed the dominance of Urdu openly to establish their own linguistic identity (Rahman, 1997). For example, in the North West Frontier Province (now Khyber Pakhtunkhwa), the Pakhtuns started a campaign for '*Pashto as an identity marker of the Pakhtuns*' (Ghaffar, 1969; cited in Rahman, 1997:151) and were allowed to use Pashto in schools in 1984. However, due to mistrust of ruling elites for Pashto, it was not taught in all government schools because of the overwhelming importance of Urdu language. As a result, there were not many schools where Pashto was used as the medium of instruction. Thus, Urdu remained a dominant medium of instruction in many schools in the province (Rahman, 1997).

Similarly, in two other provinces of Pakistan, namely Balochistan and Punjab, Urdu maintains its dominant status as a medium of instruction at school level. In Baluchistan it (Urdu) is a dominant language of instruction because the Balochi language has no standardization and the largest population of the capital (Quetta) of the province speaks Pashto not Balochi (Rahman, 1997). In the Punjab also, Urdu has a much stronger position as compared to Punjabi language because the movement of the Punjabi language did not get much support even in the capital (Lahore) of the Punjab (Shackle, 1970). In addition, the Siraiki people (the other ethnic group settled in the Southern Punjab) have also made some efforts for their language (Siraiki) to be used in academic institutes as a medium of instruction. Nonetheless, they have mainly strived for a separate province in the southern part of Punjab. As a result, Urdu, not Punjabi or Siraiki, is a medium of instruction in academic institutes throughout the province of Punjab (Rahman, 1997).

On the whole, the language controversies in the above mentioned provinces did not have an impact on the dominance of Urdu language over the indigenous languages. However, in the Sindh province, which is ethnically the most diverse of four

provinces of Pakistan (Kennedy, 1991), the Urdu-Sindhi controversy has been the most violent part of the struggle for the language identity in the history of Pakistan. This still continues to bring political turmoil in the province. Thus, the Urdu-Sindhi controversy needs to be treated separately because a) it presents a completely different scenario of the struggle for linguistic identity as compared to the other parts of the country b) it has divided Sindh between ‘*Sindhis and non-Sindhis*’ (Rahman, 1997:149) and c) the context of the research is also the reading habits of Sindhi and Urdu students. Therefore, this lingual division of Sindh needs to be understood in detail in order to understand the context of the present study and justify the need of the present study. Thus, I will discuss it in more detail in the following section.

1.3.2 Urdu-Sindhi Controversy

Sindhi was a dominant language in the province of Sindh before the creation of Pakistan as ‘*Hindus (a Sindhi speaking community) had tended to dominate urban centres in Sindh. Muslims represented only 42% of the total population of Karachi in 1941*’ (Rahman, 1995:1008). However, with the creation of Pakistan in 1947, many Sindhi non-Muslims left Sindh and their places were occupied by Urdu-speaking Muhajirs (the migrants) mainly in the two big cities of the province: Karachi and Hyderabad respectively (Rahman, 1997). This made the Urdu speaking population, by 1951, at ‘57.55%’ and ‘66.08%’ in Karachi and Hyderabad respectively (Rahman, 1995). In addition, Muhajirs were better educated and had a literacy rate of ‘23.4% compared with 13.2% for Sindh as a whole’ (Rahman, 1995:1008), which offered them many bureaucratic and professional jobs in the province. As a result, ‘*the Muhajirs were for many reasons a nonassimilative urban group that had taken the place of Hindus in the cities of Sind*’ (Rahman, 1995:1009).

Due to demographic, lingual and educational differences between the Urdu and Sindhi communities there have been various controversies between them - language controversies being the dominant among all. Sindhis, who welcomed the migration of Muhajirs in Sindh, started seeing a serious threat to their culture, identity and language from the Urdu language. This was because the Urdu language was given a lot of support by the central government of Pakistan immediately after the creation of

Pakistan. The two major incidents that started misgivings of Sindhis at that time were: a forceful move of the University of Sindh from Karachi to Hyderabad in the year of its establishment in 1947, and establishment of the University of Karachi in 1952 (Rahman, 1995).

1.3.2.1 Sindhi Language Movement

Moreover, the Urdu-Sindhi controversy went deeper when, in 1957-58, the University of Karachi forbade the use of Sindhi for writing examinations. To this a serious reaction came from the Sindhis in the form of a movement known as the Sindhi language movement. The denial of the Sindhi language was considered as an order to Sindhi students to leave Karachi University, at which the President of Sindh Hari (farmer) Committee; Jatoi (1957) cited in Rahman, (1995:1009-1010) expressed his grievances in the form of a pamphlet as follows:

It is obvious to anyone that a Sindhi-knowing student cannot answer paper in Urdu as ably and efficiently (other consideration being equal), as an Urdu-knowing student..... The disadvantage to the Sindhi-knowing student is at least 20% of marks. This order of Karachi University amounts to a call to the Sindhi Students: 'Leave Karachi, go to Sind if you want to retain Sindhi, Karachi is none of yours.

The Sindhi language movement did not stop at this stage; rather it went on striving for the identity of Sindhi people and language despite many conspiracies made against the Sindhi language to impose Urdu. For example, in 1959, a Report on National Education was formed that curtailed the importance of Sindhi by restricting the use of Sindhi, which was used as the medium of instruction up to Grade Ten (matriculation) and the medium of examination till graduation, only at primary school level- from Grade One to Five (Rahman, 1995).

This was something very much unacceptable to Sindhis and they protested against this move by the federal government. The protest was held by submitting a memorandum to Ayub Khan (the president of the time) to defend the importance of

the Sindhi language in Sindh. This effort did not work much, resulting in the reduction of Sindhi medium schools.

On the other hand, a policy (known as the policy of West Pakistan) was implemented by the Federal government to strengthen Urdu language. This resulted in the increase of Urdu medium schools in Sindh, in the big cities, in particular, where Muhajirs were growing to be the major ethnic group. In addition, the official documents were replaced with Urdu language and publications in Sindhi language were discouraged not only in Karachi, but also all the main cities of Sindh (Rahman, 1995). Thus Sindhis saw a decline of Sindhi language in the official and educational domains of the province. They considered the policy an organised conspiracy against their culture, education, identity and more importantly against their due share in the province.

1.3.3 Urdu-Sindhi Language Controversy Converted into Language Riots

Furthermore, the Urdu-Sindhi controversy did not remain the only controversy, rather it was transformed into language riots, which claimed many lives (Mahboob, 2009). The main reason for these riots was a new education policy in 1969 that made Urdu not only an official language but also the sole medium of instruction throughout Pakistan including Sindh province. Sindhi students opposed this policy openly on every forum despite a major criticism of Urdu press that '*branded Sindhi-language supporters as leftists, anti-Islamic, or anti-Pakistan dissidents*' (Rahman 1995: 1013).

Due to the untiring effort of Sindhi people for the support and domination of their own language, in 1970, the syndicate of the University of Sindh passed a resolution in favour of the Sindhi language making it an official language for all sorts of internal correspondence with the University. Sindhi writers and national party activists also played their due role for the dominance of the Sindhi language in the province. To which the Board of Intermediate and Secondary Education, Hyderabad released an order that made Sindhi a compulsory subject for non-Sindhi speakers in Sindh at school level.

This order enraged the Urdu community causing violence in Sindh especially in the big cities of the province. In 1971-1972, riots started in Karachi between the supporters of the Urdu and Sindhi language that also went on spreading in other big cities like Hyderabad, Larkana, Mirpurkhas, Sukkar. In the words of Rahman (1995: 1014), the 1971-1972 riots were, '*the bloodiest language riots Pakistan had ever seen*'. These riots created a strong hatred between Sindhi and Urdu communities for each other, as a result, they are still considered as two distinct ethnic groups living in the same soil.

Moreover, Muhajirs became a mature ethnic identity in Sindh by the 1980s because of the policies of the president Zai-ul-Haq that supported Urdu language in all walks of life (Shamim, 2008). However, in 1989, during the rule of Benazir Bhutto, it was established to teach both the Urdu and Sindhi languages in all educational institutes and for the official correspondence in Sindh. On the whole, the current situation of both the Sindhi and Urdu languages in Sindh in the words of Rahman (1997: 150) is:

That Sindhi is used in rural schools where Sindhis dominate, while its teaching in those cities of Sind where Mohajirs dominate, such as Karachi, is perfunctory at best.

The above discussion of the linguistic controversies and riots in the province of Sindh clarifies that both Sindhi and Mohajirs are two different ethnic groups living in the same province. The Sindhis dominate the rural part whereas the Urdu speakers are a very strong ethnic group in the urban areas of the Sindh. Both the Sindhi and Urdu communities are brought up with different cultural, social and, more importantly, educational backgrounds.

In the University of Sindh, the students from both communities attend the same class. The Sindhis dominate the population of the University however, a considerable number of Urdu speakers also attend the University of Sindh. Hence, it is important to know whether both the Sindhi and Urdu students differ in their reading habits and performance and also, if there is a significant relationship between reading habits and English reading performance of Sindhi and Urdu students respectively. Thus, the present study will take up this very important but unattended task that will ultimately

help a) the policy makers to design the courses accordingly and b) inform the teachers to consider the ethnic issues while taking English classes in order to improve the English reading performance of students at the University.

Having set out that Sindhi and Urdu are two different ethnic groups with different backgrounds; it will now be easy to understand the reasons that compelled me to select my current research project. Therefore, the following sections will discuss aim and objectives and the rationale of this study followed by a brief description of the site of the study, the population of the University of Sindh and how English is taught at the University. This discussion will help further justify the importance of my study.

1.4 Aim and Objectives

1.4.1 Aim

In the light of the discussion above, this study aims to investigate the relationship/difference between Sindhi and Urdu students' reading habits and English reading performance and explore the factors which may influence the same.

1.4.2 Objectives

1. Reading habits: To examine what, how often, how much the students read in English and in their L1 of reading (Sindhi and Urdu as one group).
2. Reading performance: To examine the English reading performance of students (Sindhi and Urdu as one group) as measured by the English reading test (overall test score), and careful reading and expeditious reading respectively.
3. To investigate the difference between Sindhi and Urdu students' reading habits in English, in L1 and overall.
4. To investigate the difference between Sindhi and Urdu students' English reading performance overall and also in particular in terms of expeditious and careful reading.

5. To investigate the relationship between reading habits (in English, in L1 and overall), and English reading performance of all students (Sindhi and Urdu as one group) and between Sindhi and Urdu groups respectively.

6. To understand and explore whether home background, educational background, English language experiences in the past and sociocultural background affect reading habits and/or English reading proficiency of all students at university of Sindh.

7. To understand and compare the differences between Sindhi and Urdu students' home background, educational background, English language experiences in the past and sociocultural background.

In the present study, objectives 1 to 5 were met through an extensive quantitative study, using a reading habits questionnaire and an English reading test. Objective 1 and objective 2 were addressed through descriptive statistics because these objectives aimed to examine (test) reading habits and the English reading performance of all students (Sindhi and Urdu as one group). Objectives 3 and 4 aimed to investigate the difference between Sindhi and Urdu students' reading habits (in English, in L1 and overall) and English reading Performance (overall, careful reading and expeditious reading). Hence, various sets of Mann-Whitney U test (used for reasons explained in Chapter Four) were used to investigate the statistical significance of the differences between Sindhi and Urdu groups' reading habits and English reading performance.

In order to meet objective 5 various sets of Spearman rank-order correlation coefficient rho analyses were conducted to investigate the relationship between reading habits (in English, in L1 and overall), and the English reading performance of all students (Sindhi and Urdu as one group) and Sindhi and Urdu groups respectively. A detailed discussion of all statistical analyses is presented in Chapter Four.

In contrast, objectives 6 and 7 were addressed employing a qualitative approach. Objective 6 was intended to understand and explore what factors may cause poor English reading habits and English reading performance of Sindhi and Urdu students at the University of Sindh. Objective 7 was intended in this study to explore the

differences between Sindhi and Urdu students regarding the factors identified when addressing objective 6. Thus, detailed in-depth interviews were conducted with six participants (3 Sindhi and 3 Urdu) using an interview protocol regarding students' home background, educational background, English language experiences in the past, socio-cultural and reading habits. A detailed explanation of the interview data analysis and findings will be presented in Chapter Five.

1.5 Rationale of the Study

According to Kamhieh (2012) college students avoid reading. My own experience also suggests that the students at the University of Sindh, Jamshoro do not read, possibly because many of them did not develop reading habits. Consequently, they appear to face many difficulties while reading in the English language. Thus, the present study will research this issue in greater depth, examining the reading habits of the students along with their background to find out the genuine causes for the poor English reading proficiency of students at the University of Sindh.

The other reason for the students' poor English reading proficiency may be their more extensive reading in L1, which might distract them from reading in English. According to Nuttall (1982), the best approach to learn a foreign language is to live among its speakers and the next best way is to read in it extensively. Sindhi and Urdu languages are used as the medium of instruction respectively in rural and urban parts of Sindh in government schools (See sections 1.3.3). Hence, there is a strong possibility that the amount of input of both the Sindhi and Urdu groups in English is '*severely limited*', which might influence their English reading performance (Renandya, 2007:133). The third major reason for students' poor reading proficiency in English could be their different home background, educational background and rural/Urban background. Rosenhouse *et al.* (1997:168) argue:

Children who do not grow up in a literate environment in which they develop their literacy skills have less chance of success in reading acquisition and extraction of meaning from texts than children who grow up in different conditions.

Lei *et al.* (2010) also state that learners from different learning backgrounds often lack even the basic reading skills which ensure their success. Thus, the overall poor English reading proficiency of learners at the university could partly be because of their home background, educational background and socio-cultural background.

Further, the lack of English language learning facilities in the past and poor teaching of English at school level may also be two main causes of students' poor English reading proficiency at the university level. In the words of Renandya (2007:133) '*In some places, English classes are taught by teachers who have little proficiency in the language*'. The same has been the case with the majority of the students who attend the University of Sindh. Many Sindhi and a few Urdu students do not get trained English teachers at school level. Therefore, they face many difficulties while reading in English at higher education level.

All the above mentioned reasons related to students' poor English reading performance indicate that it may be useful to investigate, first of all, how much time the Sindhi and Urdu students spend on reading and what reading materials they read in English and in their L1 respectively. Then, a detailed investigation should be made regarding the relationship between reading habits (in English, in L1 and overall) and English reading performance of the students (Sindhi and Urdu as one group and as separate groups). Additionally, learners' home background, educational background, socio-cultural background and English language learning experiences in the past may also be explored to understand the phenomena in question.

On the whole, the above discussion clarifies various issues on language complexity in Pakistan. It also clearly distinguishes the Sindh from other provinces of Pakistan and supports the importance of the present study to help improve English language teaching in general and English reading habits and proficiency of students in particular at the University of Sindh. Additionally, it may also help improve the standard of education at school level in Pakistan.

However, it is important here to understand the specific context of my study that will further explain why there is a need of the investigation of the students' reading habits first. Therefore, in the following section I will discuss in detail the site of my study,

the student population and background, and teaching of English at the University to ultimately justify the rationale of the study.

1.6 The Site of the Study and the Number of Students Enrolled

The present study is conducted at the University of Sindh, which is the second oldest university of Pakistan, as it came into being in the same year (1947) the country was created. It was first established in Karachi as an examining body, later on, in 1951 with its relocation to Hyderabad it got the status of a teaching university. The first few departments established were: the department of Education and Basic Science. At present, the university's main campus is situated in the Jamshoro city at a distance of fifteen kilometres from Hyderabad on the right bank of the River Indus.

The main campus of the University of Sindh is named after one of its Vice-Chancellors Allam I.I. Kazi. There are, presently, eight faculties in the university's main campus with forty-three teaching institutes, departments and centres. The number of students in each of the faculties in the main campus of the University of Sindh, where the study is situated, in the year 2013 is given in Table 1.1.

Table 1.1: Number of students in the University of Sindh in 2013

S#	Name of the faculty	M	F	Total
1	Faculty of Arts	974	572	1546
2	Faculty of Commerce and Business Administration	2679	535	3214
3	Faculty of Education	2222	1940	4162
4	Faculty of Islamic Studies	230	75	305
5	Faculty of Law	290	70	360
6	Faculty of Natural Sciences	6182	2376	8558
7	Faculty of Pharmacy	492	462	954
8	Faculty of Social Sciences	2868	492	3360
9	Grand Total	15937	6522	22459

Table 1.1 shows the number of students in each of the eight faculties and the total number of male and female students in all the faculties the University. It clearly indicates that the number of male students (n=15937) is little more than double the number of female students (n=6522) in the main campus of the University. The table also exhibits that 38.1% of the total enrolled students in the main campus of the

university belong to the Faculty of Natural Sciences. The reason for this may be that this faculty consists of the highest number of the science departments and also the job market in science is considered to be very high in the country. The next highest number of students is available in the Faculty of Education that also attracts many students for acquiring teaching jobs. The Faculty of Commerce and Business Administration also admits a large number of students because of a high demand of a business degree in the job market.

The faculty of Arts also attracts many students; this attraction is mainly because the Institute of English Language and Literature enrolls more than 50% of students of the faculty. This is because a degree in English may help students earn a better job. In contrast, the Faculty of Islamic Studies and the Faculty of Law do not have many students owing to weaker demand in the job market. The Institute of English Language and Literature (IELL) is responsible for teaching English as a Remedial and Compulsory subject in all forty-three departments/institutes. There are around thirty permanent teachers in the institute and a few teachers are hired on contract to teach Remedial English.

Moreover, there are around four Law colleges and seventy-four degree and postgraduate colleges affiliated to the University of Sindh. Five new campuses of the University have also been established recently in various towns of the province, namely: Badin, Mirpurkhas, Dadu, Thatta, Larkana and Bhitshah to promote higher education in the province.

Having presented the site of this study, its various faculties, other affiliated institutes and campuses, I will now briefly describe the ethnicity and background of the students at the University of Sindh followed by a brief discussion on how English has been taught as a remedial and compulsory subject at the University in the past and at present to support the need of my study.

1.6.1 Students' Ethnicity and Background

The University of Sindh has a diverse range of student population. Differences can be found in social, ethnic, religious and more importantly their backgrounds in

education. Some students come from privileged areas and families with fairly good educational orientation, whereas others come from the countryside with fewer privileges and less educational orientation. As far as religion is concerned, many students are Muslims, whereas an adequate number of Hindu students also attend the university. These Hindu students are those whose families, at the time of partition of India and Pakistan, preferred to stay in Pakistan's Sindh province, which is liberal as compared to the other provinces. Urdu speaking people also migrated from India at the time of the partition (See Section 1.3.2).

There are also quite a few Punjabi and Pashto students in the University. The Punjabi and Pashto speaking communities settled down in Sindh because they were given free lands in Sindh for their services in the defence forces. Also, some others purchased the agricultural lands in the province at very cheap rates. The Sindhis are the natives of Sindh, whereas the other communities migrated to Sindh either from India or other provinces of the country. However, one thing in common among Urdu, Punjabi and Pashto communities, in relation to the present study, is that they all read in Urdu as their first language of reading.

Thus, all these groups will be referred to as 'Urdu group' referring to their first language of reading and the term 'L1' will mean first language of reading in this study. Additionally, the division between Sindhi and Urdu as two groups will also mean Sindhi and Urdu reading groups. In line with the above mentioned facts, the present study will investigate the relationship between Sindhi and Urdu students' reading habits and English reading performance at the University of Sindh, Jamshoro, Pakistan. This will suggest how far the diversity of population may be the cause of the development of reading habits, and performance in English reading.

1.6.2 Admission Procedure at the University of Sindh

The admission process at the University of Sindh requires the students to pass a pre-entry written test along with their higher secondary qualification or the transcripts and the degree of Bachelors to be admitted to undergraduate and post-graduate programs respectively. The test used for admission to the university consists of 30% questions on the English language to assure whether the students have necessary

English language skills to cope up with the teaching as the medium of instruction at the University is English. In addition, to get admission into more demanding departments of the University like Pharmacy, IT, Computer Science, Business Administration, English, the students usually need to achieve good scores in the English section of the pre-admission test. The departments are allocated to the students based on their merit in the test, previous qualification and their preference of the field of study.

1.6.3 English Language Teaching at the University of Sindh

Like many other universities in Pakistan, English has been taught as a compulsory subject at the University of Sindh for a long time. However, in the past, the syllabus for teaching English was either grammar or literature oriented, which did not produce the desired results. In 2003, the vice chancellor and other university officials felt the need to replace the old, literature based syllabus with more language oriented materials. The need was felt owing to the poor English language proficiency of students that made them struggle to compete in the job market. After a two year struggle, finally, they were successful in revising the syllabus in 2005 with the approval of the academic council. Also, the course title was changed from ‘English Compulsory’ to ‘Remedial English’ for the first year English classes.

Presently, the university has adopted an English Language programme at the undergraduate level. This program is offered in addition to students’ field of specialisation in order to help them with the English language. The program is divided into four courses: 300, 301, 400, and 401. The first two courses are taught in the first year (in two semesters) and the remaining two courses are taken by the students in the second year (in two semesters) of undergraduate study, with three classes (each of fifty minute) a week. Approximately 30 English classes are conducted in one semester. There are two books on the syllabus for English teaching:

1. Eastwood, John, (2005) Oxford Practice Grammar, Oxford University Press, Karachi

2. Howe, D.H, Kirkpatrick, T.A. and Kirkpatrick, D.L. (2006) *English for Undergraduates*, Oxford University Press, Karachi.

The Oxford Practice Grammar follows both the theoretical and practical approaches to teaching grammar. The units in this book are very short, interesting and also, they are described with some context. In ‘English for Undergraduates’ many units consist of English reading exercises that are deemed to have positive effects on students’ English reading proficiency. These include pre-reading activities and pictorial contexts, background information and previewing contents, and culture specific, interesting, and motivating texts which are supported in the literature on reading in general and L2 reading in particular. Some examples of culture specific texts in the course are the English translations of regionally famous stories and poems of Shah Abdul Latif Bhitai and Shaikh Ayaz; two famous Sindhi poets. Additionally, the book includes various teaching materials for improving students’ writing, listening and speaking skills.

Overall, the programme focuses on all aspects of the English language, namely listening, speaking, reading, writing and grammar. The specific objectives of the programme are as follows:

1. To develop students’ English reading ability in order to be independent readers
2. To develop students’ ability to understand and express ideas and opinions related to their real life experiences both in written and spoken English
3. To enable students to extract information and make notes from lectures
4. To ask and answer relevant questions to seek information, and clarification.

In order to meet these objectives teachers employ a variety of techniques and methods, including guided silent reading and communication tasks generally recommended in the literature. By adopting the new program and teaching methodology it was hoped that the programme would benefit the university with its interactive courses and it would improve English language and reading skills of the students at the University of Sindh.

However, despite the use of a more language oriented and culture specific syllabus, which incorporates all useful exercises to teach English language, reading in particular, there appears to be little improvement in the reading achievement of the learners at the University of Sindh. A large majority of the students appears to get less than expected marks in English subject in general and in reading comprehension items in particular as it has been found in the students' exam scores.

This situation indicates that there might be some other causes for students' poor English reading. It also draws our attention towards the gravity of the matter by raising a serious question as to why, despite the changes made to the syllabus of English classes, there has been a little or no change in the English reading proficiency of the learners. Therefore, it is essential to take this matter seriously and investigate the causes of students' poor English reading proficiency at the University of Sindh to find a solution to this problem.

1.7 Why the Investigation of Reading Habits First?

As mentioned in Section 1.6.3, the change in the syllabus has not made any considerable improvement in English reading proficiency of students. Therefore, it is essential to find out what reasons could possibly be behind the poor English reading proficiency of the students at the University of Sindh. A large body of literature on reading habits and performance in L1 or L2 contexts suggests that the amount of reading has a positive correlation with different aspects of L2 competence. In a study, Constantino *et al.* (1997) found that ESL students' amount of free reading had a positive and significant influence on their TOEFL test scores. Similarly, Yamashita (2008), in a study on the benefits of extensive reading habits found that more reading had a positive effect on the participants' general reading ability. Cunningham and Stanovich (2001) and Reis *et al.* (2008) also suggest that time engaged in reading correlates with the participants' reading fluency and achievement.

Thus, the researcher proposes that reading habits of the students (in English in L1, and overall) may be examined first; followed by a detailed investigation of the relationship between their reading habits and English reading performance. This will ultimately help find out the reasons for the poor English reading proficiency of the

learners at the University of Sindh. This is because, there has been very little, if any, research conducted on the relationship between the reading habits (in English and in L1, and overall) and performance of two different lingual groups generally and in the Pakistani context, specifically at the level of higher education. For this reason, the present study focuses on the relationship between reading habits and English reading performance of Sindhi and Urdu students.

1.8 Thesis Organization

This thesis is organized in seven chapters. Chapter One situated the study providing a detailed discussion on students' poor English reading proficiency at the University of Sindh and their background. The remainder of the thesis is as follows:

Chapter Two presents an overall review of the literature in the field of reading habits and English (L2) reading performance. Firstly, it offers an understanding of the research in reading followed by a detailed discussion on reading performance. Secondly, it reviews the studies on reading habits and the relationship between reading habits and L2 reading performance. It also discusses a few studies on the influence of home background, educational background and socio-cultural factors on learners' reading habits in different contexts. Finally, it forms six research questions to be addressed in this study to fill in the gap in the existing literature.

Chapter Three provides a detailed discussion on the methodological choice of this study. It begins with an illustration of research methodologies applied in the various fields of knowledge. Thereafter, it discusses the research methodology followed by a detailed explanation of the mixed methods research design of the present study; explaining its appropriateness to meet the objectives of the study. Finally, it discusses the rationale for the use of the various research instruments in this study followed by a detailed discussion on the data collection procedure for the pilot study and the main study. Chapter Three ends with a brief summary of the chapter.

Chapter Four specifically discusses the procedures adopted for the analysis of the quantitative data and the results from it. It begins with an explanation of the formation of the variables in relation to Research questions One to Four. Then it

discusses of procedures of preliminary data analysis e.g. missing data analysis, reliability analysis and normality tests. It also sets out the empirical findings from the quantitative analyses with respect to Research Questions One to Four employing descriptive statistics, Mann Whitney U test and Spearman's rank-order correlation coefficient rho analysis. Chapter Four ends with the summary of the quantitative findings.

In Chapter Five the procedures for the qualitative data analyses are explained in detail. This chapter starts with a general description of what qualitative data analysis involves and then it discusses how the interview data was analysed in this study and what was found from it. Finally, Chapter Five presents the summary of the qualitative findings and presents the synthesis of the quantitative results with the qualitative findings to suggest the outcome of the study.

Chapter Six discusses the synthesised findings of the study in relation to the research questions (RQs), from Research Question One (RQ1) to Six (RQ6). First of all, it addresses Research Question One (RQ1) and discusses the overall findings in respect of this question with the findings from similar studies in the literature. The same procedure is followed to answer the remaining research questions to reach the outcome of this study.

The last chapter, Chapter Seven, begins with the introduction of the chapter followed by a discussion of some important contributions of this study to the body of knowledge. Thereafter, it discusses potential implications of the study for the teachers at the University of Sindh, parents, school teachers and policy makers. Finally, this chapter identifies some limitations of the study followed by a few recommendations for future research in the light of the present study to further explore this neglected research area.

1.9 Summary

Chapter One situated this study by identifying the inherent problem regarding the students' low English reading proficiency at the University of Sindh, Jamshoro, Pakistan. It offered insight into the language complexity in Pakistan in general and in

the Sindh province in particular to justify the selection of both Sindhi and Urdu groups in this study. Also, this chapter identified the various issues, supporting the assumption that lack of reading habits, and students educational background, could be the main reasons for their low reading proficiency at the University of Sindh. In addition, this chapter presented a detailed explanation of the site of the study, the university population and students' background. Finally, a detailed discussion on teaching of English at the University was presented to ultimately justify the need of the research on Sindhi and Urdu students' reading habits (in English and in L1) and English reading performance.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Having set out the context and the situation of the present study in the previous chapter, this chapter presents an overall review of literature on the topic: reading habits and reading performance. It will also review literature regarding the influence of home background, educational background, and socio-cultural factors on learners' reading habits and literacy acquisition in various contexts. This will ultimately help construct a conceptual context (Maxwell, 1996) for the study and justify the need and importance of the present study in a Pakistani university.

Firstly, this chapter will discuss the research in reading to define the term 'reading habits' for this study. Then, it will explain how leisure and academic reading habits have been investigated in the literature and what part they play in this study. Additionally, it will explain researchers' perspectives on reading skills and processes necessary in L2 reading performance. It will also consider some empirical studies on L2 reading performance followed by a detailed explanation of types of reading and their importance in measuring English reading performance of the university students.

Further, Chapter Two will review studies on reading habits in non-academic contexts suggesting their relevance to the present study. Then, it will discuss important studies on reading habits in academic contexts in one language and in two or more languages to identify gaps in research in the context of this study. This chapter will also offer insight into the literature regarding the relationship between a) reading habits in one language and L2 reading performance, and b) reading habits in two languages and L2 reading performance.

In addition, it will review a few important studies regarding the influence of home background, educational background and cultural context on students' reading habits and literacy development to further justify and support the need and importance of this study. Finally, Chapter Two will present six Research Questions to be answered in this study to fill in the gap in the existing literature on reading habits and reading performance in the Pakistani L2 context in particular, followed by a brief summary of the chapter.

2.2 Research in Reading

Reading has a very wide scope and it is viewed from the point of view of 'process' and 'product'. Researchers who consider reading from the point of view of process usually explore reading carried out for information. They are more interested in investigating the relationship of various reading components or processes such as, decoding and word recognition (Pretorius, 2002), linguistic knowledge (Cohen, 2006) and background knowledge (Aebersold, 1997) in successful reading. A detailed discussion on the reading processes deemed necessary by researchers in reading comprehension will be presented later in this chapter (in Section 2.4.1).

Subsequently, there is another group of researchers who consider reading primarily '*a social act*' (Bensoussan, 2009:467) and are more interested in benefits or the outcomes of reading and view it as a leisure activity (Greaney and Hegarty, 1987). The main purpose of these researchers is usually to explore reading for pleasure or recreational purposes showing little concern for the processes involved in reading comprehension. In general, reading in this tradition has been examined from two main perspectives: leisure reading and reading for information or academic reading. Therefore, before elaborating on the existing literature on the reading habits, it is important, at this point, to elucidate leisure reading and academic reading, which would ultimately offer a better understanding of the research on reading habits.

2.2.1 Leisure and Academic Reading

Leisure reading has been defined as; '*reading of any kind, excluding school texts and other materials assigned at school*' (Greaney, 1980:345). According to Jacobs and Gallo (2002) reading brings joy. Kamhieh (2012) also supports the same view, suggesting that leisure reading relates to enjoyment. Krashen (2004) calls it free voluntary reading where the reader him/herself makes the choice of what to read and does not need to look for the meaning of every word of the vocabulary. All these definitions show that leisure reading is done by choice usually with the purpose of enjoyment. There is little, if any, concern regarding how reading is viewed and processed to achieve better reading comprehension.

Academic reading, on the other hand, refers to the reading of school-related materials (Kamhieh, 2012) and is usually done primarily for the purpose of acquiring knowledge and not for meditation and wisdom in schools, colleges and universities. Sengupta (2002) defines academic reading as a purposeful and critical reading of a range of lengthy discipline-specific texts. Manguel (1996) defines academic reading as little more than training, which requires the students to process a reading passage based on certain pre-established and academically approved criteria.

In an academic environment, students are usually assigned certain texts for out of school reading; not usually chosen by them and may not be of their interest, possibly due to their reading compliance being very low (Kamhieh, 2012). Also, they read for exams only (Burchfield and Sappington, 2000; Clump *et al.*, 2004), which results in the learners' lack of interest in reading (Kamhieh, 2012). According to Decker (1986) formal schooling usually focuses on exam-oriented and purposeful reading hence, students may not consider reading as pleasurable and exciting which might result in the lack of a true literacy. In the words of Kamhieh (2012:41):

The current stage of academic reading, therefore, is that it is done for the specific purposes of covering the curriculum and preparing for exams, it is disassociated from the enjoyment of reading or gaining wisdom and is likely to have turned many students off reading before they reach university.

The brief description of leisure and academic reading clarifies the difference between the two; leisure reading is more self-selected and done for pleasure and enjoyment. Academic reading, on the other hand, relates to school related reading materials for the purpose of knowledge to deal with curriculum and exams, and might be done in parts. In the present study, the participants are university students and they read for both purposes: academic and pleasure. Therefore, both these aspects of the participants' reading habits will be the part of this study.

Moreover, due to the two main perspectives of reading: leisure and academic, as noted above, reading habits have also been explored as leisure reading habits and academic reading habits respectively. However, before discussing leisure and academic reading habits, it may be useful to define reading habits for the purpose of this study with the help of the literature.

2.3 Reading Habits

Reading habits have been defined in different ways. According to Richards and Schmidt (2002) reading habits imply the notion of reading in quantity. Scales and Rhee (2001) define reading habits, as what, how often and how much the respondents read. These definitions clearly suggest that reading habits are related to the time the respondents spend on reading various reading materials. Therefore, this study also focuses on the quantity of reading to measure reading habits of Sindhi and Urdu students. However, as discussed before, reading habits have been measured as leisure reading habits and academic reading habits, hence it will be beneficial to know in detail how both leisure and academic reading habits have been examined in the literature.

2.3.1 Leisure Reading Habits

Leisure reading habits have been examined by researchers using various reading materials related to pleasure or other information on a wide range of non-academic and academic contexts. Due to various research contexts and purposes, leisure reading habits have been investigated using different names such as, reading for pleasure (Gallik, 1999), reading for fun and not for school (Kazelskis *et al.*, 2004)

sustained silent reading (Garan and Devoogd, 2008), extensive reading (Day and Bamford, 1998), *'free voluntary reading'* (Kim and Krashen, 1997:26), leisure-time reading (Greaney and Hegarty, 1987), and extra-curricular reading (Chen, 2007). All these studies show that reading for leisure is done voluntarily and for non-academic purposes.

Hughes-Hassell and Rode (2007) add that leisure reading includes personal choice, where a reader has freedom to decide what to read from a variety of reading materials—not just books. This description seems in many ways closer to the definition suitable for the purpose of defining reading habits in the present study as it offers freedom to the reader to select the reading materials of her/his choice. However, this definition does not discuss the reading habits in the academic contexts. Therefore, in order to define reading habits for the purpose of this study clearly, the section below discusses how academic reading habits have been explored in the literature to subsequently reach a clear definition of reading habits in this study.

2.3.2 Academic Reading Habits

Academic reading habits have been investigated differently from leisure reading habits. Many studies on reading habits in academic contexts focus not only on reading materials related to leisure reading, but they also add materials: related to students' academic life, such as textbooks and academic articles (A detailed discussion will be made later in Section 2.7.2.1). The purpose of adding those materials is usually to know the participants' reading frequency for academic reading. This also helps compare whether the students read only academic texts or they engage in leisure reading also.

On the whole, reading habits have been studied in various contexts: academic and non-academic using various names and labels. The present study will examine the students' reading habits in English and in L1 holistically. Therefore, students' reading of any material either for enjoyment or for learning as long as it is done with their own choice is taken as their reading habit in this study. The reason for adapting this view is that the present study is conducted with the L2 participants from tertiary

level who read various reading materials for knowledge and enjoyment (Nation, 2007).

Therefore, to accumulate all the aspects related to the Pakistani university students' reading in the present study, it is useful to take into account all sorts of reading the students do as their reading habit. However, leisure and academic division of reading habits will also help investigate the relationship between reading habits (in English and in L1) and English reading performance separately for academic and leisure reading materials.

2.4 Reading Performance

Moreover, as discussed in Section 1.1 of Chapter One, students' poor reading proficiency in English at the University of Sindh was the main motivation to initiate this study. Therefore, a review of the studies on L2 reading proficiency, in particular, is made to gain insight into: a) what skills are required for successful reading and b) how reading performance in English has been investigated in the literature in different L2 contexts, which will help measure the reading performance of the participants in this study. Reading performance in L2 has been measured from the perspective of gaining information. The researchers differ in their views on what reading is, and how it is processed, particularly in a second language context. As a result, various perspectives have been propounded. Therefore, before discussing the literature regarding the relationship between reading habits and performance, the following section discusses the various perspectives of the researchers on reading performance to have insight into the factors to measure English reading of the students in the present study.

2.4.1 Perspectives on Reading Performance

Reading performance, especially in L2 contexts, has been studied from three main perspectives, which help understand what skills are necessary for L2 reading performance. These views have been termed as the bottom up view, the top down view and the interactive view of reading. In order to gain insight into how successful reading might be done in an L2 context, it is essential to understand all the three

views on reading that will also suggest the ways to measure English reading performance of the students in the present study. Therefore, the following section discusses each perspective on reading to offer insight into L2 reading process.

2.4.1.1 Bottom-up View of Reading Performance

The bottom-up view mainly focuses on readers' linguistic knowledge of picking up information from morphemes, words, and sentences in a reading passage. Many researchers advocate the importance of a bottom up reading process in L2 reading. Nuttal (1996), supporting the importance of lower level reading, says that successful reading performance involves learners in decoding, deciphering, and identifying words from the text. Pressley (1998) also holds the similar view suggesting that reliable and efficient recognition of individual words in sentences and paragraphs is necessary for reading process. Cohen and Upton (2006) state that the bottom-up process depends on linguistic knowledge of the learner that helps her or him construct smaller units of information into larger ones.

Although the bottom up process is considered important in reading, there are also some disadvantages to this view. According to Goodman (1986) breaking language into pieces might result in poor reading comprehension. Similarly, Nunan (1991) states that the bottom up process owing to its slow processing of every element in a text may make the retention of meaning very difficult. Nassaji (2007:91) argues:

Knowledge is generated through activation patterns initiated by the textual information and the progressive up- grading of previously established associations in the text.

Thus, the bottom-up process of reading alone may not be sufficient to have the desired information and understanding of the actual reading process a reader adapts in accordance with different purposes of reading. Therefore, some alternative views on reading such as the top-down approach have been suggested by the researchers. A detailed description of top-down view is presented in the following section.

2.4.1.2 Top-down View of Reading Performance

In contrast, the top-down view of reading gives more importance to the context than language. A reader, following this process, samples the text with the help of context and simultaneously compares the information with her/his the background knowledge in order to confirm or reconfirm the meaning. Khalifa and Weir (2009:54) suggest that:

There are two distinct uses for context: one to enrich propositional meaning extracted from a decoded text and the other to support decoding where it is inadequate.

Many researchers have proposed the top-down view for adequate reading. In the words of Grellet (1981:7), *'Reading is a constant process of guessing. What one brings to the text is often more important than what one finds in it'*. This indicates that reading is an active process where the reader has his own part to play using his background knowledge to take full benefit from his reading. Readers' background knowledge has been named as schema or schemata. Rumelhart (1977:31) defines schema as; *'a kind of informal, private, unarticulated theory about the nature of events, objects or situations that we face'*. Aebersold (1997), in support of the top-down view, argues that background knowledge is important in the comprehension of a reading text.

Urquhart and Weir (1998) consider the top-down approach as recurring in nature where the reader progresses from text to hypotheses and vice versa. On the whole, the top-down view supports the higher level of knowledge reducing the importance of the text. As a result, it has some advantages and some disadvantages as well. One main advantage of the top-down process is that it allows more freedom to the reader that might help her/him feel more confident and break his hesitation.

Conversely, similar to the bottom-up view, this view also carries some disadvantages. For example, the readers, when asked to read and discuss a text, could come up with unexpected meanings and may also struggle for the grammar and vocabulary to understand the text. This approach may also put readers under the

time pressure; consequently they may fail to notice the language in the text. This might result in reading very important texts in a very perfunctory manner affecting readers' reading proficiency. Therefore, adopting top-down views of reading alone can be a risky exercise for students' English reading comprehension. Therefore, the following section suggests an alternative to both the views (bottom-up and top-down), which is described as the interactive view of reading process.

2.4.1.3 Interactive View of Reading Performance

The interactive view of reading performance suggests that reading is an integrated process where the reader and the text are equally involved. Aebersold (1997:15) states:

The text and the reader are the physical entities necessary for the reading process to begin. It is, however, interaction between the text and the reader that constitutes actual reading.

This means, comprehension of a text can take place only if both the lower and the higher level processes interact with each other. Similarly, McLaughlin (1990) states that reading in a second language is a complex process which requires automated word-level (lower-level) processing skills together with a set of higher processing skills. In addition, Stanovich (1980) suggests an interactive compensatory model in comparison to the top-down and bottom-up models. This model compensates the deficiencies of one area with the strengths of the other in a way that if a reader lacks orthographic knowledge then it is overcome with the help of syntactic knowledge. Grabe and Stoller (2002) emphasise that for fluent reading decoding and interpretation skills both must take place together.

In general, the interactive models support the integration of lower sources of information with the higher ones. These models suggest readers may not rely either on the text or the schema alone, but rather should use both together when appropriate. They also clarify that reading is a complicated process, which takes into account various factors: linguistic and non-linguistic knowledge, and reader's knowledge. Lower level readers may use more bottom-up processes owing to their

limited exposure to English reading. Nevertheless, these strategies alone may not be sufficient to gain the required reading skills. Thus, both lower and higher level sources of information should be integrated to acquire different reading skills and a higher level of comprehension.

The review of literature on the perspective of reading performance clearly suggests that reading is a complex phenomenon. It requires different levels of processing, from decoding of word to the comprehension of sentence and ultimately the whole text. A successful reading process also requires the use of background knowledge to comprehend the whole text. A close study of the aforementioned views on reading supports the fact that one of the main purposes of reading is learning/comprehension that can be achieved by mastering all the above mentioned processes. A number of studies in a second/foreign language context have examined the reading performance of students in light of the above mentioned views on L2 reading. As the students at the University of Sindh also read in English as a second language, it may be important to review the studies on English reading achievement/performance in different L2 contexts, which will help measure the reading performance of the students in my study.

2.5 Empirical Studies on L2 Reading Performance

In line with the perspectives discussed above about reading, several studies have been carried out investigating the factors which influence English reading of L2 learners. For example, García (1991) carried out a study to find out the factors that influence the English reading performance of the students. The participants of the study were fifty-one Hispanic bi-lingual (Spanish and English speaking) and fifty-three Anglo monolingual (English speaking) children from two schools in the same district. To measure the reading performance of both groups, the study used a reading comprehension test consisted of six expository passages. The findings of the study suggested that the participants who used both the bottom up and the top-down processes scored higher than those who used either of the processes.

In another study, Hyland (1997) examined EFL students' difficulties in English reading in Hong Kong. The study found that vocabulary knowledge and subject

knowledge were the most common problems faced by the participants. The study also suggested that in order to improve EFL learners' reading of English, they must be provided with a continuous and effective support of academic learning. Further, in a study on the effects of topic familiarity, enjoyment and interest in readers' second language reading, Brantmeier (2003) found the factors, such as passage content, topic familiarity and interest play an important role in a successful reading comprehension along with linguistic knowledge of L2. Therefore, teachers need to ideally incorporate pre-reading activities to activate students' existing knowledge.

Moreover, Nassaji (2003) investigated the relationship of syntactic and semantic knowledge, word recognition, phonological, and orthographic skills to L2 reading comprehension using a sample of sixty ESL learners. All the participants were Farsi (Persian) L1 speakers. The study used various reading tasks measuring vocabulary, semantic knowledge, word recognition and phonological skills. The findings of the study exhibited a positive, strong relationship between semantic knowledge and comprehension. The study also suggested that the lower level word recognition process was very important even for advanced level L2 readers. Another important finding was that speed of reading had a great impact on participants' reading comprehension.

Bell (2011) also conducted a study on Thai students' English reading proficiency using discipline-specific academic texts and general-interest texts. The results of the study confirmed that the participants made significant changes with use of extra textual framing. Background knowledge relevant to a text helped the participants use more difficult strategies: making analogies, recalling events from their background knowledge and experience with their academic texts.

The above mentioned studies offer a considerable insight into reading and how it can be investigated. Some of the studies emphasise the importance of background knowledge in L2 reading proficiency whereas others suggest that unknown vocabulary, difficulty of syntax or text, readers' proficiency and task demand also affect the L2 reading. It is also obvious from the above discussion that both the lower and higher level skills are equally important in L2 reading performance

especially at the university level. Hence, both the lower and higher level skills may also be taken into account in order to measure Sindhi and Urdu students English reading performance in the present study.

However, there is a particular weakness in those studies that they do not clearly measure the reading in relation to the types of reading the students usually come across in an academic environment; hence suggesting some areas in which further research is necessary especially in the Pakistani context. Weir *et al.* (2009) report that reading performance have usually been measured developing reading models based on careful reading only however, speed of reading is as important as comprehension itself in real world reading (Khalifa and Weir, 2009).

Weir *et al.* (2009) conducted a study of the reading processes involved in an IELTS Reading Test selecting items based on both careful and expeditious reading types selecting a sample of 352 participants. The study was meant to compare the respondents' processing of IELTS Reading Test items with the mental processes they use in comprehending texts while engaging in different types of reading in real life. For this purpose the participants were given six IELTS Test parts specially identified to measure the participants reading on the basis of the two reading types: expeditious reading, and careful reading, followed by a retrospective protocol questionnaire based on Khalifa & Weir's (2009) cognitive processing model.

The results of the study suggested that both expeditious and careful reading were important in the way the participants attempted reading questions. The majority of the respondents, across test sections, consistently chose to read the text through quickly and selectively before reading the question. The study also found that the reading types and activities measured by IELTS were consistent with the usual approach to academic reading: quick and selective search reading followed by the intensive careful reading of relevant text parts. Although Weir *et al.* (2009) study focuses more on cognitive processes in real life reading, it still helps the present study by demonstrating the importance of reading types for measuring university students' English reading performance. Therefore, the present study will investigate

students' English reading performance in a Pakistani university context in line with this research.

Having discussed in some detail how reading has been measured in the second language and the importance of major types of reading in measuring reading performance, it may be essential to know the types of reading such as expeditious and careful reading in some detail for the guidance on for the present study. Therefore, the following section sheds some light on the types of reading discussed in the literature that will underpin the current study.

2.6 Types of Reading Necessary to Measure Reading Performance

Urquhart and Weir (1998) have analysed two types of reading: careful and expeditious reading the students usually come across in an academic context. The selection of reading test items in accordance with careful and expeditious reading types as suggested by Urquhart and Weir (1998) in a reading test may help measure reading performance of the students at undergraduate level in this study. Therefore the following section will briefly describe these two types of reading: careful reading and expeditious reading, which the students do in an academic context, and which will ultimately help measure English reading performance of students in this study.

2.6.1 Careful Reading

Careful reading, according to Urquhart and Weir (1998), involves extracting complete meanings from the text, hence; it is slow, linear and incremental in nature. It is processed at two levels: the global and the local level. Careful reading at local level comprehension is mainly based on the decoding of words to understand a phrase, clause or a sentence. In other words, local comprehension is based on bottom up processes of reading (See Section 2.4.1.1).

Unlike careful reading at local level, careful reading at global level demands the reader to identify the main idea/s by reconstructing the macro-structure of a text or many texts. It requires a higher source of knowledge to develop logical or rhetorical relationships between ideas within text/texts with the help of background knowledge

or 'schema'. In other words careful global reading is more concerned with the ideas or the concepts rather than mere word or sentence meaning in the written text. According to Khalifa and Weir (2009), careful reading with its distinctive types reflects the reading processes of real life academic settings. Readers usually read from a whole text as well as integrating knowledge from other texts. Hence, careful reading as an umbrella term encapsulates processing from sentence to text and multi sentence to the multi-text levels.

2.6.2 Expeditious Reading

Expeditious reading is also crucial for readers in academic contexts because it is fast, selective and efficient to access relevant information in a reading passage. Urquhart and Weir (1998) suggest three forms of expeditious reading, skimming, scanning and search reading.

Skimming is a form of expeditious which helps read quickly to get the gist or overall view of the text (Urquhart and Weir, 1998). It is a part of global reading which deals with the synthesis of various text items to establish the macro-structure of a text with the help of careful global reading (Khalifa and Weir, 2009). The main purpose of skimming is to establish how the ideas are linked to each other in the whole text. Scanning, on the other hand, occurs at the local level. A reader while scanning a text reads very selectively to find specific information: the information may be related to specific words, phrases or sentences in a text. It requires a very basic linguistic knowledge on the part of readers.

Search reading is usually related to topics already in the mind of the reader. The reader tries to seek information which matches his purpose. However, unlike scanning (that matches exact word/s) the search reading does not look for exact word matches, but for words in the same semantic field as the target information (Khalifa and Weir, 2009). Search reading may incorporate both local and global level reading and the required information can be found in a single sentence (local search) or the information is to be constructed across sentences (global search).

Khalifa and Weir (2009) offer a description to select the reading test items to investigate the English reading performance of students on the various reading types employed by them in a real life academic context. Therefore, following Khalifa and Weir (2009), the present study will investigate English reading performance of students incorporating both careful and expeditious reading types in relation to the participants level of proficiency in English reading. A detailed explanation of how the reading test items were selected will be presented in Section 3.5.1.2.

However, essence of the present study is to investigate the relationship between reading habits and English reading performance of Sindhi and Urdu students. Therefore, it is important to review the studies conducted on reading habits and the relationship between reading habits and performance. This review will not only pave the way for this study, but it will also support the need of the present study to fill in the gap in the existing literature especially in the Pakistani context. Therefore, the next section discusses in detail various studies on reading habits and the relationship between reading habits and reading performance in different contexts.

2.7 Studies on Reading Habits

Reading habits have been studied both in non-academic and academic contexts and either in one language only or more than one language. Also, several studies have been conducted either on the relationship between reading habits (irrespective of lingual preference) and L2 reading performance or the relationship of L1 and L2 reading habits respectively, to L2 reading performance. In order to make a clear presentation of the literature on reading habits and the relationship between reading habits and L2 reading performance, the section below discusses a few studies on reading habits in non-academic contexts followed by the studies in academic contexts.

2.7.1 Reading Habits in Non-academic Contexts

Reading habits in non-academic contexts have been measured referring to adults' reading habits (Sharon, 1973; Kirsch and Guthrie, 1984; Scales and Rhee, 2001; Chaudhry and Low, 2009; Chen, 2009). The most common information sought in

those studies relates to the time adults spend on reading different sources of information, which will also be a focus of the present study. Therefore, some of the studies are reviewed below, which will subsequently devise the ways for investigating reading habits of Sindhi and Urdu students in this thesis.

Kirsch and Guthrie (1984) examined the reading habits of 99 American adults from different professions of life in relation to the time spent on reading and the purpose of reading. The findings of the study suggested that the subjects spent more time on reading materials for relaxation than for knowledge. The study also found that reading was an important leisure activity for the majority of the respondents.

Furthermore, adults reading habits were surveyed by two American researchers; Scales and Rhee (2001) with the purpose to know whether there were any differences between the White and Asian American adults' reading habits. A sample of 115 adults comprising of 74 White and 41 Asian Americans was selected. The study focused on time the participants spent in relation to ten reading materials such as newspapers, novels, the bible, history, magazines, short Stories, manuals/reports, comics, poetry, and religious material. The results of the study suggested that a majority of the participants from both groups and genders read 'often' and 'very often' respectively, and preferred magazines, newspapers, books and job-related materials. Regarding the differences between the reading habits of both groups the study found that Whites had higher mean scores than Asians, which indicated that White Americans read more often than their counterparts.

Moreover, some researchers have studied reading habits of adults to know whether reading habits of people were inclined or declined during a particular period of time. Chaudhry and Low (2009), for example, investigated the reading habits of 180 Singaporean adults aged between twenty-eight to forty-three years comprising of 104 females and 76 males. The study was conducted for two purposes: a) to investigate the participants' reading habits and b) to compare reading habits of adults from of the same age group in the years 1967 and 1999 respectively. Reading habits were measured using various materials such as newspapers, magazines, and books of different genres. The participants were asked to report specifically about

the time they spend in reading, their motivation to read, preferred medium and materials. The study found that reading was a consistent activity of adults as 57% of the respondents reported reading as their preferred activity. However, adults aged between 18-24 years in 1967 read more than those of the same age group in 1999, which suggested a considerable decline in the time spent on reading.

Subsequently, some studies such as, Chen (2009) investigated the reading interests of adults in Taiwan in relation to functions of reading for a better understanding of literacy. A nationally representative sample of 1,348 adults was selected for the purpose of the study. The subjects participated in a questionnaire about four major functions of reading: enjoyment, knowledge, relaxation, and social conversation in relation to twelve different categories of books. The results of that study indicated a correlation between the purpose of reading and the reading material. For example, the participants who read more for relaxation and enjoyment, preferred romance novels, however, those who read for knowledge, read romance novels significantly less often. This study also found the majority of participants read books for knowledge and social conversation rather than relaxation and enjoyment.

On the whole, the studies on adults' reading habits guide the present study by suggesting that: race (See Scales & Rhee 2001), time and reading materials are important factors in investigating reading habits. Additionally, a few studies such as Chaudhry and Low (2009) suggest a decline of reading habits in the recent past. The same could be true regarding the participants of this study since there is very little known about Sindhi and Urdu students' reading habits in general and at the University of Sindh in particular (See Section 1.7).

2.7.2 Reading Habits in Academic Contexts

Reading habits, in the academic contexts have been studied either at junior/primary school level, or senior college and university levels and either in one language only (Greaney, 1970; Gallik, 1999; Burchfield and Sappington, 2000; Karim and Hasan, 2007) or in two or more languages (Crawford-Camicciottoli, 2001; Bensoussan, 2009; Annamalai and Muniandy, 2013). Additionally, some of the studies have investigated the role of home and school environment and other leisure activities on

reading habits of students at different academic grades: primary school to higher grades (Mckool, 2007; Tella and Akande, 2007; Nassimbeni and Desmond, 2011). The present study is aimed at identifying Sindhi and Urdu students' reading habits and the factors that might influence their reading habits. Hence, it may be useful to have an understanding of how reading habits have been examined and what factors may influence reading habits of students at different levels in order to conduct the present study. Therefore, the following section reviews the literature on: a) reading habits of college and university students in L1 only, in two or more languages and b) the factors that may influence reading habits.

2.7.2.1 University Students' Reading Habits in One/Two or More Languages

'Reading habits of college students have not received as much attention in the literature as those of younger students' (Gallik, 1999:481). Nevertheless, a few studies have been conducted on the reading habits and interests of college students in one language or in two or more languages. These studies could be useful to identify how reading habits of college students have been investigated in the literature, which is also a main purpose of the present study. Therefore, some important studies of college students' reading habits in one or two or more languages are discussed below in order to pave the way for the present study.

Gallik (1999) surveyed the reading habits of 137 students comprising of 77 females and 62 males enrolled in a private liberal arts college in central Texas, USA. The main purpose of her study was to determine the amount of time both the male and female students spent on 'reading for pleasure' and its impact on their overall academic achievement. Also, she wanted to know about the types of materials the college students preferred to read. This study found a significant connection between recreational reading and the overall academic achievement of the students. Newspapers and magazines were the most popular reading materials for reading for both male and female students as 75% of the students reported they read Newspapers and magazines frequently.

Karim and Hasan (2007) also studied reading habits of one hundred twenty seven students in a Malaysian university. Reading habits were measured with eight types

of reading materials i.e. newspaper, magazine, journal article, literature, academic book, textbook, fiction/novel and web site that the respondents read. The results of the study showed that university students read more for academic purpose than for pleasure and about 80 per cent of the students spent three to above ten hours per week.

The majority of the university students spent more time on reading newspapers followed by academic books and websites, whereas the reading of literature was on the last number. No significant relationship was found between the students' respective academic program and types of reading materials, sources of reading materials and the amount of time spent reading per week. In another study on college students' reading habits Burchfield and Sappington (2000) compared the reading habits of college students over a period of sixteen years in the US. The study found a considerable decline in the reading habits of college students since the early 1980s.

Furthermore, even fewer studies have taken place on reading habits of the college/University students who belong to different educational backgrounds and read in a different L1 and a second language. Crawford-Camicciottoli (2001) undertook an exploratory classroom study to investigate the extensive reading habits of the learners both in Italian (L1) and in English (L2) at the Faculty of Economics, University of Florence (Italy). The respondents of the study were a group of 182 EFL students (93 males and 89 females). The results of the study indicated that, although most of the participants showed a positive attitude towards reading in English, their habit of reading in English was not developed and had very low mean frequency score. It was also observed that the reading frequency of the participants in Italian was also very low which made the researcher conclude that there seemed to be an overall lack of extensive reading among the Italian participants in L1 and in English.

In addition, Bensoussan (2009), similar to the present study, studied reading habits and lingual preferences of 226 university students in the north of Israel. The participants of the study were selected from different L1 groups: Hebrew, Arabic,

and Russian; however, they also read in a second or even a third language. A questionnaire was administered asking students specifically about their language preferences in relation to seven sources of information: academic articles, textbooks, internet, newspapers, literature, poetry, sacred texts which is also a main objective of the present study.

The results of the study exhibited that the students' *'reading preferences were multilingual, linked to the reader's interests, text genre and availability'* (Bensoussan, 2009:476). A large majority of students reported reading mainly in their first language, and less in each succeeding languages e.g. L2 and L3 respectively. The internet texts were read highest in number by both male and female participants in all languages. Significantly more women than men reported reading newspapers across all languages.

Regarding students' academic reading habits, the study found that academic articles (33%) were preferred next to the textbooks (37%) in L2 and also 20% of the participants showed reading preferences for academic articles in L1. Bensoussan's (2009) study was conducted in, approximately, the similar context of the present study. It examined the reading habits of students in L1 and L2 which is also a main purpose of my study. Therefore, following Bensoussan (2009) the present study will investigate the reading habits of Sindhi and Urdu students at University of Sindh (to be discussed in detail in the next chapter).

Recently, Annamalai and Muniandy (2013) conducted a study of reading habits and attitudes of 119 students enrolled in a polytechnic institute in Malaysia. Reading habits were analysed in terms of the amount of time spent on reading per day, types of reading materials read and the language of preference. The study used a questionnaire to investigate the reading habits in relation to seven reading materials such as newspaper, academic book, website, magazine, novel, journals and comic.

The findings of the study indicated that the respondents regarded reading as a minor leisure activity. The majority of the students preferred newspapers (68.9%) and magazines (57.1%) more than academic books (27.1%) and journal papers (3.4%). These results, according to the researchers, were interesting because more academic

reading was expected on the part of the students at higher education level. Additionally, the study found that students read in different languages: Bahasa Melayu, English, Chinese, and Tamil, however, a majority of the respondents (n=99, 83.2%) reported that they preferred to read in Bahasa Melayu which according to the researchers could be due to the use of Bahasa Melayu as the medium of instruction. One of the interesting findings in relation to the present study was that very few students (n=12, 10.1%) read materials in English.

Moreover, a few studies have investigated reading habits in relation to home and school environment and other leisure activities at primary and secondary school levels to explore the factors affecting reading habits. Mckool (2007) investigated the role of parents and schools to fifth graders' decisions to read. One hundred and ninety-nine participants were chosen from two schools in the United States. One school was in a relatively rural area and the other in an urban area. Data was collected using both quantitative and qualitative methods.

Quantitative data was collected through reading questionnaire and reading achievement information from state mandated assessment testing. The questionnaire included questions on students' background, the value assigned to reading and leisure activities such as the amount of time engaged in reading (at home and school) and watching television. Whereas, qualitative data was obtained by interviewing twenty participants from each school to have an in-depth understanding of the influence of the factors such as home and school environment on students' reading habits.

The findings of this study revealed that both home and school environment had a great influence on the participants' decision to read. For example, children from homes, where parents read aloud to children, recommended and read books to their children, were found to spend more time on voluntary reading than those children who did not find parental support in reading. Likewise, the schools that provided opportunities to students to read self-selected materials and they were encouraged by teachers to read, were personally interested in reading as compared to those in classrooms where these practices were not evident. Additionally, the study found

that avid readers spent more time on reading as compared to reluctant readers. In contrast, reluctant readers reported that their favourite after school activity was watching television, and they watched significantly more television a day than did avid readers. While avid readers did watch some television after school, all of these readers reported that they would rather read than watch television.

In another useful study Tella and Akande (2007) examined children's reading habits and the availability of books in Botswana primary schools. One hundred and fifty primary school children, mainly from 6th and 7th standard, and ten teachers were chosen from ten schools. Data was collected using a reading habits questionnaire and interviews with the teachers. Results yielded that there was a lack of reading habit and culture among the Botswana children. According to the researchers, 36.7% of participants reported reading on a daily basis; half of them mentioned they read less than one hour daily, and a large majority read textbooks only for the purpose of passing examinations. Thus, the authors concluded a lack of reading habit among the participants. Additionally, the study identified that lack of parents' interest, inadequate availability of books and interesting children's literature at home and in schools, and watching television were main factors hindering pupils from developing reading.

Nassimbeni and Desmond (2011) conducted a qualitative study to understand the benefits of attractive age-appropriate books on the improvement of reading habits and literacy skills in twenty primary schools in rural South Africa. The participants of the study were children from deprived areas with very little exposure of print environments. Focus groups of both teachers and children and observations were used before the intervention, and six months after the book donation which included a comprehensive training programme in the use of the books. Findings of the study were that availability and use of books in schools, with respect to both classroom activities and voluntary reading may help improve students' reading habits and literacy skills in deprived areas.

The studies on college or university students' reading habits, in one or more than one language, suggest that the college students prefer non-academic:

newspapers, magazines, literature etc. and academic materials such as textbooks and academic articles. Some of these studies indicate a decline in the reading habits over a period of time and the same might be the case with the students at the University of Sindh. The studies, which explore reading habits in two or more languages, differ from those of a single language in that they investigate reading habits separately in L1 and a second or a third language and select participants from a bi/multilingual population. Additionally, some of these studies (See Bensoussan 2009; Annamalai and Muniandy, 2013) suggest that reading in two or more languages does not assure high reading habits, rather they identify students' low reading frequency in L2 due to their L1.

Together, these studies support the rationale of the present study, and highlight the need for further research on reading habits of the university students who come from a parallel language environment and read in more than one language. A few studies determine that lack of reading facilities at home and in school, lack of parents' interest in children's reading and teachers' encouragement to reading, negatively influence students' habit to read. The same might be the case in relation to students' reading habits in the present study. Since very little research has been carried out on university students' reading habits in the Pakistani context, this is a key reason for the present study.

Moreover, the essence of the present study is not only to research the reading habits of Sindhi and Urdu students in L1 and in English but also investigate the relationship between their reading habits and English reading performance. Therefore, the following section discusses a few studies on the relationship between students' reading habits and L2 reading performance in various academic contexts, which will elucidate the research gap in the literature to be filled by the present study.

2.8 Studies on the Relationship between Reading Habits and Reading Performance

A number of studies have been carried out with the perspective of investigating a prospective relationship between reading habits and reading performance in various

L1/L2 academic contexts: from school children to college/university students. However, very few studies have focussed on the relationship of: a) L1 reading habits to L2 performance and b) in L2 reading habits to L2 performance in a single study. Therefore, in order to gain more understanding of the research field, the following sections review some important studies on the relationship between reading habits and reading performance in different L1 and L2 academic contexts separately to further justify the need and importance of the present study in a Pakistani context.

2.8.1 Relationship between Reading Habits in One Language and Reading Performance

As noted earlier, a considerable amount of literature has been published on the relationship between reading habits in one language and reading performance in various academic contexts: from school children to college/university students. Although, the studies regarding the relationship between school children's reading habits and performance are not directly relevant to the present study, nonetheless, they offer an insight into the research area by suggesting a) possible correlation between reading habits and performance and b) the possible factors related to children's home and school life, which might affect their reading habits and performance at university level.

Therefore, a few important studies regarding the relationship between school children's reading habits and performance are discussed below, which could not only help investigate the relationship between Sindhi and Urdu students' reading habits and English reading performance in the present study but also the causes of their high/low reading habits and performance. The following section reviews some important studies on the relationship between reading habits (in one language) and reading performance in relation to school children.

2.8.1.1 Reading Habits and Reading Performance of School Children

A considerable amount of research has been done on the relationship between school children's reading habits and reading performance (irrespective of lingual concern) at different times (Witty, 1961; Greaney and Hegarty, 1987; Anderson *et al.*, 1988; Cipiulewski and Stanovich, 1992; Mol and Bus, 2011). Anderson *et al.* (1988)

investigated the children's out of school activities in relation to their reading achievement, vocabulary gain and speed of reading over eight to twenty-six weeks. A sample of 155 Grade 5 children from a school in east central Illinois participated in the study. The data was collected using questionnaires asking the learners about their out-of-school activities, a report regarding the children's out-of-school activities in relation to their reading ability, and a reading test which measured reading ability, reading rate and vocabulary.

The study found that the children's out-of-school reading had a positive effect on their reading proficiency, vocabulary gain and reading rate. One important finding of the study was that a majority of the children spent very little time in out-of-school reading. Additionally, the teachers' role was found to be very crucial regarding the children's reading more after the school hours. The influence of teacher on participants' reading habits was substantial in a sense that the class where the teacher was more concerned about the children's out of school reading showed 16.5 minutes reading per day on average as compared to the class with less teacher support that read only 4.1 minutes per day on average.

Similarly, Cipielewski and Stanovich (1992) investigated the effect of the amount of reading on children's reading comprehension using two measures such as Title Recognition Test (TRT) and the Author Recognition Test (ART). Both the tests, included a list of fictitious and authentic children's book titles (TRT) or authors (ART), and the participants were asked to recognize the title or author. The results of the study exhibited that the author/title recognition had a significant influence on students reading comprehension and reading speed indicating a positive effect of the amount of reading on children's reading comprehension.

Furthermore, similar to the present study, Pretorius and Ribbens (2005), compared the reading practices and English reading performance of Grade 8 and Grade 7 South African children from disadvantaged and advantaged schools respectively. The study was conducted to a) compare whether the students from different literacy learning environments (at home and school) differ in English reading performance and reading habits and b) the reasons for these differences. The study used an

English reading test, including components of decoding, reading rate and comprehension, and a reading questionnaire on students' reading and other leisure practices, literacy learning facilities at home and school and knowledge of children's literature.

The results of the study indicated that Grade 8 students, although they were on average two years older than Grade 7 learners, were considerably slow readers. A large majority of these students could read at 148 words per minutes (68.7%) in 2002 at 107 wpm (87.5%) in 2003. The slow reading rate also affected their reading comprehension. In comparison to Grade 8 students, Grade 7 learners, who were from advantaged school, did not face any difficulty in the test and they were fluent readers (93.7% of these learners read at 321 words per minutes) with high comprehension. Additionally, 73% of the Grade 8 students did not have a library membership and 55% had fewer than 10 or no books at home whereas, only 21% of the Grade 7 learners had 10 or fewer books in the home.

The most substantial difference between the Grade 8 and Grade 7 students was of storybook reading in the home: only 5% students from Grade 8 reported that their parents had read storybooks to them in their childhood, as opposed to 54% of the Grade 7s. Thus the authors argued that poor literacy environment at home and poor learning facilities in schools were two main reasons due to which the majority of Grade 8 learners did not engage in reading for pleasure. Additionally, it was also found that Grade 8 learners were not at all familiar with children's literature and many of them did not know the title of any book, had not read a book within the past year, and came from environments in which literacy practices play a minor role. Thus, Pretorius and Ribbens (2005:143) concluded that:

From their (Grade 8 students) poor performance on the reading test and their apparent lack of exposure to literacy practices it would seem that neither their home nor their past school environments had provided them with the motivation or stimulus to read, or opportunities to do so.

Overall, these studies on the reading habits and reading performance of school children not only indicate that time engaged in reading is an important factor in

measuring reading habits, they also suggest a correlation between the amount of time spent outside school and reading comprehension, gains in vocabulary and reading achievement. Additionally, some of these studies show the influence of teacher (Anderson *et al.*, 1988), home literacy environment, learning facilities in schools and access to books in L2, on students' reading habits and performance (See Pretorius and Ribbens, 2005) supporting the rationale of the present study.

2.8.1.2 Reading Habits and English Reading Performance at University Level

Moreover, a few researchers have examined reading habits of senior college or university students. A number of the studies, similar to the present study, have examined a correlation between the participants' reading habits and their achievement at the college or University level. Mokhtari and Sheorey (1994) investigated the relationship of ESL university students' reading habits and interests to TOEFL scores. A sample of 158 respondents was selected for the purpose of study. A questionnaire consisting of eight categories, such as academic reading, reading volume, non-academic reading and others was administered to measure the amount of time spent on each kind of reading respectively. The findings of the study showed that the students who spent more time (approximately 16 hours a week) on reading academic and non-academic materials had higher TOEFL scores.

Likewise, Akabuike and Asika (2012) studied the relationship between reading habits and English reading performance of two hundred undergraduate students from two Universities in Nigeria. The study used a questionnaire, a reading test and structured interviews as main data collection tools. The questionnaire was designed to examine students' reading frequency, their perceptions and attitudes to reading, reading interest and factors affecting reading. Reading test was conducted to test their comprehension rate, speed of reading and reading difficulties.

Finally, interviews were held to examine the effects of subjects' reading habits on their performance. Findings of the study yielded that the participants' poor reading habits were a main reason for their abysmal reading performance. Many students read for passing their examination and not for pleasure. This study also found that lack of time and reading materials were two main reasons due to which students did

not engage in reading. Additionally, it was also determined that reading speed and comprehension were two major problems for many participants due to which they considered reading as a painful activity.

Recently, Chen *et al.* (2013) studied the effects of e-books for extensive reading on English reading attitude, reading comprehension and vocabulary. The participants of the study were eighty-nine EFL students' divided in two groups: experimental group with 46 students and control group with 43 students. The experimental group was engaged in a ten-week e-book extensive reading program in addition to their curriculum, whereas the control group did not do any extensive reading. The data was collected using Reading Attitude questionnaire and a reading comprehension and vocabulary test from TOEFL. The results of the study demonstrated a significantly higher reading attitude, reading comprehension and vocabulary of the experimental group than the control group which suggests that extensive reading is a great help in improving reading proficiency of students in second or foreign language.

The studies on the college and university students' reading habits and performance not only suggest the ways to measure the reading habits at college or the university level; they also indicate a positive relationship between the student's reading habits in English and English reading performance. Hence, these studies not only support the rationale of the present study but also indicate a need for further research in the similar context, to be fulfilled by the present study.

The above discussion sheds some light on various studies conducted on reading habits in one language and performance of the students at college or university level. The present study, however, is aimed at investigating a relationship of Sindhi and Urdu students' reading habits in L1 and in English to their performance in English reading in a Pakistani University context. Hence, it is necessary to have some insight into the research which measures the relationship of reading habits in L1 and in a second language and their L2 reading performance.

2.8.2 Relationship between Reading Habits (In L1/L2) and L2 Reading Performance of College/University Students

Several studies have been conducted on the influence of first language reading ability to second language reading in different academic contexts (Roller, 1988; Carrell, 1991; Bernhardt and Kamil, 1995; Pretorius and Mampuru, 2007). However, with specific reference to the relationship between students' reading habits in L1 and in a second language and their L2 reading performance, there is a paucity of research in academic contexts in general and at the level of instruction in higher education in particular. Also, there has been very little, if any, research conducted on the relationship of reading habits in English and in L1 to university students' English reading performance in the Pakistani context in particular.

Nevertheless, the few studies relating to the context of this study, in fact, have been conducted in similar instructional contexts. For example, Oluwole (2008) conducted a study in Western Nigeria to examine whether the mother tongue was solely the cause of the students' poor performance in English Language or if there were some additional complementing factors. The participants of the study were one hundred male and female Junior School Certificate Examination students aged between 10.52 and 15.17 years from twelve randomly selected secondary schools. A survey questionnaire was administered as a main data collection tool. The questions mainly focussed on the difficulties the students found in English reading, their preferred language of reading, teachers' influence on English language and reading and parents interactions with children in English.

The findings of the study revealed that seventy-five per cent (75%) of the students reported a negative view regarding the influence of their mother tongue on English reading performance. It was also identified that method of English teaching and parents' lack of interaction in English were two main reasons due to which the participants did not engage in English reading, despite the fact that 90% of the participants reported they preferred English over their mother tongue. Additionally, the study found that various factors such as lack of textbooks, students' language

background and poor foundation in English language at the primary school also played a key role in the students' poor English reading.

Recently, Mežek (2013), to some extent related to the present study, investigated the relationship between reading habits and reading performance of thirty-four university students in Swedish and English. Reading performance/ability of the participants in Swedish and English was assessed through the Swedish Scholastic Aptitude Test (SweSAT-R) and the Nelson-Denny Reading Test respectively and an interview. However, reading habits were investigated with a questionnaire, Author Recognition Test (ART) and semi-structured interviews on what, how and when the participants' read.

Results of the study showed a slight correlation of participants' leisure reading with their English reading (.41*) and Vocabulary test scores (.43*). A moderate correlation was indicated: between the vocabulary and the reading of novels (.46**) and ART scores and the Nelson-Denny Reading scores (.52*) respectively. Interestingly, no association was observed between the participants' reading habits in Swedish and their Swedish reading test scores. The study also found the participants' reading habits both in Swedish and English were nearly the same. Newspapers and magazines were their most preferred (79%) reading materials. Despite the fact that, the majority of the interviewees agreed that reading improves their Swedish and English reading proficiency and fluency; a larger majority of them read either less than or little above thirty minutes outside the class every day either for academic purpose or pleasure. This made the researcher conclude that perhaps the students are not particularly motivated to spend a significant amount of time on leisure reading.

The studies on relationship of L1 reading habits to L1 performance and L2 reading habits to L2 performance (Mežek, 2013) also indicate that there might be a prospective relationship between the students' L2 reading and second language reading proficiency (Mežek, 2013). However, due to lack of research on the relationship between L1 reading habits and L2 reading performance, as only one study was found (Oluwole, 2008), there appears to be a great need for further

research on the relationship of L1 reading habits to L2 performance. It is also evident from the literature that there is very little or no research, which compares the relationship of L1 and L2 reading habits to L2 performance of the participants from different L1 groups at university level in a single study. Therefore, the researcher argues that prospective relationship of reading habits in English and in L1 respectively, to participants' English reading performance should be researched further at the level of higher education, which the present study is aimed at.

Overall, these studies on the reading habits and reading performance of school children to college students both in L1 and L2 contexts suggest a correlation between the amount of time spent outside school and reading comprehension, gains in vocabulary and reading achievement. An extensive literature also suggests that teachers play an important role in developing children's reading habits, which can ultimately have a great impact on students' reading development (See Anderson *et al.*, 1988). Furthermore, learning facilities in home and in schools, access to books, teachers and parents have also a major influence on students' reading habits and performance (Pretorius and Ribbens; 2005; Oluwole, 2008; Akabuikie and Asika (2012).

A few studies such as Pretorius and Ribbens (2005) show that students' home and school backgrounds play a key role in developing their reading habits and reading performance. The present study also examines the relationship between reading habits and English reading performance of two different groups: Sindhi and Urdu groups. These groups come from a different environment with respect to literacy learning facilities both in home and in school. Thus it is important to not only examine reading habits and English reading performance of these groups but also explore their literacy environment at home and in school in order to have a full understanding of the causes of poor English reading performance of students at the University of Sindh. A detailed discussion on how parents' and teachers' role on students' reading habits was explored in this study is given in Chapter 5.

2.9 Literacy, Reading Habits and Reading Proficiency

Moreover, reading habits cannot be developed without a certain level of literacy, which also plays a key role in learning (Snow *et al.*, 1998), academic performance and future success of children (Pretorius, 2002; Shi, 2013). According to Pretorius and Machet (2004) if learners cannot read and write effectively, they are less likely to achieve good grades in their school. This means poor literacy skills could have a major effect on reading habits and English reading proficiency of learners at the university level. Literacy rate in Pakistan is also not very high and the rate of literacy in the rural areas of the country is even poorer than urban parts of the country.

In the latest Economic Survey of Pakistan (ESP, 2013-14) the literacy rate (10 years and above) in Pakistan was estimated at 60% and it was much higher in the urban parts than in rural areas. In the province of Sindh, the literacy rate remained 60%, however, there was the highest divide in terms of literacy between Urban and rural parts of the province. The rural parts of Sindh were estimated to have much lower literacy rate (42%) as compared to the urban areas of the province (77%). This means 58% of the rural Sindh population is illiterate as compared to urban population (23%). Also, urban areas of the country in general and of Sindh in particular, are well equipped with education of recognized quality; whereas, rural areas are generally deprived of this experience (Tunio *et al.*, 2013).

Low literacy rate in Sindh and the difference between urban and rural areas in terms of literacy rate suggests that the cause of poor reading habits and English reading proficiency of learners at the University of Sindh (See Section 1.1) may actually be related the poor literacy of students in general and of Sindhi students in particular. It may be useful at this point to understand literacy and the factors which play an important role in developing literacy. This may ultimately help explore the causes of poor reading habits and English reading proficiency of learners at the University of Sindh, which is also one of the main objectives of the present study. Therefore, the following section provides an understanding of literacy followed by a detailed discussion of the factors which play an important role in the acquisition of literacy.

This may, ultimately provide a basis for exploring the various causes of poor reading habits and English reading proficiency of the participants in the present study.

2.9.1 Understanding Literacy

Literacy is a complex phenomenon with various levels and dimensions. It has been defined in many different ways at different levels depending on particular contexts and society. According to Reitz (2004:422) literacy is *'the ability to read and write with a minimal level of proficiency'*. This is very basic level of literacy that refers to an ability to read and understand words, sentences and texts. Pretorius and Ribbens (2005) argue that literacy does not simply mean how to read and write a particular script or text, but it relates to the application of the acquired knowledge for specific purposes in specific contexts of use. The United Nations Educational, Scientific and Cultural Organization (UNESCO) proposes an operational definition of literacy as:

Literacy is ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (UNESCO, 2004:13).

This definition does not only encompass several dimensions of literacy but it also links literacy to an individual's purpose and socio-cultural context. It also suggests that the knowledge and skills of reading and writing should equip a person to function effectively within his/her own group, culture and community. However, this study focuses on a specific type of literacy, namely, reading literacy in the learning context. Higher Education Commission of Pakistan in a report, Curriculum for English (2008:16), defines the purpose of literacy acquisition through various English programmes at higher education level as:

To develop [learners'] ability to communicate effectively, enable [them] to read effectively and independently any intermediate level text, make [their] experience of learning English more meaningful and enjoyable, enable [them] to use grammar and language structure in context.

In line with the above definition, for the purpose of the present study, literacy in English is defined as the learners' ability to read effectively and independently any English text at their appropriate grade level. Based on the definition of literacy in English to be used in this study, it may be acknowledged that students at the University of Sindh have poor literacy skills in English as compared to their grade level (See Section 1.1 for details).

The reasons of students' poor English reading proficiency are not fully explained in the literature in the Pakistani context. However, a large body of literature, in other contexts, suggests that literacy, at school level and beyond, is constructed in cultural and educational contexts (Kahn and Kellner, 2005), which may vary in terms of language, ethnicity and geography, home and school environment. An understanding of these factors and their relationship with literacy acquisition will help gain insight into the possible causes of poor English reading habits and performance of Sindhi and Urdu students at the University of Sindh. Therefore, the following section, first of all, reviews literature on the relationship of literacy and cultural contexts.

2.9.2 Literacy and Cultural Context

From a socio-cultural perspective, literacy development is linked with the cultural context of people that sets a person's beliefs regarding the significance of reading and literacy learning (Hammer *et al.*, 2004). In the field of language and literacy, literacy practice, is related to a broad '*cultural conception of particular ways of thinking about and doing reading and writing*' (Street, 2000:22), which offer the potential to understanding of observable literacy learning behaviour within different cultural groups.

The cultural groups can differ in terms of large culture and small culture (Holliday, 1999). The components of large culture include '*ethnicity, language, class, religion, and geography*' (Terry and Irving, 2010:110). Small culture, on the other hand, refers to '*the composite of cohesive behaviour within any social grouping*' (Holliday, 1999:247) such as home and school literacy culture, which vary between and within (large) cultures (Shi, 2013).

Language and literacy learning is a '*socio-cultural process largely influenced by home culture and practices*' (Lee, 2010:3) and previous schooling experience (Shi, 2013). Bornstein and Cheah (2005) argue that cultural behaviours give birth to different literacy practices among different cultural groups, which in turn influence reading skills of children. If reading is encouraged in homes and schools, positive reading attitudes and habits may result. However, if low cultural value is assigned to reading, then people might have negative attitudes, and ultimately poor literacy and reading habits.

This means that in order to understand cultural differences between Sindhi and Urdu groups, it is important to explore school and home literacy culture of these groups. Thus, in the present study, Sindhi and Urdu groups, even though they share some traits and values, are referred to as two different groups on the basis of ethnicity, language and geography (Terry and Irving, 2010). This limitation is important because of the historic differences between the groups and their urban-rural background (See section 1.4 for details). However, in order to have a full understanding of cultural differences between Sindhi and Urdu groups, it is important to explore school and home literacy culture of these groups. This will not only help explore the reasons of students' poor English reading proficiency at the University of Sindh, but it will also help compare the differences between and within Sindhi and Urdu cultures in relation to literacy learning.

2.9.2.1 Studies on Literacy and Home and School Cultural Context

Numerous studies have suggested that students from culturally and linguistically diverse backgrounds experience different cultural behaviours, thus their literacy skills may be different from the mainstream society. Also, their families may not perceive the same roles as those from mainstream families. For example, Reese and Gallimore (2000) investigated the perspectives of Latino parents regarding literacy skills of their children. The purpose of their study was to identify home cultural aspects of literacy developments which could affect the academic performance of Latino children. The study employed data from a 12-year longitudinal study. The data consisted of approximately 220 hours of ethnographic observations with 10

families, and over 800 hours interviews with 29 families of 5-year-olds Spanish-speaking children from two school sites in Los Angeles. The observations focussed on home activities, in particular, literacy activities. The interview questions enquired parents' about their home-reading practices with children, help with homework, beliefs regarding their roles in children's education and learning development and their aspirations in respect of children's educational futures.

The findings of the study determined that Latino parents did not value home literacy practices before formal schooling. Also, early literacy (reading and writing) attempts by children were not encouraged before school started. A large majority of Latino parents were of the view that literacy develops with formal instruction rather than through parental support at home. Thus they did not interact with their children for relevant literacy activities and considered teachers as sole authority figures. The study also exhibited that some parents created occasions for literacy activities during children's formal schooling; these activities were not linked with school-related texts and they differed from the parental practices in the mainstream societies. For example, a mother during the interview reported that she helped her son with homework by making him erase any letters that he makes too big or wrong (Reese and Gallimore, 2000).

In a similar study, Ho (2002) surveyed 286 parents of children attending a Chapter I elementary school to investigate how far the families of different cultural and ethnic groups differ in their literacy involvement at home and school. The findings of the research indicated that White parents were more frequently involved in their children's literacy activities in home and at school, than non-White parents (e.g., Asian, Black and Hispanic.). Also, parents speaking English as their primary language showed more literacy involvement with their children than those who did not use English as a primary language of communication at home. The other important finding with respect to present study was that families from urban classes were found to have more reading resources at home than families from rural class.

Similarly, in a study regarding the cultural influences on literacy development, Shatrova *et al.* (2008) found that the authoritative role of teachers was common

thread among the Hispanic culture. Hispanic parents considered the teacher and school to be experts in educating their children and did not question the authority of teachers or interfere in any way in their children's education. As a result, parental involvement for Hispanic children was very low, due to which, it is possible that these children often lag behind their Black and White counterparts academically.

Unlike the above studies, which show a lower involvement of parents of a particular cultural group, there have been a few studies that show that parents of children from culturally disadvantaged groups also make efforts to improve literacy and educational level of their children. For example, a qualitative study explored the role of parental encouragement and influences on the development of Chicana students' school achievement and college aspirations (Ceja, 2004). Twenty students from an inner-city high school in the greater Los Angeles area with low socio-economic background, were interviewed to shed light on the different ways by which their parents influenced and shaped their educational achievements and aspirations. The study mainly focussed on the subjects' interpretations of what their parents said or did to infuse in them the importance of literacy and aspirations of college education.

The study found that all 20 students consistently reported the importance of the parents' role in their school success and educational aspirations. It was also determined that parents' indirect and direct messages regarding the importance of doing well in school were related to students' academic success. Direct communication was made asking the children to do well in school, complete their homework and go to college. However, there was also indirect communications from Latino parents where they indirectly informed their children about the importance of school by pointing to their own hardship in finding a 'good paying' job or being forced to do manual labour because they did not complete their education (Ceja, 2004).

Recently Toldson and Lemmons (2013) also examined the relationship between parental involvement (at home and schools) and school achievement of students from three different groups: Black, Hispanic, and White. The study utilised a nationally representative data from 12,426 parents of children and youths enrolled in

kindergarten through twelfth grade. The sample included White, (n = 7480) Black (n = 1628) and Hispanic (n = 2576) parents who responded to National Household Education Surveys and Parent and Family Involvement Survey. Findings of the study demonstrated that parents' visits to their children's school had a positive impact on children's grades. And higher education was a main contributor to parental involvement. One important finding in relation to the present study was that parents of White children were found to visit the school significantly more often an average (m = 8.91, SD 12:8) than Black (m = 5.55, SD, 8:3) and Hispanic students (m = 4.8, SD = 9:3).

On the whole, some of the aforementioned studies such as Ceja (2004) suggest that parents from minority culture also help their children in different ways to enhance their literacy level and academic aspiration and success. However, numerous studies identify that cultural contexts play an important role in literacy practices at home or in a family. These practices are an important factor in the development of children's literacy in childhood and afterwards. Many of the aforementioned studies show that children from the main ethnic groups perform better than minority groups due to many different factors: higher level of parental involvement for literacy development, more reading resources and higher value of literacy in home.

The current study also deals with two cultural groups: Sindhi and Urdu groups, hence there might be some cultural differences between these groups in terms of their home literacy background. Since, home literacy culture greatly influences children's literacy skills and learning in general and English reading proficiency in particular, the present study will explore home literacy culture of Sindhi and Urdu students to understand the causes of poor reading habits and performance of Sindhi and Urdu students at higher level.

Moreover, cultural context is also linked with geographical background of students such as rural and urban background. Rural education is often synonymous with disadvantages for learning in less developed countries and a prominent feature of schooling in much of the developing world is the rural-urban (Zhang, 2006:582). Numerous studies have suggested the impact of rural-urban element on the literacy

skills of school children from less developed countries in relation with their schooling and home environment. For example, Ross and Zuze (2004) investigated the differences between rural and urban students in terms of their family background and school characteristics.

The study used a cross-national data on children's family background and achievement in 14 school systems of southern and western Africa between 2000 and 2002. Findings of the research determined that children from urban schools consistently outperformed their counterparts from rural backgrounds. The higher performance of urban-school students was related to higher learning facilities provided to them in schools and in home. Additionally, the study found that rural schools failed to provide even basic learning facilities to children. In a similar study on educational inequality between rural and urban junior secondary schools from 30 (11 coastal and 19 inland) provinces Qian and Smyth (2008) found that there was a huge difference between parentage of urban (m=62%) and rural (8%) junior secondary graduates regarding access to education. However very little difference was determined between coastal and inland provinces on access to education.

In Pakistan also, there have been a few studies which suggest inequalities in terms of literacy levels among the various parts of the country (Husain and Qasim, 2005). The data was collected using the district level information for Census years of 1981 and 1998, published by the Population Census Organization, Statistics Division. The disparities were examined with the help of the Representation Indices and Gini coefficients. Results of the study identified that 75% of the districts in the country were under-represented and a large proportion of the literate population was concentrated in the national and provincial capitals.

The important finding with respect to the present study was that approximately twice more literates were found in urban areas (63%) than in rural (34%) parts of the country, and this difference was at its highest level in the province of Sindh. The rural parts of Sindh were found to have much less number of literate population (25.7%) as compared to the urban parts (63.7%). This situation shows that rural-

urban divide in Sindh could also have a major effect on Sindhi and Urdu students' literacy levels.

Furthermore, Zarif *et al.* (2014) investigated the varied reasons of high dropout rate of 5th – 6th graders in the year 2010-11 in Thatta district of rural Sindh. The purpose of their study was to examine the impact of poor learning facilities at home and school on the increasing student dropout tendency. Thirty schools from nine Talukas of the target district were selected. Data was collected from sixty teachers through a close ended questionnaire, which incorporated questions regarding the role of parents and teachers, school infrastructure and availability of learning resources, child labour and financial problems at home in high dropout rate of children. A large majority of teachers reported that lack of basic facilities in schools, including drinking water, toilets, electricity and desks (80%), parents' lack of interest: a) in their children's school attendance (75%) and b) in Education (63%), unavailability of text books and relevant learning material (72%) and financial problems at home were some of the main reasons of students' dropout from schools in Thatta district.

Furthermore, interviews were conducted with thirty parents and thirty community members respectively, asking their perspectives on the impact of school environment, teachers and financial issues at home, on children's dropout. The finding of the study suggested that a large majority of parents and community members were of the view that lack of basic facilities at school (78%), non-availability of teachers (65%), lack of schools (65%) and serious financial matters (72%) were the main causes of students' dropout.

A few studies in Urban Pakistani context also suggest that vernacular- (Urdu) medium high school students from urban areas of Pakistan have extremely poor English language skills. A 1982 report (cited in Naqvi, 1999) evaluated English teaching in 20 vernacular- (Urdu) medium high schools in Lahore and found that students in these schools were not able to speak or read in English, nor they could read English for pleasure or write independently using the language. The report also suggested disparities between schools in cities and schools in villages and small towns, with students in urban areas demonstrating better English language skills

(Naqvi, 1999). More recently, Khaliq (2006) has argued that in most vernacular medium schools, English is viewed as an alien, intimidating language, with teachers' lack of ability and confidence resulting in students developing minimal (if any) English language skills.

In sum, the variations among literacy practices at home and learning facilities in schools among different cultural groups or families greatly influence literacy acquisition of children in those families and cultural groups. Urban and rural backgrounds of students have a great impact on their literacy development. In Pakistan, in rural Sindh in particular, the supporting environment in terms of literacy appears to be lacking in many respects (Tunio *et al.*, 2013; Zarif *et al.*, 2014). Thus, it is possible that Sindhi and Urdu students in the present study may differ in their reading habits and English reading performance owing to their different cultural and rural and urban backgrounds. Therefore, the present study will explore the cultural factors related to literacy of students in order to understand the causes of poor reading habits and English reading proficiency of students at the University of Sindh.

2.9.3 Literacy and Home Environment

Language acquisition also depends on various aspects of home environment such as interactions between the child and family, family or parental support for school-related activities, number of books and other literacy-related resources at home, parental education and value for literacy (Makin, 2003; Van Steensel, 2006). An extensive literature has demonstrated a positive contribution of home literacy environment to different aspects of children's language development such as decoding skills (De Jong and Leseman, 2001), phonological awareness and motivation in reading (Koskinen *et al.*, 2000), vocabulary acquisition (Duursma *et al.*, 2007) and reading skills (Wood, 2002).

An understanding of how literacy acquisition is related to various aspects of home literacy environment will help gain insight into the possible causes of poor English reading habits and performance of Sindhi and Urdu students at the University of Sindh. Therefore, the following section reviews literature on the role of home

literacy environment, including parental involvement, number of books and other literacy-related resources at home, parents' education and value for literacy, in children's literacy acquisition both in L1 and L2 contexts.

2.9.3.1 Influence of Parental and Family Involvement on Literacy Acquisition

Numerous studies have demonstrated the influence of parental involvement and family practices on literacy acquisition of children from preschool through higher grades in both L1 and L2 contexts (Brisk, 2006; August and Shanahan, 2008). There has been strong evidence that parental support and practices also affect outcomes for bilingual children (Duursma *et al.*, 2007) at various levels of their education from Kindergarten to higher grades. De Jong and Leseman (2001), for example, examined the influence of home literacy activities on the development of word decoding and reading comprehension of 69 Dutch children from first through third grade. The literacy activities included three facets: opportunity for educational interactions, and instructional and social-emotional quality of interactions between the child and a parent.

For opportunity measures, interviews were conducted with the mother of the child regarding frequency of reading books, magazines or newspapers in the child's vicinity and reading storybooks to the child. The quality facets, instructional and social-emotional quality, were assessed through observations of parent-child interactions during joint book reading task. Findings of the study suggested that opportunity of literacy activities had a positive link with literacy development. The other important finding was that the influence of the home educational environment on word decoding disappeared as the students progressed from grade one to three. However, there were lasting effects of parental reading to children's reading comprehension.

In another study, Duursma *et al.* (2007) examined the influence of bilingual home literacy practices on the vocabulary development for 96 fifth-grade Latino English language learners' vocabulary skills in English and Spanish. The participants were recruited from four schools in the United States. Parental reports on language use and literacy practices in the homes, a questionnaire and interview with parents, and

two vocabulary tests in Spanish and English respectively, were used as data collection tools. The questionnaire asked about parents' frequency of reading, language of preference, number of adult and children books at home. During the interviews, parents were asked the language in which they themselves preferred to read. Interviews with parents were conducted with respect to seven components such as socio-economic status of the family, mother's preference for English, fathers preference for English, siblings preference for English, environmental literacy supports, personal literacy support English, and personal literacy support Spanish.

Results of the study yielded that on average parents read every other day; families possessed around 60 books at home ranging from 5 to 110. One important finding of the study was that Spanish vocabulary showed the highest correlations with early learning of Spanish in school ($r = .60, p < .01$). Respondents received higher scores on Spanish vocabulary if their family members: mothers ($r = -.38, p < .01$), fathers ($r = -.31, p < .01$), and siblings ($r = -.42, p < .01$) used Spanish at home. On the other hand, the students who received their early education in English ($r = -.46, p < .01$) and were exposed to and used more English at home got higher scores on English vocabulary.

Similarly, Chow *et al.* (2010) investigated the impact of English parent-child reading on 51 kindergarteners English learning in Hong Kong through a 12-week intervention program. Parents in the study were Cantonese speaking; they had on average a college level education and were capable of using English to communicate with their children. Data was collected through a pre-test on nonverbal IQ, reading interest and receptive vocabulary, word reading and phonological awareness in Chinese and in English. Then the participants were assigned to one of three conditions of parent-child interactions, including dialogic reading, typical reading or control. The findings of the study identified that parent-child reading had a positive influence on children's English word reading skills. Dialogic reading promoted their phonological awareness in both Chinese and English. Regarding the English learning support at home, it was found that children owned between 30 and 49 English storybooks, and they read English storybooks together with parents at least once a week.

Lee (2010) also conducted a qualitative study to understand the role of parental involvement and support in English learning of grade three children in Taiwan. The study mainly focussed on a) parents' perceived roles in supporting their children's English language and literacy learning and b) the types of involvement and strategies used by parents from different sociocultural backgrounds. Nineteen parents from three different schools in Taiwan were selected. In-depth interviews, short teacher interviews, artefacts related to English learning and classroom observations were used as data collection tools.

The findings of the study showed that parents had different perceptions of their roles in their children's learning experience depending on their contextual and individual constraints (such as financial resources and language proficiency). Despite the constraints, parents engaged children in different English learning activities. Also, high performing children's parents were found to be more supporting to their children than low performing students.

Some studies have investigated the impact of parents' literacy related involvement with their children on higher grade level. Keith (1991), for example, queried over 28,051 High School seniors from over 1,000 schools to narrate their parents' interactions with them regarding school activities. The main purpose of the study was to examine the influence of parent's interactions on students' reading achievement in test scores and high school grades. The study found that parental involvement had a consistent, important effect on reading test scores of the children and a small effect on students' school grades.

Moreover, some meta-analyses have also suggested a strong impact of parental involvement on learners' educational achievement. Fan and Chen (2001) carried out a meta-analysis on twenty-five empirical studies on the impact of parental involvement on learners' educational achievement. It was found that parental involvement had a positive effect on students' educational achievement. However, the effect size was different on the basis of definition used for parental involvement, and the subject area evaluated. The average correlation coefficient between parental involvement and academic achievement was .25 (a medium effect size). The

strongest correlations were found between parents' aspirations and expectations for children's educational achievement and academic achievement ($r = .40$), and between parental involvement and general school GPA ($r = .33$).

Similarly, Jeynes (2005) used a meta-analysis on forty-one studies set in urban elementary schools to examine the relationship between parental involvement and learners' educational outcomes. General parental involvement and specific components related to it were interaction about school activities, parental expectations of achievement, reading with children, and supportive parenting instruction styles were assessed. Academic achievement was examined by grades, standardized tests, and teacher ratings of academic behaviours depending on the source of study. Results of the analysis suggested a medium effect size of .74 (Hedges' g) for general parental involvement. The study also confirmed that relationship was held for all races and also for male and female.

Parental involvement and home literacy practices are greatly linked with parents' education. Many studies determine that more educated parents or families interact with their children more often than less educated parents. Lareau (1987) compared parental involvement in working-class elementary school and a middle-class school. Findings of the study determined that working-class school parents, due to their lower educational profile as compared to the middle-class parents, showed lower participation in all facets of parental involvement as compared to middle-class parents; 100% of the middle-class parents attended parent-teacher meetings, 96% attended open houses, and 43% volunteered in classrooms.

Similarly, in another study, Smith *et al.* (1997) found that parental involvement was greatly associated with parental education. The study demonstrated that parents with high school education or more were more concerned and engaged in their children's educational activities than those who did not complete high school. The study used a questionnaire regarding parental involvement at home and at school, which was completed by over 200 fourth-grade parents. At-home activities included reading to child, checking child's homework, and taking educational trips with child. At-school activities included attending conferences, parent-teacher meetings, and visiting the

classroom. Results of the studied yielded that parent's education level was positively correlated with parental involvement at school ($r = .17$) and at home ($r = .18$).

On the whole, the aforementioned studies demonstrate that, parents' involvement, interactions and participation regarding children's school related activities at home and schools greatly influence their literacy acquisition and educational achievements at various levels. A few studies suggest that parents' education level also influences parental support in their children's learning and hence home literacy environment. These studies also determine that children acquire the value and function of literacy if their parents assist them in reading. Thus, the present study will explore the role of parental involvement in the literacy acquisition of students at the University of Sindh in order to gain a full understanding of the causes of their poor English reading proficiency.

2.9.3.2 Influence of Print Exposure at Home on Literacy Acquisition

Reading resources at home are also found to influence students' literacy development and reading achievement. Walberg and Tsai (1985) investigating the reading attitudes and reading performance of students found that availability of books and other reading materials at home was an important factor in participants' reading achievement. Additionally, the number of books at home varied among ethnic groups. In another study, Mcquillan and Au (2001) studied the correlation between the availability of books and reading comprehension of twenty-four eleven grade students in southern California. The study found that personally owned books had a significant correlation ($r = .60$) with the students' reading comprehension.

Furthermore, a few studies have determined that children from families with more cultural capital enter school with better reading skills. In a study, Christenson (2004) found that cultural capital possessed by the family displayed a positive correlation with children's literacy development. Also, there was an interrelationship between parents' education level and amount of reading materials. For instance, the increase in the parental level of education, added to the amount of cultural capital and vice versa.

In a similar study, Woolley and Grogan-Kaylor (2006) investigated role of four family protective factors on school outcomes. These factors included family satisfaction, family support, family integration, and home academic culture. The study utilised a sample of 2,099 middle and high school learners from 93 schools in 31 states of the United States. Results of the study yielded that only home academic culture, which consisted of parents' attending school events or meetings, monitoring homework completion, and school-focused communication with the child, showed a statistically significant association with school grades of the students. Thus, the authors suggested that home academic culture may be related to superior academic performance and literacy acquisition.

In contrast, Weiss *et al.* (2003) argue that parents with less cultural capital face more difficulties in helping their children with school. Also, less-educated parents may lack the skills to help their children in school and feel less confident for being effective in making their children highly literate.

Some studies, such as Cunningham and Stanovich (1997), have investigated the impact of early print exposure at home on higher grades. The researchers examined the influence of early literacy of fifty-six first-graders on their reading and academic achievement in 11th-grade. The participants were tested on two different occasions: first grade and 11th-grade. In the first-grade, children (n=56) were tested on a series of battery tests. Ten years later, the same participants, though approximately half in number (n=27), participated on measures of exposure to print, reading comprehension, vocabulary, and general knowledge. The findings yielded that exposure to print at home in the 1st -grade had a positive influence on children's reading ability. Additionally, reading ability in the first- grade, was a strong predictor of all of the 11th-grade outcomes including reading performance. Thus the researchers concluded that children's rapid acquisition of reading ability at an early stage, owing to the exposure to books, may help develop their lifetime habit of reading.

On the whole, multiple literacy experiences in home settings such as interactions between parents and children, reading practices, parents' education and reading to

children, access to books and reading materials at home have a great influence on literacy development in L1 and in L2 contexts. A favourable literacy environment at home helps learners develop their literacy skills, which ultimately assist their language learning at higher levels. This type of theoretical orientation provides strong support for further research on the role of home literacy environment in developing learners' reading habits and literacy acquisition in the Pakistani context. Furthermore, it is also evident from the literature that school environment may also have an influence on literacy acquisition of learners at various levels of their education. Hence, in order to gain a complete understanding of reading habits and English reading proficiency of Sindhi and Urdu students; the present study will explore their home and educational background employing qualitative interviews.

The review of literature on reading habits and reading performance identifies a correlation between the reading habits and reading comprehension. An extensive literature also shows that reading habits and English reading performance may be influenced by literacy level, which largely depends on socio-cultural contexts coupled with home and school literacy culture. However, due to lack of research on the relationship between L1 reading habits and L2 reading performance, as only one study was found (Oluwole, 2008), there appears to be a great need for further research on the relationship of L1 reading habits to L2 performance.

It is also evident from the literature that there is very little or no research, which examines the relationship of L1 and L2 reading habits to L2 performance of the participants from different L1 groups at university level and also offers an in-depth understanding of the factors influencing reading habits and English reading performance, in a single study. Therefore, the researcher argues that prospective relationship of reading habits in English and L1 respectively, to participants' English reading performance may be researched further in relation to their home and educational background at the level of higher education, which the present study is aimed at.

Therefore, in order to fill the gap in the existing literature on the relationship between reading habits and performance in English reading in a Pakistani university

context, the following Research questions have been identified. These questions are formulated in line with the research objectives set out in Section 1.4.2, all relating to the University of Sindh in Pakistan:

2.10 Research Questions

RQ1. What are the reading habits of students (Sindhi and Urdu as one group) in English and in their L1?

Research Question One (RQ1) serves to obtain information about all the students (Sindhi and Urdu as one group) on two (independent) variables: reading in English and in L1 respectively. Reading habits are learners' voluntary choices of reading certain materials without any external pressure. In other words the reading habits reveal what reading materials the participants read and how often they read each one of them of their own volition (Scales and Rhee, 2001). This question served to meet objective 1 of the study (p.11).

RQ2. What are the differences in reading habits (in English, in L1 and overall) between Sindhi- and Urdu- students?

Research Question Two (RQ2) was designed to investigate the reading habits of the Sindhi and Urdu groups respectively in English and in L1. Additionally, this question aimed to investigate if there were any differences between the Sindhi and Urdu students' reading habits in English, in their L1 and overall (English and L1 together). This question was important to address objective 3 of the present study (p.11). It should be noted here that Sindhi and Urdu are considered two different groups in this study on the basis of their reading in two different L1s: Sindhi and Urdu respectively (See Section 1.6.1 in Chapter One for details about this distinction).

RQ3. What are the differences between English reading performance (overall, and in terms of careful and expeditious reading) of Sindhi- and Urdu- students?

Research Question Three (RQ3) was formulated to measure if there were any differences between Sindhi and Urdu students' English reading performance as measured by the English reading test, and their careful reading and expeditious

reading. Additionally, this question was also aimed to measure the English reading performance of all students (Sindhi and Urdu as one group). This question served to address objectives 2 and 4 respectively (p.11).

RQ4. What is the relationship between the reading habits (in English, in their L1 and overall) and the English reading performance of all the students (Sindhi and Urdu as one group) and between Sindhi and Urdu students respectively?

Research Question Four (RQ4) was designed to investigate whether there was the relationship between the reading habits (in English, in their L1 and overall) and English reading performance of all the students (Sindhi and Urdu as one group) and Sindhi- and Urdu- students respectively at the University of Sindh. This question was important to meet objective 5 of this study (p.12).

RQ5 How do home background and educational background, previous English language learning experience, cultural factors, and parents' and teachers' influence students' reading habits?

Research Question Five (RQ-5) was designed to understand and explore the influence of various factors such as home background and educational background, previous English language learning experience, cultural factors, and parents and teachers on Sindhi and Urdu students' English reading habits and English reading performance. This was important so as to understand in greater detail the quantitative findings regarding the relationship/difference between Sindhi and Urdu students, and served to meet objective 6 of this study (p.12).

RQ6 How far and in what ways do Sindhi and Urdu groups differ in terms of home background and educational background, previous English language learning experience, cultural factors, and their parents' and teachers' roles in fostering their reading habits?

Research Question Six (RQ-6) was designed in this study to explore the differences between Sindhi and Urdu students' regarding the factors identified in relation to Research Question Five (RQ-5) and intended to address objective 7 of the study (p.12).

2.11 Summary

Chapter Two provided a discussion of previous research on reading and its two main types: leisure and academic reading in general, and non-academic and academic reading habits in particular. It also offered discussion regarding the perspectives of researchers on L2 reading performance, some empirical studies on L2 reading performance and types of reading: expeditious and careful reading and their importance in measuring L2 reading performance at university level.

Moreover, this chapter presented a comprehensive review of a few studies on reading habits in non-academic and academic (one/two or more languages) contexts suggesting their relevance of to the present study. Then it offered insight into the literature about the relationship of: a) reading habits in one language to L2 reading performance and b) reading habits in two languages to L2 reading performance in different academic contexts. This clearly identified gaps in research on the relationship of reading habits in two languages to L2 reading performance in general and in a Pakistani bi/multilingual university context in particular. This chapter also highlighted and reviewed the role of home background, educational background and cultural context in fostering students' reading habits. Finally, Chapter Two formulated Six Research Questions to be addressed in this study to fill in the gap in the existing literature on reading habits and reading performance in a Pakistani L2 context.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter reviewed the literature on reading habits and reading performance to suggest the direction for this study. This chapter now discusses the research methodology of the present study in detail. Collis and Hussey (2003) suggest that research methodology relates to the general approach adopted by the researchers to investigate the topic of their research from data collection to the analysis of the data. According to Dörnyei (2007) a researcher need to be familiar with the principles of research methodology and several technical aspects of the research; otherwise the results of the study may be flawed. Therefore, it is useful for a researcher to identify the methodology of the study, which can be determined by the research purpose and the research questions of the study being carried out (Collis and Hussey, 2003).

Thus, this chapter will present a discussion on the research approaches and methodologies applied in the various fields such as, social science, education and applied linguistics. Thereafter, it will explain the research methodology and the mixed methods research design adopted in the present study. In addition, this chapter will discuss the rationale of the use of research instruments such as reading habits questionnaire, reading test and semi-structured interviews in this study. Then there will be a discussion of the pilot study: the research instruments and the data collection procedure used in the pilot study, followed by a discussion on the lessons learned from the pilot study. Finally, Chapter Three will provide a detailed explanation of the research instruments and data collection procedures adopted in the main study as follows: Firstly, it will illustrate the conduct the quantitative part of the study and then it will explain how the in-depth interviews were conducted, followed by a brief summary of the chapter.

3.2 Research Approach and Methodology

Methodology, in particular, refers to the choice to use either the quantitative or qualitative approaches or both together to conduct a research study. Hughes and Sharrock (1997) argue that the particular research problems should be the main concern of the researchers and accordingly they may choose the appropriate methods to deal with the issues being studied. Therefore, this section, first of all, discusses two widely used research approaches: quantitative and qualitative approaches, which will ultimately help to explain the methodological path adopted in the present study.

3.2.1 Quantitative and Qualitative Approaches

Quantitative and qualitative approaches are two traditional approaches used in many research studies. The quantitative approach uses '*observations that are converted into discrete units that can be compared to other units by using statistical analyses*' (Maykut and Morehouse, 2002:3). This approach predefines the variables assigning them a logical scale of values that can be defined in numbers (Dörnyei, 2007). Creswell (2003:18) defines a quantitative approach as:

One in which the investigator, primarily uses post-positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.

In line with the above statement, a quantitative approach quantifies and analyses the data following a deductive approach to investigate a relationship between theory and research. According to Bryman (2004) quantitative approaches involve the use of large samples and simple data sets (data using some comparable variables), which help generalize the results obtained from a representative sample of the study to the overall population. However, a quantitative approach may not fully explore a phenomenon of the social world as would be preferred by social scientists or the linguists.

By contrast, a qualitative approach usually employs an inductive approach to generate theories from data (Collis and Hussey, 2003). This approach also uses categories, however, the categories used in a qualitative approach are more verbal rather than numerical and also they are open ended rather than predefined (Dörnyei, 2007). The qualitative approach often uses small samples and rich data (Collis and Hussey, 2003) and seeks human interpretations as a main source of data generation. A principle is that the knower and known cannot be separated from each other if we are to grasp a full understanding of the social world. This raises the issue whether the quantitative approaches of the physical sciences are appropriate for a study related to the social and human issues (Johnson and Onwuegbuzie, 2004; Bryman and Bell, 2011). However, the use of the qualitative approach alone also can create a problem related to the generalisation of the results of the study to the larger population (Arghode, 2012) partly because of the small sample size (Dörnyei, 2007).

Since there are some weaknesses with both quantitative and qualitative approaches, if used in isolation; there can be a benefit in using a mixed approach, which may combine both the quantitative and qualitative approaches to offer *'the best of both worlds'* (Dörnyei, 2007:20). In the case of this study, it aims to measure the causal relationship between variables such as reading habits and English reading performance of two different lingual groups, therefore a quantitative approach is considered to be appropriate for part of this study.

However, this study also explores social phenomena; hence, in order to gain deeper understanding of the phenomena and avoid the issue of the inappropriateness of quantitative approaches, as noted earlier in this section, this study also seeks human interpretations and adopts a qualitative approach when doing so. Thus, the present study will combine both quantitative and qualitative approaches considering their suitability for addressing the research questions (See Section 2.10). It is, however, important to consider: a) in what ways quantitative and qualitative approaches can be combined b) what purpose both the quantitative and qualitative approaches can serve in this study and c) how both methods can be combined in this study. The following section addresses these issues in detail.

3.3 Research Methodology

The use of mixed methods approach has not been simple and without conflicts. There was a paradigm war in the 1970s and 1980s between supporters of positivism and phenomenology (Dörnyei, 2007). They believed the compatibility of quantitative and qualitative methodologies in a single study was impossible because of their use of a distinct paradigm (Smith and Heshusius, 1986). As a result, the combination of both the methods together was completely discouraged by both the groups. Nowadays, the quantitative-qualitative debate has died down and there has been an increasing interest in combining quantitative and qualitative approaches in various ways (Creswell and Plano Clark, 2011). According to Bergman (2008:1), mixed methods research involves combining '*at least one qualitative and at least one quantitative component in a single research project*'. In support of a mixed methods research, Dörnyei (2007:30) argues that:

While it is true that particular research questions or topics can more naturally be linked to either QUAL or QUAN methods, in most cases we can also look at same question from another angle, using the other approach, thus uncovering the new aspects of the issue.

Morse (2004) also supports the use of mixed methods research suggesting that it offers an opportunity to develop a more complete picture of human behaviour and experience. It also enables the researcher to simultaneously address confirmatory and exploratory questions, hence verifying and generating theory in the same study (Teddlie and Tashakkori, 2009). The aim of the present study is to measure the relationship and difference between Sindhi and Urdu students' reading habits and English reading performance and also explore the factors which might influence the same. Hence, the quantitative approach or the qualitative approach, by itself, would arguably be inadequate to address the research problem because of their different underlying functions and purposes, as discussed earlier in Section 3.2.1.

Creswell (2009) argues that the research methods in a study must fit the research problem being addressed. The rationale for adopting mixed methods approach in this study was driven by the research aims, since this method has a potential advantage

to overcome the weaknesses in singular methods (Johnson and Onwuegbuzie, 2004). Both quantitative and qualitative approaches were chosen to gain a proper understanding of the research problem and find answers to the Research Questions designed in Chapter Two. Quantitative approaches were chosen first to demonstrate ‘what’ students’ reading habits are, and ‘what’ relationship exists between reading habits and English reading performance of all students (Sindhi and Urdu as one group) and Sindhi and Urdu students respectively. However, studying reading habits and English reading performance without its context could not provide a clear understanding of the phenomena. Therefore, an in-depth understanding of the context was needed, which then called for the use of qualitative approaches.

The combination of both quantitative and qualitative approaches sought to provide a deeper understanding of the research problem than could be achieved having used either method alone (Morse, 2004; Creswell and Plano Clark, 2007). Additionally, the mixing of quantitative and qualitative approaches in this study demonstrated how the contextual and in-depth nature of qualitative findings complemented the representativeness and generalizability of quantitative findings (Greene and Caracelli, 2003).

Moreover, a mixed methods researcher needs to define the paradigm for the methodology of the study. Biesta (2010) describes a paradigm or worldview as a philosophical position of shared interrelated assumptions among researchers that guide a researcher to select methods, instruments and participants of the study. Researchers have suggested various research paradigms in mixed methods research. Greene and Caracelli (2003) suggest that a mixed methods researcher should conceptualise and classify the research by embracing multiple worldviews which is also, at present, known as Paradigm Pluralism (Teddlie and Tashakkori, 2012). Other researchers argue that knowledge positions within mixed methods can be classified as the post positivist worldview, constructivist worldview, participatory worldview (Creswell, 2009). Despite the contrary views, Cohen *et al.*, (2011) concludes that the choice of paradigm and methodology is not arbitrary, but adheres to the principle of fitness for purpose, which is crucial to research.

Recently, a new approach has emerged, which rejects the forced choice of positivism and phenomenologism with regard to methods, logic and epistemology (Howe, 1988). Dörnyei (2007:30) calls it ‘the pragmatist position underlying mixed methods research’. Pragmatism focusses on action and its outcomes, rather than arguments about the nature of reality. This approach draws on employing diverse methods to address the research problem and valuing both objective and subjective knowledge to meet the objectives of the study (Johnson and Onwuegbuzie, 2004; Morgan, 2007; Creswell, 2009).

Many researchers in social sciences (Tashakkori and Teddlie, 1998; Onwuegbuzie and Leech, 2005; Creswell, 2009) and in linguistics (Dörnyei; 2007) have supported the pragmatist position underlying mixed methods for the last two decades (Greene, 2008). Since pragmatism offers the freedom to choose the methods that may help address the research problem and fits to the purpose of the present study, the researcher in this study has adopted a pragmatist position to underpin the sequential mixed design. This is because the pragmatic point of view is deemed suitable to address the research problem identified in Chapter One and it is a widely recognized approach within mixed methods, as discussed above.

3.3.1 Research Design in the Present Study

A wide range of approaches has been suggested by the scholars in order to combine quantitative and qualitative approaches in mixed methods research (Creswell and Plano Clark, 2011; Creswell, 2013). In order to make an appropriate use of both approaches in this thesis, this study employed the sequential explanatory mixed design (Ivankova *et al.*, 2006); also described as a sequential mixed design or qualitative follow-up design (Morgan, 1998; Teddlie and Tashakkori, 2009), for reasons to be discussed below.

This design includes two sequential phases of data collection and analysis, in a quantitative and then qualitative sequence (Ivankova *et al.*, 2006). The first phase is meant to collect and analyse quantitative data to provide a general understanding of the research problem. Whereas, in the second phase, the findings of this initial phase are then used to inform the conduct of the second phase, which collects and analyses

supporting qualitative data to refine, explain or refute the statistical findings (Creswell and Plano Clark, 2011). Full integration of the quantitative and qualitative approaches occurs after both phases have been completed, which provides a more comprehensive picture of the research problem (Ivankova *et al.*, 2006). The sequential explanatory design best suited to meet the aim of the study. The research questions were set in a way that at first it was necessary to measure the reading habits of students and the relationship between reading habits and English reading performance and then explore the factors which might have influenced reading habits and English reading proficiency of students at the University of Sindh. Thus, the sequential explanatory design was employed in two phases:

Firstly, the quantitative data was collected and analysed to reveal more general findings regarding participants' reading habits and the relationship between reading habits and English reading performance of all students (Sindhi and Urdu as one group) and Sindhi and Urdu students respectively. Then, building on some interesting quantitative findings, the second, qualitative phase explored the contextual and explanatory factors that influence reading habits and English reading proficiency.

This was achieved through in-depth semi-structured interviews with a purposive sample of Sindhi and Urdu respondents. Findings from the quantitative and qualitative phases of the study were then synthesised to provide a contextualised and deeper understanding of the research problem and answer the research questions. This design also offered insights into the reading habits and English reading performance of Sindhi and Urdu students 'that could not otherwise be gleaned' (Bryman, 2007:9). The study design is represented as:

QUAN → QUAL

This illustrates the sequence of quantitative and qualitative approaches in the present study. The use of uppercase letters signifies that both methodological components have equal priority and weighting. In sequential explanatory designs, the initial quantitative part (QUAN) of a study is typically given the dominant status over the qualitative (qual) component (Morgan, 1998; Ivankova *et al.*, 2006). This was not

the case in this study because in accordance with the research aims, the researcher gave equal priority to the quantitative and qualitative phases (O'cathain *et al.*, 2007).

Reflecting the sequential design of the study, the quantitative and qualitative phases of the study are presented in chapters Four and Five respectively. Chapter Four reports full details of the quantitative data analysis and the statistical results. Chapter Five will report in full on the qualitative findings, followed by a synthesis of the quantitative and qualitative findings in order to make the results of this study clear and easy to follow.

3.4 Research Instruments

Having discussed the methodological choice and the sequential mixed design adopted to carry out this study, it may be useful to discuss the research instruments used in two phases of this study. The present study included a pilot study prior to the main data collection, which used the same research tool. The rationale behind the pilot research instruments was to analyse and judge the accuracy of the research instruments to be used in the main study. It may be helpful at this point to summarise the research instruments used in both the pilot and the main study; together with the rationale behind the use of each instrument in the main study. This will offer a more comprehensive understanding of the research instruments with respect to the pilot and main study respectively at a later stage. Table 3.1 summarises each research instrument together with its rationale and the number of items/questions for the pilot and the main study respectively.

Table 3.1: Pilot and Main Study Research Instruments and their Rationale

Research Instruments	Rationale	Pilot study version	Main study version
1. Reading habits Questionnaire	To identify what reading materials the participants read, how often they read each material in English and in L1. Also, to compare reading habits with English reading performance to gain initial understanding of the research problem.	27 Items 29 Participants	18 questions 220 Participants
2. Reading test	To determine students' English reading performance on the reading test as a whole and expeditious and careful reading respectively	28 Items 26 Participants	33 Items 220 Participants
3. Interviews	To understand and explore the factors that might have caused poor reading habits and English reading performance of students overall. This will not only explain some interesting statistical findings but it will also offer a deeper insight into the research problem.	Semi-structured 8 Participants	Semi-structured purposive sample 6 Participants

Table 3.1 demonstrates that the research instruments used in both the pilot and main studies were the same. However there are some obvious differences between the number of items and questions of the reading tests and reading habits questionnaires of the pilot study and main study respectively. Therefore, to make the description of this chapter clear and easy to follow, it is useful to discuss the rationale for the use of research tools first and then discuss in detail how the pilot and main studies were conducted. This will not only help to explain the changes made to the research instruments used in the main study, but it would also justify the pilot data collection. Therefore, the section below discusses the rationale for the use of each research instrument used in this study.

3.4.1 Rationale for the Use of Research Instruments

Research instruments are the tools that help find answers to the research questions designed for a study. As can be seen in Table 3.1, three main research instruments,

namely reading habits questionnaire, reading test and interviews were chosen in order to carry out this study successfully. These instruments were adapted because of their close relevance to the context of the present study. However, some necessary changes were made to them to best suit the context of the present study. The section below discusses the rationale for the use of each research instrument in this study beginning with the Reading habits questionnaire.

3.4.1.1 Rationale for the Use of Reading Habits Questionnaire

As noted in Section 3.2.1, quantitative approaches investigate the relationship between the predefined variables with large sample of participants to generalise the results to the whole population. The research design of the study required the measurement of reading habits of a large sample of participants in English, in L1 and overall, to gain an initial understanding of the research problem in phase 1 of the study. Hence, a reading habits survey questionnaire was purposefully used because survey questionnaires have the advantages of collecting data from a large number of research participants to clearly articulate the information (Sekaran, 2003). They also help the researchers gathering data via unobtrusive means, reducing the bias introduced when an interviewer may be involved, and minimising time requirements when surveys are well-designed and as a result are self-explanatory (McClelland, 1994).

The other reason for using a survey questionnaire was that several studies in the past found a survey questionnaire an appropriate tool to investigate reading habits of participants in various academic (Mokhtari and Sheorey, 1994; Gallik, 1999; Karim and Hasan, 2007; Shafi and Loan, 2010; Kirchhoff, 2013) and non-academic contexts (Scales and Rhee, 2001; Chaudhry and Low, 2009; Chen, 2009). The majority of these studies adapted a Likert- type scale to analyse reading habits in relation to the time the respondents spend on specific reading materials e.g. newspapers, novels, magazines and poetry. Whereas, the studies on reading habits in academic contexts in general, and the university students in particular, such as Karim and Hasan (2007) and Bensoussan (2009), added questions regarding the time respondents spend on reading academic materials such as textbooks and journal

articles together with the materials for the general reading. The common questions asked in these studies were: ‘how often’, ‘how many hours daily or weekly’ the participants read a particular reading material or ‘how many books, in a week or a month or a year’ the participants have read.

A few researchers used questionnaires that not only examined reading habits but also the languages the students preferred to read in. For example, Crawford-Camicciotti (2001) and Mežek, (2013) asked participants about their reading in English and in L1. Bensoussan (2009) investigated participants’ reading in L1, in L2, and in L3 respectively. This study was similar to the context of this study because it targeted the reading habits of university students from Bi/multilingual backgrounds (See Section 2.7.2.1). Hence, Bensoussan’s (2009) reading habits questionnaire was adapted owing to its significance in the context of the present study. A detailed explanation about the reading habits questionnaire used in the pilot and the main study will be given in Section 3.5.1.1 and Section 3.6.1.1 respectively.

3.4.1.2 Rationale for the Use of the English Reading Test

One of the main objectives of this study was to measure the English reading performance of Sindhi and Urdu students in English reading test overall and on careful reading and expeditious reading respectively. The research design of the study considered that in order to gain an initial understanding of participants’ English reading performance; it was useful to measure it with a large sample of Sindhi and Urdu students. Research on reading performance suggests that researchers have either specifically selected passages (See Bell, 2011) or well-established reading tests (Nassaji, 2003; Phakiti, 2003; Weir *et al.*, 2009; Mežek, 2013) to measure the reading performance of learners specifically in an L2 context.

For this study, well-established English reading test items were considered an appropriate tool to generalise the results of the test to overall population and gain initial understanding of the research problem. The other purpose it served was to distinguish between the Sindhi and Urdu students’ English reading performance (Nassaji, 2003). Additionally, it provided an opportunity to measure the English reading performance of the students on expeditious and careful reading. Hence, an

English reading test comprising of two main reading types in accordance with the students' English reading proficiency level was adapted to serve all these purposes.

3.4.1.3 Rationale for the Use of Interviews

As discussed in Section 3.3.1, the qualitative component of this study was meant to provide not only a detailed explanation of the interesting quantitative findings but also a deeper insight into the factors that might influence students' reading habits and English reading proficiency. This was necessary to gain a more complete understanding of the research problem being studied. Hence, a semi-structured interview was judged to be the most appropriate method for data collection in this study due to its openness and flexibility.

The other reason for the use of semi-structured interviews was to explore respondents' subjective experiences and their social and cultural contexts the phenomena are situated in (Flick, 2001). The other qualitative approaches could also have provided a rich and detailed information about the candidate's actions but they would not reveal what Kvale (1996:21) describes '*the respondents' everyday world*'. Therefore, semi-structured interviews fitted the purpose of this study well, because the analytical focus was not only the reading habits but also the factors that may influence them.

Many researchers have found in-depth interviews a useful research tool to measure reading habits of the participants in various non-academic (Chaudhry and Low, 2009; Summers, 2013) and academic contexts (e.g., Bensoussan 2009; Kamhieh, 2012). Summers (2013) conducted interviews with 29 male and 29 female adults to investigate their reading habits, preferences, and reading related activities. Similarly, Bensoussan (2009) and Kamhieh (2012), as noted in Chapter Two, involved conducting interviews to determine the participants' reading habits and interests. Bensoussan (2009), for example, conducted semi-structured interviews to validate the information received from the quantitative measures. Likewise, a few studies on university students' reading habits and English reading performance, such as Akabuike and Asika (2012), conducted interviews to explore students' reading habits

and performance. Thus, to make the present research valid and its findings more acceptable, semi-structured interviews were conducted.

Moreover, several previous studies have used interviews to explore the factors that influence reading habits and literacy development of students at various levels of their education. For example, Mckool (2007) conducted qualitative interviews to gain an in-depth understanding of the influence of the factors such as home and school environment on students' reading habits. Ceja (2004) also explored the role of parental encouragement in students' school achievement and college aspirations (Ceja, 2004). Mežek (2013:169) also used semi-structured interviews '*to find out in detail what, how and when the students read, as well as to characterise how they perceive their own reading skills in different languages*'. Therefore, in order to gain more detailed information about students' reading habits and the factors that hinder their reading habits and English reading proficiency from their own perspectives, and explain the information collected statistical analysis, interviews were considered to be a useful source to fully explore the research problem.

Having discussed the rationale for the use of various research tools, namely the reading habits questionnaire, the English reading test and interviews, it may be useful to discuss each research tool in detail. As a pilot study was conducted to check the use of all the research tools in this study, the section below discusses how the pilot study was conducted and what lessons were learned from it before discussing the main data collection.

3.5 Introduction to Pilot Study

A pilot study was conducted to verify the accuracy of the instruments in the context of the present study. The main purpose of the pilot study was to test the research instruments and improve on them before conducting the main study (Seliger, 1989). To serve the purpose, a two month time schedule was devised to collect the pilot data. The process of data collection went through the first week of November 2011 to the last week of October 2011. The reason for the collection of the pilot data on different dates was that the participants were to respond to various research instruments such as the reading habits questionnaire, and the reading test.

Additionally, some of the participants were to participate in retrospective semi-structured interviews.

3.5.1 Research Instruments – the Pilot Study

As can be seen in Table 3.1, the pilot study was conducted using three research tools: the reading habits questionnaire, the English reading test and interviews respectively. Therefore, it is useful at this point to discuss in detail what and how many questions/items each of the research tools was consisted of in the pilot study. Thus, this section discusses how the research instruments: reading habits questionnaire, the English reading test and interviews respectively, were adapted for the pilot study.

3.5.1.1 Reading Habits Questionnaire – the Pilot Study

As noted in Section 3.4.1.1, a reading habits survey questionnaire from Bensoussan (2009) was deemed to be an appropriate tool to investigate reading habits of Sindhi and Urdu students in English and in L1. This section illustrates the adaptations made to Bensoussan's (2009) questionnaire to fit it for the pilot study (See Pilot reading habits questionnaire in Appendix 1) is given below.

The pilot questionnaire was aimed to obtain background information about demographic variables such as gender, class, age, first language (L1) of reading, second language (L2) of reading and medium of schooling. The variables such as gender, class and age were also given by Bensoussan (2009). However, unlike Bensoussan's (2009) questionnaire, which incorporated reading preferences in L1, L2 and L3; the present study used the terms: 'First language (L1) of reading' and second language (L2) of reading. The addition of the phrase 'of reading' was more appropriate to the context of the present study in that some student groups at the University of Sindh such as Punjabi, Sriaki and Baloch have no standardized written form of their respective L1. They often read in Urdu as their first language of reading (See Section 1.6.1). Also, the pilot study questionnaire, in addition to Bensoussan (2009), incorporated three questions, such as how often the participants

read in English, in L1 and in L2 using six point Likert-type scale from ‘1 never’ to ‘6 daily’ with an addition of ‘Why’ to generate qualitative data.

The main focus of the pilot study questionnaire was to investigate the participants’ reading habits in relation to various reading materials such as newspapers, literature, textbooks, sacred texts, academic articles and poetry based on a six point scale from ‘1 never’ to ‘6 daily’. The reading materials and the six point scale ‘1 never’ to ‘6 daily’ were adopted from Bensoussan (2009) accepting the fact that students at undergraduate level, more or less, read the same materials. The other reason for maintaining the same materials was to provide the students more room to reveal their real life reading habits. Nonetheless, instead asking about ‘internet’ (as given by Bensoussan, 2009) an additional choice ‘others’ was offered in the pilot study reading habits questionnaire. This was done to assure that if the subjects preferred to read a material/s other than the given choices, which could then be incorporated into the main study questionnaire.

In addition, some important changes were made to the Bensoussan’s (2009) questionnaire to fit it in the context of present study. For example, instead of using the term ‘L3’ the pilot questionnaire replaced it with the word ‘English’. This change was made to investigate students' reading habits in English, in particular. Lastly, the pilot study questionnaire incorporated an additional question about the number of books the students read during the last six months in English, in L1 and in L2 respectively. This question was added to identify if the students in this study preferred lengthy texts or they did not do book reading.

3.5.1.2 English Reading Test – the Pilot Study Version

The other research tool used in the pilot study was the English reading test (See Pilot English reading test in Appendix 2). The purpose of the reading test was to measure Sindhi and Urdu students’ English reading performance (overall test score) and in terms of careful and expeditious reading types. Hence, to achieve the purpose, a well- structured and reliable English reading test was adapted. The test items were carefully selected to make sure that they incorporated the major reading types and also they were appropriate to the level of the participants in the current study. Table

3.2 below summarises each of the four parts of the pilot reading test together with the rationale and the number of items in each part of the English reading test.

Table 3.2: Pilot Reading Test and Rationale for each Part

Reading test	Rationale
Part 1 Adopted from PET Reading section 4 5 Items	This part was adapted as Part 1 because: a) the participants were familiar with the multiple choice careful reading test types and b) it required limited cognitive processing.
Part 2 Adopted from FCE Reading section 1 8 Items	The purpose of adapting FCE Reading section 1 as part 2 of the pilot test was that it required a higher level of processing in careful reading type.
Part 3 Adopted from PET Reading section 2 5 Items	PET reading Section 2 was adapted as Part 3 of the pilot test considering it not only appropriate to the students' English reading proficiency on expeditious reading type but also interesting.
Part 4 Adopted from PET Reading section 3 10 Items	As this part consisted of the maximum number of items, hence, to receive maximum students' response on other three parts of the test and it was adapted as the last to analyse students' proficiency on expeditious reading.

Having summarised each part of the pilot reading test together with the rationale and the type of reading it measured in Table 3.2, it is now important to illustrate the selection process the pilot English reading test. This will help suggest the pilot reading test incorporated the major reading types and it was appropriate to the level of the participants in the study.

Moreover, in order to select the test items appropriate to the level of students, the researcher consulted with his colleague from the English Department who had approximately eight year English language teaching experience at the University of Sindh. In order to know what type of reading each part of the test involved and what level of proficiency was required to attempt each part of the test the Khalifa and Weir (2009) description of the cognitive construct each of the tests measured was followed. This helped to select and finalize the test items for the pilot study on careful reading and expeditious reading types.

Firstly, five reading sections from five authentic English reading tests, such as Cambridge KET (Key English Test), PET (Preliminary English Test), FCE (First Certificate in English), CAE (Certificate in Advanced English) and CPE (Certificate of Proficiency in English) examinations were scrutinized to select the test items for the pilot study. No items were selected from KET, CAE and CPE because the first one (KET) was considered too easy comparing to the level of the students in the study, whereas the other two tests: CAE and CPE were considered much more difficult in accordance with the level of the learners.

Therefore, the only available options from the Common European Framework of Reference for Languages (CEFR) regarding the selection of the test items were the PET and FCE tests of B1 and B2 level respectively. The B1 and B2 levels were considered by the researcher and his colleague to be similar to the English reading proficiency level of Grade 10 (Matriculation) and Grade 12 students respectively, in the Pakistani context. Finally, four parts of the reading test for the present study were selected from the reading sections of PET part 2, 3 and 4 and FCE Part 1. All the selected parts were considered appropriate to the students' grade level measuring their reading performance on careful reading and expeditious reading types.

Moreover, the test was designed in a way that could help measure the students' performance on two types of reading: careful reading and expeditious reading. As can be seen in Table 3.2 the pilot English reading test was divided into four parts. However, for data collection purposes, it was divided into two sections with two parts in each section. Section One was consisted of two parts: part one and part two respectively. Part one was taken from PET reading section 4 whereas, part two of the pilot reading test was adapted from FCE reading section 1. Section 2 of the pilot test was also divided into two parts: part three and part four respectively. Both, Part three and part four, were adapted from PET reading section 2 and PET reading section 3 respectively. Section One of the pilot test was intended to measure students' English performance on the careful reading type whereas, Section Two was designed to analyse the students' reading performance on expeditious reading.

The reason for the division of the test was to make sure that the students must respond to both reading types intended. The reason for making section 4 of the PET reading test as part one of the pilot test was to encourage the participants feel at ease because they were thought to be familiar with the multiple choice careful reading test types. Also, it required limited cognitive processing. The purpose of adapting FCE reading section 1 as part two of the test was that FCE section 1 was thought to be involving higher level of processing as compared to PET in careful reading type.

Similarly, PET reading section 2 was adapted as part three of the pilot reading test considering it appropriate to measure English reading proficiency of the students on expeditious reading type and also to maintain their interest in the test. Part four of the test, adapted from PET reading section 3, consisted of the maximum test items (n=10). Hence, in order to receive maximum response from the students on other three parts of the test it was included as the last part of the test to analyse students' proficiency on expeditious reading. The pilot study identified that all test items were appropriate to measure the English reading performance of the learners on the careful and expeditious reading types. It also suggested that the test was also appropriate to the participants' level of English reading proficiency at their grade level.

3.5.1.3 Interviews – the Pilot Study

In the pilot study, nine semi-structured interviews were conducted. The main purpose of the interviews was to identify how far the various instruments accurately served the purpose of the pilot study and what changes were to be made to the instruments to further develop them for the main study. Therefore, most of the interview questions asked the students mainly about the difficulties they faced while attempting the questionnaire and the reading test. The purpose of the interviews was to ensure whether the various instruments used in the pilot study were accurately measuring the reading habits in English and in L1 and English reading performance. The interviews were found a great help to develop the instruments further in the main study. Also, they confirmed the accuracy of the instruments at the level of the

participants. A detailed summary of the pilot study interviews will be presented in Section 3.5.5.

Having discussed the research instruments used in the pilot; it is now important to discuss how the pilot was conducted. Then there will be a detailed discussion on the procedures adopted to conduct the main study. However, the ethical considerations for both the pilot and the main study were exactly the same. Thus, they are discussed first, followed by a detailed discussion on the data collection of the pilot study.

3.5.2 Ethics – the Pilot and the Main Study

The present study was conducted with human participants; hence it was necessary to fulfil the ethical requirements of the study. Therefore, before starting the data collection process for the pilot and the main study, all the participants were informed about the nature and purpose of the research. They were assured for the secrecy of the data. They were also clearly informed that their participation was completely voluntary and could leave the study any time if they wanted to. Finally, all participants were asked to sign the informed consent form especially designed for the study to confirm their participation (See informed consent form in Appendix 7).

3.5.3 Sampling – the Pilot Study

The sample for the pilot was selected adopting the stratified sampling method because the pilot study required the participants from two different L1 groups: Sindhi and Urdu respectively, and various proficiency levels in English such as low, medium and high proficiency in the English language. The participants' level of proficiency in English was decided on the basis of their scores in the previous semester 'Remedial English paper'. To decide the participants' level as low, medium or high, the researcher followed the established grading system of the University of Sindh, according to which the participants with 60% or above, 50% or above and 49% or below are considered as high, medium and low proficiency students respectively. Finally, twenty nine students were selected by the researcher with the help of one of his colleagues who was the subject teacher.

3.5.4 Procedure of Data Collection – the Pilot Study

Having selected the required sample of the participants, the next stage was to start the actual data collection. Hence, first of all, the students were given a five to ten minute guidelines on how to attempt either the reading habits questionnaire or the reading test before it was actually administered. This procedure was followed throughout the data collection process to facilitate the participants so that they could respond to the given task without any difficulty. Therefore, the entire data collection process was administered by the researcher.

Moreover, the questionnaire was administered prior to the reading test because it did not require much effort on the part of the participants. The students were asked to read the questionnaire within ten minutes and if they felt any difficulty with any of the questions or if they needed some clarifications they could ask any time before or during their attempt. Then the participants were asked to respond to all the questions and they were encouraged to make a true and factual response. At the end of the task the participants were asked to decide the date, suitable for all of them, they may be available to participate in the reading test. All the participants agreed for their participation in the reading test two days after the administration of the reading habits questionnaire.

Thus, the reading test for the pilot study was conducted two days after the administration of the reading habits questionnaire as it was requested by the participants. The reading test was divided into four parts (See Table 3. 2). Part one and two together consisted of 13 test items focussing on the careful reading type whereas the part three and four together included 15 test questions on the expeditious reading type. To differentiate between the participants' response to careful and expeditious reading types as suggested by Khalifa and Weir (2009), part one and two of the test were held together as Section one, whereas part three and four of the reading tests were held together as Section two. The time allowed for Section one and Section two of was 30 minutes and 20 minutes respectively.

During the test some students asked to take Section two of the test on the next day, however, the majority of the participants asked to attempt it (Section two) on the

same day. Thus, acknowledging the participants' viewpoints, Section two was held on two different days: on the same day for the participants who wanted to do it the same day without any break, and on the following for those who showed their reservations. On the next day, three out of nine participants did not turn up which made the researcher decide to conduct the entire reading test on the same day during the main study.

At the end of the reading test; nine ($n = 9$) participants were selected for the interviews. These participants were selected for various grounds such as they did not finish the test in time ($n = 3$), finished the test before the given time ($n = 2$), did not respond to at least 40% of reading habits questionnaire ($n = 2$), asked many questions during the administration of the reading habits questionnaire and the reading test ($n = 1$) and first position in the class and attempted the test at home ($n = 1$).

The pilot English reading test scores of the interviewee, who was selected because the first position in the class, exhibited that despite being the position holder and outspoken during the interview; this respondent scored very low in the pilot English reading test. Therefore, the participants in the main interviews were selected on the basis of their L1 only. Further, a detailed analysis of the pilot interviews will be beyond the scope of this thesis; therefore, a brief summary of all nine interviews is given below.

3.5.5 Summary of Pilot Study Interviews

Before the interview began, the interviewer thanked all the students for their participation and in order to make the participants feel relaxed they were asked some general question such as how are you? What are your hobbies? How are you feeling at the interview? All interview questions were divided in a way that, first of all the students were to answer some questions about the reading habits questionnaire and then about the reading test. The students' perceptions on the reading habits questionnaire and the reading test are given below.

3.5.5.1 Students' Perception on the Pilot Reading Habits Questionnaire

Prior to the interview, each interviewee was given her/his completed questionnaire for the review and then s/he was asked some questions. The first question with most of the students was: 'what changes would you like to make in this questionnaire'. Many students prompted; 'no change', however, they suggested some changes when they were asked by pointing out to a specific question in the questionnaire. For example, almost all the interviewees agreed that six options from '1 never' to '6 daily' be maintained. However, the majority of them suggested option 5 'twice weekly' should be replaced with several times weekly. One Sindhi student forcefully said, 'I read at least five times a week, but there was no such option'. S/he also clarified that s/he ticked option 5 'twice weekly'. This participant, in the beginning, suggested that there should be seven options, but finally agreed to six point scale.

Similarly, when asked about the format of the questionnaire, almost all the students, except one, agreed the format was understandable. However, the researcher found the majority of participants did not respond to questions 4.1 and 5.1 in the questionnaire. This was because the numbers were given along with the words as 1 Never, 2 Rarely and so on. Additionally, the participants informed that they did not find vocabulary, grammar, and structure problem. However, they suggested that the use of L1 and L2 was confusing for them; hence, L1 and L2 may be replaced with Sindhi and Urdu respectively. Some participants also added that they recite Holy Quran in Arabic, but they do not understand Arabic.

Moreover, a few participants stated that while they speak some regional languages such as Punjabi, Siraiki, Balochi; they do not read in these languages because these languages do not have a standardised written form. Further, some interviewees stated that they did not attempt all questions because they did not study everything. Also, it was the first time they attempted this type of questionnaire so they could not understand properly; hence some training was necessary. Most of the participants suggested that they usually read books in parts so the part of question no 7 'from start to finish' may be replaced as in full or in parts. One participant supporting this said, 'I have not completed a single book in the last 2 years even'. The participants

also reported that the qualitative part was very good and necessary. All the respondents stated that the questionnaire included everything about their reading habits and lingual preferences.

3.5.5.2 Students' Perception of the Pilot Reading Test

The students reported that the reading test was at their proficiency level. The allocated time for the reading test and the division of the reading test into parts and sections were also appropriate. However, a gap was necessary during the test sections. In relation to question regarding the difficulty within all test parts, the interviewees differed in their views. Some of the students said part one was tricky; the majority of the participants thought part two was more difficult and some students were of opinion that part three and part four were the most difficult. The difference of the opinion among the participants regarding the difficulty in the English reading test indicated that all the parts were appropriate to the English reading proficiency of the participants. All the students agreed that the test was interesting and it was not boring at all.

3.5.5.3 Lessons Learned from the Pilot Study

The pilot study suggested that the reading habits questionnaire adapted for piloting was appropriate to measure the students' reading habits in general and their reading habits in L1 and in English in particular. All respondents agreed that the questionnaire included everything about their reading habits and lingual preferences (See Section 3.5.5.1). Similarly, it was also learned from the pilot study that the reading test used in the pilot study was not only appropriate to the level of students but it was interesting too (See Section 3.5.5.2). Therefore the same reading habits questionnaire and the reading test could be used in the main study to measure the students' reading habits (in English and L1) and English reading performance respectively.

However, some important lessons were also learned from the pilot study, which were needed to be addressed before conducting the main study. A detailed illustration of the lessons learned from the pilot study regarding the reading

questionnaire and the reading test and overall data collection process and how they were addressed before conducting the main study will be given in the discussion of the main study research instruments in Sections: 3.6.1.1, 3.6.1.2 and 3.6.1.3 respectively.

Having discussed the pilot study and some of its findings, it is now important to discuss the main study. Therefore, Section 3.6 below discusses in detail how the main study was carried out in line with the lessons learned from the pilot study.

3.6 Introduction to the Main Study

The main study was conducted to determine the reading habits and English reading performance of the Sindhi and Urdu students to ultimately investigate if there was a relationship between the reading habits and English reading performance of both groups. To serve this purpose, a four month time schedule was devised to collect the data. The data was collected on different dates from the third week of August 2012 to the end of December 2012. The reason for the collection of the data on different dates was that the students had to respond to various research instruments such as the reading habits questionnaire, the reading test, and some of the participants were to participate in the semi-structured interviews. Also, unlike the pilot study where the students were selected from one department only, the participants for the main study were selected from five departments of the three major faculties of the University of Sindh.

3.6.1 Research Instruments – the Main Study

As noted in Section 3.5.5.3, some important lessons, learned from the pilot study, about the research instruments, were to be addressed before conducting the main study. Therefore the following section discusses the research instruments of the main study explaining what lessons were learned from the pilot study and how they were addressed before conducting the main data collection.

3.6.1.1 Reading Habits Questionnaire – the Main Study

The pilot study suggested that the reading habits questionnaire adapted for piloting was appropriate to measure the students' reading habits. However, a few important issues were needed to be addressed. A brief illustration of the issues and how they were resolved before the main study data collection is given below.

The first issue discovered from the pilot study questionnaire was related to the term 'L2'. Many participants were confused not only with the term 'L2' but also they had difficulty to select their L2 of reading. 'L2' was also problematic during the data analysis as it was difficult to set the frequency scores of learners to make the data accessible for statistical analysis in order to measure the students' reading habits. Therefore, the term 'L2' was removed from the main study questionnaire. Consequently all the questions related to participants' L2 reading were also removed from the main study questionnaire (See Main Questionnaire in Appendix 3). Similarly, the pilot questionnaire used an item; 'medium of schooling' that was found irrelevant during the data analysis so it was also removed from the main study questionnaire.

Additionally, some problems related to the questionnaire layout were also indicated during the pilot study. For example, in questions 4.1 and 5.1 the numbers were written along with the words as '1 never, 2 rarely'; hence the majority of the participants did not attempt those questions. Therefore, the words were separated from the numbers in the main study questionnaire. One important addition made to the main study questionnaire was that the option 'Others' was replaced with, a new option 'magazines'. This was because 50% of the participants suggested they read magazines, for the option 'Others' during the pilot study. Interestingly, none of the participants suggested 'Internet' reading, which indicated that either the participants did not use internet for reading or they did not consider it different from paper reading.

No further changes were made to the main study questionnaire because the participants did not face any confusion in attempting it and it was suggested an

appropriate tool to investigate the Sindhi and Urdu students' reading habits (in English, in L1 and overall).

3.6.1.2 English Reading Test – the Main Study

As discussed in Section 2.5 of Chapter Two, in order to measure English reading performance of students, especially at the university level, a reading test with various reading types that university students come across in daily life was required. The pilot study suggested that all the test parts were not only measuring the students' English reading performance appropriately on careful and expeditious reading types but they were compatible with the level of the students.

However, during the pilot data analysis, it was found that many lower level participants from both the Sindhi and Urdu groups received high scores on part four of the pilot study reading test (Adapted from PET reading Section 3 to analyse students' performance on expeditious reading). As a result, part four of the main study test was replaced with Part 3 of the FCE reading test. This made the main study test balanced in terms of B1 and B2 levels. In general, the first three parts of the main study reading test were the same, though selected from different editions of PET and FCE tests, as that of the pilot study, whereas only part four of the main study was replaced with Section 3 of FCE (See Main English reading test in Appendix 4).

3.6.1.3 Interviews – the Main Study

Similar to the pilot study, semi-structured interviews were conducted in the main study. However, the interview questions, in the main study, differed in many ways from those of the pilot study. This was mainly due to the different purposes of the interviews in the pilot and the main study. For example, the main purpose of pilot study interviews was to assess the appropriateness of the various research instruments used in the study and what changes could be essential to further develop them for the main study.

On the other hand, the main study interviews, as discussed in Section 3.4.1.3, were aimed at understanding and exploring the factors that might influence reading habits

of students and provide deeper insight into the research problem from broader perspectives. Hence, an interview protocol was formulated to gain information mainly about the students': a) home background, b) educational background, c) parents' and teachers' role in fostering reading habits d) English learning experiences in the past e) socio-cultural background and f) reading habits in English and in L1. These factors have been reported having great influence on reading habits of students at various levels of education. Additionally, it may be noted here that Q1 and Q2 in the reading habits questionnaire were not only intended to generate quantitative data but also qualitative data. It was found during the data analysis that 30% of the participants did not attempt the qualitative part (Why) and those who responded did not suggest many details, hence they were not analysed separately. However, they suggested different elements related to their reading habits, which also helped the design of the interview protocol (See Main Interview Questions and their rationale in Appendix 5).

The interview data ultimately allowed integrating the qualitative findings with the quantitative results to answer the research questions. After discussing the changes made to the research instruments of the main study in light of the lessons learned from the pilot, it may be useful now to discuss how the main study data was collected starting with the sampling.

3.6.2 Sampling – the Main Study

The main study began with the search for a representative sample of participants from the university and not from a single department as was the case in the pilot study. The sampling method and the participants' level of English proficiency were decided in the same ways as those of the pilot study. However, the sample size was much bigger than that of the pilot study. Also, it was selected from five departments of the three major faculties of the university. In total 220 participants from two different L1 groups: Sindhi (n=133) and Urdu (n=87) respectively, were selected to fit the research design. The participants were selected from three different faculties within the University of Sindh, Pakistan: the Faculty of Arts, the Faculty Social Sciences and the Faculty Natural Sciences.

The main reason for selecting the participants from these faculties was that these are the three major faculties at the University of Sindh and also some of the departments have more Sindhi; whereas the others have more Urdu students. The departments were selected on the basis of students' admission criterion established by the University. For example; the students who get highest percentile based on their Intermediate level and entry test usually get admission in Computer Science whereas the second highest percentile students get admission either in English, Biochemistry or Zoology and the third highest percentile students usually get admission in the departments of the faculty of Social Sciences. Therefore, to select a representative sample of Sindhi and Urdu participants and accommodate as many students as possible from each lingual group; it was necessary to select students from the aforementioned faculties in the University.

3.6.3 Data Collection Process – the Main Study

Having selected the required sample of the participants, the next stage was to start the actual data collection. Hence, first of all, the students were given a five to ten minute guideline on how to attempt either the reading habits questionnaire or the reading test before they were actually administered.

The main study data collection procedure was dominantly similar to the pilot study. For example, similar to the pilot study, the entire data collection process was administered by the researcher to facilitate the participants. The reading habits questionnaire was administered prior to the English reading test and both the questionnaire and the reading test were administered exactly in the same way as they were administered during the pilot study. However, there were few minor differences between the data collection procedures of the pilot and the main study which are given below.

The first difference between the pilot and the main study was related to the time allowed to attempt the reading test. For example, in the pilot study the students were given 30 and 20 minutes to attempt Section 1, and Section 2 respectively, whereas the given time for each section in the main study test was 30 minutes. This was because the section 2 in the main study test was thought to be more difficult than

that of the pilot study as the part 4 of the main study was taken from the part 3 of the FCE reading section. The other change made to the data collection procedure was that the English reading test was held on the same day, though the data was collected from each department on the different days.

One last difference between the pilot and the main study data collection was that the respondents for the main study interviews were selected on the basis of their L1 and their background. In total six respondents, three Sindhi and three Urdu respondents, two males and one female in each group, were selected for the interview using purposive sampling design. Two Urdu students were from an urban background and one Urdu respondent was selected from a rural background. On the contrary, all three Sindhi respondents were from rural background; however one of them had an urban background during secondary school education. This is also true in respect of the distribution of Sindhi and Urdu population in Sindh (See Section 1.6.1).

These respondents were therefore carefully selected to ensure that they were representative of the groups as a whole. Equal representation of both Sindhi and Urdu respondents in the main study interviews was necessary to identify the factors affecting students' reading habits and English reading performance at the University of Sindh (Sindhi and Urdu as one group). Additionally, it was a great help in identifying and exploring the differences between the Sindhi and Urdu respondents' home background, educational background, English language learning experiences in the past and socio-cultural background and meet two main objectives of this study (objectives 6 and 7 respectively).

The number of respondents for the main study interviews was smaller than that of the pilot study interviews because the main interviews were intended to be more intensive, and sought to gain a deeper insight into the factors related to reading habits and English reading performance of Sindhi and Urdu students. Hence, in-depth interviews with a smaller number of participants were preferred to a more superficial interview with more candidates. A detailed discussion on how the main study interviews were conducted is presented in Section 3.6.3.1.

3.6.3.1 Interview Data Collection

As noted in Section 3.6.1.3, an interview protocol (see Appendix 5) was developed to conduct the interviews in the main study. Therefore, first of all, the interview protocol was piloted with a Sindhi respondent to identify if it was a useful tool to generate rich data in relation to the respondents' background. From the pilot interview it was learned that the interview was going to be long because the pilot interview was carried out for 70 to 75 minutes. It also successfully demonstrated that rich data about students' home and educational background, culture as well as their reading habits may be produced using the same tool. Additionally, it was observed by the researcher that the respondent was getting bored specially at the end of the interview. Thus, it was decided to tell each participant about the approximate length of the interview in advance so that they could maintain their interest in the topic throughout the interview. It was also decided to conduct the interview in two parts, if required. Some further minor changes were also identified from the pilot interview, which were addressed before conducting the main interviews

For example, in pilot interview the respondent was asked about home background e.g. rural/urban as options. However, it was found that the respondent did not express whether it was in urban area or the rural area. Therefore, I added an additional question such as, 'was your home in urban or rural part of Sindh'? This was useful to explore the respondents' socio-cultural background. Similarly, in the pilot interview the respondent was asked about learning facilities at home during primary school (e.g. text books, study room, home library). From the pilot interview it was learned that the phrase 'learning facilities' was rather academic or abstract, which created a difficulty for the respondent, so it was changed. Also, it was observed that asking about text books was too narrow an idea, hence I asked about books in the main interview. Therefore, in the main interview I added another question as a part of the same question as; a. Did you have books, study room or home library?

Moreover, the researcher himself conducted the interviews in the main study. First of all the respondents were appreciated and thanked for their participation, and they

were informed about the purpose of the interview. They were given the choice to respond in any language: Sindhi, Urdu or English. Four respondents agreed to be interviewed in English, one respondent, although he agreed to be interviewed in English, however occasionally used the Urdu language to express his thoughts, whereas the final respondent was interviewed in Sindhi at his request.

All the interviews were conducted in the same way following the interview protocol, which consisted of seven small sections: A) Home background to G) Cultural factors (See Appendix 5) as follows: Firstly, the respondents were asked questions about the area where they lived during childhood. Then they were asked about their home background, parents' education, parental support in studies and in reading, and so on. Thereafter, they were asked about primary school education and secondary education, teachers' support in reading, English language support at home in school and in community. Finally, some questions regarding cultural factors were asked to identify cultural differences between Sindhi and Urdu groups in terms of literacy acquisition and reading habits.

It should be noted here that the researcher made every possible effort to ask open-ended questions so that the process was led as far as possible by the respondents. However, if any interesting information was offered by the respondents, the researcher followed it up closely to gain a deeper insight into the issue identified by the respondents. For example, as can be seen in the interview transcript of Urdu-1 (R-22) in Appendix 6, the respondent noted that she had 140 books for her use at home during primary school life. This was interesting information; hence it was followed further to add to the validity and reliability of the process. Similarly, some other responses highlighted in the same transcript were also closely followed to gain more insight. One Sindhi respondent (S-3) raised an unexpected issue suggesting that he has seen 'axes and weapons' in the hands of people in his area but 'never a book'. This issue was also followed further to have a deeper insight into the issue.

The researcher facilitated all respondents equally to gather their thoughts so that they could respond as clearly and openly as possible. This allowed them to feel at ease during the interview. If a respondent prompted (made a short quick answer) or

did not answer a question, the researcher asked the same question in different ways and encouraged her/him to provide more elaboration and convey the core information. The approximate length of the interviews was between 50 to 70 minutes. The difference in the length of interviews was due to the participants' competence and willingness to express themselves on the issues raised in the interview.

3.7 Summary

This chapter elaborated the methodological path of this study. It also provided a detailed discussion on the research methodology, sequential mixed design and its appropriateness in this study. It also explained and justified the purpose of qualitative and quantitative approaches and the use of various research instruments: Reading habits questionnaire, reading test and interviews in this study.

Moreover, Chapter Three did not only discuss the pilot study but it also justified the pilot study before the main study by showing a clear link between the two studies and illustrating how the main study was guided by the pilot to strengthen the validity of the research instruments in particular and overall results of the study in general. Finally, this chapter provided a detailed explanation of the main study instruments and the data collection procedures with respect to each research tool. The next chapter will discuss the findings from the quantitative data collected during the main study.

CHAPTER FOUR: FINDINGS AND DISCUSSION (QUANTITATIVE DATA)

4.1 Introduction

The previous chapter, namely Chapter Three, explained in detail that the sequential explanatory mixed research design was adopted for conducting this study. This chapter will specifically discuss how the quantitative data was analysed and what results were found from the analyses in relation to Research Questions One (RQ1) to Four (RQ4) (See Section 2.10). As can be seen in Table 3.1, the main study used a reading habits questionnaire and an English reading test, informed by the earlier pilot study, to collect the quantitative data. The participants of this study were 220 part one students from three different faculties: the Faculty of Arts, Social Sciences and Natural Sciences within the University of Sindh (See Section 3.6.2 for details). They were selected on the basis of their different L1 (of reading): Sindhi (n=133) and Urdu (n=87) respectively.

In total 215 questionnaires and reading test answer sheets were returned, whereas two reading test answer sheets (n=2) and three questionnaires (n=3) were not returned. Hence five participants (n=5) were rejected because of the incomplete data for either of the instruments used. Of the 215 answer sheets of the English reading test, five were unusable because the researcher found that five students (n=5) did not attempt more than two parts of the test. Thus, a total of 210 questionnaires and the reading test answer sheets, complete in all respects, were used for the final study. This indicated an overall response rate of 95.45% (i.e. 210 out of the initial sample of 220).

Furthermore, this chapter provides a brief description of data preparation followed by a discussion on screening and cleaning the data. In addition, it will discuss the problem of missing data in this study and how it was resolved.

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Then it will describe preliminary statistical analysis, such as reliability analysis followed by the descriptive statistics in order to identify students' reading habits in English, in L1 and overall (Sindhi and Urdu as one group) and address Research Question One. This chapter will also present how the data was assessed for the assumptions of normality and possible outliers before conducting the inferential statistics to address Research Questions Two (RQ2), Three (RQ3) and Four (RQ4).

Moreover, Chapter Four will present the findings from various statistical analyses in relation to Research Questions One (RQ2) to Four (RQ4) as follows. Firstly, it will describe the findings from the descriptive analysis and the Mann-Whitney U test to investigate the differences in reading habits (in English and in L1) of Sindhi and Urdu participants as separate groups and answer Research Question Two (RQ 2). Secondly, this chapter will present the finding from descriptive analysis and the Mann-Whitney U test to investigate the differences between Sindhi and Urdu participants' performance in English reading, and respectively on careful reading and expeditious reading. This will address Research Question Three (RQ3).

Fourthly, it will present the findings from the various sets of Spearman's rank-order correlation coefficient rho analysis investigate the relationship between reading habits (in English, in L1 and overall) and English reading performance of all participants' (Sindhi and Urdu as one group) and Sindhi and Urdu groups respectively. This will answer Research Question Four (RQ4). Finally, Chapter Four will present a summary of the quantitative results, which will then be further explained with the help of qualitative findings in Chapter Five to reach the outcome of this study in Chapter Six.

4.2 Data Preparation and Addition

Quantitative research usually follows clear procedures to prepare, explore and finally, if required, adjust the data to make it accessible for various types of statistical analyses (Pallant, 2010). In the present study, the data was entered into the IBM Statistical Package for Social Sciences (SPSS) version 21 software program using the participants' responses for each item in the reading test and each question in the reading habits questionnaire. Five variables: L1 (First language), Reading

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habits overall, Reading habits in L1; Reading habits in English, and Performance were defined for the analysis in relation to research questions. Table 4.1 summarises and explains each of the five variables, explaining their abbreviated form that will be used throughout this thesis.

Table 4.1: Variables and their Abridged Forms

Variable Name	Abridged form and Explanation
First Language of reading	The term L1 is used to refer to the participants' first language of reading. The participants in this study have either Sindhi or Urdu as their first language of reading. Thus, the term L1 in this study is used to distinguish between Sindhi and Urdu groups.
Reading habits overall	This variable is referred to as Read_habits_All in this study. It was formed by computing the total score of each valid participant for 16 questions (Q.3.1 to Q.5.2) in the reading habits questionnaire.
Reading habits in English	This variable is referred to as Read_in_Eng in this study. This was formed by computing each participant's total score on questions 3.1 to 3.7 and 5.2, (related to English reading) in the reading habits questionnaire.
Reading habits in First Language	This variable is referred to as Read_in_L1 in this study and it was formed by computing each participant's total score on questions 4.1 to 4.7 and 5.1 (related to L1 reading) in the reading habits questionnaire.
Performance as measured by the English reading test	This variable is referred to as Performance in this study. This variable was computed by calculating each participant's total score on 31 items of the English reading test. The test originally consisted of thirty-three items on expeditious and careful reading types. However, scores for test items QT14 and QT24 were not added because these items showed a low reliability score (See Table 4.2). Hence, throughout this study wherever, the term Performance is used, it will mean English reading performance (overall test score) as measured by the English reading test.

In Table 4.1, the variable L1 was added with nominal scale into the data file because the numbers assigned to it did not attribute any quantitative meaning or suggest a natural order (Hair *et al.*, 2010). This variable stands for Sindhi and Urdu groups; and it is an independent variable in relation to Research questions Two and Three and Four.

The variables: Read_habits_All, Read_in_Eng and Read_in_L1, were all added to the dataset with an ordinal scale because the participants ranked their reading frequency for various reading materials with ordered Likert-type measurement scale from '1 never to 6 daily' representing a quantitative attribute (Tabachnick and Fidell, 2007). These variables served as dependent variables to address Research Question Two (RQ2), whereas for Research Question Four (RQ4) the same variables were taken as independent variables depending on the nature of the research questions. The variable Performance, measured on a 33 item English reading test, was also added to the dataset with an interval scale. (Tabachnick and Fidell, 2007). This variable served as dependent variable to address Research Question Three (RQ3) and Research Question Four (RQ4).

Having discussed how each of the variables: Read_habits_All, Read_in_Eng, Read_in_L1 and Performance was defined, added in the SPSS data file and computed, it is useful now to describe how the data was screened and cleaned for errors and what steps were taken to determine and deal with the missing data in this study.

4.3 Screening and Cleaning the Data

Screening data files for the errors is indispensable for the researcher prior to analysing the data because one might err while entering the data and some errors can completely mar the analyses. Therefore, the data was checked to determine if there were any errors in values that might fall outside the possible range of given values for all the variables (Pallant, 2010).

First of all, the variables Gender and L1 were checked for the errors using 'frequencies statistics' analysis which confirmed that no errors were made during the data entry of these variables. It should be noted here that the variable Gender is not given in Table 4.1 because it was considered outside the scope of this thesis as the main goal of the present study is to investigate the relationship between the Sindhi and Urdu L1 groups' reading habits and English reading performance. The only purpose of carrying out a Gender analysis in this study was to confirm whether or not the sample in the present study was a representative sample in terms of gender.

The remaining variable *Read_habits_All*, *Read_in_Eng*, *Read_in_L1* and *Performance* (See Table 4.1) were checked for errors using a descriptive statistical analysis which confirmed that no errors were made in the data entry. However, it was observed that some of the questions in the reading habits questionnaire had missing values for a few cases (participants). For the variable *Performance*, there were no missing values in the data set because: a) the researcher had already discarded five cases (respondents) who did not respond to any of the four parts of the test, and b) all the participants were clearly informed that no response to any of the English reading test items will be marked as zero.

4.3.1 Missing Data

The missing values in the data were related to the respondents (Hair *et al.*, 2010) hence it was essential '*to inspect the data file for missing data*' (Pallant, 2010:126) first and exercise caution in handling the missing data (Pigott, 2001). Hair *et al.* (2010:47) argue that the researcher should look for, the amount of the missing data 'for individual variables, individual cases and even over all' by tabulating the percentage of items missing in each case and the number of cases with missing values in each item. Thus, in order to identify how much of the data was missing in the study, a 'Univariate statistics' analysis was conducted using the Missing Value Analysis module in SPSS version 21. The 'missing values table' from the SPSS output file demonstrated that eighteen participants (n = 18) in total did not respond to either one question or several questions in the reading habits questionnaire. This means there were 192 (n = 192) participants available with complete responses.

Hair *et al.* (2010) suggest that a sufficiently low missing percentage in the data set allows the researcher to apply any of the techniques used for dealing with the missing data. Nonetheless, the cases (participants) with 50% or more missing data must be deleted. Therefore, the number and percentage of missing data for each participant was also analysed, which demonstrated that many participants (n=10 out of 18) had missing values ranging from 50% to 77.8%. Hence, these participants were to be deleted, leaving only 8 students for further investigation. Because less than 1% of the participants showed missing responses; it was decided to adopt a list-

wise deletion method to avoid item non-response bias (Hair *et al.*, 2010), leaving only the cases (participants) with complete values for further analyses.

In addition, a frequency analysis was conducted to confirm if the required number of participants was available in terms of 'Gender' and 'L1', after deletion of the participants with missing responses. The analysis confirmed the number of males was a little more than females and the representative sample of male (n=112) and female (n=98) participants was available in the study even after the deletion of the participants with missing values. Similarly, the frequency analysis with respect to L1, also showed that the number of Sindhi students (n=127) was higher than Urdu (n=83) participants in the study. In addition, it also indicated that there was no unusual change in the available number of Sindhi (n=116, out of 127) and Urdu (n=76, out of 83) participants in this study. This suggested that all the robust statistical analyses could be performed with the available sample size even after the participants with missing data were deleted. Hence all the participants with missing data were deleted.

The University of Sindh does not get specific data regarding the number of Sindhi and Urdu students at the university because the admission at the university is offered either on merit basis or on the basis of the number of seats allocated to each district. However, it is generally expected that the population of Sindhi speaking people is more than the Urdu speaking population both in the province of Sindh as well as at the University of Sindh Pakistan. Hence, the sample chosen for the present study could be considered as the representative sample of the population of Sindh in general and the University of Sindh in particular since the number of Sindhi students was more than the Urdu students in this study.

Having dealt with the issue of the number of available participants in each lingual group; Sindhi and Urdu respectively, it was essential to explore the data further in terms of the reliability of the scales for the reading habits questionnaire and the English reading test items. This was essential to confirm whether the research tools used in this study would produce similar results if they were held on various occasions with the same or similar level of the participants (Gilleece, 2006). Thus,

Section 4.4 discusses how the reliability of scales in respect of the English reading test and reading habits questionnaire was assessed in this study.

4.4 Assessing the Reliability of Research Instruments

Reliability is one of the most important salient features of a good test or scale because if a test or a questionnaire used to assess the achievement levels is inconsistent in producing the results while administered on various occasion then it cannot be trusted for the accuracy index of achievement. It is, therefore, essential to examine the degree of correlation of the various items within a test and also check whether all items in the test measure the same underlying construct or not (Gilleece, 2006).

There are various types of reliability however; the internal consistency reliability is the most common type of reliability. This helps determine and assess whether various items used in a scale fit together to measure the same underlying construct or not (Pallant, 2010). The most common indicator of internal consistency, according to Pallant (2010) is Cronbach's alpha (α) coefficient. Gliem and Gliem (2003:84) argue:

Cronbach's alpha (α) provides a unique estimate of the reliability for a given test. It is the average value of the reliability coefficients one would obtain for all possible combinations of items when split into two half-tests.

The alpha coefficient ranges from 0 to 1; the closer the coefficient to 1 the higher the internal consistency of the items. George and Mallery (2003) and Devellis (2003) suggest that the alpha (α) value of .7 or above is acceptable, whereas above .8 or .9 are good and excellent. The value of alpha or internal consistency may be increased depending upon the number of items in the scale. For instance, if there is a sufficient number of items in the scale for each variable and some of the items or variables produce weak or negative correlation in the overall scale; they should be deleted from the scale only if: a) there are enough items in the scale and b) the deletion of items or variables does not affect the overall research for further analysis.

Moreover, the reliability of a scale can vary depending on the sample and number of questions in a scale. Pallant (2010) cautions that the small scales with fewer than ten questions, or items usually result in low alpha (e.g. .5 or below) hence the mean inter-item correlation for the items may be reported in that case (Pallant, 2010). If there are various subscales in a scale the reliability of each subscale as well as the total scale need to be measured. Briggs and Cheek (1986) suggest that the inter-item correlation among the items ranging from .2 to .4 is usually acceptable.

4.4.1 Reliability Test for the English Reading Test Items

The present study adapted the English reading test items from two standardised tests namely PET and FCE. These tests are often used in Europe to measure the participants' performance in English language at different levels (See Section 3.5.1.2). However, the present study was conducted in a Pakistan university context, with different participants. It was, therefore, important to check the reliability of the test items with the sample (Pallant, 2010) selected for the study. Therefore, to avoid any inaccuracy of the construct (Gilleece, 2006), a reliability analysis was conducted for two main purposes: a) to assess the consistency of the test items and b) to remove the items with weak or negative item-total correlation in the scale. In other words the purpose of the reliability analysis was to check whether all the items in the English reading test measured the same underlying construct and how strongly they were measuring the same construct.

Thus, selecting the alpha and descriptive for 'item', 'scale' and 'scale if item deleted options' in SPSS, two sets of reliability analyses were conducted. In the first analysis, alpha and the item total correlations were calculated for all the 33 reading test items, representing an overall reading test scale. Whereas, in the second set, the same analysis was conducted with 31 reading items deleting 2 items with weak 'corrected item-total correlation'. The results from the first analysis showed in a Cronbach's Alpha Value $\alpha = .773$. This was an acceptable value for the test to be reliable; however, Table 4.2 'Item-total Statistics for reading test items' shows that two items 'QT14' and 'QT24' in the English reading test made very low item total correlation (.038 and .024 respectively). Thus, they did not make a good fit for the

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internal consistency consequently; they were deleted from the data set before further analyses.

Table 4.2: Item-total Statistics for the English Reading Test Items

Test Questions	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
QT1	13.36	27.249	.309	.765
QT2	13.05	27.945	.203	.770
QT3	13.06	27.944	.200	.770
QT4	13.34	27.073	.341	.764
QT5	13.26	28.225	.116	.775
QT6	13.44	27.253	.323	.765
QT7	13.70	28.367	.219	.770
QT8	13.20	27.521	.256	.768
QT9	13.58	27.606	.312	.766
QT10	13.49	27.225	.346	.764
QT11	13.40	27.320	.300	.766
QT12	13.41	28.118	.143	.773
QT13	13.40	27.528	.258	.768
QT14	13.22	28.643	.038	.778
QT15	13.17	27.211	.322	.765
QT16	13.26	27.144	.325	.764
QT17	13.40	27.172	.329	.764
QT18	13.57	27.535	.318	.765
QT19	13.27	27.714	.213	.770
QT20	13.39	27.620	.238	.769
QT21	13.33	26.538	.448	.758
QT22	13.57	28.037	.203	.770
QT23	13.54	27.370	.337	.764
QT24	13.59	28.830	.024	.777
QT25	13.49	28.178	.146	.773
QT26	13.19	26.879	.386	.761
QT27	13.24	27.118	.331	.764
QT28	13.39	27.098	.343	.764
QT29	13.20	27.123	.335	.764
QT30	13.40	28.043	.157	.773
QT31	13.45	27.652	.244	.768
QT32	13.34	26.298	.497	.756
QT33	13.46	27.517	.275	.767

Table 4.2 consists of five columns where the first column refers to the reading test items QT1 to QT33. Columns 2 and 3 are the sum of the mean and variance for all

items in the scale for all participants (192 in this study) except the individual item listed in the row. Column 4 suggests the total correlation of each item with the overall score of all other items in the scale. This correlation is acceptable between .2 and .4 (Briggs and Cheek, 1986). However, the items with item total correlation below .2 can also be the part of the scale depending on the number of items in the scale and the sample size (Pallant, 2010). Column 5, usually the most important of all, indicates the increase or decrease in the 'Alpha' value if a particular item is deleted.

If a considerable increase is shown in the alpha (α) of the overall scale with the deletion of a particular item, then it should be deleted to improve the overall scale reliability. As can be seen in Table 4.2 two items, QT14 and QT24 respectively, indicated item total correlation below .1; hence they were removed from the scale, leaving 31 items in the scale. The deletion of two items increased the internal consistency of the scales from $\alpha = .773$ to $\alpha = .782$. Furthermore, four other items: QT5 ($\alpha = .116$), QT12 ($\alpha = .143$), QT25 ($\alpha = .146$) and QT30 ($\alpha = .157$) respectively, showed the alpha value less than .2. However, they did not decrease the overall alpha of the scale dramatically (column 5). Also, if these items were deleted, the scale could be too small for the various statistical analyses such Mann-Whitney U test; hence they were not deleted from the scale.

4.4.2 Reliability Analysis for the Reading Habits Questionnaire

Subsequently, a reliability analysis was conducted to check if all the questions in the reading habits questionnaire, which constructed the variable Read_habits_All, measured the same underlying construct consistently or not. Therefore, first of all, a Cronbach's Alpha and item total statistics were calculated to measure the internal consistency for all 18 questions in the questionnaire. The findings showed a Cronbach's Alpha ($\alpha = .781$) for all 18 questions. Additionally, the inspection of 'item total statistics for the reading habits questionnaire' in Table 4.3 confirms that none of the questions have item total correlation below .2.

Table 4.3: Item Total Statistics for the Reading Habits Questionnaire

Questions in Questionnaire Q#		Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	READ-in-Eng	52.90	153.86	.369	.770
Q3.1	Newspapers-in-Eng	54.38	154.44	.350	.772
Q3.2	Magazines-in-Eng	55.09	157.88	.356	.772
Q3.3	Literature-in-Eng	54.52	149.72	.386	.769
Q3.4	Textbooks-in-Eng	52.73	153.58	.401	.768
Q3.5	Sacred texts-in-Eng	55.13	154.85	.349	.772
Q3.6	Articles-in-Eng	55.13	151.90	.449	.765
Q3.7	Poetry-in-Eng	54.64	155.60	.295	.776
Q5.2	Books-in-Eng	54.99	158.59	.313	.774
Q2	READ-in-L1	53.45	153.79	.315	.774
Q4.1	Newspapers-in-L1	53.79	150.12	.369	.770
Q4.2	Magazines-in-L1	54.80	156.80	.328	.773
Q4.3	Literature-in-L1	55.11	151.45	.444	.765
Q4.4	Textbooks-in-L1	53.55	157.04	.233	.781
Q4.5	Sacred texts-in-L1	54.83	148.42	.465	.763
Q4.6	Articles-in-L1	55.31	154.91	.369	.770
Q4.7	Poetry-in-L1	54.51	150.46	.374	.770
Q5.1	Books-in-L1	55.15	159.27	.319	.774

Table 4.3 also consists of five columns however; column four and column five are explained further due to their higher importance (See Section 4.4). Column four in Table 4.3 indicates that the ‘corrected item total correlation’ for the questions varies from .233 to .465, which means that there is a strong item correlation among all the questions in the reading habits questionnaire. Hence all the questions should be retained after confirming the reliability of each scale for Read_in_Eng and Read_in_L1 separately.

Therefore, to confirm the reliability of the scale for the variables Read_in_Eng and Read_in_L1 respectively, another reliability test was conducted. Nine questions for each variable: Read_in_Eng (Q1 to Q5.2) and Read_in_L1 (Q2 to Q5.1) were maintained to see if there was a considerable change in the complete scales related to those variables. The findings from the reliability analysis for both variables

showed the alpha value for variables: Read_in_Eng ($\alpha = .715$) and Read_in_L1 ($\alpha = .706$) respectively was lower than that of the entire scale ($\alpha = .781$) as noted in the beginning of this section (4.4.2).

However, the item total correlation for each variable was higher, as it ranged from .487 to .310 for variable Read_in_Eng and .247 to .481 for variable Read_in_L1, than the overall scale (.233 to .465). This was because the questions in the scales, e.g. below 10 are very sensitive to alpha results (Pallant, 2010). In general, the results of the reliability analysis of questionnaire suggested a strong alpha value ($\alpha = .781$) for the entire scale (and also a strong item total correlation for each question in each variable: Read_in_Eng and Read_in_L1 respectively). As a result, all the questions in the questionnaire were retained for further analyses

Having confirmed the reliability of the research instruments (reading habits questionnaire and the reading test), it was useful to run some statistical analyses to answer Research Questions One (RQ1) to Four (RQ) identified in Chapter Two for this phase of the study. First of all research Question One (RQ1) was addressed, which was designed to identify the reading habits (in English, in L1 and overall) of all the students (Sindhi and Urdu as one group). The results of the analysis are discussed in the following section.

4.5 Reading Habits of all Students (as one group) in English, and in L1

Reading habits of students (Sindhi and Urdu as one group) in English and in L1 were analysed by calculating the mean (M), median (Mdn) and standard deviation (SD) of each question based on the responses of all participants ($n = 192$). Additionally, boxplots were also produced with respect to the same questions for the graphic representation of reading materials the participants preferred to read (Sindhi and Urdu as one group) at the University of Sindh (See Figure 1, in Appendix 9). This could not only suggest what reading materials the participants preferred to read (Sindhi and Urdu as one group) at the University of Sindh more, but it could also help answer Research Question One (RQ1). Table 4.4 summarises mean (M), median (Mdn) and standard deviation (SD) on each of the questions in the questionnaire to examine participants' reading habits in English and in L1 (Sindhi

and Urdu as one group). These questions were examined on a six point Likert-type scale from ‘1 Never to 6 Daily’.

Table 4.4: Reading Habits of all Students (as one group) in English and in L1

Q#	Questions	Mean	Median	Std. Deviation
Q1	READ-in-Eng	4.74	6	1.558
Q3.1	newspapers-in-Eng	3.28	3	1.564
Q3.2	magazines-in-Eng	2.55	2	1.237
Q3.3	literature-in-Eng	3.12	2	1.838
Q3.4	textbooks-in-Eng	4.91	6	1.486
Q3.5	sacred texts-in-Eng	2.51	2	1.514
Q3.6	articles-in-Eng	2.51	2	1.476
Q3.7	poetry-in-Eng	3.02	2	1.659
Q5.2	books-in-Eng	2.65	2	1.292
Q2	READ-in-L1	4.19	4	1.742
Q4.1	newspapers-in-L1	3.88	4	1.859
Q4.2	magazines-in-L1	2.86	3	1.415
Q4.3	literature-in-L1	2.55	2	1.527
Q4.4	textbooks-in-L1	4.13	4	1.748
Q4.5	sacred texts-in-L1	2.84	2	1.693
Q4.6	articles-in-L1	2.35	2	1.465
Q4.7	poetry-in-L1	3.16	2.5	1.822
Q5.1	books-in-L1	2.52	2	1.207

In Table 4.4 the first column represents a set of 18 questions from Q1 to Q5.1 in the reading habits questionnaire, whereas the second column describes the label for each question. The last row in the same column describes the number of valid participants in the study (n=192). Columns three, four and five respectively, represent the mean (M) median (Mdn) and standard deviation (SD) for each question in the rows concerned. The column for median is the most important here because the data was not normally distributed and the higher median in a question indicates participants’ higher preference for that particular reading material. Hence, medians for each question are discussed in detail, which will ultimately; help answer Research Question One (RQ1).

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Inspection of column four from Q.1 to Q5.2 for variable Read_in_Eng indicates the most frequently read materials included textbooks (Mdn = 6) and then newspapers (Mdn = 3). This means that the participants read textbooks on daily basis and newspapers in English on monthly basis. However, the remaining were read in the lowest frequency (Mdn = 2), which suggests the participant rarely engage in reading for pleasure, and academic articles as well. The difference between textbook reading and the other reading materials suggests that students read textbooks more than other materials (Sindhi and Urdu as one group). Interestingly, the reading frequency for academic articles in this study is also very low.

Similarly, inspection of the other nine questions from Q.2 to Q5.1, in Table 4.4 for variable Read_in_L1, shows the participants spend more time on reading newspapers (Mdn = 4) and textbooks (Mdn = 4), followed by magazines-in-L1 (Mdn = 3). This suggests the participants read textbooks and newspapers approximately on weakly basis and magazines on monthly basis in L1. However, they rarely engaged in reading other resources including academic articles (Mdn = 2). Thus, it may be suggested that the participants in this study read textbooks and then newspapers more often than other sources (Sindhi and Urdu as one group). Also, their frequency for academic articles in L1 is very low.

These findings clearly suggest that reading habits of participants in English and in L1 are not fully developed because they do not spend much time on reading for pleasure in English and in L1. It can also be suggested that the participants may differ in academic and leisure reading habits, hence the relationship of academic and leisure reading habits with the participants' English reading performance may also investigated separately to have an understanding of the phenomenon. In general, in respect of Research Question One (RQ1) it may be concluded that reading habits of participants (Sindhi and Urdu as one group) both in English and in their L1 at the University of Sindh, are very low for the materials other than the textbooks both in English and in their L1, which indicates a lack of reading habit among the participants.

Moreover, in order to address Research Questions Two (RQ2), Three (RQ3) and Four (RQ4) respectively, that were designed to investigate the difference and the relationship between reading habits and English reading performance of Sindhi and Urdu groups, it was useful to use inferential statistics. Researchers suggest that in order to decide which inferential statistics could be run; it is necessary to check for the distribution of scores of the variables, in particular for the dependent variable/s (Pallant, 2010; Hair *et al.*, 2010). Therefore, for the variable ‘Performance’ since it was the dependent variable (See Section 4.2), a normality cheque was a pre-requisite. However, a number of researchers (Tabachnick and Fidell, 2007; Pallant, 2010) propose that the data should be checked for possible outliers (very high or very low scores) because the presence of one or a few outliers might cause the normality test to fail. Hence both dependent and independent variables must be checked for outliers because many statistical techniques are sensitive to outliers (Pallant, 2010). Section 4.6 discusses how the data was checked for outliers and then for normality in this study.

4.6 Assessing Outliers on Performance, Read_in_Eng and Read_in_L1

Pallant (2010) suggests two graphical methods such as histograms and box plots to check for outliers. However, box plots are more useful for identifying outliers and for comparing distributions. Thus, to detect outliers for variables: Performance, Read_in_Eng and Read_in_L1 in this study and compare the distribution of scores of Sindhi and Urdu groups parallel box plots were created for each of these variables respectively. Figure 4.5 displays two Box plots for the dependent variable Performance with respect to Sindhi and Urdu participants.

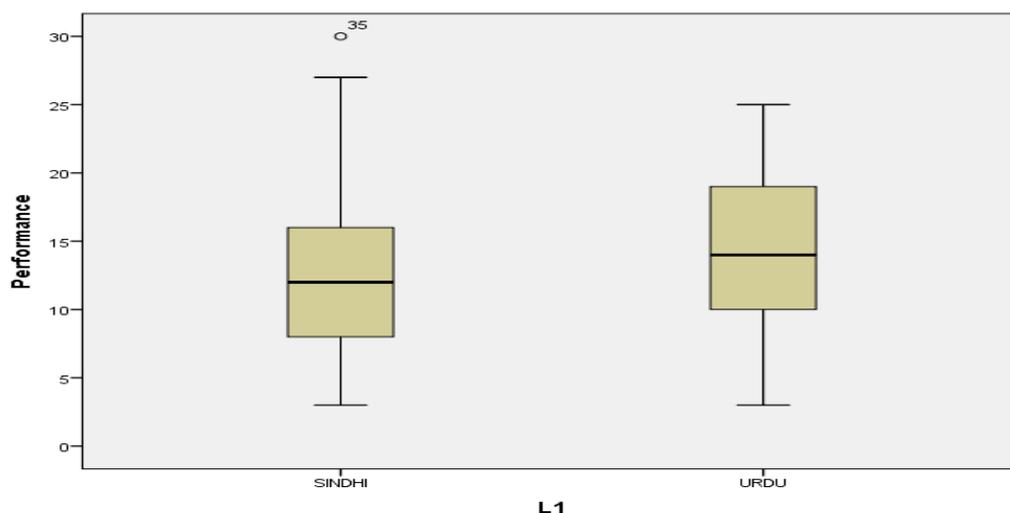


Figure 4.1: Outliers on Performance of Sindhi and Urdu groups

Box plots in the figure above, show only one little circle with case (ID = 35) for Sindhi group, which can be referred to as an outlier. However, no outliers are displayed for Urdu students on performance. Pallant (2010) suggests if the outlier/s appear to be genuine score/s, then the researcher need to decide either to remove them from the data file or change the value to a less extreme value. Since there was only one case (participant) from the Sindhi group that appeared to be an outlier it was decided to delete that respondent from the data set. Additionally, half the Sindhi scores are between 12 and 16, whereas half the Urdu scores are between 14 and 19 (See Figure 4.1). This suggests that Urdu respondents' generally got higher scores in the reading test than Sindhi respondents.

Likewise, the variables: Read_in_Eng and Read_in_L1 were also checked for outliers and distribution of scores of Sindhi and Urdu participants by producing box plots for each variable respectively. No outliers were detected for the variable 'Read_in_L1' either for Sindhi or Urdu groups; hence no changes were made to the data set for the variable Read_in_L1. Additionally, there was no difference between Sindhi and Urdu respondents regarding the distribution of scores of Read_in_L1 because half of Sindhi scores fell between 2.4 and 3.1, whereas half of Urdu scores were determined between 2.5 and 3.3.

For the variable Read_in_Eng one outlier was detected with respect to the Urdu group only, which was deleted from the data set (See Urdu boxplot in Figure 4.2).

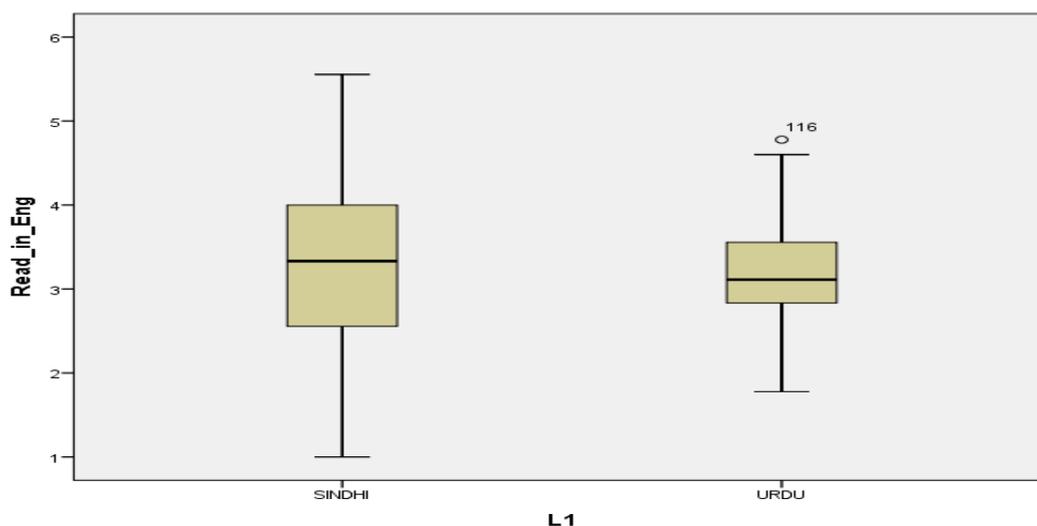


Figure 4.2: Outliers on Reading Habits in English of Sindhi and Urdu groups

In the figure 4.2, there appears to be a slight difference between the distribution of scores of Sindhi and Urdu respondents: Half of the Sindhi scores fall between 3.3 and 3.9 whereas half of the Urdu scores are between 3.0 and 3.4.

Having dealt with the issue of possible outliers and the distribution of scores between Sindhi and Urdu participants with respect to each variable, it was now necessary to check for the assumption of normality for the dependant variable (Performance) before applying specific analyses to address the research questions. The following section discusses how the normality check was performed on Performance, before deciding for higher level statistical analyses.

4.6.1 Normality

Researchers have suggested two main methods of assessing normality: graphical methods and statistical measurements such as tests of skewness and kurtosis (Tabachnick and Fidell, 2007; Pallant, 2010). The authors argue that a number of statistical tests have the advantage to objectively assess normality but are disadvantaged by sometimes not being sensitive enough at low sample sizes or overly sensitive to large sample sizes. As such, with the large samples, observing the shape of the distribution by producing ‘frequency histograms’ is more useful than formal inference tests for assessing normality (Tabachnick and Fidell, 2007). Furthermore, graphical interpretation has the advantage of allowing good judgement

to assess normality in situations when numerical tests might be over or under sensitive, but they do lack objectivity. Hence, it is useful to check for the assumption of normality for dependent variable using both graphical and numerical methods (Tabachnick and Fidell, 2007).

In the present study, normality for the dependent variable Performance was assessed: first graphically and then numerically. Tabachnick and Fidell (2007) state that in normal distribution the cases are spread a bell-shaped curve from bottom left to top right in a diagonal line. If the cases deviate from normality they decrease the robustness of the statistical inference. Therefore, continuous variables should be assessed for normality before conducting specific statistical analysis (Tabachnick and Fidell, 2007).

Pallant (2010) argues that Histograms are useful to display the distribution of scores on the dependent variable to assess normality. Therefore, in this study, normality was assessed, by producing histograms for continuous variable Performance for Sindhi and Urdu students. Figure 4.1 shows the distribution of scores of the Sindhi and Urdu participants on the dependent variable Performance (English reading performance).

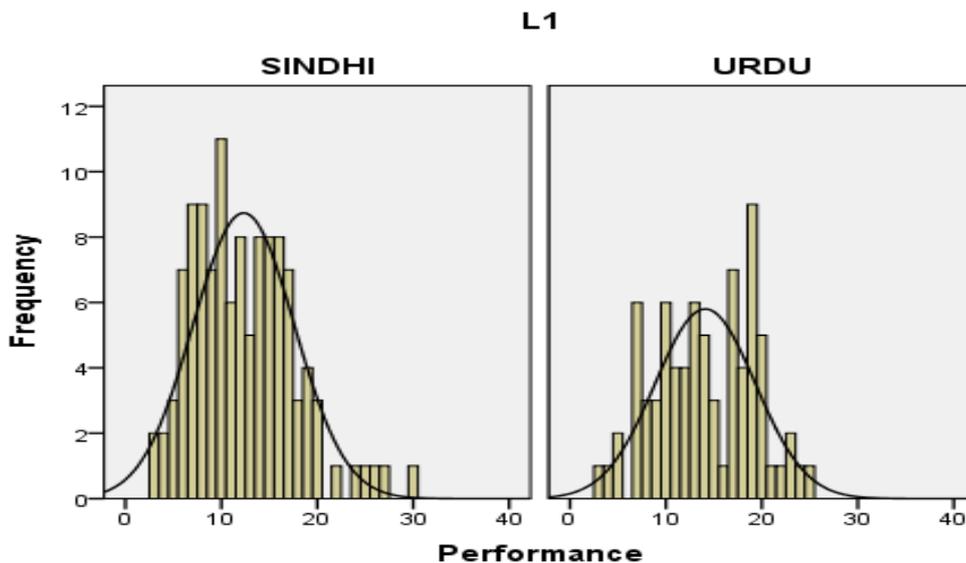


Figure 4.3: Distribution of Scores on Performance of Sindhi and Urdu groups

In figure 4.3, Urdu participants' scores on Performance exhibit a reasonably normal distribution in a bell-shaped curve (See histogram for Urdu), where most scores are combined together in the middle and a small number of residuals are observed on the right and left ends (Tabachnick and Fidell, 2007; Pallant, 2010). However, the scores of Sindhi participants appear to be positively skewed on the variable Performance because most scores are combined together on left ends.

Moreover, in order to confirm further whether the distribution of scores of Sindhi and Urdu participants was normal or skewed two samples Kolmogorov-Smirnov test was run. This test compares the cumulative distributions of two data sets (Sindhi and Urdu) and is useful for checking the normality of continuous variables, ratio or interval data, where ties are rare. The results of this test suggested significant results for Sindhi ($p = .006$, $p < .05$) and Urdu ($p = .009$, $p < .05$) groups, which means that the two groups were sampled from populations with different distributions. Hence, the scores of both Sindhi and Urdu groups were not normally distributed on Performance. Therefore, it was decided to run nonparametric tests that don't assume a Gaussian (normal) distribution, in order to address Research Questions Two (RQ2) to Four (RQ4).

4.7 Difference between Sindhi and Urdu groups' Reading Habits

In order to find an answer to Research Question Two (RQ2), which intended to compare Sindhi and Urdu students' reading habits (in English and in L1) first of all, a set of descriptive statistics was run using each question in the reading habits questionnaire by splitting the data file with L1. Additionally, the graphic representation of Sindhi and Urdu respondents' reading frequency with respect to each question was made through box plots (See Figure 2, in Appendix 9). Table 4.5 summarises mean (M), median (Mdn) and standard deviation (SD) of Sindhi and Urdu students respectively for each of the nine questions, from Q1 to Q5.2, for variable Read_in_Eng.

Table 4.5: Reading habits of Sindhi and Urdu Students in English

Q#	L1	Mean	Median	SD
Q1 Read-in-Eng	Sindhi	4.95	6	1.53
	Urdu	4.41	5	1.54
Q3.1 newspapers-in-Eng	Sindhi	3.48	4	1.67
	Urdu	2.97	3	1.33
Q3.2 magazines-in-Eng	Sindhi	2.51	2	1.21
	Urdu	2.61	2	1.27
Q3.3 literature-in Eng	Sindhi	3.30	3	1.96
	Urdu	2.84	2	1.60
Q3.4 textbooks-in-Eng	Sindhi	4.85	6	1.62
	Urdu	5.00	6	1.25
Q3.5 sacred texts-in-Eng	Sindhi	2.44	2	1.51
	Urdu	2.60	2	1.51
Q3.6 articles-in-Eng	Sindhi	2.46	2	1.50
	Urdu	2.59	2	1.43
Q3.7 poetry-in-Eng	Sindhi	2.99	2	1.69
	Urdu	3.07	3	1.60
Q5.2 books-in-Eng	Sindhi	2.69	2	1.31
	Urdu	2.59	2	1.26

Table 4.5 displays little or no variation between the Sindhi and Urdu participants' median (Mdn) for reading materials of the variable 'Read-in-Eng'. For instance, Sindhi respondents show little higher median for questions 3.1 (Mdn = 4) and 3.3 (Mdn = 3) than Urdu participants for the same questions (Mdn = 3 and 2, respectively). Urdu respondents show little higher median (Mdn = 3) than Sindhi (Mdn = 2) for question Q3.7. No further variations are found between Sindhi and Urdu respondents for the remaining questions of the variable Read-in-Eng. This means there is little descriptive difference between Sindhi and Urdu respondents' reading habits in English.

Furthermore, Table 4.6 suggests mean (M), median (Mdn) and standard deviation (SD) of Sindhi and Urdu students respectively on each of the nine questions from Q2 to Q5.1 for reading habits in L1.

Table 4.6: Reading Habits of Sindhi and Urdu Students in L1

Q#	L1	Mean	Median	SD
Q2 Read-in-L1	Sindhi	4.04	4	1.77
	Urdu	4.43	4	1.67
Q4.1 newspapers-in-L1	Sindhi	4.18	4	1.87
	Urdu	3.43	3	1.75
Q4.2 magazines-in-L1	Sindhi	2.81	2	1.39
	Urdu	2.95	3	1.45
Q4.3 literature-in-L1	Sindhi	2.52	2	1.56
	Urdu	2.60	2	1.48
Q4.4 textbooks-in-L1	Sindhi	3.85	4	1.82
	Urdu	4.56	5	1.54
Q4.5 sacred texts-in-L1	Sindhi	2.64	2	1.65
	Urdu	3.13	3	1.71
Q4.6 articles-in-L1	Sindhi	2.24	2	1.46
	Urdu	2.52	2	1.46
Q4.7 poetry-in-L1	Sindhi	3.23	3	1.79
	Urdu	3.05	2	1.86
Q5.1 books-in-L1	Sindhi	2.34	2	1.16
	Urdu	2.79	3	1.22

Table 4.6 displays little, if any, differences between the Sindhi and Urdu participants' median (Mdn) for reading materials in Read_in_L1. There appears to be a slight difference between Sindhi and Urdu respondents' reading of newspapers, magazines and textbooks, poetry, and books. No considerable differences between Sindhi and Urdu participants are found for the remaining materials. This means there were no major differences between Sindhi and Urdu respondents' reading habits in L1. Additionally, the participants' scores on reading in English and reading in L1 as shown in Tables 4.5 and 4.6 suggest that the participants reading habits overall were also low.

These differences were further confirmed through the Mann Whitney U test. The results of the test are summarised in Table 4.7. Descriptive statistics showed similar mean ranks (mean rank = 93.37) for Sindhi (n = 115) and Urdu groups (mean rank = 96.89, n=75) for Read_in_Eng (n=190, Mdn = 24). Similarly slight variation was

indicated between the Sindhi (mean rank = 91.41) and Urdu participants (mean rank = 101.77) regarding Read_in_L1 (n = 190, Mdn = 23.5); Also, there were no significant differences between Sindhi (mean rank = 93.66) and Urdu (mean rank = 98.33) groups for Read_habits_All.

Table 4.7: Differences between Sindhi and Urdu groups' Reading Habits

	Read_in_Eng	Read_in_L1	Read_habits_All
Sindhi (n=115) Mean rank	96.89	91.41	93.66
Urdu (n= 75) Mean rank	93.37	101.77	98.33
Mann-Whitney U	4152	3842.5	4100.5
Z	-.432	-1.270	-.572.
Sig.(2-tailed)	.665	.204	.567

The inferential statistics confirmed that there were no significant differences between Sindhi and Urdu students' reading habits in English, $U = 4152$, $z = -.432$, $p = .665$, reading habits in L1, $U = 3842.5$, $z = -1.270$, $p = .204$ and reading habits overall, $U = 4100.5$, $z = -.572$, $p = .567$ (See Table 4.7). These results suggest that reading habits of both Sindhi and Urdu groups in English and in L1 are almost similar in this study. However, it is useful at this point to compare the differences between Sindhi and Urdu students' on Performance and careful reading and expeditious reading, which could help find answer Research Question Three (RQ3).

4.8 Difference between Sindhi and Urdu groups' Performance

Moreover, Research Question Three (RQ3) was designed to investigate if there were differences between Sindhi and Urdu students' English reading performance (overall test score) and in terms of careful reading and expeditious reading. Hence, first of all two new variables: Careful Reading and Expeditious Reading were formed since one of the purposes of the reading test used in this study was to measure English reading performance of Sindhi and Urdu groups on careful and expeditious reading (See Section 3.5.5.2). The variable Careful Reading was formed by computing each participant's score for Test items 1-13. In order to form Expeditious Reading, scores of each participant for Test items 14-33 were computed. However, participants'

scores on Test items 14 and 24 were not included; since these items showed a low reliability score (See Table 4.2).

Having formed these variables a set of Mann-Whitney U test was run using the variables: Performance (overall test score), Careful Reading and Expeditious Reading. As summarised in Table 4.8, the results showed a significant difference between Sindhi (n =115, mean rank = 81.95) and Urdu groups (n = 75 mean rank = 116.27) on Performance (overall test score). Similarly, Sindhi respondents' scores (mean rank = 84.20) were found to be significantly lower than Urdu participants (mean rank = 112.83) on Careful Reading (n = 190, Mdn = 5). The similar results were found for Expeditious Reading (n = 190, Mdn = 8) with respect to Sindhi (mean rank = 83.20) and Urdu (mean rank = 114.36) respondents.

Table 4.8: Differences between Sindhi and Urdu groups' Performance

	Performance	Careful Reading	Expeditious Reading
Sindhi Mean rank	81.95	84.20	83.20
Urdu Mean rank	116.27	112.83	114.36
Mann-Whitney U	2754.50	3012.50	2898.0
Z	-4.214	-3.539	-3.836
Sig.(2-tailed)	.000	.000	.000

Similarly, the inferential statistics, as shown in Table 4.8, suggested significant differences between Sindhi and Urdu students regarding Performance (overall test score) ($U = 2754$, $z = -4.214$, $p < .001$, $r = -.305$), Careful Reading ($U = 3012.5$, $z = -3.53$, $p < .001$, $r = -.255$) and Expeditious Reading ($U = 2898$, $z = -3.83$, $p < .001$, $r = -.28$). These findings suggest that Urdu students' Performance in the reading test was significantly higher than their counterparts in this Study. The magnitude (effect size) of the difference between the Sindhi and Urdu groups on Performance (overall test score) was medium ($r = -.305$).

Interestingly, the overall scores of both groups together (n = 190), on Performance (M = 13.31, SD = 4.87, 42.93%), Careful Reading (M = 5.62, SD = 2.31, 43.2%) and Expeditious Reading (M = 7.69, SD = 3.30, 42.72%) were also low. These scores are considered low because; the test used in this study was a combination of

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reading sections from PET and FCE tests, which were identified to be at the participants' level of reading proficiency in English during the pilot study (See Section 3.5.5.2). Additionally, they are interesting in a sense that it was expected that the participants overall per cent in the test may not be less than 50%, which is considered as average performance in the English paper at the University of Sindh.

On the whole, the quantitative findings with respect to Research Question Three (RQ3) show that there are statistically significant differences between Sindhi and Urdu students' English reading performance (overall test score) as well as on careful reading and expeditious reading. Urdu test-takers' higher scores in the English reading test than Sindhi test-takers indicate that there might be some reasons other than reading habits, which could have played their role in higher performance of Urdu participants in the English reading test. Interestingly, the overall low performance in the English reading test (Sindhi and Urdu as one group) suggests that students at the University of Sindh are not proficient enough in English reading.

Therefore, in order to find a complete understanding of these findings and answer Research Question Three (RQ3) in particular, it is important to look for qualitative information that may offer a supporting explanation to these interesting quantitative results. Thus, all the results from this section will be further explained with the help of the qualitative analyses in the next chapter to ultimately meet the expectations of this study.

Moreover, the essence of this study is to investigate the association between reading habits (in English and in L1 and overall) and English reading performance of all students (Sindhi and Urdu students as one group) and Sindhi and Urdu students' respectively. Therefore, it was decided to carry out Spearman rank-order correlation coefficient rho analysis in order to address Research Question Four (RQ4). This decision was made because the data for the dependent variable (Performance) was not normal and Spearman's correlation is a nonparametric measure of the strength and direction of association that exists between two variables: either ordinal variables or continuous data that has failed the assumptions of normality (Pallant, 2010).

4.9 Relationship between Reading Habits and Performance

Research Question Four (RQ 4) was designed to examine the relationship between reading habits (in English, in L1 and overall) and English reading performance of the sample as whole (Sindhi and Urdu as one group) and Sindhi and Urdu groups respectively. In order to answer this question (RQ4), three sets of Spearman rank-order correlation coefficient rho analysis were carried out using three independent variables: Read_habits_All, Read_in_Eng and Read_in_L1 and one dependent variable Performance. Table 4.9 shows the correlation of each of the independent variables respectively, with the dependent variable (Performance).

Table 4.9: Relationship between Reading Habits and Performance of all Students

Sindhi and Urdu as one group		Correlations	Performance
Spearman's rho	Read_habits_All	Correlation Coefficient	-.054 ^{ns}
	Read_in_Eng	Correlation Coefficient	.047 ^{ns}
	Read_in_L1	Correlation Coefficient	-.161*
*p<0.05 ns= non-significant; n= 190.			

Table 4.9 shows that two independent variables: Read_habits_All ($\rho = -.054$, $p = .457$) and Read_in_Eng ($\rho = -.047$, $p = .519$) respectively, showed no significant correlation rho with Performance. Whereas, reading habits in L1 suggested little negative correlation with Performance ($\rho = -.161^*$, $p = .027$) since the magnitude of correlation coefficients less than 0.3 is considered very weak (Field, 2009).

Before accepting these results as final for answering Research Question Four (RQ4), it was useful to explore these relationships further by dividing each of the two main variables (Read_in_Eng and Read_in_L1) into two sub-variables, academic reading and leisure reading. This was because the participants indicated that they spend more time on reading text books than other reading materials (See Section 4.5). The same were found as two main types of reading found in the literature on reading habits in various academic contexts (See Section 2.7.2).

Therefore, first of all, the variable Read_in_Eng was divided into two sub-variables: AcademicRead_in_Eng and LeisureRead_in_Eng. AcademicRead_in_Eng was formed by computing the scores of each valid participant ($n=190$) on questions: 3.4

and 3.6, whereas in order to form the sub-variable *LeisureRead_in_Eng*, the scores of each participant on questions from Q3.1 to Q5.2 in the reading habits questionnaire were computed. The same procedure was followed to form sub-variables: *AcademicRead_in_L1* and *LeisureRead_in_L1* from the variable *Read_in_L1*.

Having formed the sub-variables based on the participants’ academic and leisure reading in English and in L1, another set of Spearman’s rho correlation was conducted. The purpose of this analysis was to explore which of the sub-variables: *AcademicRead_in_Eng*, *AcademicRead_in_L1*, *LeisureRead_in_Eng* and *LeisureRead_in_L1* made a higher correlation with the students’ Performance in the English reading test in this study (Sindhi and Urdu as one group). Correlation Table 4.10 shows the strength and significance of the relationship of each of the sub-variables to Performance of the all the participants (Sindhi and Urdu as one group) to answer Research Question Four (RQ4).

Table 4.10: Relationship of Academic and Leisure Reading Habits to Performance

Sindhi and Urdu as one group		Correlations	Performance
Spearman's rho	<i>AcademicRead_in_Eng</i>	Correlation Coefficient	.150*
	<i>AcademicRead_in_L1</i>	Correlation Coefficient	-.129 ^{ns}
	<i>LeisureRead_in_Eng</i>	Correlation Coefficient	-.117 ^{ns}
	<i>LeisureRead_in_L1</i>	Correlation Coefficient	-.121 ^{ns}
*p<0.05 ns= non-significant and n= 190.			

Table 4.10 shows little if any correlation between the participants’ (n = 190) *AcademicRead_in_Eng* and Performance (rho = .150*, p = .038). However, no significant correlation was found between: a) *AcademicRead_in_L1* and Performance (rho = -.129, p = .077), b) *LeisureRead_in_Eng* and Performance (rho = -.117, p = .107) and c) *LeisureRead_in_L1* (rho = -.121, p = .097) and Performance.

Moreover, in order to measure the relationship between reading habits and Performance of Sindhi and Urdu students respectively, another set of Spearman rank-order correlation coefficient rho was conducted by splitting the data with L1 (Sindhi and Urdu). The analysis was run using all the independent variables:

Read_habits_All, Read_in_Eng, Read_in_L1 and AcademicRead_in_Eng, AcademicRead_in_L1, LeisureRead_in_Eng and LeisureRead_in_L1 and one dependent variable Performance. The results of the analysis with respect to Sindhi students are depicted in Table 4.11.

Table 4.11: Relationship between Reading Habits and Performance of Sindhi group

Sindhi group		Correlations	Performance
Spearman's rho	Read_habits_All	Correlation Coefficient	-.114 ^{ns}
	Read_in_Eng	Correlation Coefficient	.042 ^{ns}
	Read_in_L1	Correlation Coefficient	-.266^{**}
	AcademicRead_in_Eng	Correlation Coefficient	.131 ^{ns}
	AcademicRead_in_L1	Correlation Coefficient	-.244^{**}
	LeisureRead_in_Eng	Correlation Coefficient	-.135 ^{ns}
	LeisureRead_in_L1	Correlation Coefficient	-.163 ^{ns}
**p <0.01, ns= non-significant; n=115.			

Table 4.11 shows, there is no significant relationship between Sindhi participants': Read_habits_All, and Performance ($\rho = -.114$, $p = .225$) and Read_in_Eng and Performance ($\rho = -.042$, $p=.654$). Nevertheless, a weak, negative correlation is found between Read_in_L1 and Performance ($\rho = -.266^{**}$, $p = .004$). This appears to be interesting and one possible reason for this might be students' poor reading proficiency in English, due to which they may read more in L1 than in English.

Furthermore, there was very little if any negative correlation between AcademicRead_in_L1, and Performance ($\rho = -.244^{**}$, $p = .009$) (See Table 4.11). However, no significant correlation was found between Performance and of each of the other variables: AcademicRead_in_Eng ($\rho = .131$, $p = .162$), LeisureRead_in_Eng ($\rho = .135$, $p = .151$), and LeisureRead_in_L1 ($\rho = -.163$, $p = .081$) with respect to Sindhi students.

Moreover, the results regarding the relationship between reading habits and Performance of Urdu group from Spearman's rank-order correlation coefficient ρ are summarised in Table 4.12.

Table 4.12: Relationship between Reading Habits and Performance of Urdu group

Urdu group		Correlations	Performance
Spearman's rho	Read_habits_All	Correlation Coefficient	.002 ^{ns}
	Read_in_Eng	Correlation Coefficient	.061 ^{ns}
	Read_in_L1	Correlation Coefficient	-.094 ^{ns}
	AcademicRead_in_Eng	Correlation Coefficient	.175 ^{ns}
	AcademicRead_in_L1	Correlation Coefficient	-.090 ^{ns}
	LeisureRead_in_Eng	Correlation Coefficient	-.033 ^{ns}
	LeisureRead_in_L1	Correlation Coefficient	-.083 ^{ns}
ns= non-significant and n=75.			

Table 4.12 displays there was no significant correlation between Read_habits_All and Performance ($\rho = .011$, $p = .924$), Read_in_Eng and Performance ($r = .160$, $p = .170$), and Read_in_L1 and Performance ($r = -.105$, $p = .372$) with respect to Urdu students ($n=75$). Similarly, no significant correlation was found between Urdu students' AcademicRead_in_Eng and Performance ($\rho = .175$, $p = .133$), AcademicRead_in_L1 and Performance ($\rho = -.090$, $p = .444$), LeisureRead_in_Eng and Performance ($\rho = -.033$, $p = .778$) and LeisureRead_in_L1 and Performance ($\rho = -.083$, $p = .479$) in this study.

On the whole, this study answers Research Question Four (RQ4) in that there was little if any correlation between reading habits (overall) and Performance and reading habits in English and performance of all students (Sindhi and Urdu as one group) and Urdu students respectively. Interestingly, the only slight correlation was found between Sindhi students' Read_in_L1 and Performance ($\rho = -.266^{**}$, $p = .004$). This could possibly be due to Sindhi students' lack of reading proficiency in English reading. Hence, they read more in Sindhi and their reading in L1 shows a weak negative correlation with Performance. Thus, it is important to explain these interesting findings from the qualitative data to draw meaningful conclusions regarding Research Question Four. Additionally, the qualitative data may also explain why there was no meaningful correlation between reading habits and English reading performance, and the causes related to poor reading habits and performance of students in this study to further explore the phenomenon in more detail.

4.10 Summary of the Quantitative Findings

In order to compare the quantitative finding with the qualitative findings in the next chapters and make the discussion easy to follow, the results of this chapter relating to quantitative data are summarised as Finding 1, Finding 2 and so on.

Finding 1 The participants read textbooks in much more frequency than other materials in English and in L1 (Sindhi and Urdu as one group) and their reading frequency for academic articles is also very low. This means the participants in this study do not have a general habit of reading other than text book reading. Additionally, reading habits of students (Sindhi and Urdu as one group) in English and in L1 are also similar (See Section 4.7).

Finding 2 Both Sindhi and Urdu groups have similar reading habits in English and in L1 because no significant differences were found between their reading in English, in L1 and overall (See Section 4.7.1).

Finding 3 Both Sindhi and Urdu groups differ significantly regarding their performance in English reading test (overall), Urdu students scored significantly higher than Sindhi students on Performance (overall test score), as well as on careful reading and expeditious reading. The overall Performance of both Sindhi and Urdu groups appeared to be low since the average scores of both the groups were 42.93 % (See Section 4.8).

Finding 4 There is little if any correlation between reading habits and performance of all students (Sindhi and Urdu as one group) and Urdu students respectively. The only slight (negative) correlation is found between Sindhi students' Read_in_L1 and Performance ($\rho = -.266^{**}$, $p = .004$), which needs to be further explained with the help of qualitative data to understand the phenomenon. Therefore, the next chapter turns to consider the data from the qualitative interviews, which will help explain and interpret these interesting results.

CHAPTER FOUR: FINDINGS AND DISCUSSION (QUANTITATIVE DATA)

Now, the next chapter will discuss the findings from the qualitative phase of this study to address Research Questions Five (RQ5) and Six (RQ5).

CHAPTER FIVE: FINDINGS AND DISCUSSION (QUALITATIVE DATA)

5.1 Introduction

Chapter Four discussed the quantitative data analysis and the quantitative findings in respect of Research Questions One (RQ1) to Four (RQ4). This chapter will specifically discuss how the qualitative data was analysed and what results were found. This will help explain the quantitative findings and answer Research Questions Five (RQ5) and Six (RQ6) respectively (p.73).

The chapter begins with a brief description of the qualitative data analysis and discusses the procedures adopted for deriving the main themes and sub-themes from the interview data. Thereafter, it will set out each main theme and sub-theme in detail with the supporting evidence from the data in order to gain insight into the factors that might have influenced the respondents' reading habits, in answer to Research Question Five (RQ5). Additionally, this chapter will compare Sindhi and Urdu students in respect of each main theme and sub-theme in order to explore the differences between the groups in terms of their background, so as to address Research Question Six (RQ6). Finally Chapter Five will present the summary of the qualitative findings and discuss the relationship between the quantitative and the qualitative findings.

5.2 Qualitative Data Analysis

Qualitative research attempts '*to make sense of or interpret (research) phenomena in terms of the meanings people bring to them*' (Denzin and Lincoln, 2005:3). The present study used semi-structured interviews for the qualitative part of this thesis, which generated a large amount of data (See interview transcript in Appendix 6). Therefore, in order to gain a deeper understanding of the data and meet two objectives of the present study, namely objective 6 and objective 7 (p.12), it was

important to analyse the interview data in a systematic way. Grinnell Jr and Unrau (2010:448) argue that the central purpose of qualitative data analysis is:

‘to sift, sort and organise the qualitative data in a way that the themes and interpretations that emerge from the process address the original research problems identified in the beginning of the study’.

Attride-Stirling (2001) emphasise that qualitative data must be analysed in a methodical manner in order to derive meaningful findings. Researchers have identified different approaches, which all share the common objective of identifying themes and patterns in the data (Miles and Huberman, 1994; Punch, 2013). Similarly, well-known analytic methods such as Grounded Theory or Interpretative Phenomenological Analysis also seek to identify patterns across qualitative data but they are theoretically bounded (Mcleod, 2001).

Braun and Clarke (2006) suggest Thematic Analysis as a method of qualitative data analysis since it is a theoretically flexible method for identifying, describing, analysing and interpreting themes and patterns within a data set in rich detail. This method does not require the detailed theoretical and technological knowledge of approaches such as Grounded Theory or Interpretative Phenomenological Analysis and can be used across a wide range of epistemologies and research questions. Additionally, it analyses the data from the researcher’s point of view and fits in well with a study such as this one that seeks to discover factors that might influence the issue (reading habits), using interpretations (Creswell, 2003).

Furthermore, Thematic Analysis uses coding, categorisation and patterns (different level of themes) to offer an understanding of the phenomena in question by providing accurate and transparent procedures of data analysis. By so doing, it produces meaningful findings common to all participants in a methodical way (Attride-Stirling, 2001). It also establishes a reasonable and logical chain of evidence (Creswell, 2009; Braun and Clarke, 2006; Miles and Huberman, 1994) to compare the findings to prior research (Coolican, 1999). According to Braun and Clarke (2006), a potential limitation of thematic analysis is that the methodology is not often reported, though it is commonly used in a large body of qualitative research.

The benefits of using Thematic Analysis for this study outweighed this reported drawback; and it was therefore used as the method for interpreting the interview data because of its transparency, flexibility, and accessibility, which is the essential requirement for all qualitative research. Additionally, it was decided to follow Braun and Clarke's (2006) six phase step by step guide for conducting Thematic Analysis because it offers a rigorous and methodologically sound process and is much used by other researchers in the field of education (e.g. Menzies, 2013). A detailed explanation regarding how the six phase model of Thematic Analysis was adapted will be given in Section 5.2.2.

Moreover, Thematic Analysis can be used in both inductive (bottom-up) and deductive (top-down) methodologies (Frith and Gleeson 2004, Braun and Clarke, 2006). Using the inductive approach, the researcher analyses the data for any emerging themes related to the broad research question and codes diversely, paying little or no attention to the themes identified in previous research. On the other hand, the theoretical or deductive approach is more explicitly analyst-driven, which allows the researcher to analyse the data in relation to her/his theoretical or analytic interest in the phenomenon being investigated (Braun and Clarke, 2006). The analyst may form an *a priori* list of codes in relation to the themes identified in the literature and analyse the data accordingly. This approach provides a more detailed analysis of a specific theme or a group of themes and the data is coded mainly for the particular features in the data in order to identify themes (Braun and Clarke 2006).

In this study, inspired by the ambition concerning how qualitative data might help to explain the quantitative findings, initially the deductive approach was utilised. This allowed collecting and then analysing the data in relation to the findings that had emerged from the review of literature in Chapter Two. However, when interesting information emerged from the data, the unexpected emergent themes were also taken into consideration using inductive approach for the better understanding of the phenomenon in question. As the analysis developed, more codes emerged from the data itself. Thus, it may be said that the deductive approach was used as the starting point and more inductive codes emerged when analysing the data. Also, it may be

acknowledged that the combination of inductive and deductive approaches maximised the overall depth of the analysis.

Braun and Clarke (2006) further suggest that Thematic Analysis may identify themes at two levels: Semantic or Latent level. At the Semantic Level, the researcher adds names and codes to different chunks of data descriptively, and focusses on surface level meanings to present a more realistic and descriptive account of participants' experiences, in the data set (Braun and Clarke, 2006). In contrast, Latent Level Thematic Analysis allows the researcher to discover more implicit ideas, assumptions, and conceptualizations and ideologies underpinning the surface level meaning, often in relation to the existing literature or theory (Boyatzis, 1998). For a clear understanding of the phenomenon, this study adopts semantic coding because this study does not specifically aim at understanding the psychology of an individual; rather it offers an understanding of socio-cultural factors that might influence the reading habits of Sindhi and Urdu groups.

Braun and Clarke (2006:86), argue that there are no hard-and-fast rules in relation to Thematic Analysis, and different combinations are possible. However, the most important aspect to be considered is that the finished product contains an account of what was done, and why. Thus, in order to make it clear to the reader how the qualitative analysis was conducted, the following section provides a detailed account of the process of data analysis in this part of the study.

5.2.1 Process of Thematic Analysis

Braun and Clarke (2006) suggest six phases for Thematic Analysis; this discussion will consider each in turn. This will help discover the potential problem related to reading habits and English reading proficiency more widely (Marks and Yardley, 2004) by providing a platform for an accurate and transparent data analysis to produce meaningful and useful findings common to participants, in a methodical way (Attride-Stirling, 2001).

5.2.1.1 Phase 1 Becoming Familiar with Data

The first step which Braun and Clarke recommend involves gaining familiarity with the data. Thus, first of all, each audio recorded interview was transcribed in full to gain an idea of what the participants expressed about their socio-cultural environment, home and educational background and reading habits (See an interview transcription in Appendix 6). Then, a repeated reading of the transcripts was made in an active way that could help to not only familiarise the researcher with the depth and breadth of the content but also identify the initial themes and patterns in the data.

5.2.1.2 Phase 2 Generating Initial Codes

Qualitative data analysis depends mainly on the operations of coding (Miles & Huberman, 1994), which is the process of putting tags, names or labels against pieces of data to facilitate the search for themes or patterns (Patton, 1990). According to Braun and Clarke (2006), phase 2 in Thematic Analysis begins with coding interesting features of the data in a systematic fashion across the entire data set. Boyatzis (1998:63) defines code as *'the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon'*. However, the identification of codes depends somewhat on whether the themes are derived from data or from theory (Braun and Clarke, 2006).

In the present study, codes were mainly identified using a provisional start list of codes from the literature review and the interview schedule. However, if any new themes emerged from the data itself; they were also given a place in the coding process. First of all, the respondents were given a number to maintain their anonymity. All three Urdu respondents were numbered as U-1, U-2 and U-3, and all three Sindhi respondents were numbered as S-1, S-2 and S-3. Each data item was given equal attention in the coding process; assigning a separate row to it in the Excel spread sheet. All Urdu transcripts were coded together prior to Sindhi transcripts in order to explore if there were differences between the groups regarding their background.

CHAPTER FIVE: FINDINGS AND DISCUSSION (QUALITATIVE DATA)

Each interview transcript was broken down into segments in accordance with the individual concept identified. Each code was assigned a separate column and the data relevant to it was organised in the same column so that the context was not lost. The codes were assigned to chunks of varying size of phrases and sentences out of the raw data which made sense, depending on the length of the concept following the sentence by sentence coding process.

Furthermore, it became apparent that each respondent often repeated the same or similar views at different stages of the interview; hence the similar pieces of information were assigned the same code. Similarly, many commonalities among the respondents' views were identified, which allowed the researcher to code and integrate the similar responses of different respondents under one code in the same column in the Excel sheet. All the interview transcripts were also analysed and coded in the same way searching for meaningful patterns using the same sheet. In total 61 consistently recurrent codes were identified, each code consisting of 4 to 6 elements, (a total of 30 pages). Due to the large amount of data it is not possible to display the entire coding process here. However, a few examples of how codes were applied to short segments in the data set are displayed in Table 5.1, as suggested by Braun and Clarke (2006), to show the rigour involved in the coding process which was adopted.

Table 5.1: Data Extracts and Codes

Data extracts	Coded for
As you asked, we did not have a library . I just remember one book , it was a collection of many stories, I used to read it and my parents also used to read it for me (S-2)	Library at home Books at home for child Parents' reading to child
My parents are from educated back-ground; my father has masters in economics and my mother has masters in Urdu and bachelor in education with the specialty of Persian and Urdu (U-1)	(Parents' education) (Mother well educated)
The parental attention a child or a student requires were lacking in my life when I was in my primary education . Somehow I managed to study my primary education with the help of my teachers ; little attention was given by my parents (S-1)	Parents' attention for primary education Dependence on teachers
I did not read anything and I used to do my school work sometimes. There were no reading activities available and I was not reading daily. I had some difficulties reading Urdu (U-3).	Reading habits during primary school Reading activities at home Reading proficiency in L1
Teachers were good and they helped in studies . They were regular also. They used to teach us all subjects. (U-3).	Teachers' support Attendance/availability

This shows the sorts of operations involved in the coding. Once all transcripts were coded, the similar codes and relevant extracts to each code in the entire data set were collated in the Excel spread sheets. This allowed the establishment of patterns in the data set and the generation of initial themes for the entire data set, which is explained in the next phase.

5.2.1.3 Phase 3: Searching for Themes

This phase is the first analytic stage in Thematic Analysis where the analyst conceptualises the long list of collated codes as the building-blocks and typically combines multiple codes to create themes in relation to the research question or topic. Braun and Clarke (2006) suggest themes should be prevalent in most or all of the data items, however if there emerges an element of particular emotional or

factual emphasis in one or a few items only, it may also be given importance in the process. The authors do not specify how codes become themes, or what constitutes a pattern, due to which this phase proved to be more difficult, and involved an element of judgement. However, they suggest that at this stage of analysis the researcher should try 'to play around' with the codes on a piece of paper by organising them into theme-piles or groups in an active way, giving a name to each code and theme. This is to understand the relationship between codes, between themes, and between different levels of themes such as main overarching themes and sub-themes within them.

Thus, at this stage of analysis, all codes for the entire data set were organised into different categories on pieces of paper into theme-piles to identify the relationship between codes, between themes, and sub-themes. Figure 5.1 displays the initial thematic map created from the initial sixty-one codes, in what is regarded as an essential part of Thematic Analysis. The initial thematic map includes the five main themes or categories which emerged from the data, namely Home background, Educational Background, and English Language Learning Experiences in the Past, Geographical Background and Respondents' Reading Habits Now.

The order of themes was decided depending on their prevalence and the patterns identified among them. Each of the main themes, as can be seen in Figure 5.1, includes either higher order themes only such as 'Respondents' Reading Habits Now' or both higher and lower order themes and sub-themes such as home background. Home Background consists of eight higher order themes of which three are further explained and linked through lower order themes. These initial main themes which emerged from the data, and higher and lower order themes also, are further refined at the next stage of the analysis, which can be seen in Figure 5.2 and the process of refinement is explained in detail in phase 4 of the analysis (See Section 5.2.1.4).

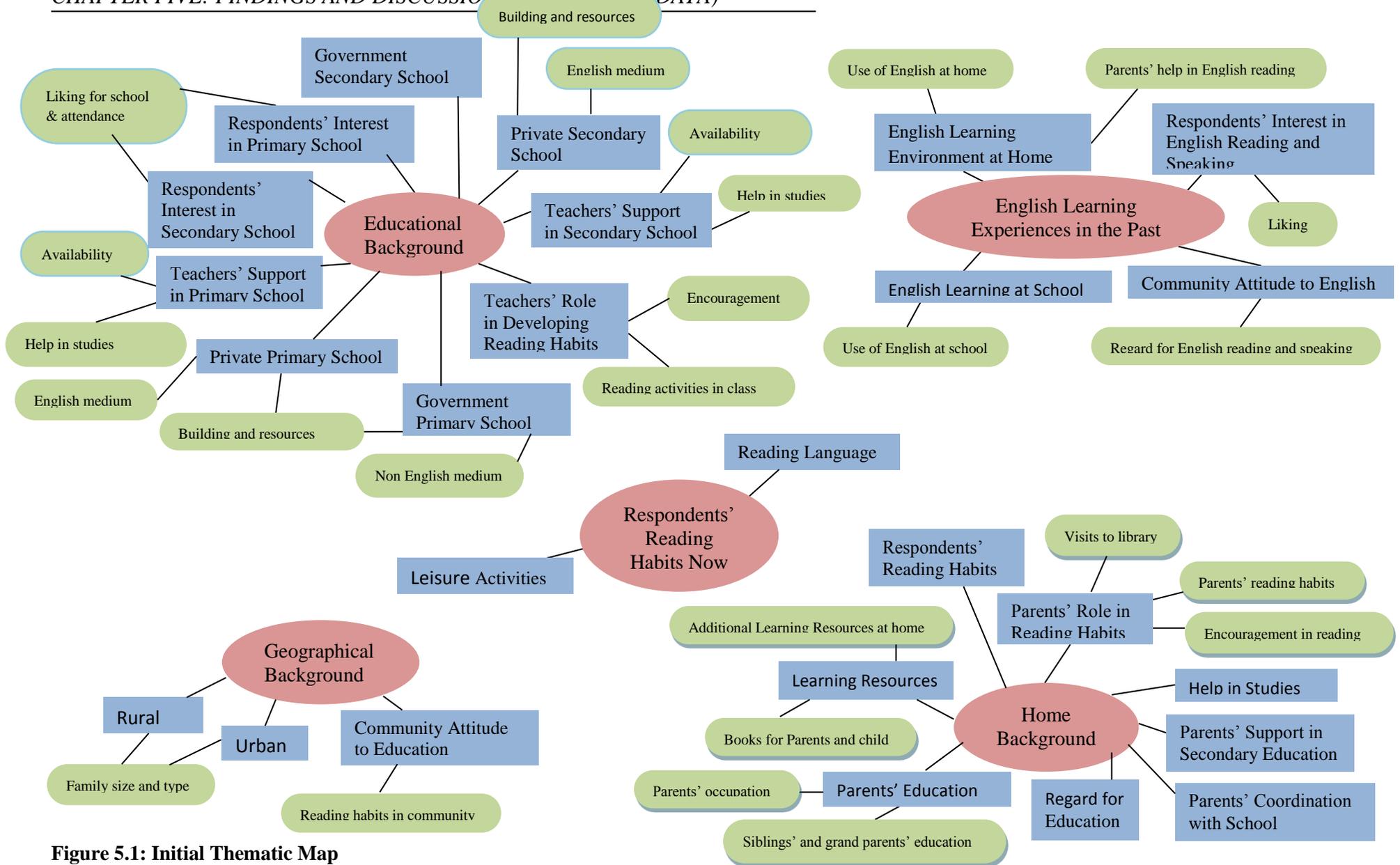


Figure 5.1: Initial Thematic Map

5.2.1.4 Phase 4: Reviewing Themes

This phase was aimed at the refinement of initially grouped themes to reduce the data further in a systematic way. Braun and Clarke (2006) suggest that at this stage themes must be checked for internal coherence and consistency (internal homogeneity) and distinctions between themes (external heterogeneity). This stage in Thematic Analysis, as informed by Braun and Clarke (2006) consists of two levels. Level one involves reviewing if themes work in relation to coded extracts, and to each other, whereas level two includes checking for themes in relation to the entire data set, generating a thematic map of the analysis.

Thus at this phase of the analysis in this study, all coded extracts relevant to each initial theme were cut and pasted from the Excel spread sheet to a Microsoft Word document to not only facilitate cross-referencing of coded extracts and themes but also carry out the retrieval, comparison and organization of coded extracts and themes in a meaningful way (See sample in Appendix 8). Furthermore, the codes and themes for the entire data set were organised to not only consider the validity of individual themes in relation to the data set, but also to check whether the initial thematic map ‘accurately’ reflected the meanings evident in the data set as a whole. This organisation allowed codes and relevant extracts to be grouped into higher order themes and identify relationships between themes, codes and extracts. It also made a reliable presentation of the raw data for further analysis without ignoring any particularly interesting information.

Some codes and themes did not appear to belong to any thematic category; hence they were either deleted before further analysis on the grounds that they were not relevant, or they were assigned a new theme. For example, the code ‘Family size and type’, which contained six elements, did not show any link with students’ reading habits and literacy acquisition, hence it was discarded. Similarly, ‘Siblings and grandparents’ education’ was found to have little data to stand as a separate theme. There was only one participant who suggested grandparents’ support in reading, so it was considered a part of Parents’ Role in Reading Habits. Furthermore, four codes such as ‘Regard for Child Education’, ‘Parents’ Coordination with School’, ‘Help in

Studies' and 'Parents' Support in Secondary Education' showed similar pattern and they were given a new name as 'Parental Involvement'. Other themes and sub-themes were also reviewed, merged, renamed or discarded in the same way. The mind-map for the entire dataset was typed up in a Microsoft Word document with higher order themes including lower order themes grouped, which are displayed in the thematic map presented in Figure 5.2.

The mind map in Figure 5.2 shows the same five main themes or categories as were seen in Figure 5.1 such as Home Background, Educational Background, English Learning Experiences in the Past, Geographical Background and Respondents' Reading Habits Now. However, it demonstrates that at this stage of the analysis most of the lower order themes (See Figure 5.1) were either merged with the higher order themes or they were discarded, as the analysis became more refined. Additionally, some of the lower order themes previously attached to one higher order theme were now attached to another higher order theme due to their closer link with that theme. For example, 'Visits to library' in Figure 5.1 was initially considered part of 'Parents' role in reading habits', however at this stage, it also appeared to be linked to learning resources and so was added to 'Learning Resources' in the developed thematic mind map.

Furthermore, it was also identified at this stage of analysis that four higher order themes seemed to be related to home background in the initial thematic map: 'Regard for Education', 'Parents' Coordination with School, 'Parents' Support in Education' and 'Help in Studies' showed the same pattern; hence they were taken as part of one higher order theme; 'Parental Involvement'. The same procedure was followed to refine the remaining themes. The outcome of this refining process is set out in Figure 5.2.

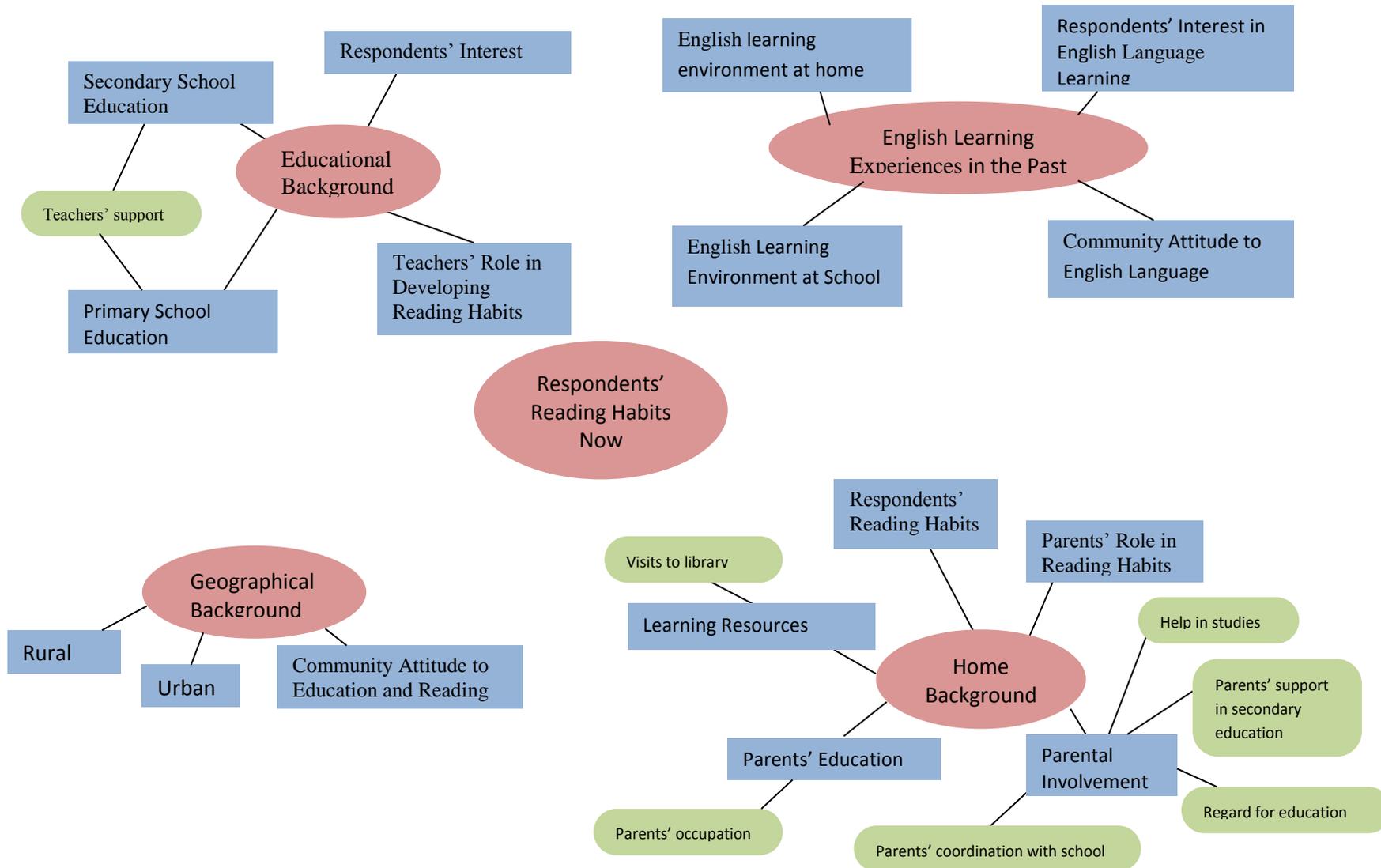


Figure 5.2: Developed Thematic Map

5.2.1.5 Phase 5: Defining and Naming Themes

At this point of Thematic Analysis, the researcher usually further refines the specifics of each theme and the overall story the analysis tells, generating clear definitions and names for each theme to present the findings of the analysis. Braun and Clarke (2006) suggest that naming of themes is meant to identify the ‘essence’ of what each theme is about (and the themes overall), and to determine what aspect of the data each theme captures. The authors argue that a theme may not be too diverse and complex but and it should make a simplified representation of what each theme involves and how it fits to tell the story about the data collected. The researcher may go through collated data extracts for each theme and organise them into a coherent and internally consistent account, maintaining the actual response to highlight the important information about them and explain the reasons of their importance.

Thus in this phase, themes were further refined by reading through the lower and higher-order themes, codes and extracts. Clear final names and definitions were assigned to each theme to tell a story about the data. One of the examples at this stage of refinement was that Home Background was renamed as Home Literacy Environment because the data identified home background in relation with literacy activities at home. Similarly, Learning Resources and Visits to library were merged in a new theme ‘Exposure to Reading’ because these two themes related to that aspect of reading. Geographical Background was also considered as part of Socio-cultural Background.

Additionally, Parents’ occupation was merged with Parents’ Education because the data suggested that more educated parents often had professional jobs in this sample of respondents, and they provided more learning facilities to children. A final mind-map for the entire dataset was the result of this phase, which can be seen in Figure 5.3. This will be interpreted to report the qualitative findings.

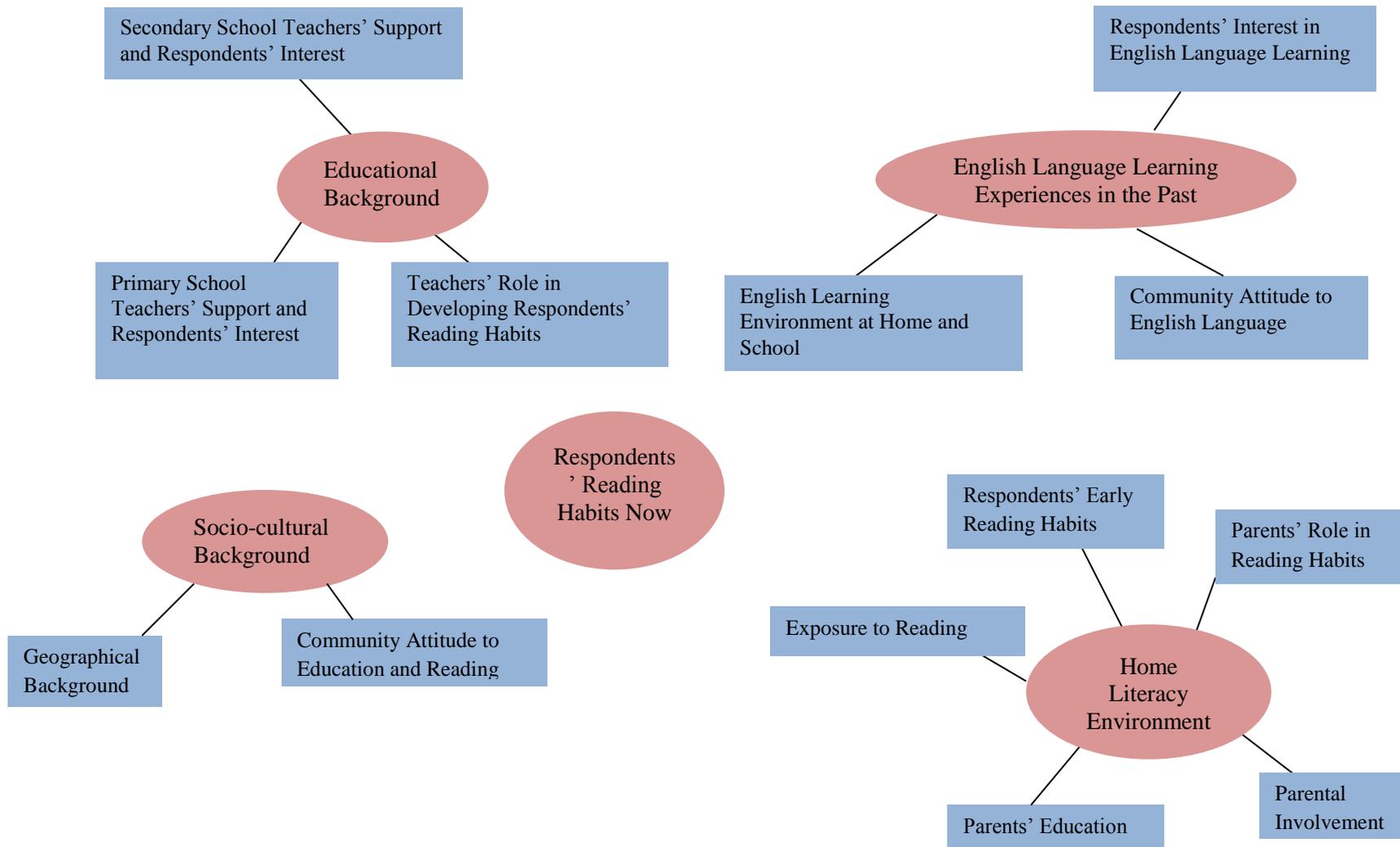


Figure 1: Final Thematic Map

5.2.1.6 Phase 6 Writing Report

Braun & Clarke (2006) state that write-up of a thematic analysis must be convincing for the reader in terms of the merit and validity of the analysis. Hence, the researcher may need to provide a succinct, coherent, logical, non-repetitive and interesting account of the story the data tells within and across themes with sufficient evidence from the data choosing particularly vivid examples. These examples need to be embedded within an analytic narrative that may not only illustrate the story being told but it should also make an argument in respect of the research question/s and research objectives. Thus, the final themes as can be seen in Figure 5.3 will be discussed in section 5.3 with illustrative examples/quotes from the transcriptions.

5.2.2 Validity, Reliability and Reflexivity

Researchers suggest that certain issues related to the quality of research such as reliability, validity and reflexivity should be explicitly addressed in qualitative research (Yin, 2009). Reliability, in a qualitative study, according to Frost (2011), is an evaluative criterion for considering the transparency and trustworthiness of the research. This can be achieved by making operational actions clear and establishing an audit trail of evidence (Robson, 2002; Yin, 2013). In the present study reliability was addressed by: a) explicitly discussing the data collection process: the consistency of conducting interviews and recording of participant responses and b) clear demonstration of the data analysis process: evidence for the development of themes, and comprehensive description of the research procedures in Chapter Five and Appendices of this thesis.

The evaluation of validity refers to *'the extent to which research measures or reflects what it claims to'* (Frost, 2011:195). Robson (2002) argues that the issue of validity in a qualitative research may consider the 'credibility' of the research by reflecting the experience of the respondents in a believable way. In this study validity was achieved by formulating a research schedule based on the existing literature, and conducting interviews with three different representative participants from each Sindhi and Urdu group whose views could be compared and contrasted.

This helped avoid the researcher bias that can impact on the interview process and questions asked.

Additionally, validity was addressed through honest, deep and rich depiction of the data in order to gain an accurate depiction of participants' realities (Cohen *et al.*, 2007). The interview transcripts were sent to the participants and the list of themes was discussed (Gray, 2013). This allowed the refinement of the themes in the light of feedback, thus addressing the challenge 'of preserving participants' definitions of reality' (Daly, 1997:350) through a process of participant validation. Finally, a clear description of the process was provided and findings were made accessible through mind maps.

Reflexivity is an awareness of the researchers' role in the practice of research which allows them to acknowledge their prior assumptions and biases in conducting and analysing the qualitative research, and to deal with them. A complete detachment of the researcher from the process is not possible, hence the researcher should reflect upon how the construction of the findings could have been influenced by the researchers' preconceptions, background and identity (Willig, 2013). In order to address this issue it is suggested although the researcher's own affiliation is with Sindhi group, the researcher has also spent a good amount of time with Urdu groups which greatly helped the researcher to reflect upon the findings from the interview data. Additionally, in order to avoid bias and make a true representation of the data all the decisions are supported the original extracts from the participants' responses during the interview.

5.3 Findings of the Qualitative Study

As can be seen in Figure 5.3, these careful stages of Thematic Analysis ended with the identification of five broad main emergent themes; specifically:

1. Home Literacy Environment
2. Educational Background
3. English Language Learning Experiences in the Past
4. Socio-cultural Background

5. Respondents' Reading Habits Now

These themes take account of different aspects of respondents' experiences in relation to their literacy acquisition, English reading and reading habits. Thus, this section presents the findings under five main themes by providing a concise, coherent, and logical account on how each of the themes was derived and what story each theme tells with evidence from the data extracts (Braun and Clarke 2006) in order to strengthen the transparency and validity of the account.

However, for the purpose of clarity and reliable presentation of findings; first of all, findings for the entire data set are reported with respect to each main theme and sub-theme in this section, combining both Sindh and Urdu responses. Having discussed each main theme, an analytic narrative is presented, beyond the descriptive account, which identifies and integrates the sub-themes with each main theme in a way that clarifies the story regarding the influence of these themes on reading habits and English reading proficiency of the respondents at the University of Sindh. This will help meet research objective 6 of the present study (p12).

In the following section (Section 5.4), a comparison of Sindhi and Urdu groups regarding each of the main themes and sub-themes is presented to explore if there were any differences between their home and educational backgrounds. This may not only explain the reasons for Urdu students' higher performance in the English reading test in the quantitative phase of this thesis but it will also help address research objective 7 of the study. By so doing, it is expected that the qualitative part of this thesis will also add to the existing literature on reading habits and the influence of various socio-cultural factors on reading habits and literacy acquisition.

This section now describes in detail each of the five main themes along with sub-themes identified from the data, which could have an influence on the reading habits of students the participants in this study.

5.3.1 Home Literacy Environment

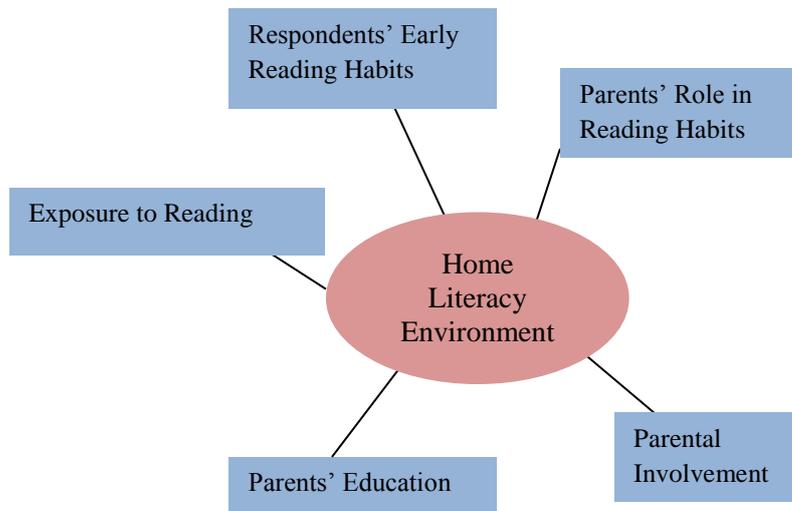


Figure 5.3.1: Thematic Map Home Literacy Environment

Home Literacy Environment was identified as a main emerging theme through the various narratives of participants demonstrating their experiences in relation to different aspects of home environment (See in Figure 5.3). This main theme, as can be seen in Figure 5.3.1 contains five sub-themes such as Parents' Education, Parental Involvement, Parents' Role in Reading Habits, Exposure to Reading and Respondents' Early Reading Habits. These elements consistently appeared as main factors related to Home Literacy Environment in the data, and are now discussed in detail, one by one.

5.3.1.1 Parents' Education

Parents' Education was noted by many respondents to have an influence on their home literacy background. Four respondents (U-1, U-2, S-1, and S-2) stated that their parents (either one or both) were well educated with a professional job; hence they did not work for money during childhood. One of them narrated:

I was lucky. My father was a doctor so I didn't need to work to keep myself in good position (financially). They actually gave me all the money, all the expenses I needed for my education (S-1, emphasis added).

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The above extract seems to suggest that an educated father may provide all expenses for literacy acquisition, which may result in children's high achievement in school grades.

Further, the importance of parents' education was highlighted with responses from two of the respondents (U-1, U-2). They reported that both their parents were well educated; they had vision for education and both parents supported them in their studies; as one of them said:

My parents, since they were educated, they had a vision for education like children should be [independent]....so, they sent me to a newly established school'.... My father has Masters in Economics and my mother has Masters in Urdu..... They, my mother in particular, all the time, keep a check like I have all my notebooks pencil's erasers. My dad used to drop me [to school] I never went on foot (U-1, emphasis added).

This implies that educated parents help their children in literacy and provide them different learning opportunities, which may influence children's reading habits and reading achievement. Additionally, the respondent indicates the importance of an educated mother in literacy acquisition of children and home literacy environment.

In contrast, lack of Parents' Education appeared as a negative factor regarding respondents' literacy experiences and activities at home, as one respondent suggested:

My father is a farmer. How can he help us! They could not support me in studies, because he himself was not educated. I used to help my parents in cultivating land along with my study, when I came back from my school (S-3, emphasis added).

Here the response suggests that uneducated parents do labour work and they may not be able to provide learning facilities to children, nor they can help their children in studies. As a result, children may have poor grades at school and poor reading habits and reading proficiency.

Subsequently, the data indicates that Parents' Education may influence the home literacy environment in different ways. Well-educated parents may have a positive influence, whereas less educated or uneducated parents may have a negative influence on respondents' literacy activities at home.

5.3.1.2 Parental Involvement

Another recurring theme among the respondents in respect of their literacy environment at home was Parental Involvement. It was defined through: parents' regard for respondents' education, coordination with school and support in secondary education. Two respondents (U-1 and U-2) mentioned both their parents were involved in their studies and the involvement rather increased during secondary school education. One of them noted:

They were in complete picture what I'm doing and where I stand and how I may go ahead... My mom and especially my father often visited my principal, and my mother used to make phone calls to my principal at that time and she was to ask about my progress on phone (U-1, emphasis added).

The respondent highlights that his parents were fully involved in his school education. This could have positively influenced literacy learning and reading habits of the respondent. High involvement of these parents indicates their regard and concern for the respondent's school education.

In contrast, three respondents (S-1, S-2, and S-3) asserted their parents were not involved in their primary education in particular; they received little parental support during secondary school and were completely dependent on teachers during secondary school education. One respondent (S-3) even expressed that his parents were dependent on the teachers to the extent that even if he was beaten by teachers physically, his parents did not mind it:

Actually my father never ever went with me to school to know whether my son studies or not. Even when we left home, they did not even ask whether my son went to school or elsewhere....When our teachers hit us, my parents

did not mind it, rather they used to think that physical punishment is good for child education...Our parents have a great respect for teachers and consider them as parents of the child (emphasis added).

The above quotation indicates this respondent's parents showed little, if any, concern for school education. It also suggests that some parents blindly rely on teachers as their children's demi-parents. They believe in the authoritative role of teachers to control their children by fair or unfair means, which according to their belief is used for the better training, and well-being of the students rather than any intention to harm them. These parents possibly fail to understand that their children after getting beaten up might end up having considerably low levels of self-esteem, which in turn may prove negative for their motivation to literacy acquisition. Thus, it may be inferred that parental involvement may be linked with parents' beliefs regarding their children's education. If parents get themselves involved in their children's academic lives; school children's learning outcomes may possibly increase to some extent.

On the whole, Parental Involvement appears to play an important part in the literacy acquisition of respondents in this study. The respondents with more parental involvement may have acquired more literacy learning skills and literacy practices than those who got little or no support from their parents during their school education. The difference in parental support and involvement among the respondents may not only influence their school education but it can play an important role in their reading habits and reading proficiency during university education.

5.3.1.3 Parents' Role in Respondents' Reading Habits

Parents may also play an important role in their children's reading and learning. Analysis identified that parents' reading to child, support in reading and their own reading habits have an influence on home literacy environment and reading habits of respondents. This is asserted by response from two respondents (U-1 and U-2) who suggested their parents, in one case a grandparent also, played an active role in developing their reading habits. One of them reported:

'When I was in the lower primary school my mom, almost every day, used to read a story and I used to listen. My dad used to read a lot. When I was a child I used to see whenever he had got free time he used to read books I started picking up his books. In the beginning I used to just skim the book and see the pictures. But later on I was reading the books' (U-2, emphasis added).

This view indicates that parents' encouragement and engagement in child's reading activities in different ways, and their own reading habits have a positive influence on their children's reading habits at an early age. These may further be carried out during children's later life.

However, four respondents (U-3, S-1, S-2 and S-3) suggested that: *'there was no concept of reading'* in their home (U-3). Another respondent also narrated the similar story:

They never read to me. They bought me books, but they never tried to sit by my side and have an interaction on that book, or we both shared same book, and share what we have studied in that book.... My mother used to recite the Holy Quran but never any academic or text book (S-1, emphasis added).

The above respondent suggests a lack of parents' engagement in fostering his own reading habits. It seems that if parents do not engage in their children's reading activities at home, the children may not develop a habit of reading.

Overall, the data shows a contrast regarding parents' role in fostering respondents' reading habits. It suggests that some respondents were provided full support in reading at home; hence it is more likely that these respondents have a habit of reading. However, the other respondents were provided little or no support from their parents in reading, which might have negatively influenced their reading habits. Thus, the findings suggest that parents' may have an important role in developing reading habits of respondents in this study.

5.3.1.4 Exposure to Reading

The findings suggested that Exposure to Reading may also have an impact on learners' home literacy environment and reading habits. This sub-theme was indicated from participants' references to learning resources at home and visits to library with parents. Two respondents (U-1 and U-2) noted a high Exposure to Reading during their school life as can be inferred from the following example:

I had nearly 25 -35 books; we have got a separate room for books, the reading room. My dad had nearly 300 books as well as. During that time we had the internet so I used to get newspapers and books.... Every Saturday I and my dad used to go to the library (U-2).

This respondent points to frequent access to books and other reading resources such as internet at home. He further emphasizes that his father also possessed many books and visited library with the respondent frequently. These elements could have helped the respondent to develop a reading habit.

On the other hand, four participants (U-3, S-1, S-2, and S-3) suggested little Exposure to Reading in the past. One of them expressed '*may be 5 to 10 [books at home] ...I did not visit library with my father*'(S-2).

These findings suggest that respondents vary greatly in possession of reading resources at home and visits to library with parents during school life. These elements could also have influenced reading habits and English reading proficiency of respondents in this study at all levels of their education.

5.3.1.5 Respondents' Early Reading Habits

The final sub-theme in respect of their Home Literacy Environment as can be seen in Figure 5.3.1 was Respondents' Early Reading Habits. Two respondents (U-1 and U-2) described a habit of reading from their childhood:

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I enjoyed Urdu reading....When I was in primary I completed all ‘Quliyat-e-Iqbal’ at that time and I was so much well conversed in Urdu poetry (U-1, emphasis added).

When I was doing my primary school I used to read a lot of stories, poems those kinds of books (U-2).

The above quotes suggest that these respondents had a habit of reading and they had acquired reading skills and proficiency in an early age, which could possibly be due to their literacy supportive home environment.

Unlike these participants, three respondents (U-3, S-1 and S-3) reported they did not read at home during school life.

From high school education up till our college level we never actually studied in a way we should have. In our home we didn’t have facility of reading; we did not read regularly (S-1, emphasis added).

This respondent not only indicates a lack of early reading habit but he also appears to suggest that the lack of literacy learning support at home may hinder children’s acquisition of a reading habit.

On the whole, it may be suggested that reading habits of the participants differed from school life and the difference could possibly be due their different home backgrounds. It may also be concluded that, Home Literacy Environment, including Parents’ Education, Parental Involvement, Parents’ Role in Reading Habits of Respondents and Exposure to Reading play a key role in fostering reading habits and literacy acquisition of learners at all levels of their education. A supportive home literacy environment may have a positive impact on reading habits and English reading proficiency of learners whereas little or non-supportive literacy environment at home may negatively influence reading habits and English reading proficiency of learners from school life to a higher level of education.

5.3.2 Educational Background

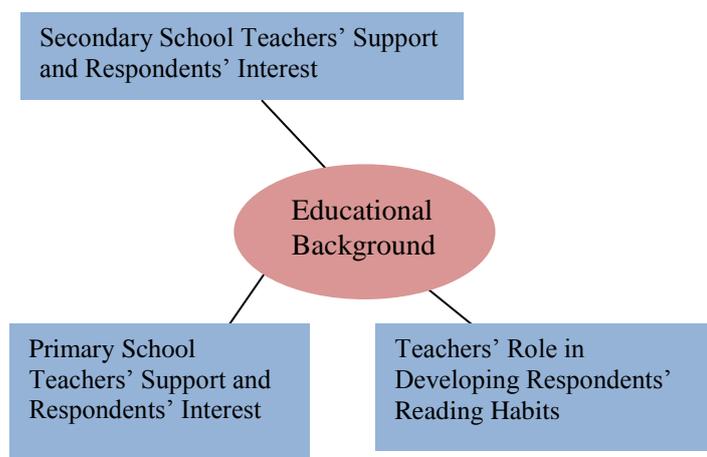


Figure 5.3.2: Thematic Map Educational Background

As can be seen in Figure 5.3 Educational Background also occurred as a main theme from the interview data, which was defined through three sub-themes: 1. Primary School Education, Teachers' Support and Respondents' Interest, 2. Secondary School Education, Teachers' Support and Respondents' Interest and 3. Teachers' Role in Respondents' Reading Habits (See Figure 5.3.2). The data showed different backgrounds of respondents regarding primary and secondary school education. These may have an influence on their reading habits in this study. In order to understand and explore the influence of respondents' educational background on their reading habits and English reading proficiency; each of the sub-themes, as noted above, is now discussed.

5.3.2.1 Primary School Education, Teachers' Support and Respondents' Interest

Primary School Education, Teachers' Support and Respondents' Interest was determined as a sub-theme in relation to respondents' Educational Background. This sub-theme was highlighted from respondents' views about private and government primary school, learning resources, teachers' help and availability in class and respondents' liking and attendance in primary school. Two respondents (U-1 and U-2) suggested a private English medium primary school background; as one of them said:

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My school was very advanced private English medium school. We had all the facilities for example IT, computer lab and a very good library... I liked my teachers because they used to encourage the students and they were not only teaching but they also used to give emotional support. I really love them (U-2, emphasis added).

This response clearly demonstrates that he was provided a supportive literacy learning environment at primary school. There were many learning facilities in school and English was used as the medium of instruction, which means he started studying English from primary level. Similarly, the respondent appreciates teachers' support and encouragement in learning and reading, and shows his love for teachers. These elements could have developed the respondents' interest in studies and in reading.

On the other hand, three respondents (U-3, S-1 and S-3) noted they studied in government primary schools where even basic facilities were lacking, as can be inferred from the following quote:

... There was no black board even; only there was one chair for the teacher. There was no toilet in school.....The teacher used to beat us physically and we used to think we should not go to school. Sometimes even we used to say our parents; today the father of our teacher has been passed away; thus the school is close today (S-3, emphasis added).

Here, the respondent expresses his grievances regarding the lack of basic learning facilities in the government primary school and identifies the prevalence of uncontrolled and unquestionable authorities given to teachers in the government educational system. These elements may not only discourage students from studies but also result in their absence from school.

The above views indicate a contrast among the respondents' primary school backgrounds. The data further suggests two different primary school education systems in Sindh: private schools and government schools. Private schools appear to be a fun for learners, whereas the government primary schools fail to develop

children's interest in literacy learning. These differences may have an influence on learners' reading habits and reading proficiency. Thus, it may be inferred from the data that primary school background has an important role in the developing reading habits of students in this study.

5.3.2.2 Secondary School Education, Teachers' Support and Respondents' Interest

Secondary School Education, Teachers' Support and Respondents' Interest was a recurring sub-theme in relation to Educational Background. This sub-theme was suggested by respondents in relation to their views about private and government secondary school, learning resources, teachers' support and respondents' interest in secondary school. Two respondents (U-2, S-2) reported they studied in private English medium secondary school, which provided many learning facilities. This view is strengthened from the following response.

It was a huge school for me.... We were not allowed to speak in Sindhi, or Urdu, we were bound to speak only in English. We were newly introduced towards computer. There was a huge library in my secondary school and we used to go there, and it was our wish, whatever we can read..... The way they [teachers] used to interact with us, the activities they used to hold for us, their body language their way of teaching and everything was very good (S-2, emphasis added).

This respondent suggests a supportive learning environment at school, including well-equipped library and computer lab. She also acknowledges that her teachers were cooperative and they used advanced methods of teaching to facilitate learning. This background could have developed her interest in literacy acquisition.

On the other hand, three respondents (U-3, S-1 and S-3) mentioned they studied in government secondary schools that failed to provide even basic learning facilities, as it was exemplified by S-3:

..It was an old building and floor was broken, benches were also broken, we had one room for the library in our secondary school, where there were

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some books in the cupboards and we used to think those are religious books or holy Quran (emphasis added).

The same respondent also narrated the most pathetic story about a secondary school teacher as follows:

Once a teacher asked me to buy chicken and take it to his home. I did not do that and then he hit with a stick on my both hands fifty two times. After that I had no interest in the study. My heart was broken due to this incident (tears in his eyes) (S-3).

The respondent suggests not only the lack of basic learning facilities but also the occurrence of physical punishment in government secondary schools. These elements may result in children's fear of teachers, disliking for studies and the lack of a reading habit.

Interestingly, one respondent (U-1) from government secondary school background mentioned a supportive learning environment and supporting teachers in secondary school, which also created her interest in studies.

On the whole, apparent differences can be found among the respondents' secondary school backgrounds from the interview data. The majority of respondents suggested a government secondary school background with the lack of basic learning facilities and supporting teachers in secondary schools. However, some respondents mentioned a private secondary school background, which offered more learning opportunities to learners. Thus it may be concluded that there are significant differences between government and private secondary schools in terms of learning facilities and teachers support. These differences in the secondary school backgrounds may possibly have an impact on learners' literacy acquisition, reading habits and interest in learning not only at school level and also at a higher level of education.

5.3.2.3 Teachers' Role in Respondents' Reading Habits

Teachers' Role in Respondents' Reading Habits was indicated as a recurring sub-theme in relation to their Educational Background from the interviews (See Figure 5.3.2). This was formed from respondents' views on teachers' help and encouragement in reading. Three respondents (U-1, U-2 and S-2) mentioned a positive role of their teachers in fostering their reading habits as it is exemplified in the following extract:

My teachers were very concerned about reading and writing both. Every day in almost every lecture they would ask students to read one by one in the class. They gave more opportunities to students which made us more fluent readers (U-1, emphasis added).

This view suggests teachers' concern for their students' reading habits. They frequently arranged various reading activities in the class, which helped learners in developing a habit of reading among them.

In contrast, two respondents (S-1, and S-3) illustrated that their teachers showed little, if any, concern for their reading habits as can be inferred from the following extract:

The habit of reading was missing in our case as the teachers never asked us to go and study book apart from your text books (S-1).

The respondent seems to suggest that his teachers encouraged text-book reading somehow; however they did not show a concern for his leisure reading habits. As a result he did not have a habit of reading. This finding indicates that teachers play a significant role in fostering learners reading habits and major differences can be observed among the respondents regarding teachers' role in fostering their reading habits.

On the whole, the qualitative data suggests substantial differences among the respondents' educational backgrounds, including primary and secondary school education and teachers' role in reading. It also indicates that more supportive

educational backgrounds may create a habit of reading among the learners and facilitate their literacy acquisition. However, less supportive educational background may hinder respondents' reading habits and interest in literacy acquisition. Thus it may be established from interview findings that learners' educational background is not only linked with their reading habits and reading proficiency at school level but at all levels of their education.

5.3.3 English Language Learning Experiences in the Past

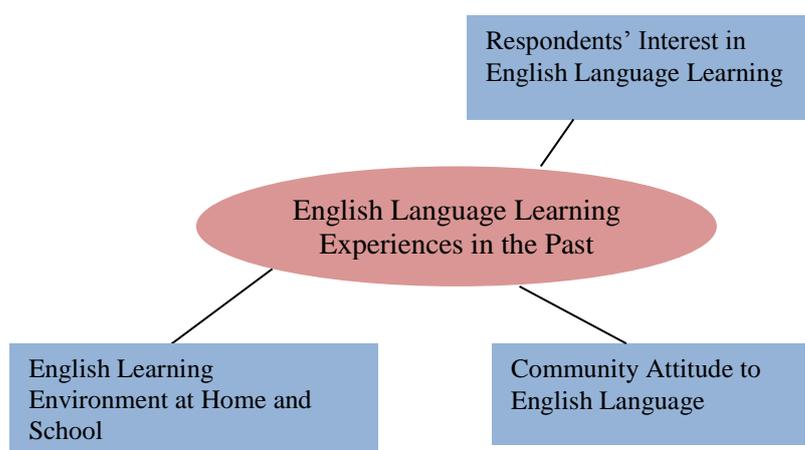


Figure 5.3.3: Thematic Map English Language Learning Experiences in the Past

English Language Learning Experiences in the Past was identified a main theme from Thematic Analysis (See Figure 5.3). This main theme was defined through three sub-themes: English Language Learning Environment at Home and School, Community Attitude to English Language and Respondents' Interest in English Language. The data suggested some contradiction within the respondents regarding the level and scope of English language learning support at home, school and in community, which could have an impact on their reading habits and English reading proficiency. Thus, each of these sub-themes is discussed in detail in order to understand the influence of respondents' previous English language learning experiences on their reading habits and English reading proficiency at the University of Sindh.

5.3.3.1 English Language Learning Environment at Home and School

This sub-theme was perceived through participants' recurring views on the use of English at home and school, parents' and teachers' help in English language learning and methods of English language teaching at school. The data suggested the respondents differed in terms of English Language Learning Environment at Home and School. Two respondents (U-1 and U-2) mentioned a supportive English learning environment at home and in school, whereas one respondent (S-2) suggested having several English language learning opportunities in the secondary school in the past. One respondent said:

Right from my primary school I used to read English books because 95% of my dad's collection was in English books and he always encouraged me to learn English...My teachers never spoke high level English they always used to speak basic level English so we used to understand (U-2, emphasis added).

The respondent indicates more access of learning resources in English at home and various opportunities for the use of English language at school, which may have a positively influenced his English reading habits and English language proficiency.

In contrast, three respondents (U-3, S-1 and S-3) mentioned they did not get English language learning opportunities at home and school, as it is evident from the following quote:

....There was no one in the village who could speak English and my father was uneducated thus we also did not even try to speak English. English teachers taught grammar only and that also in Sindhi language (S-3, emphasis added).

The respondent suggests a dearth of English language learning opportunities in home and in school and emphasises to have started English alphabets in class Six. This implies he did not read anything in English until the completion of primary school education. He also seems to criticise the methods of teaching English at

schools, which may hinder English reading habits of learners not only at school level but also at the university level.

This section suggests the respondents with a supportive English language learning background may have higher English language proficiency and reading habit than those who did not get English language learning environment at home and in school. This finding suggests that English language learning experiences in the past have an impact on respondents' English reading habits and English reading proficiency.

5.3.3.2 Community Attitude to English Language

This sub-theme was indicated through participants' narratives on regard for English reading and speaking in their community. Two respondents (U-1 and U-2) mentioned the mixed attitude of people to English language, as can be derived from the following extract:

That depends if I speak to a person who can respond to in English than that is fine, but if I speak to a person who cannot speak in English than they will be feeling uncomforted but in my place almost all can understand English and speak English... Some time they are not happy if I use English (U-2, emphasis added).

This indicates that people who understand English may have a positive attitude towards English speaking. The majority of people in the respondent's community understand and speak English, however sometimes they do not like speaking in English.

In contrast, three respondents (U-3, S2, and S-3) suggested little regard for English speaking among people. One of them described:

If I speak in English they will start taunting me and say what has happened to her....In Sindhi culture usually people avoid talking in English, they use Sindhi and English is not part of society (S-2, emphasis added).

This suggests the majority of people discourage use of English for communication, which may partly be due to their culture and lack of understanding English language.

These findings indicate the difference among the respondents regarding community support in English language, which may also have an impact on their English reading habits and English reading proficiency.

5.3.3.3 Respondents' Interest and Proficiency in English

Respondents' Interest and Proficiency in English was a frequently repeated theme in the data which emerged through respondents' narratives about reading and speaking English and their liking for English. Two respondents (U-1, U-2) mentioned an interest in English language from primary school life, whereas one respondent noted the same from secondary school. One respondent said:

My interest started with reading English books, especially storybooks for children. I started classical English story tales such as Cinderella; Ali Baba and forty thieves. I started reading from primary school (U-1).

The respondent describes an interest and a habit of reading English books from an early age. This suggests she was a proficient reader in English from her primary school.

One respondent (S-3) noted to have interest in English during secondary school but he could not read or speak English.

It was our greatest desire to learn English, but due to the callousness and disinterestedness of teachers, and lack of basic education at primary and high school till now even we cannot read or speak English properly (S-3).

While the respondent shows love for English; he also complains about poor proficiency in English reading and speaking, which he thinks is due to poor learning facilities in primary and secondary schools and teachers' indifferent behaviour.

These findings suggest that the majority of respondents love English, which means they have a positive attitude towards English language. However, a few respondents face difficulties in English reading which may be the result of their poor English learning background. This supports the assumption that English language learning experiences in the past may have an influence on reading habits and English language proficiency of the participants not only at school level but also at the university level.

5.3.4 Socio-cultural Environment

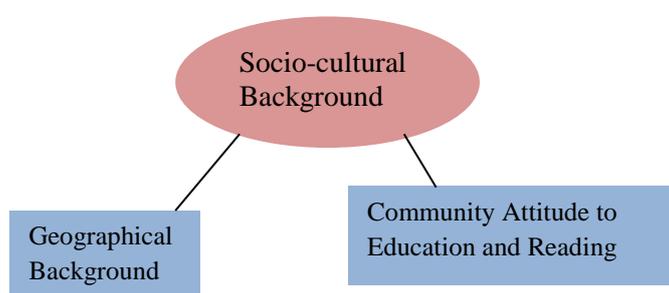


Figure 5.3.4: Thematic Map Socio-cultural Background

Socio-cultural Background emerged as a main theme from respondents' references to Geographical Background and Community Attitude to Education and Reading. The data illustrated that, the respondents belong to a different geographical background and they differed regarding community attitude to education and reading. These elements are now discussed in detail in order to understand and explore the influence of socio-cultural background on respondents' reading habits and literacy acquisition.

5.3.4.1 Geographical Background

Geographical Background was a recurring theme in the data which was explored from respondents' references to rural or urban background. Two respondents (U-1 and U-2) described to be from an urban background, as one of them reported:

I lived in urban area. The area where I stayed was a well-developed area. We had all schools, hospitals; universities, everything nearby and the people who lived in my area were highly educated (U-2).

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This means urban background is a privileged background in terms of learning opportunities and people's level of education in urban areas is usually high.

On the other hand, three respondents (U-3, S-1, and S-3) stated they belong to a rural background, as can be inferred from the following quote:

We are villagers. We did not have any educational facility in our village. For example there was no electricity and there was no school even (S-3).

This respondent considers rural background a hurdle in literacy acquisition because of the lack of basic learning opportunities and other basic needs such as electricity in schools. Thus it may be inferred that rural background may have a negative influence on respondents' education. Furthermore, one respondent narrated a mixed rural-urban background, which may further clarify the difference between rural and urban backgrounds:

Because I was from rural side I did not know how to interact with the kids they used to be very confident almost all the students were Urdu speaking, I did not know how to speak Urdu, even I felt shy from teachers like to go to washroom; I was not very confident. I could not speak English at that time and even Urdu.....Because the environment in (name of rural town) was quiet different, so I felt uncomfortable while we came to (name of city) because of these two languages, because I did not know these languages (S-2, emphasis added).

The respondent seems to suggest that learners from rural backgrounds feel less confident in urban environment. They lack skills to cope up with the urban environment and feel difficulties in Urdu and English languages. Additionally, due to rural backgrounds the learners may feel inferior in an urban context, which may have a negative influence on their achievement in school grades.

Thus, it may be concluded that there is a great difference between rural and urban backgrounds in terms of educational facilities, which may also affect learners

reading habits and literacy acquisition. Additionally, the lack of English proficiency makes the learners feel uncomfortable and less confident in educational institutes.

5.3.4.2 Community Attitude to Education and Reading

Community Attitude to Education and Reading was reflected as a sub-theme with respect to Socio-cultural Background from respondents' references to regard for education in community and reading habits in community. Two respondents illustrated a high regard for education in their community as it was stated by one of them:

They (people) were getting more and more sense about independent reading and I remember about colleagues and friends they were into reading (U-1).

This suggests that people engage in reading and they have high regard for education and learning. The same might be carried out by children in the community.

In opposite to these respondents, four participants (U-3, S-1, S-2 and S-3) said people avoid reading and it has been a rare activity in their community. One of them told a completely different and shocking story regarding regard for education and reading habits in the community:

'People in our village and the nearby villages also have the same routine. Many young in particular and few old people spend their time at hotel and some spend their time at otaq (a separate building for guests). I have never seen a book in their (villagers) hands but have seen axes and guns many times' (S-3, emphasis added).

The above quote shows that people in rural area of Sindh waste much of their free time at hotels, and in gossip. They do not show much concern for education, which may result in clashes and fights among them and lack of reading culture in the community.

These findings show a complete contrast among the respondents' Socio-cultural Background which may have a great influence on reading habits and reading

proficiency of students at the University of Sindh as it is evident from the data extracts.

5.3.5 Respondents' Reading Habits Now



Respondents' Reading
Habits Now

Figure 5.3.5: Thematic Map Respondents' reading habits now

Respondents' Reading Habits Now was identified as a main theme (See Figure 5.3.5) from their narratives about their leisure activities and reading language. Three respondents (U-1, U-2 and S-1) suggested a habit of reading, as can be understood from the following two examples:

I love reading as much that even it would be a festival or a wedding of some family member in my house even I would go and take some break in some hidden part like in store room (U-1).

Nowadays I spent my free time by reading something I lay my hand on. I go to the market to buy few books for me. Usually I like books more related to world affairs, reading a book on the general topics is quite interesting.... So reading anything is actually an activity for me (S-1).

The above extracts identify that these participants read daily and they read for pleasure. They read more in English and less in their mother tongue and show a love for reading; hence it may be concluded that these participants have a habit of reading.

However, one respondent mentioned a habit of reading, which, as he reported, was due to the influence of the University environment:

...in our university we had interaction with teachers, with students who were from almost every part of the country. Interactions with other cultures, with other peoples tell you the importance and differences you have between

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rural and urban education of our country. This difference compels you to study to reach at their level and this is how I developed my reading habit (S-1 emphasis added).

In contrast, three respondents (U-3, S-2 and S-3) suggested a lack of reading habit. Two of them noted:

I do not read every day but when I have exams I read daily. I feel less confident when I read in English although at university I know English is very important...I am not habitual of reading. I don't read in Sindhi also because I do not have a reading habit (S-3).

I do not read daily, I read books but not frequently. I read in English more and sometimes in Urdu but I do not feel comfortable with English (U-3).

It seems that these respondents do not have a reading habit; they do not read daily and read for exams. They feel less confident in English reading, which may also be the result of their background.

On the whole, the interview data indicates that Respondents' Reading Habits Now could possibly be the result of their previous background. Respondents, who had supportive Home Literacy Environment, Educational Background, English Language Learning Experiences in the Past and Socio-cultural Background appear to have acquired more literacy learning skills and reading habits than those who did not have the same learning background. Thus, it may be suggested that these elements of learners' background greatly influence their reading habits and literacy acquisition. These are complex in nature and are best explored and understood through the use of qualitative interviews. This justifies the use of qualitative approach in this study.

However, one main objective of the qualitative interviews was to identify and compare if there were differences between Sindhi and Urdu students' home background, educational background and sociocultural background. Therefore, next section compares Sindhi and Urdu groups in relation to main themes and sub-themes

discussed in this section in order to draw justifiable conclusions regarding their background in a clear and logical manner.

5.4 Comparison between Sindhi and Urdu Students' Background

In order to address Research Question Six (RQ6), which was designed to understand and explore the differences between Sindhi and Urdu respondents' backgrounds, first of all, each Sindhi and Urdu respondent's information regarding all main and sub-themes was tabulated and ranked using their transcripts. It should also be noted here that some sub-themes were broken into two: a) if there were some interesting differences between the groups and b) if it was useful for the clarity of comparison.

For clarity of reporting, a ranking order was established adopting traffic light colours where: green = high, yellow = medium and red = low. If no information was found for any theme or sub-theme, with respect to a respondent, it was left blank. This procedure clarified further the influence of all main themes on respondents' current reading habits, and it also showed visible differences between Sindhi and Urdu groups with respect to each main theme and sub-theme. A detailed explanation about how the ranks were assigned to each respondent regarding each main theme and sub-theme is as follows:

Firstly, the ranking for Home Literacy Environment was decided following each respondent's information regarding each sub-theme from Parents' Education to Respondents' Early Reading Habits (See Figure 5.3.1) in the following manner. The respondents were ranked high (green in colour, in Table 5.2) for Parents' Education, Parental Involvement, Parents' Role in Respondents' Reading Habits, Exposure to Reading and Respondents' Early Reading Habits if they reported that both their parents were educated and involved; they received consistent support in reading at home, there were more than 50 books at home and regular visits to library with parents, they were regular readers from their early school life.

The ranking was considered medium for the same sub-themes (yellow in colour, in the table below) if they mentioned only father's education, less frequent parental involvement and support in reading at home, less than 15 books and few occasional

visits to library, and occasional reading at home respectively. However, if the respondents mentioned a rare or no parental involvement and parent's support in reading, less than 10 books at home and no visits to library and no reading at home in early school life, they were ranked as low for the same sub-themes (red in colour, in the table below). Interestingly, the data suggested Sindhi parents rely more on teachers for their children's education. Hence, this information was tabulated separately as Dependence on Teachers for the clarity of comparison.

Similar to Home Literacy Environment, the ranking for each sub-theme with respect to Educational Background was decided as follows: Primary School Education, Teachers' Support and Respondents' Interest in School was considered high, if the respondents reported many learning resources, dedicated teachers and school as fun and enjoyment. If they suggested only a few learning resources, regular teachers and some interest in school, it was considered medium; whereas lack of resources, non-availability of teachers and lack of interest in primary school were considered as low. The same procedure was followed to assign ranks to Secondary School Education, Teachers' Support and Respondents' Interest in Secondary School. Additionally, Teachers' Role in Respondents' Reading Habits was ranked high if respondents reported their teachers consistently supported reading and held frequent reading activities in class. If they suggested less frequent reading activities in class, teachers' role was considered medium, however the lack of teachers' concern and reading activities in class were taken as low.

Moreover, the ranking for each sub-theme regarding English Language Learning Experiences in the Past was also decided in the same way as follows: English Language Learning Environment at Home and School and Community Attitude to English Language were considered high if the respondents reported several English language learning activities at home and school, and frequent support and use of English in community. The same were considered medium if the respondents mentioned a few occasional English language learning activities at home and in school and little use of English in community. If they suggested the complete lack of support and encouragement at home, in school and in community with respect to English language, they were ranked as low for the same sub-themes. Likewise,

Respondents' Interest and Proficiency in English was ranked high if they reported frequent reading in English without difficulty, it was taken medium if some reading in English was reported, however if no reading was noted by respondents and they reported many difficulties in English, their interest and proficiency in English was ranked as low.

Sindhi and Urdu respondents were also assigned ranks on their Socio-cultural Background and Reading Habits Now following the same procedure. They were ranked high on Geographical Background if they mentioned an urban background, it was considered high, and it was considered medium if they had mixed, rural and urban background, whereas if they suggested a rural background, it was noted as low. Similarly, Community Attitude to Education and Reading Habits was ranked high if respondents indicated high regard for education and consistent engagement in reading among the people, they were ranked as medium for the same, if it they indicated some regard and occasional engagement in reading, however if no regard for education and rare engagement in reading was noted by the respondents, they were ranked as low for the same sub-theme.

Finally, Respondents' Reading Habits Now were considered as high if they expressed a great love and engagement in reading, they were considered medium if occasional engagement was noted, whereas as if the respondent reported no engagement and difficulties in reading they were considered as low.

Having explained how ranking order was decided to compare Sindhi and Urdu students' background and their reading habits, Table 5.2 displays the outcome of the process, which will further be explained in the following sections. All three Urdu respondents in the table are named as U-1, U-2, and U-3 and all Sindhi respondents are mentioned as S-1, S-2 and S-3.

Table 5.2 Comparison between Sindhi and Urdu Backgrounds (Green = high, yellow = medium and red = low)

	U-1	U-2	U-3	S-1	S-2	S-3
Home literacy environment						
Parents' Education	Green	Green	Yellow	Yellow	Yellow	Red
Parental Involvement	Green	Green	Yellow	Red	Red	Red
Dependence on Teachers				Green	Green	Green
Parents' Role in Respondents' Reading Habits	Green	Green	Red	Yellow	Yellow	Red
Exposure to Reading	Green	Green	Red	Yellow	Red	Red
Respondents' Early Reading Habits	Green	Green	Red	Red	Red	Red
Educational Background						
Primary School, Teachers' Support and Respondents' Interest	Green	Green	Yellow	Red	Yellow	Red
Secondary School, Teachers' Support and Respondents' Interest	Green	Green	Yellow	Red	Green	Red
Respondents' interest	Green	Green	Yellow	Red	Green	Red
Teachers' Role in Reading Habits	Green	Green	Red	Red	Green	Red
English Language Learning Experiences in the Past						
English Learning Experiences at Home and School	Green	Green	Red	Red	Yellow	Red
Community Attitude to English	Yellow	Yellow	Red	Red	Yellow	Red
Respondents' Interest and Proficiency in English	Green	Green			Yellow	Red
Socio-cultural Background						
Geographical Background	Green	Green	Red	Red	Yellow	Red
Community Attitude to Education and Reading	Green	Green	Red	Red	Red	Red
Respondents' Reading Habits Now	Green	Green	Red	Green	Yellow	Red

5.4.1 Sindhi and Urdu groups' Home Literacy Environment

As can be seen in Table 5.2, the majority of Urdu respondents were ranked high for Parents' Education, Parental Involvement, and Parents' Role in Respondents' Reading Habits, Exposure to Reading and Respondents Early Reading Habits. This means their father and mother both were well educated and involved in their study; they helped them in reading in different ways and they provided many books and visited library with their children due to which the majority of Urdu respondents enjoyed reading and they were frequently engaged in reading from early school life. However, the majority of Sindhi respondents were ranked as medium for parents' education, and low for the remaining sub-themes: Parental Involvement to Respondents Early Reading Habits. This indicates a lack of mother's education,

parental support and reading resources in Sindhi homes. As a result, Sindhi respondents did not have a habit of reading during early school life and faced difficulties in reading; as it can be identified from their quotes in Section 5.3.1.5.

The differences between Sindhi and groups regarding Home Literacy Environment could possibly be due to their cultural beliefs regarding literacy acquisition. It appears from the data that both mother and father of the majority of Urdu respondents were educated and involved; they possessed many books and visited library with children. Whereas, with respect to the Sindhi respondents, the father was well-educated but there appeared to be low involvement of the father in literacy activities of respondents and they did not have many reading resources at home during school life. One of the most unexpected findings from the interview data was that Sindhi parents were dominantly dependent on teachers for their children's school education (See Table 5.2), which could also be due to their cultural beliefs regarding literacy acquisition of children (See data extracts in support of these findings in Sections 5.3.1.1, 5.3.1.2, 5.3.1.3 and 5.3.1.4).

On the whole, this section suggested that Urdu respondents come from more educated families; they get more parental involvement in studies, more support in reading from their parents and they possess more reading resources as compared to Sindhi respondents. Due to these factors they developed reading habits and reading proficiency much earlier than Sindhi respondents. Therefore, it may be suggested that home literacy environment could have influenced reading habits and literacy acquisition of both Sindhi and Urdu groups at the University of Sindh. Additionally the present study highlights that difference between Sindhi and Urdu groups regarding parents' education, parental involvement and support in reading, and exposure to reading may possibly be linked to their cultural beliefs regarding literacy acquisition and reading habits of children.

5.4.2 Sindhi and Urdu groups' Educational Background

Table 5.2 indicates clear differences between Sindhi and Urdu respondents' Educational Background. The majority of Urdu respondents were ranked high regarding Primary School, Teachers' Support and Respondents' Interest in School.

This means they reported a private English medium primary school background with various learning resources and highly supportive teachers and in schools. Hence, they showed high interest in primary education. On the other hand, the majority of Sindhi respondents were ranked as low on the same sub-themes. They noted the government primary school background with just basic or no learning facilities and less supportive teachers. They also reported physical punishment as part of teaching and learning process in schools, and low interest in primary school education (See data extracts in Section 5.3.2.1 in support of this finding).

The data also suggested interesting differences between Sindhi and Urdu groups regarding Secondary School Education, Teachers' Support and Respondents' Interest in School. For example, despite the majority of Urdu and Sindhi respondents described the government secondary school background (See data extracts in section 5.3.2.2); it was only the Sindhi group who complained having just basic learning facilities in secondary school. They also reported teachers' absence and physical punishment to learners as two main problems in secondary schools. These elements ultimately resulted in low interest of Sindhi respondents in secondary school. In contrast, the majority of Urdu respondents were found high for the same theme as can be seen in Table 5.2. This means they had a variety of learning resources, more supportive and encouraging teachers and high interest in secondary school.

Furthermore, Table 5.2 also demonstrates that Urdu respondents got more support from their teachers in reading as compared Sindhi respondents. The majority of Urdu respondents noted their teachers were more concerned and dedicated for their literacy acquisition and reading habits; hence they arranged various reading activities in the class. In contrast, the majority of Sindhi respondents suggested their teachers did not show any concern for developing their reading habits (See data extracts in section 5.3.2.3 in support of this finding).

Overall, the interview data indicates a complete contrast between Sindhi and Urdu students' educational background. It also supports the assumption that the majority of Urdu students studied in more privileged primary and secondary schools; hence they had a high interest in school education. On the other hand, the majority of

Sindhi students come to the University of Sindh from less privileged educational backgrounds, which might have caused their low interest in school education. Thus, it may be concluded educational background may influence not only learners' interest in literacy learning at school level, but it may also have an impact on their reading habits and English reading proficiency at a higher level of education. Additionally, difference between Sindhi and Urdu students' English reading performance in the quantitative part of study could also be due their distinct educational backgrounds.

5.4.3 Sindhi and Urdu groups' English Language Learning Experiences in the Past

Sindhi and Urdu respondents demonstrated obvious differences between them regarding their English Language Learning Experiences in the Past. The majority of Urdu students were ranked high for English Language Learning Environment at Home and School and Interest and Proficiency in English during school life (See Table 5.2). This means they mentioned several English language learning facilities at home and in school and high interest and proficiency in English language in the past, which could be the result of their English language learning experiences in the past

In contrast, the majority of Sindhi respondents were found to be low on the same sub-themes. They reported little or no support in English language learning at home and in school. They also complained; they started learning English alphabets in class six, the methods of teaching English at their schools were absurd and they had difficulty in English reading (See data extracts in Sections 5.3.3.1 and 5.3.3.1 in support of these findings). All these factors could possibly have affected their English language proficiency.

Furthermore, regarding Community Attitude to English Language, the majority of Urdu respondents were ranked medium (See Table 5.2) because they reported a mixed, positive and negative response from their community regarding English reading and speaking. They also noted many people in their community can understand and speak English. On the other hand, the majority of Sindhi respondents

suggested a negative attitude in their community regarding English language, in particular English speaking. They also claimed that a large majority of people in their community cannot understand English language (See data extracts in section 5.3.3.2 in support of this finding).

In addition, there was no negative attitude towards English among the respondents themselves. This indicates the participants' overall low English reading performance in the English reading test in the quantitative part of this thesis may be due to lack of supportive English learning environment to the majority of respondents overall. In general, this section highlights that Urdu respondents got more supportive English language learning environment at home and school than Sindhi respondents, which could also have resulted in their higher English language proficiency in general and English reading proficiency in particular as compared to Sindhi respondents.

5.4.4 Sindhi and Urdu groups' Socio-cultural Background

Table 5.2 illustrates that both Sindhi and Urdu respondents belong to a different Socio-cultural Background. The majority of Urdu respondents described they were from urban background, and there was a high regard for education in Urdu community and people engaged in reading along with other leisure activities. However, the majority of Sindhi respondents suggested a rural background, which was found to have low learning facilities in the area. They also reported that people have little regard for education; they avoid reading and spend their free time at hotels and in gossip. This suggests a lack of reading culture in Sindhi group as compared to Urdu group.

These findings suggest a difference between Sindhi and Urdu respondents regarding socio-cultural backgrounds, which could also have influenced their reading habits and literacy acquisition at the university level as it is evident from the data extracts in Sections 5.3.4.1 and 5.3.4.2.

5.4.5 Sindhi and Urdu groups' Reading Habits Now

Table 5.2 illustrates that Sindhi and Urdu respondents' in this small sample differ greatly in reading habits now. The majority of Urdu respondents are found to have

high reading habits, which means they read daily, they read for leisure and they love reading. Whereas the majority of Sindhi respondents show medium or low reading habits, which means they engage in reading but not daily and they mostly read for academic purpose and not for leisure. The data showed there was one Sindhi student who reported engaging in leisure reading; however the respondent also added that his reading habits are the result of the university environment (See data extracts in support of these conclusion in Section 5.3.5). Table 5.2 also demonstrates that half of the respondents do not have a habit of reading.

On the whole, Urdu respondents show slightly higher reading habits than Sindhi respondents from the interview data, which could be the result of their background. Thus, it may be concluded that learners' background may not only influence their reading habits and reading achievement at school level but it may also have a major impact on their reading habits and literacy development at the level of higher education. Curiously, the qualitative findings contradict the questionnaire findings in the previous chapter, which suggested there were no significant differences between Sindhi and Urdu respondents reading habits. The possible reasons for this will be taken up in Section 5.6.

5.5 Summary of Interview Findings

Thematic analysis suggested the following findings that may provide a deeper understanding and explanation of the quantitative results and also contribute to answering Research Questions Five and Six of this study. The previous chapter summarised the quantitative findings as Finding 1, Finding 2 and so on, so in order to make the comparison of the quantitative and qualitative findings easy to distinguish, these four qualitative findings are numbered as Finding A, Finding B and so on. It is hoped that the description of findings in this way will help to have a full and clear understanding of the phenomena investigated in this thesis.

Finding A: Home literacy environment including parents' education, parental involvement and support in reading, and exposure to reading may have a major influence on the reading habits of learners in this study (See Section 5.3.1). Both Sindhi and Urdu groups reported significant differences regarding home literacy

environment. The majority of Urdu participants, although small in number, reported a literacy rich home environment and a habit of reading from early school life. Whereas, the majority of Sindhi respondents appeared to suggest literacy low home environment, due to which it appeared that they lacked a habit of reading. Additionally, the data indicated the difference between Sindhi and Urdu groups' home literacy environment could possibly be due to the cultural differences between the groups regarding parents' education, parental involvement and reading resources at home (See Section 5.4.1).

Finding B: The interview data indicated that educational background, including primary and secondary school education and teachers' support in studies and in reading may also have an impact on learners' reading habits, reading proficiency and interest in education (See Section 5.3.2). Major differences were observed between Sindhi and Urdu respondents in respect of their educational background. The majority of Urdu students suggested a supportive learning environment during primary and secondary school education and a high interest in school education. On the other hand, the majority of Sindhi students during the interview suggested a poor learning environment during primary and secondary school and little or no interest in education (See Section 5.4.2). This may have negatively influenced Sindhi respondents' reading habits and literacy acquisition.

Finding C: English language learning experiences at home, in school and in the community in the past may also have an impact on learners' reading habits and reading proficiency in English. It was also indicated from the interview data that both Sindhi and Urdu groups had a great interest in English language and a positive attitude towards English language learning (See Section 5.3.3). However, both the groups indicated different English language learning experiences in the past. The majority of Urdu respondents reported a full support from their parents and teachers in English language learning in the past and a reading habit and proficiency in English since primary school (See Sections 5.4.3). In contrast, the majority of Sindhi students suggested little English language learning support at home and in school and a lack of reading habit and reading proficiency in English during school life (See Section 5.4.3). This may imply that poor English reading habits and lower

English reading performance of Sindhi participants could – if this is true of the wider population – arguably be due to their poorer English language learning experiences in the past as compared to Urdu respondents.

Finding D: The qualitative data also suggested that socio-cultural background including rural and urban background and community attitude to education and reading may also influence reading habits and English reading proficiency of learners in this study (See Section 5.3.4). Sindhi and Urdu respondents noted a significantly different socio-cultural background. The majority of Urdu respondents reported a more privileged urban background and high regard for literacy in community. However, a large majority of Sindhi participants suggested a less privileged rural background and little regard for literacy and lack of reading culture among in their community (See Section 5.4.4). These elements could also have played a role in Sindhi and Urdu participants’ reading habits and English reading performance in this study.

Finding E: Finally, supporting the above mentioned findings the interview data suggested that the respondents who reported more literacy supportive background showed a habit of reading to some extent. However, there appeared to be a lack of reading habit among the respondents from low literacy supportive background. This suggests that university students’ background may have an influence on their current reading habits (See Section 5.3.5). It was also observed that slightly more Urdu participants, although small in number, have a habit of reading as adults, as compared to Sindhi respondents and the majority of Sindhi respondents do not read daily for leisure and face many difficulties in English reading. Overall, there was a lack of reading habit among half of the respondents who reported they did not read daily and they read more for academic purpose than for leisure (Sindhi and Urdu as one group) (See Section 5.4.5).

On the whole, the interview findings suggested that respondents’ background including home background, educational background, English language learning background and socio-cultural background could have a great influence on their reading habits and English reading proficiency. Urdu students indicated a broadly

more supporting literacy background as compared to Sindhi students due to which their reading habits were slightly more developed as compared to Sindhi students. On the contrary, the majority of Sindhi respondents in this sample did not tend to have a supportive literacy learning background (See Table 5.2), which might have negatively influenced their reading habits and English reading performance. Additionally, the majority of respondents in this study suggested a less supportive literacy learning background (Sindhi and Urdu as one group), which could possibly be a main cause of the overall low reading habits and English reading proficiency of the participants in this study (See Table 5.2).

Having summarised the four qualitative findings, it is now important to discuss and contrast the quantitative findings against the qualitative findings to have a full understanding of the phenomena of this study. Therefore, in the next section, each of the quantitative findings as noted in the summary of Chapter Four is commented upon in the light of the qualitative findings to establish the final results of the study. In the next chapter (Chapter 6), these findings will further be discussed in relation to the existing literature to address the Research Questions directly.

5.6 Synthesis: The Relation between Quantitative and Qualitative Findings

As noted in Chapter Three, a sequential mixed methods research design, which combines quantitative and qualitative approaches, was adopted to meet the objectives of the study. This section endeavours to synthesise the quantitative and qualitative findings, and the resulting findings will be referred as Main Finding 1, Main Finding 2 and so on, for the purpose of clarity and further discussion in order to address the research questions of the study in the next chapter.

Main Finding 1

In the summary of Chapter Four, Finding 1 suggested participants' low reading habits in English, excluding text book reading in English. Similarly, low reading habits were found among the participants in L1 other than text book and newspaper reading in L1 and students' reading habits (Sindhi and Urdu as one group) in English and in L1 were similar (See Section 4.7). The qualitative data also supported

these results to some extent suggesting that half of the respondents did not read daily and they did not spend much time on leisure reading (See Finding E). Thus, it may be concluded from both the quantitative and the qualitative findings, in particular the quantitative findings due to the large sample that the participants in this study have a lack of leisure reading habit other than textbook reading (Sindhi and Urdu as one group) and their reading habits in English and in L1 are similar.

Main Finding 2

The quantitative data suggested there were no significant differences between Sindhi and Urdu participants' reading habits in English, in L1 and overall (See Finding 2 in Section 4.10). The qualitative findings, on the other hand, showed that slightly more Urdu than Sindhi respondents have higher reading habits as adults (See Finding E) and the majority of Urdu respondents reported an early habit of reading (See Finding A) and proficiency in English from school life (See Finding C). The quantitative findings, from a large sample of the participants, demonstrated that Sindhi students had slightly higher mean scores than Urdu students for four reading materials in English (See Table 4.5) and there were no significant differences between the groups regarding their reading habits in L1 (See Table 4.6). Therefore, accepting the quantitative findings, it may be suggested that the present study does not show considerable differences between Sindhi and Urdu respondents' reading habits in English, in L1 and overall.

Main Finding 3

Finding 3 in Section 4.10, suggested that Urdu participants performed significantly higher in the English reading test ($p = .000$) and in terms of careful reading ($p = .000$) and expeditious reading ($p = .000$). The qualitative findings explained these results suggesting that Urdu students belonged to a more supportive home literacy environment; educational background, English language learning background and socio-cultural background as compared to Sindhi students (See Findings A to D), which might have helped them score higher in the English reading test as compared to Sindhi participants.

Furthermore, quantitative Finding 3 also suggested that the participants' performance in the English reading test (overall test score) and regarding careful reading and expeditious reading was also low (Sindhi and Urdu as one group). This suggested both careful reading and expeditious reading in English are equally problematic and important for the participants' performance in this study. These findings appear to be of a great concern because students at the university level in Pakistan are expected to be efficient in English reading at the level of their education.

The qualitative findings explained the quantitative finding in that half of the respondents did not have a habit of reading (Sindhi and Urdu as one group), and a few of them faced difficulty in English reading (See qualitative Findings D and C). Additionally, the majority of the participants (Sindhi and Urdu as one group) came from less supportive literacy learning backgrounds as noted earlier (See Table 5.2). These factors might have caused the participants' overall low performance in the English reading test. Thus, it may be concluded that the qualitative findings supported the quantitative results regarding English reading performance of all participants (Sindhi and Urdu as one group) and the differences between Sindhi and Urdu groups' performance in the English reading test.

Main Finding 4

The last interesting finding from the quantitative data was that there was little, if any, correlation between reading habits and performance of all students (Sindhi and Urdu as one group) and Sindhi and Urdu students respectively. Additionally, it was found that there was a slight (negative) correlation between Sindhi students' reading habits in L1 and performance ($\rho = -.266^{**}$, $p = .004$) (See Finding 4).

The qualitative findings provided a deeper insight, suggesting that reading habits and reading performance may be greatly influenced by various factors related to respondents' literacy background, as can be seen in Findings A to D.

Main Finding 5

Main Finding 5, which was suggested only from the qualitative data, is that home literacy environment, educational background, English language learning experiences in the past, and socio-cultural background may have a great influence on reading habits and English reading performance of the participants in this study.

Main finding 6

The last Main Finding which was also derived only from the qualitative data is that there may be significant differences between Sindhi and Urdu groups regarding home literacy environment and cultural beliefs regarding parental involvement, educational background, English language learning experiences in the past, and socio-cultural background, which will be discussed further in the next chapter to address Research Question Six. This finding also validates the assumption, as noted in Section 1.5, that both Sindhi and Urdu students' English reading performance at the University of Sindh could be due to their background.

Having explained the findings of the study, it is now useful to compare these finding in relation the existing literature in order to address the research questions and meet the objectives of the study. Therefore, the next chapter will discuss these findings of the study.

CHAPTER SIX: DISCUSSION

6.1 Introduction

At the end of Chapter Five the synthesis of quantitative and the qualitative findings was presented. This chapter will now compare those findings with the existing literature in relation to each Research Question (RQ) identified in Chapter Two (Section 2.10). It will, first of all, discuss the findings in respect of Research Question One with supporting evidence from the literature to suggest a comprehensive answer to it. The same procedure is followed to address the remaining research questions in turn. Thus the following section revisits each research question and compares the findings regarding each research question with the literature in Chapter Two.

6.2 Research Questions (Revisited)

6.2.1 Research Question One (RQ1)

Research Question one was as follows:

RQ1. What are the reading habits of students (Sindhi and Urdu as one group) in English and in their L1?

This study, in particular the quantitative findings, suggested a lack of leisure reading habits and reading academic articles among the participants; however the majority of them showed a habit of textbook reading (Sindhi and Urdu as one group). (See Main Finding 1). These findings confirm the findings of various prior studies as discussed in Chapter Two such as Tella and Akande (2007), who concluded a large number of Botswana children did not read for pleasure and they preferred textbooks for passing examinations. Akabuike and Asika (2012) and Annamalai and Muniandy (2013) also suggested a lack of reading habit among the Nigerian and Malaysian university students respectively. Bensoussan (2009) also found that university students in Israel read

textbooks more often than other materials in L2. However, this study contradicts Bensoussan (2009) regarding participants' reading frequency of academic articles, who found that a moderate per cent (33%) of students preferred academic articles. This contradiction may be due to the different context of the present study as compared to Bensoussan (2009).

Furthermore, this study contradicts the findings of Gallik (1999) who concluded a habit of reading among the liberal arts college students in central Texas suggesting that the participants spent more time on leisure reading resources such as newspapers and magazines. This contradiction in the findings of the present study could be due to the different context and background of the participants in this study as compared to Gallik (1999).

One important finding in respect of Research Question One (RQ1) was that the respondents (Sindhi and Urdu as one group) showed the similar reading habits in English and in L1 (See Main Finding 1) and they had a positive attitude to English language (See Finding C). These findings extend the conclusion of Crawford-Camicciottoli (2001), which suggested that respondents at the Faculty of Economics, University of Florence (Italy) had a positive attitude to English and they read in two languages, despite the fact that there was a lack of reading habit among the participants in English and in L1.

Thus, in line with the above mentioned studies, the present study answers Research Question One (RQ1) by concluding that there is a lack of leisure reading habit among the participants other than textbook reading. Additionally, their habit of reading academic articles is also very low. This finding appears to be of primary concern because university students in Pakistan are expected to read academic articles in conjunction with textbooks. There could be two reasons for the lowest reading frequency of the students in relation to their reading of academic articles in English (Sindhi and Urdu as one group), which can now be considered.

The first reason for the lowest reading of academic articles may be lack of access to academic articles/ research journals. The second possible reason, more alarming than the first one, could be lack of information on the part of the students about academic articles/journal papers. Additionally, this study adds to the existing literature in L2 context by suggesting that the participants may read in more than one language; however their reading habits still seem to be low.

6.2.2 Research Question Two (RQ2)

Research Question (RQ2) Two was designed to investigate the differences between Sindhi and Urdu students' reading habits:

RQ2. What are the differences in reading habits (in English, in L1 and overall) between Sindhi- and Urdu- students?

Main Finding 2, accepting the quantitative results, indicated that there were no considerable differences between Sindhi and Urdu participants' reading habits in English, in L1 and overall (See Section 5.6). This goes against the findings of Pretorius and Ribbens (2005) who found that South African children from disadvantaged backgrounds, as compared to their counterparts from more advantaged backgrounds, did not have a habit of reading and they were not at all familiar with children's literature (See Section 2.8.1). Thus, answering Research Question Two (RQ2) it may be concluded that Sindhi and Urdu students' reading habits in English, in L1 and overall are similar in this study.

6.2.3 Research Question Three (RQ3)

Research Question Three (RQ3) was meant to investigate the differences between Sindhi and Urdu groups' English reading performance:

RQ3. What are the differences between English reading performance (overall, and in terms of careful and expeditious reading) of Sindhi- and Urdu- students?

In respect of Research Question Three (RQ3) the present study found Urdu students scored significantly higher than Sindhi students in the English reading test, which may be due to their early English reading habits, higher English language background, and proficiency in English reading from primary school life as compared to Sindhi students (See Main Finding 3). These findings are in consonance with the empirical studies previously suggested in Section 2.8.1 such as Anderson *et al.* (1988), and Mokhtari and Sheorey (1994). These studies also concluded that an early reading habit and more academic and leisure reading can positively influence English reading achievement.

Furthermore, this study also supports the conclusions of several prior studies on reading performance of participants from two different backgrounds as noted in Chapter Two (Pretorius and Ribbens, 2005) and in Chapter One (Pandian, 1997; Rosenhouse *et al.*, 1997). All these studies suggested learners from less literate backgrounds have less exposure to reading; hence they may have less chance of success in reading. Thus the present study extends the existing literature by suggesting that learners with a good reading habit perform higher in English tests and a disadvantaged background may result in lower reading proficiency of learners in L2 contexts.

Additionally, the present study suggested that the overall low scores of the participants in the English reading test could probably be due to the majority of participants' difficulty in English reading, less privileged backgrounds and the lack of a reading habit (Sindhi and Urdu as one group) (See Main Finding 3). These findings support the results of a number of empirical studies (Hyland, 1997; Hayashi; 1999, Akabuike and Asika, 2012) discussed in Chapter Two.

Moreover, the present study suggested that both careful reading and expeditious reading are equally important in English reading performance of learners in L2 context. This finding extends the findings of many prior studies (Nassaji, 2003; Weir *et al.*, 2009) as discussed in Section 2.5. Akabuike and Asika (2012) also determined that reading speed and comprehension were two major problems for many Nigerian University students due to which they considered reading a painful activity.

On the whole, this study addresses Research Question Three (RQ3) by concluding that Urdu students' performance (overall test score) in this study was significantly higher than Sindhi students' performance. This could possibly be due to Urdu students' early reading in English, higher reading habits and proficiency in English during school life, and stronger background. Similarly, the overall low performance may also be related to the lack of some elements and also the participants' poor reading proficiency in careful reading and expeditious reading. This demonstrates that both careful reading and expeditious reading are equally important for learners in order to achieve high reading proficiency in English in L2 contexts.

6.2.4 Research Question Four (RQ4)

The purpose of Research Question Four (RQ4) was to investigate the relationship between reading habits (in English, in their L1 and overall) and the English reading performance.

RQ4. What is the relationship between the reading habits (in English, in their L1 and overall) and the English reading performance of all the students (Sindhi and Urdu as one group) and between Sindhi and Urdu students respectively?

Addressing Research Question Four (RQ4), this study suggested three main findings. Firstly, there was little, if any, correlation between reading habits and performance of all participants (Sindhi and Urdu as one group) and Sindhi and Urdu groups respectively. This confirms the findings of various studies as discussed earlier in Chapter Two such as Karim and Hassan (2007) and Mežek (2013). On the other hand, this study contradicts the conclusion of many empirical studies such as Anderson *et al.* (1988), Mokhtari and Sheorey (1994) and Gallik (1999), which found a correlation between learners' leisure reading habits and English reading, and vocabulary scores. This contradiction may be due to the different context of the present study as compared to the above mentioned studies.

One interesting finding in respect of Research Question Four (RQ4) was the weak and negative correlation between Sindhi respondents' reading habits in L1 and English reading performance (See main finding 4). This finding, although the correlation was weak, supports the conclusions of Oluwole (2008) that suggested a possibly negative influence of L1 on second language proficiency (See Section 2.8.2).

To summarise, the results of the present study regarding Research Question Four (RQ4) suggest that there was no significant correlation between reading habits and performance of all students (Sindhi and Urdu as one group) and Sindhi and Urdu students respectively. These findings extend the existing literature suggesting that the relationship between reading habits and reading performance may not always be clear and straightforward, in particular in L2 context. Additionally, this study suggests learners' background may influence their reading habits and reading performance. Hence, the following sections will address the issues related to the participants' background in order to address Research Questions Five and Six respectively.

6.2.5 Research Question Five (RQ5)

Research Question Five (RQ5) was:

RQ5 How do home background and educational background, previous English language learning experience, cultural factors, and parents' and teachers' influence students' reading habits?

The present study found that various factors, including learners' home background, educational backgrounds, and English language learning experiences in the past, and socio-cultural background may have a great influence on their reading habits and English reading performance (See Main Finding 5). These findings are discussed respectively in relation to literature to answer Research Question Five (RQ-5).

Home literacy environment, including parents' education, parental involvement and parental support in reading and exposure to reading were found to have a substantial

influence on reading habits and English reading proficiency of learners in this study (Sindhi and Urdu as one group). These findings support an extensive literature previously discussed in Section 2.9.3 such as Lareau (1987) and Smith *et al.* (1997) which demonstrated that parents' education had a great influence on parental involvement, learners' home literacy practices and reading proficiency.

Similarly, this study extends the findings of various studies (See Leseman and de Jong, 2001; Mckool, 2007; Tella and Akande, 2007 in Chapter Two) regarding the role of parental involvement and parents' support in fostering children's reading habits and reading proficiency. It also adds to the existing literature regarding the influence of exposure to reading, in particular, access to books and other reading materials and visits to library with parents on students' reading habits and reading skills (Walberg and Tsai, 1985; Cunningham and Stanovich, 1997; Mcquillan and Au, 2001; Christenson, 2004; Oluwole, 2008). In general, the present study supports the findings of the above mentioned studies in that home literacy environment such as parents education, parental involvement and reading to children, access to books and reading materials at home seem to have a great influence on literacy development in L1 and in L2 contexts.

The present study also suggested that educational background, including primary and secondary school education and teachers' support in reading at primary and secondary school level may also have an impact on learners' reading habits and literacy acquisition. Several studies in different educational contexts, as discussed in Chapter Two, also suggested that school environment and teachers' support were two main elements in developing reading habits of students at different levels of their education (Anderson *et al.*, 1988; Mckool, 2007; Nassimbeni and Desmond, 2011). Thus, the present study extends the findings of these studies regarding the influence of primary and secondary school environment and teachers' support in fostering reading habits and literacy acquisition of students. This study also adds to the existing literature in that reading habits may be developed during children's school life, which can be carried out throughout their real life to some extent.

Furthermore, English language learning experiences in the past such as English language learning at home, at school and in community were also found to have an impact on developing reading habits and English reading proficiency of participants in this study. These findings also support a few prior studies (See Chapter Two), which also concluded that English language experiences at home (Ho, 2002; Chow *et al.*, 2010) and in school (Oluwole, 2008) may greatly influence students' English reading habits and proficiency at various levels of their education. Thus, the present study extends the existing literature suggesting that children's English learning experiences in home and in school may influence their reading habits in English. Similarly, teachers' and parents' support in English reading may also have an impact on students' reading habits and English reading proficiency.

Finally, the current study suggested that socio-cultural background including rural and urban backgrounds and community attitude to education may also influence respondents' reading habits and English reading performance (Sindhi and Urdu as one group). Numerous prior studies, as discussed in Chapter Two, also found that learners from urban backgrounds possessed more reading resources (Ho, 2002) and consistently outperformed their counterparts from rural backgrounds due to higher learning facilities in their schools and in their homes (Kenneth and Zuze, 2004; Zhang and Symth, 2008). In Pakistan also, a few such as Hussain and Qasim (2005) and Zarif *et al.* (2014) have suggested inequalities in terms of literacy environment among the rural and urban parts of the country (See Section 2.9.2). Hence, the present study also strongly supports the findings identified in the literature that socio-cultural background influences reading habits and literacy acquisition of children in the Pakistani context.

On the whole, this study answers Research Question Five (RQ5) acknowledging that reading habits and literacy acquisition are greatly influenced by learners' home background, educational background and English language learning facilities in the past and socio-cultural background. It also provides a strong theoretical support regarding the complexity of acquisition of reading habits and reading proficiency suggesting that reading habits are influenced by all the above mentioned factors, which are multiple and

complex. These findings also strongly justify the use of qualitative interview in exploring reading habits and English reading performance in greater depth in the Pakistani university context.

6.2.6 Research Question Six (RQ6)

Research Question Six (RQ6) was designed to explore if there were differences between Sindhi and Urdu groups' backgrounds.

RQ6 How far and in what ways do Sindhi and Urdu groups differ in terms of home background and educational background, previous English language learning experience, cultural factors, and their parents' and teachers' roles in fostering their reading habits?

The present study addressed Research Question Six (RQ6) in that there were major differences between Sindhi and Urdu groups in terms of home background and cultural factors, educational background, previous English language learning experiences, and parents' and teachers' role in fostering their reading habits (See Main Finding 6). These differences are addressed now in relation to the literature review. This discussion may also help support the differences between Sindhi and Urdu students' performance as discussed earlier in this chapter.

This study identified differences between Sindhi and Urdu participants' home literacy environment including parents' education, parental involvement and exposure to reading, which may also be linked to the cultural differences between the groups. These findings are in consonance with various studies as discussed in Chapter Two, which suggested that different cultural groups may differ in terms of home literacy involvement and cultural beliefs regarding children's literacy acquisition (Reesse and Gallimore; 2000; Ho, 2002; Shatrova *et al.*, 2008; Toldson and Lemmons 2013). Thus, the present study extends the conclusions of these studies in that cultural contexts may play an important role in literacy practices at home or in a family, which may ultimately influence children's reading habits and reading proficiency.

This study also found differences between Sindhi and Urdu students' educational background and English language learning experiences in the past. A number of studies such as Pretorius and Ribbens (2005) and Duursma, *et al.* (2007) also found that learners from different cultural groups had different English language learning experiences at home and in school, which greatly influenced their English reading skills and engagement in reading (See Chapter Two). Therefore, this study supports many empirical studies suggesting that students from different cultural groups may differ regarding educational backgrounds and English language learning experiences in the past, which may have an impact on their reading habits and performance. These findings also support the conclusions drawn for Research Question Three (RQ3), as noted earlier in this chapter.

Furthermore, these findings highlight possible discrimination and disadvantage in the education system of Sindh, and teachers' role in school education, which may possibly be two major causes of the overall low performance of the participants in the English reading test. If this is the status quo of education at lower levels: in particular at primary and secondary school level, then no improvement could be made regarding English language learning especially English reading at the university level in Sindh. Therefore, there is an urgent need for improvement in the Education system so that all the students may be provided with the same learning opportunities. The improvement in the education system at school level could ultimately pave the way for improving English reading proficiency of the Pakistani university students in general and the students at the University of Sindh in particular.

Finally, this study suggested that Sindhi and Urdu respondents belong to significantly different socio-cultural backgrounds. The majority of Sindhi respondents belong to rural background and they do not get much support for literacy in their community. A large body of literature, as noted earlier in Section 6.5.2, also suggested that learners from rural area get little literacy support at home and in schools as compared to learners from urban areas (Kenneth and Zuze, 2004; Hussain and Qasim, 2005; Zhang and Symth, 2008; Zarif *et al.*, 2014). The majority of Sindhi respondents were found to be from

rural area and they showed lower reading habits and English reading performance. Hence, this study extends the existing literature suggesting that differences in socio-cultural background may also influence reading habits of two different cultural groups of students during their university education.

Overall, in answering Research Question Six (RQ6) the present study establishes that there are considerable differences between Sindhi and Urdu students' home background, educational background and socio-cultural background in this sample. Urdu students have overall more literacy supportive background and more developed reading habits as compared with Sindhi groups. Additionally, the differences between Sindhi and Urdu groups with respect to parents' education, parental involvement and exposure to reading may be due to their different cultural beliefs regarding literacy acquisition. Thus, it may be concluded that these findings validate the assumption that students' background plays an important role in their English reading performance at the University of Sindh (See Section 1.5).

Having addressed the Research Questions, the next chapter will not only discuss the implications and contribution of this study but it will also identify the limitations of this study and recommend future research in light of the findings of the present study.

CHAPTER SEVEN: CONCLUSION

7.1 Introduction

This study aimed at investigating the relationship between reading habits (in English, in L1 and overall) and English reading performance of all students (Sindhi and Urdu as one group) and Sindhi and Urdu students respectively. Additionally, the purpose of the study was to understand and explore the causes of poor reading habits and English reading performance and the differences between Sindhi and Urdu students' background. The study was motivated by the assumption that the students' English reading proficiency was poor, and the main reason for their poor reading proficiency in English could be their poor reading habits in English and in L1 and their background, including home background, educational background and socio-cultural background (See Section: 1.1). Thus, to conclude this study, this chapter will first of all provide a discussion on some important contributions of this study to the body of knowledge in the profession. Next, it will discuss potential implications of the study at various levels. Finally, this chapter will discuss some limitations of the study followed by a few recommendations for future research in line with the present study to further explore this neglected research area.

7.2 Contribution to Knowledge

This study has contributed to the body of existing literature regarding the reading habits and English reading performance, and the relationship between the two, in several ways. Firstly, it investigated reading habits of two different lingual groups (Sindhi and Urdu as one group and as separate groups) in the Pakistani context where there has been very little, if any, research conducted in this area (See Section 1.2).

Secondly, the present study focussed on university students' reading habits in English and in their L1 (See Section 2.5.2.1 for details), which have not received much attention in the literature (Gallik, 1999). Thus, this study bridges the gap in the literature regarding reading habits in English and in L1 of two different lingual/ethnic groups at the level of higher education who come to the University of Sindh from different educational backgrounds.

Thirdly, the present study investigated the differences between Sindhi and Urdu university students' reading habits (in English, in L1 and overall) and English reading performance. The study found that there were no significant differences between Sindhi and Urdu students' reading habits in English, in L1 and overall. However, Urdu students' performance in the overall test and in terms of careful reading and expeditious reading was higher than Sindhi students. Thus, this study contributed to the body of knowledge suggesting the ways in which the English reading performance of two different groups of learners may differ from one another. Additionally, it also suggested that careful reading and expeditious reading are equally important in developing the English reading proficiency of L2 university learners.

Fourthly, the most important contribution of this study was that it not only investigated the relationship between reading habits and English reading performance of university students but it also explored the factors which may influence the same using both quantitative and qualitative approaches. Thus, this study offered insight into the complex nature of the research problem. Additionally, this study suggested that both quantitative and qualitative methods of inquiry are useful in understanding and explaining the complex nature of the relationship between reading habits (in English, in L1 and overall) and English reading performance among Pakistani university students and the factors which may influence the same.

7.3 Implications of the Findings for Educators and Policy Makers

This study was carried out with the goal of investigating the relationship between reading habits and English reading performance of Sindhi and Urdu students at the University of Sindh and exploring the factors such as their background in particular. The findings of this study could have various possible implications for understanding and improving the English language learning system in Pakistan and other developing countries in general and in the province of Sindh and the University of Sindh in particular.

Therefore, based on the findings, various implications of the present study are suggested for university teachers; in particular the teachers at the University of Sindh. Additionally, some specific findings of this study can be applied by parents, schools and school teachers and policy makers to improve the English language proficiency of learners in Pakistan from primary school to university level. It is hoped that implementation of these findings will help develop a reading culture not only among university students but students at all levels of their education. It could also improve the English language learning proficiency of Pakistani students in general and the teaching of English as a second language in particular.

7.3.1 Implications for the Teachers at the University of Sindh

In terms of university teachers in general and the teachers at the University of Sindh in particular, this study has highlighted a lack of reading for pleasure and reading academic articles among the students both in English and in L1 (Sindhi and Urdu as one group). Therefore, it is recommended that the teachers at the University of Sindh in particular and other Pakistani universities in general, may need to know their students as readers and encourage them for reading books and other materials of their interest in English. They may also encourage students to read more academic articles in particular to improve their academic reading in English.

This study also identified the fact that Urdu students have higher English reading proficiency than Sindhi students. Hence the teachers could devise ways to help Sindhi students to cope up with the reading materials in English at the University of Sindh. For example, they may consistently ask students about their difficulties and problems in English language, English reading in particular and provide appropriate solutions to them.

In addition, the present study found an overall low performance in the English reading test and careful reading and expeditious reading. These findings are of great concern; hence more opportunities of careful reading and expeditious reading may be provided to the students. This can be done by including more reading exercises in the English syllabus on careful reading and expeditious reading. Additionally, extensive reading in English may be encouraged by the teachers inside and outside the classroom to develop students' habits of reading for pleasure in English. This is important because a large body of literature recognizes the role of extensive reading in expanding readers' reading comprehension, vocabulary, grammatical development, reading ability and language acquisition (Elley, 1991; Mason and Krashen, 1997; Hayashi, 1999; Hitosugi and Day, 2004; Meng, 2009).

Furthermore, the study found that many students did not have access to books in the past; hence the university teachers need to confirm that students get access to books and other reading materials. They can also coordinate with the libraries and engage students with the library to overcome the same issue.

7.3.2 Implications for Parents

This study identified that home literacy environment, including parents' education, parental involvement, exposure to reading and parental support in reading may have an influence on reading habits and literacy acquisition of learners. Thus, parents may provide a more conducive literacy learning environment to children at home. This can be done by their involvement and engagement in their children's studies and their

frequent coordination with primary and secondary schools. They may also take every possible step to provide reading materials to their children from childhood and engage in literacy practices with their children so that children can develop a habit of reading from home.

Furthermore, this study revealed that Sindhi parents, irrespective of their educational level, showed little involvement in children's literacy activities; and possessed fewer books than Urdu parents. Additionally, they totally rely on teachers regarding literacy acquisition of their children. These factors appear to be a part of Sindhi culture. Thus, all parents, Sindhi parents in particular, need to revisit their beliefs regarding literacy acquisition of their children and show more involvement in fostering their children's reading habits from primary school or even earlier. They may also provide English language learning support to their children in order to enhance their reading interest and proficiency in English.

7.3.3 Implications for Schools and School Teachers

This study may also have some implications for schools and school teachers. The data clearly revealed that learning environment at primary and secondary school and teachers' support in reading helps students to develop their reading habits, and reading proficiency. Therefore, teachers could provide opportunities to school children for more extensive reading in English as it increases word recognition and awareness of discourse structures (Kirchhoff, 2013). Similarly, the schools may provide books and other reading resources in English and in L1 to all students in the same way so that they may develop a reading habit. This could be done by establishing libraries in all schools and coordinating with the parents regularly regarding child's progress in studies. The schools could also provide merit-based scholarships to students in order to encourage them for studies.

The present study also shows that educational background, including primary and secondary school education depends on teachers' attendance and teaching methods,

which greatly influence students' interest in school, in studies and English language. Thus, the school management should take all possible actions to assure regularity of teachers in the class. This could be done by establishing a monitoring system for teachers in Sindhi medium schools in particular and all government schools in general to assure teacher attendance in those schools. Additionally, all the teachers, English language teachers in particular, may be provided free teacher training to adopt current and most modern methods of teaching in the class.

7.3.4 Implications for Policy Makers

This study finds some apparent flaws in the local Education system, in particular at primary and secondary school level. The most significant issue to be tackled on the priority basis is to bridge the gap among the government and private system schools in terms of learning facilities, teachers' support and English language teaching in the province of Sindh in particular. The government schools, in particular, were found to be in a miserable condition because of a considerable lack of basic learning facilities, poor teaching methods and physical punishment for children. This issue can be resolved by providing equal opportunities in the government and private primary schools. This may happen if the government officials, in particular high grade officers in the Education Department, send their children in the government schools.

The other issue that needs special attention from both the school management and the policy makers is the appropriate use of school library. This may be done by establishing attractive libraries with internet facility and employing the trained staff. Furthermore, this study found that schools in rural areas are even in more miserable condition than in urban area. Thus, the government and policy makers must address these issues by providing more learning facilities in the rural schools. It may also be addressed by employing experienced teachers with additional incentives and by providing equal facilities in urban and rural schools.

In addition, teachers in public sector schools need to be encouraged and supported to play a more active role in promoting reading among their students. Also, policies may be devised to work with parents in order to create a literacy supportive environment in homes and promote a reading culture in the community. This may be achieved through public campaigns for literacy awareness and coordination between schools and families of children.

One important issue related to English language learning identified in this study was that the majority of Urdu students started English language learning at primary school level; whereas the majority of Sindhi respondents started learning English alphabets in class six. This issue also needs to be tackled immediately by revising the English language syllabus in primary and secondary schools and appointing trained English teachers in all schools so that both Sindhi or Urdu students living in either Urban and rural areas must get the similar learning facilities. In general, the implication of this study, if incorporated properly by all the stakeholders such as parents, teachers and policy makers, will produce students who do not require remedial courses when they leave secondary school.

7.4 Limitations of the Study

In this study every endeavour was made to cover as many aspects of the research area as possible, however, there were some limitations to this study. The first limitation could be that the sample of the study was selected from Part-1 students only at the University of Sindh and the participation was limited only to those who were willing to take part in the research. This was because the reading proficiency of these students was found to be low and these students could elaborate the true picture of phenomenon in question.

The second limitation of this study may be related to the qualitative data gathering, for example, only a small number of Sindhi (n = 3) and Urdu (n = 3) respondents was selected for the interviews. However, open-ended questions were used for the interviews; which offered a full opportunity to the participants to report in full detail

about their background. Hence, it is suggested that the data obtained can be taken to be representative of the cohort as a whole.

In addition, this study inquired about the students' educational background; however it did not attempt to explore the English language learning facilities available to the students at the University of Sindh. This was because the purpose of this study was to explore the causes of poor reading proficiency of Part-1 students, who were newly admitted to the university; hence it was more appropriate to explore their background because the issue appeared to be related to students' background. Thus, this limitation should not affect the usefulness of this study.

The fourth limitation of this study was that it focussed on lingual (L1) and ethnic (Sindhi and Urdu) factors. However, no attempt was made to explore the relationship between reading habits and English reading performance in terms of gender, which has been found an important factor in measuring reading habits and reading performance (Millard, 1997; Johnsson-Smaragdi and Jönsson, 2006). Investigation of gender differences could have taken this study out of its devised scope and main objectives; hence this limitation may not be considered as having a major effect on the overall scope of the study.

The fifth element, which might also be termed as a limitation of this study was that the data was collected from various departments: English, Zoology, Biochemistry, Computer Science and Mass Communication. However, no comparisons among the disciplines were made on the topic because the aim of this study was to investigate a relationship between Sindhi and Urdu students reading habits and English reading performance.

This last limitation of the study may be that it did not explore the relationship between reading habits (in English, in L1 and overall) and each of careful reading and expeditious reading types. This would have been beyond the devised scope of the present study, but could usefully be researched in future.

7.5 Recommendations for Future Research

Previous section noted a few limitations of this study, some of which could be filled by future studies. For example, this study was conducted with Part-1 students at the University of Sindh only, and it did not explore the learning facilities at the university. Hence an exploratory study comparing reading habits of Part 1 students with Part 2 students and influence of learning facilities on these groups is recommended. This will not only explore the findings of this study further but it will also provide a deeper understanding of the efficiency of the new program, and English teaching and learning facilities at the University of Sindh. Also, an exploratory study, similar to the current study, is recommended in other universities of Pakistan and internationally.

Similarly, this study offered an understanding of reading habits of Sindhi and Urdu students in relation to their background. However, a future study on reading habits and English reading performance of rural and urban background students only may also be a great help to further explore the finding of the present study. Additionally, a similar study at primary and secondary school levels is also highly recommended in future.

Moreover, this study suggested that there was little, if any, correlation between Sindhi and Urdu students' reading habits and performance, which is in contrast with many empirical studies in Chapter Two. This shows the complex nature of the research area. Therefore, this study recommends a future empirical study to investigate the relationship between extensive reading (in English and in L1) and English reading performance to further explain the results of this study. Additionally, a similar study investigating the roles of gender and field of study is also recommended, which might also be useful to expand the findings of this study.

The present study suggested that various elements related to respondents' background may influence students' reading habits and English reading performance. However, it did not confirm the statistical significance of these factors as they impact on reading habits of the participants. Therefore, a quantitative study in line with the elements

identified in the initial thematic map (See Figure 1 in Chapter 5) is highly recommended, which may confirm the significance of each of these elements in fostering reading habits of students at university level.

Finally, there appears to be a need of further research on the relationship of university students' reading habits with careful reading and expeditious reading separately. This is because the current study identified that careful reading and expeditious reading are important in English reading proficiency of learners. It is also suggested that the students' English reading performance may also be investigated respectively for PET and FCE reading sections.

7.6 Endnote

In this study, the attempt has been made to lay the ground for research on the relationship between reading habits (in English and in L1) and English reading performance of Sindhi and Urdu students at the University of Sindhi, Pakistan. I further see a lot of potential in investigating the similar facts in multiple educational institutions such as Technical and Professional Higher Educational Institutes in Pakistan, which attract different types of students from diverse backgrounds i.e. the urban and rural population. In addition, this study will be an eye opener in the education system of Sindh in general; in particular, to facilitate the learners and teachers to improve English language teaching at all levels from school level to the university level

This study provides the direction and sets the convention in the context of regional, national and international language for future researchers, which if followed will bring more insightful findings in understanding the linguistic environment properly for further developments. Finally, it is hoped that this study will offer an insight to researchers to conduct a similar study in a second language context on reading habits (in English and in L1) and English reading performance not only in other provinces of Pakistan but also the other regions of the world with either one lingual group or two lingual groups.

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APPENDICES

Appendix 1 Reading Habits Questionnaire (Pilot Study)

Reading habits of the students and their relations with cognitive process or performance in reading in a bilingual class at University of Sindh.

Directions: Respond to each item below.

Gender Female _____ Male _____ Class _____ Age _____
:

First Language (L1) of Reading _____ Second Language (L2) of Reading _____
(Medium of schooling) _____

Directions: Answer each item by circling the response closest to what is true for you.

There are no right or wrong answers.

1. How often do you read in English? 1 Never 2 Rarely 3 monthly 4 weekly 5 Twice weekly 6 daily

Comment Why?

.....
.....
.....

2. How often do you read in L1 of your reading? 1 Never 2 Rarely 3 monthly 4 weekly 5 Twice weekly 6 daily

Comment Why?

.....
.....
.....

3. How often do you read in L2 of your reading? 1 Never 2 Rarely 3 monthly 4 weekly 5 Twice weekly 6 daily

Comment Why?

.....
.....

4. How often do you read each of the following in your *FIRST* language of reading?

Newspapers 1 Never 2 Rarely 3 monthly 4 weekly 5 Twice 6 daily

APPENDICES

					weekly	
Literature	1	2	3	4	5	6
Textbooks	1	2	3	4	5	6
Sacred text	1	2	3	4	5	6
Academic Articles	1	2	3	4	5	6
Poetry	1	2	3	4	5	6
Others	1	2	3	4	5	6

5. How often do you read each of the following in your SECOND language of reading?

Newspapers	1 Never	2 Rarely	3 monthly	4 weekly	5 Twice weekly	6 daily
Literature	1	2	3	4	5	6
Textbooks	1	2	3	4	5	6
Sacred text	1	2	3	4	5	6
Academic Articles	1	2	3	4	5	6
Poetry	1	2	3	4	5	6
Other	1	2	3	4	5	6

6. How often do you read each of the following in English?

Newspapers	1 Never	2 Rarely	3 monthly	4 weekly	5 Twice weekly	6 daily
Literature	1	2	3	4	5	6
Textbooks	1	2	3	4	5	6
Sacred text	1	2	3	4	5	6
Academic Articles	1	2	3	4	5	6
Poetry	1	2	3	4	5	6

APPENDICES

Other	1	2	3	4	5	6
-------	---	---	---	---	---	---

7. How many books (NOT newspapers or magazines) have you read from start to finish in last Six months:

- | | | | | | |
|------------------------------|-------------------------------|------------------------------|--------------------------------|--------------------------------|---------------------------------|
| a) in <i>FIRST</i> language? | <input type="checkbox"/> None | <input type="checkbox"/> 1-2 | <input type="checkbox"/> 3 – 4 | <input type="checkbox"/> 5 – 6 | <input type="checkbox"/> above6 |
| b)In <i>Second</i> language? | <input type="checkbox"/> None | <input type="checkbox"/> 1-2 | <input type="checkbox"/> 3 – 4 | <input type="checkbox"/> 5 – 6 | <input type="checkbox"/> above6 |
| c)In <i>English</i> ? | <input type="checkbox"/> None | <input type="checkbox"/> 1-2 | <input type="checkbox"/> 3 – 4 | <input type="checkbox"/> 5 – 6 | <input type="checkbox"/> above6 |

Comment: Tell me about your reading habits, what and how much you like to read, in which language you like to read more and why? (You can write in English, in L1, or L2).....

Appendix 2 Reading Test (Pilot Study)

Questions 1-5 (Part 1)

Read the text and questions below.

For each question, mark the letter next to the correct answer - **A, B, C, or D** on your answer sheet.

A month ago I had no idea that on a Saturday afternoon in November I'd be hanging 30 meters above the ground and enjoying it. Now I looked down at the river far below me, and realised why people love rock-climbing.

My friend Matt and I had arrived at the Activity Centre on Friday evening. The accommodation wasn't wonderful, but we had everything we needed (beds, blankets, food), and we were pleased to be out of the city and in the fresh air.

On Saturday morning we met the other ten members of our group. Cameron had come along with two friends, Kevin and Simon, while sisters Carole and Lynn had come with Amanda. We had come from various places and none of us knew the area.

We knew we were going to spend the weekend outdoors, but none of us was sure exactly how. Half of us spent the morning caving while the others went rock-climbing and then we changed at lunch time. Matt and I went to the caves first. Climbing out was harder than going in, but after a good deal of pushing, we were out at last – covered in mud but pleased and excited by what we'd done.

1 What is the writer trying to do in the text?

- A advertise the Activity Centre
- B describe some people she met
- C explain how to do certain outdoor sports
- D say how she spent some free time

2 What can the reader learn from the text?

- A when to depend on other people at the Centre
- B how to apply for a place at the Centre
- C what sort of activities you can experience at the Centre
- D which time of year is best to attend the Centre

3 How do you think the writer might describe her weekend?

APPENDICES

- A interesting
- B relaxing
- C frightening
- D unpleasant

4 What do we learn about the group?

- A Some of them had been there before.
- B They had already chosen their preferred activities.
- C Some of them already knew each other.
- D They came from the same city.

5 Which of the following advertisements describe the Activity Centre?

A

ACTIVITY CENTRE
Set in beautiful countryside.
Accommodation and meals provided.
Make up your own timetable – choose from a variety of activities (horse-riding, fishing, hill-walking, sailing, mountain-biking).

B

ACTIVITY CENTRE
Set in beautiful countryside.
Accommodation provided. Work with a group- we show you a range of outdoor activities that you didn't realise you could do!

C

ACTIVITY CENTRE
Set in beautiful countryside. Enjoy the luxury of our accommodation- each room has its own bathroom. Work with a group, and have individual teaching.

D

ACTIVITY CENTRE
Set in beautiful countryside. You can spend the day doing outdoor activities and we will find your accommodation with a local family.

Questions 6-13 (Part 2)

You are going to read an article about a wrestler who became an author. For questions **6-13** choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

The Wrestler who became an author

Pete Watson looks like the biggest, sweetest teddy bear you saw. It is only when he opens his mouth that you notice the missing front teeth. Watson is a three-time world champion wrestler turned author. He was adored by fans because he was different: while other wrestlers were supreme athletes, he was just a hulk who knew how to take a hit. You could throw as many chairs as you liked at Pete Watson, you could smack him repeatedly, but he wouldn't go down.

After two autobiographies and a series of children's stories, he has just written a brilliant first novel: a work of immense power and subtlety, likely to gain a wide readership. At its simplest, it is about a boy and his dad getting together after a lifetime apart, though there is far more to it than that. Was he inspired by anyone he knew? The father, he says, is based on guys he met on the road, wrestlers, friends of his, who appeared to be leading exciting lives but deep down were pretty miserable.

Watson does not come from **traditional 25 wrestling stock**. He grew up in Long Island New York. His father was an athletic director with a PhD, his mother a physical education teacher with two master's degrees—one in literature, the other in Russian history. He was a big boy, bullied for his size. One day his neighbour had a go at him and for the first time Watson realized he could use his weight and size instead of feeling awkward about it. It was a turning point.

At college he did a degree in Communication studies. Meanwhile, he was learning the ropes of professional wrestling. Did his parents try to

dissuade him? No. They were just really insistent that I finished college. I am pretty sure they thought I'd get hurt and quit wrestling. But he didn't.

He looks in remarkably good condition for someone who spent 20 years in the ring. His skin is smooth and firm; there are few visible scars. "It's amazing what retirement can do for you. I looked really rough five years ago and now I think I look a good deal younger," he says. People are surprised by the softness of his handshake. "Yeah, that's the wrestler's handshake," he says.

Do you have to be a good actor to be a good wrestler? I used to really resent the acting label, but it is acting. When it's really good, when you're feeling it and letting that real emotion fly it comes closer to being real. What did his children think when they saw him getting hurt. "Well, they used to think I never got hurt because that's what I told them. When they got old enough to realize I did, they stopped enjoying it. That was, in part, what led to my **63** decision to get out."

Nowadays, his time is dedicated to family and books his next novel is about boy wrestlers living on the same block, and he is also writing more children's stories. He does not think this life is so different from wrestling. 'Wrestling is all about characters' he says, 'so when my fans hear I've written a novel I don't get the sense that they feel I've abandoned them'.

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6. What impression do we get of Pete Watson's skills as a wrestler?

- A He frequently lost because he was not very aggressive.
- B He was too gentle and friendly to be a good wrestler.
- C He was injured a lot because he didn't fight back.
- D His speciality was letting his opponent hit him.

7. It is suggested that Watson's first novel

- A is based on his own autobiography.
- B will be popular with those who liked his autobiographies.
- C will not only appeal to his fans.
- D is not much more than a simple story.

8. What does 'traditional wrestling stock' in line 25 refer to?

- A Watson's childhood
- B Watson's family background
- C Watson's educational background
- D Watson's background in athletics

9. What did Watson's parents feel about his interest in wrestling?

- A They were afraid he would get hurt.
- B They insisted that he should have proper training at college
- C They wanted him to give up wrestling.
- D They thought he would abandon the sport quite soon.

10. Watson seems to be in good condition now

- A although he has retired.
- B in spite of being a wrestler for so long.
- C because he stopped wrestling five years ago.
- D and he finds this fact amazing.

11. How does Watson regard the idea that wrestling is like acting?

- A He resents the suggestion.
- B He thinks wrestlers aren't good actors.
- C He has come to accept it.
- D He doesn't think wrestling can compare to acting.

12. What does 'That' in line 50 refer to?

- A the fact that Watson's children got older
- B the fact that Watson often got hurt
- C the fact that Watson's children no longer enjoyed watching him perform
- D the fact that Watson could not tell his children the truth

13. Watson's present life is not so different from his past profession because

- A his work is still connected with characters.
- B he is writing about wrestling, his previous profession.
- C his family are still more important than anything else.
- D his fans still follow his career with interest.

Section II

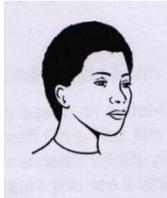
Questions 14-18 (Part 3)

The people below all want to go to the cinema.

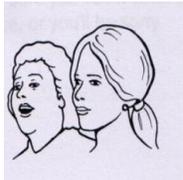
On the opposite page there are descriptions of eight films.

Decide which film (**letters A-H**) would be the most suitable for each person or people (numbers **14-18**)

For each of these numbers mark the correct letter on your answer sheet.



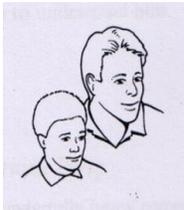
14. Jo is studying art at university. She usually goes to the cinema on Friday evenings. She enjoys films that are based on real life and from which she can learn something.



15. Sheila has decided to take her mother to the cinema for her birthday. They both like love stories that have happy endings.



16. Brian is a hard-working medical student. He doesn't have very much free time, but he likes going to the cinema to relax, and enjoys a good laugh.



17. Adam wants to take his 8 year-old son Mark to the cinema at the weekend. They want to see a film with plenty of excitement.



18. Harry and Joyce go to the cinema about twice a month. They particularly like detective stories and do not pay much attention to which actors are in the film.

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<p>A<i>The Delivery</i></p> <p>Jim Treace stars in this well-known comedy about two workmen who have to deliver a long piece of wood to a house. But unfortunately the performances are poor and the film is too long for such a simple joke.</p>	<p>B<i>And Tomorrow We Find You</i></p> <p>A fast-moving adult story about a San Francisco policeman in danger. Based on a real-life happening, it keeps you guessing right until the last minute. Although there are no big stars, there are some fine performances.</p>
<p>C<i>The Ends of the Earth</i></p> <p>A story based on a real-life journey to the South Pole. This film contains some quite wonderful wildlife photography- make sure you see it while you have the chance, or you'll be sorry.</p>	<p>D<i>Island of Fire</i></p> <p>You get spectacular scenery and lots of thrills in this action-packed story, in which a young sea-captain rescues terrified villagers from a volcanic island in the South Seas.</p>
<p>E<i>Out of School</i></p> <p>Here we live through a day in the life of an American teenager who has problems not only with his parents and their boring friends but also with his first girlfriend who just doesn't seem to understand him.</p>	<p>FA<i>Time of Silence</i></p> <p>Don't forget your handkerchief for this story of a young collage boy and girl who manage to survive all the pressures of modern life. And what an unforgettable wedding scene!</p>
<p>GA<i>Private Party</i></p> <p>A wonderfully funny comedy, which takes place in the 1940s. A reporter and his very worried wife try to save a sheep from the local butcher. The actors really make the most of this clever script.</p>	<p>H<i>Who Shot Malone?</i></p> <p>It's a surprise to see so many famous names wasting their time in this dull detective story. In the end you find yourself asking, 'Who Cares?'</p>

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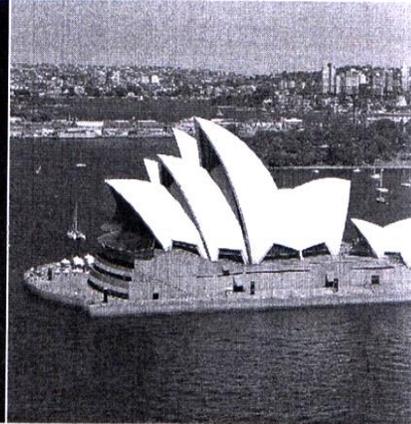


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AYERS ROCK

Drive to Yulara National Park. Visit the mysterious Olgas and Ayers Rock with its caves and Aboriginal rock paintings. Fly on to the lively seaside town of Cairns and relax in the sun.

GREAT BARRIER REEF

We've included a full day's boat trip on the famous reef with the chance to see amazing, brightly coloured fish and other sea creatures.

SYDNEY

You'll love the excitement and beauty of Australia's biggest city – we've included a sightseeing tour and a visit to the famous Opera House. You can also book a day trip to the Blue Mountains.

MELBOURNE

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Questions 19-28 (Part 4)

Look at the sections below about a tour of Australia.

Read the Text on the opposite page to decide if each sentence is correct or incorrect.

If it is correct, mark **A on your answer sheet.**

If it is not correct, mark **B on your answer sheet.**

19. If you start your holiday on April 1st, you will return on April 19th.
20. Return flights are from Melbourne.
21. All travel between cities in Australia is by plane.
22. The cost covers accommodation and some meals.
23. You can make a reservation now for one of next year's tours.
24. You have to pay the full price on the day you book.
25. You can only take this holiday in the spring or autumn.
26. If you want to go on a city sightseeing tour, you will have to pay extra.
27. The trip to Ayers Rock ends with a flight.
28. Booking is possible seven days a week.

Appendix 3 Reading Habits Questionnaire (Main Study)

Reading habits of the students and their relations with cognitive process or performance in reading in a bilingual class at University of Sindh.

Directions: Respond to each item below.

Gender: Female _____ Male _____ Class _____ Age _____

First Language (L1) of Reading _____

1. How often do you read in English? 1 Never 2 Rarely 3 monthly 4 weekly 5 Twice weekly 6 daily

Comment Why?
.....
.....
.....

2. How often do you read in L1 of your reading? 1 Never 2 Rarely 3 monthly 4 weekly 5 Twice weekly 6 daily

Comment Why?
.....
.....
.....

3. How often do you read each of the following in **English**?

	1 Never	2 Rarely	3 monthly	4 weekly	5 Twice weekly	6 daily
Newspapers	1	2	3	4	5	6
Magazines	1	2	3	4	5	6
Literature	1	2	3	4	5	6
Textbooks	1	2	3	4	5	6
Sacred text	1	2	3	4	5	6
Academic Articles	1	2	3	4	5	6
Poetry	1	2	3	4	5	6

APPENDICES

4. How often do you read each of the following in **L1 of your reading**?

	1 Never	2 Rarely	3 monthly	4 weekly	5 Twice weekly	6 daily
Newspapers	1	2	3	4	5	6
Magazines	1	2	3	4	5	6
Literature	1	2	3	4	5	6
Textbooks	1	2	3	4	5	6
Sacred text	1	2	3	4	5	6
Academic Articles	1	2	3	4	5	6
Poetry	1	2	3	4	5	6

5. How many books (NOT newspapers or magazines) have you read from start to finish in last Six months:

- in ***FIRST*** language? None 1-2 3 – 4 5 – 6 above6
- in ***English***? None 1-2 3 – 4 5 – 6 above6

Comment: Tell me about your reading habits, what and how much you like to read, in which language you like to read more and why? (**You can write in English L1 , or L2**)

.....

.....

.....

Appendix 4 English Reading Test (Main Study)

Questions 1-5 (Part 1)

- Read the text and questions below.
- For each question, mark the letter next to the correct answer - **A, B, C, or D** on your answer sheet.

Different Colours can affect us in many different ways; that's according to Verity Allen. In her new series 'Colour me Healthy', Verity looks at the ways that colours can influence how hard we work and the choices we make. They can even change our emotions and even influence how healthy we are.

'Have you ever noticed how people always use the same colours for the same things?' says Verity. 'Our toothpaste is always white or blue or maybe red. It's never green. Why not? For some reason we think that blue and white is clean, while we think of green products as being a bit disgusting. It's the same for businesses. We respect a company which writes its name in blue or black, but we don't respect one that uses pink or orange. People who design new products can use these ideas to influence what we buy.'

During this four-part series, Verity studies eight different colours, two colours in each programme. She meets people who work in all aspects of the colour industry, from people who design food packets, to people who name the colours of lipsticks. Some of the people she meets clearly have very little scientific knowledge to support their ideas, such as the American 'Colour Doctor' who believes that serious diseases can be cured by the use of coloured lights. However, she also interviews real scientists who are studying the effects of green and red lights on mice, with some surprising results.

Overall, it's an interesting show, and anyone who watches it will probably find out something new. But because Verity goes out of her way to be polite to everyone she meets on the

1. What is the writer doing in this text?
 - A. giving information about how colours influence us
 - B. reporting what happens in a new television series
 - C. giving information about a television presenter
 - D. giving his opinion of a recent television show

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2. Which of the following shows the probable content of the four shows?
 - A. Part 1 – Health; Part 2 – Products and Industry; Part 3 – Emotions; Part 4 – Decisions
 - B. Part 1 – Blue and Black; Part 2 – Red and Orange; Part 3 – White and Grey; Part 4 – Green and Yellow
 - C. Part 1 – Meeting Designers; Part 2 – Meeting People who Name Colours; Part 3 – Meeting Doctors; Part 4 – Meeting Scientists
 - D. Part 1 – Cleaning Products; Part 2 – Make-up; Part 3 – Clothes; Part 4 – Food

3. According to Verity, why is knowledge of colour important?
 - A. It can help you to choose the best products.
 - B. It can give you new ideas.
 - C. It can help you to change people's minds.
 - D. It can help you to sell products.

4. Who does the writer respect least?
 - A. Verity Allen
 - B. The people who name lipsticks
 - C. The 'Colour Doctor'
 - D. The scientists who work with mice

5. Which of the following would make a good title for the text?
 - A. Enjoy it, but don't believe everything.
 - B. Another great show from Verity Allen! Five Stars!
 - C. Don't miss this if you work in Business!
 - D. Watch this programme! It will make you healthy!

APPENDICES

Questions 6-13 (Part 2)

For questions 6-13 choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers **on the separate answer sheet**.

FAT

One day, 43 years old, Walter Hudson walked out of the front door of his home on Long Island for the first time in 17 years. He sat down on a specially made concrete chair and told the reporters and TV cameras assembled there, "This is the best day of my life." A bit unsteady on his feet, having spent the past 28 years in bed, he looked half the man he used to be: that is, he had cut himself back from 600 kilo to just 300.

Although few Americans aspire to Walter's size, 34 million of them are heavier than they ought to be. So, a few years ago, when Walter fell out of bed and was stuck on the floor until the fire brigade came to help him up, there was some general sympathy with his predicament. Walter explained: "As long as I lay in bed, my size never bothered me. It never even dawned upon me that I couldn't do what I wanted to until the day I fell and couldn't get up. That was the complete turn-around that made me want to change my life."

The publicity which resulted changed his life. More than one thousand people contacted him. He set up a hotline to his home, and now spends a lot of time talking to fellow-sufferers. A true American, he has marketed his own brand of powdered food formula called "Bio-Nutrition".

In the case of the severely obese, drastic answers may be necessary. In America, obesity is seen as an illness, a disease, and treated accordingly. In extreme cases, surgery could be recommended. Surgery was first used in America during the 50s with an operation to short-circuit the small bowel in order to prevent the absorption of fats. Weight was lost but some of the side-effects of the operation turned out to be fatal. In 1981, in Iowa, the first gastro plasty operation was performed.. The stomach was stitched across, horizontally, so that only half of it could be used. The latest development, an alternative to surgery, is to have a balloon put in the stomach. There are 20,000 people in

America walking around with balloons in their stomachs. The balloon is made of specially prepared rubber, is inflated in the stomach and left there for three months. The big danger is deflation and blockage of the bowels. Otherwise, it's like having permanently just eaten a ham sandwich.

All her life, Barbara Quelch had weighed 140 kilo. She was successful, the director of an advertising agency and the mother of four children. She had made several attempts to lose weight, even going to the lengths of having her jaws wired. She explained: "It was very antisocial and over nine months I cut my weight down by half. However, when my jaws were unwired, I soon returned to my usual weight. I didn't suffer as much as other fat people.

I had a full and happy life. But I got out of breath very quickly, and was tired and irritable a lot of the time. Then I had the gastroplasty operation. I lost weight within days. I could only take fluids for the first two months after the operation, and in the following five months I lost three kilo a week. I still can't eat certain foods, such as meat and potatoes. Most of my meals wouldn't fill a saucer. I am often sick after meals, but I don't regret a thing. I have always wanted to wear modern clothes and now I can go to a shop and choose what I want instead of having to take something because it fits. I am more assertive now.

I used to be quieter and didn't want to do anything in case it drew attention to my figure. Now I say what I like. I don't care what people think any more. It's not a miracle. The stomach can stretch again, usually after three years, so it is important to eat small amounts of food, often. If this fails there is nothing else. It is a last resort."

6. Which do you think is the most appropriate title? Problems of

- A. Diet
- B. Obesity
- C. Health
- D. Fat

7. Walter Hudson

- A. was slim at last.
- B. sat in a wheelchair.
- C. seemed depressed.
- D. wasn't able to walk properly.

8. After Walter fell out of bed,

- A. people felt sorry for him.
- B. the police were called.
- C. the neighbours helped him up.
- D. he decided life was better in bed.

9. His life changed because

- A. he had a telephone installed.
- B. he went into business.
- C. people wrote to him.
- D. he received a lot of publicity.

10. Surgery was first used to help people lose weight by

- A. removing the small bowel.
- B. reducing the size of the stomach.
- C. inflating balloons.
- D. sending food direct to the large bowel.

11. People with a balloon in their stomach

- A. have to be careful not to eat too much.
- B. must see their doctor monthly.
- C. can only eat one sandwich.
- D. have to be careful to avoid punctures.

12. According to Barbara Quelch, the big problem with having your jaws wired together is that

- A. you can't speak to people.
- B. you can't eat.
- C. you don't lose weight.
- D. it takes too long.

13. After she had had her gastroplasty operation, Barbara

- A. could eat anything she wanted.
- B. felt ill a lot of the time.
- C. took up wearing fashionable clothes.
- D. was much more self-confid

Section II

Questions 14-18 (Part 3)

The people below all want to go on a day trip.

On the opposite page you can see details of places to visit.

Decide which places (letters A-H) would be the most suitable for each person (numbers 14-18).

For each of these numbers mark the correct letter on your answer sheet.



Marco studies physics and is interested in anything to do with science. He'd like to visit somewhere to see some examples of early mechanical engines.



Gemma wants to take her 5-year-old to see some animals. She'd also like to look around some shops to buy something for her mother's birthday.



Ingrid's eldest daughter is learning about English history and would like to go somewhere to bring this subject to life. Ingrid is really interested in flowers.



Trevor is an artist and enjoys drawing wildlife. He recently visited a zoo and drew large animals and would like to try sketching something smaller.



Sarah and her husband would like to spend the day outdoors. They don't like going on rides but are both interested in history and how people used to live.

A: Stratford Butterfly Farm

The biggest butterfly farm in Europe. Whatever the weather come and see these beautiful creatures as they would live in their natural environment. Walk around a tropical rainforest as butterflies fly freely around you. See them as they come into the world in the Caterpillar Room. And don't miss Insect City where you can view huge spiders and our very own scorpion colony!

C: Coventry Transport Museum

Coventry Transport Museum hosts the world's largest transport collection. A day out here will give you the chance to see some of the earliest motor cars as well as more modern vehicles like the De Lorean 'back from the future' car. You can also design your own car and experience what breaking the sound barrier at 763 miles an hour feels like.

E: Think-tank

At Think-tank you will find four floors of hands-on exhibits and historical collections that will amaze and inspire you, showing you the science of the world all around us from the past, the present and the future. From galleries and exhibitions to an exciting programme of events and activities, there is something for everyone to enjoy, whether your interest is steam engines, looking into deepest space or seeing how doctors perform life-saving surgery.

G: Hatton Country World

If you're keen on seeing unique crafts and craft work side-by-side with antique shops and a traditional butchers shop, Hatton Country World is the place for you. As well as these wonderful shops you'll be able to enjoy the Farm Park with many farm animals to help keep the kids entertained.

B: National Sea-Life Centre

You wouldn't expect to bump into a hammerhead shark whilst visiting Brume city centre. But yes, it's true. The National Sea Life Centre in Birmingham is the only aquarium in the UK where you can see this creature along with our Sea Dragons from Australia and baby stingrays from the Amazon. We guarantee an experience you'll never forget.

D: Warwick Castle

Regarded by many as Britain's greatest Medieval Castle. Visit exhibitions, climb the castle towers, relax as you walk around the gardens, designed and created in 1753 by Capability Brown. Experience the preparations for battle in the Kingmaker exhibition or witness a Victorian Royal Weekend. And if your interest is more in the darker side of the Castle's history visit The Castle Dungeon.

F: Drayton Manner

One of the UK's most popular attractions. The park is home to some of the scariest rides you'll find like Storm force 10 and Apocalypse, which has been voted the UK's most frightening ride. You'll also find an indoor and outdoor play area and of course, Drayton Manor Zoo with over one hundred different species, including twelve rare breeds from across the world. .

H: Black Country Museum

It's been called Britain's friendliest open-air museum. Come to Black Country Museum and discover an old-fashioned village by the canal. Look around original old-fashioned shops and houses, see what it's like down a mine and take a ride on a tramcar.

Part 4: Multiple Matching

Instructions

You are going to read a selection of letters from a motoring magazine. For questions 19-33, choose from the people (A-E). The people may be chosen more than once

Your Letters

This month we feature your early driving experiences.

A I'd been taking lessons for a year before I passed my driving test at the age of eighteen, but my dad never gave me any help. Even after I'd passed he never let me use the car. So I used to take my dad's keys before leaving the apartment block where we lived and would run round to the car park at the back where my father left the car at night. He hardly ever used the car after getting in from work. I used to go and see my girlfriend or just drive around and then come back and leave the car in exactly the same place. One night though, I got back at around ten thirty only to find there were no parking spaces left. I suppose because I went in and told my dad the truth straight away he was quite good about it. Although he did stop my allowance for four weeks. **Terry**

B My most unfortunate driving experience happened ages ago, before I'd actually passed my driving test. My girlfriend's father used to let her borrow his car whenever we were going to the cinema or something. Anyway, I'd been thinking about learning to drive and I persuaded her to let me have a go. We took the car down to the beach on the sand where no one could see us and she let me take the wheel. We were having such fun that we didn't notice the tide was coming in until the car was actually swimming in the water. We had to leave the car where it was and catch the bus back to tell her dad. By the time the three of us returned, the car was almost covered in water. Needless to say, her father wasn't too pleased. The funny thing is her dad ended up selling me the car after I passed my test. **Carl**

C I was teaching my mum to drive and we were coming down a rather narrow road which had cars parked on both sides. Suddenly, from nowhere there was a young man on a bike coming towards us. Mum slammed the brakes on but she crashed into us, landed on the car and then rolled off. My mother and I both jumped out of the car to see if he was all right. Fortunately, he stood up and said he was OK, just a little shaken. My mum offered to give him some money for the repair of the bike, and then an old lady came along. When she saw what had happened, she began shouting at my mother, saying she must have been driving too fast and that it was a bad example to set her young daughter. Poor old mum didn't say a word and I had to explain that she was still learning to drive. **Sarah**

D My advice about learning to drive would be to have proper lessons from a qualified instructor and never to let a friend or family member try to teach you. It's a guaranteed way to spoil a good relationship. Every Sunday, when the traffic was quieter, my father would pick me up and take me for a drive along the streets of our hometown and give me a lecture on how to drive, explaining everything he was doing and why. Eventually it was my turn to have a go. My dad was so nervous that he panicked before I'd even started up the engine. He used to shout at the slightest mistake, and when the lesson was finally over he'd come home and have a large glass of whisky to calm down. **Karen**

E I didn't start learning to drive until I was twenty one. I'd spent lots of money on lessons but I was a terrible driver, I must admit. The first time I took my driving test nobody expected me to pass. But after failing another four times the pressure was really on. I took my test for a sixth time and failed yet again, but I was too embarrassed to admit it to my family, so I just pretended that I'd passed after all. My family were delighted and my mother went out and bought me a car the next day. I didn't know what to do so I just got in and drove. I continued to drive - illegally - for three months. Fortunately I was never stopped by the police and the next time I took my driving test I passed. **Mike**

APPENDICES

Which person('s)

19) had a parent who was accused of driving dangerously?

20) bought a car?

21) drove his girlfriend's dad's car?

22) drove alone without a license?

23) had to defend one of their parents?

24) drove the family car without permission?

25) was teaching someone to drive?

26) paid for driving lessons?

27) had no driving instruction from their father?

28) was punished for their actions?

29) was given driving lessons by a member of their family?

30) was considering taking driving lessons?

31) advises against being taught to drive by a friend or family member?

32) was given a treat for passing their test?

33) used to make their father nervous?

Appendix 5 Interview Protocol

Main questions with additional prompts	Optional follow up	Rationale
<p>A Home background: I am going to start with some questions about your home and family.</p> <ol style="list-style-type: none"> 1. Tell me about your home, while you were in school? <ol style="list-style-type: none"> a. Whether it was/ was it in urban area or the rural area? (Please explain more about it). 2. Please tell about your family (Parents, siblings)? 3. Please tell about your parents' and siblings education? 4. What can you say about learning facilities at home while in primary school? <ol style="list-style-type: none"> a. Did you have books, study room, home library? 5. What can you say about learning facilities at home while in secondary school? 	<ol style="list-style-type: none"> 1. Did you live in joint family? 2. What did your parents do? 3. Did you assist your parents financially? (How, why not) 4. Could your parents afford to buy you text books? 5. Who did pay for books and your school fees? 6. Who did you get pocket money from for school? 	<p>This question was aimed to investigate socio-cultural background, in particular whether the respondents were from rural or urban area. Many studies (Kenneth and Zuze, 2004; Hussain and Qaim, 2005; zhang and Symth, 2008; Tunio <i>et al</i>, 2013) have suggested inequalities in terms of literacy learning facilities of children from urban and rural backgrounds. Rural background have been found to have a negative influence on students' literacy acquisition (Hussain and Qasim, 2005; zhang and Symth, 2008; Zafir <i>et al</i>, 2014). The present study deals with Sindhi and Urdu students who are believed to be dominantly from rural and urban backgrounds respectively. Thus, it was useful to understand the role of rural and urban backgrounds in students' reading habits and literacy development.</p> <p>Parents education (Lareau, 1987; Smith <i>et al</i>. (1997), and home cultural capital (Christenson, 2004; Oluwole, 2008) have been found to have a great influence on students' reading habits, literacy acquisition, and reading skills in L1 and L2 contexts. Lack of books at home and lack of text books have been found to have a negative influence on reading habits and literacy development (Weiss et al., 2003). Thus I asked questions about</p>

<p>a. Did you have books, study room, home library?</p>		<p>parents and siblings' education, and home cultural capital to understand the home literacy environment of Sindhi and Urdu students, which could also be a main reason of Sindhi and Urdu students' poor English reading.</p>
<p>6. Did your parents support you in primary school education? (How, why not)</p> <p>a. Did they help you with homework?</p> <p>b. Did they attend your school?</p> <p>7. Did your parents' support you in secondary school education? (How, why not)</p> <p>a. Did they help you with homework?</p> <p>b. Did they attend your school?</p>	<p>7. Who took more interest in your studies?</p> <p>8. Who would you tell about your school activities, problems?</p> <p>9. Did they ask you about school activities on daily basis?</p>	<p>Parental involvement has been reported to have a significant association with literacy development of students (Keith (1991; Woolley and Grogan-Kaylor, 2006). Families of different cultural and ethnic groups differ greatly in their children's literacy involvement at home and school (Ho, 2002); Toldson & Lemmons 2013). Thus, questions about parental support at home (homework) and school (attending school) were useful to understand parental support provided to Sindhi and Urdu students in the past.</p>
<p>B. Parents' role in fostering reading habits</p> <p>8. Did your parents encourage you to read? (How, why not)</p> <p>9. Did your parents themselves read regularly?</p> <p>a. Did your parents read to you?</p> <p>b. How many books</p>	<p>10. Did you have a study room in your home?</p>	<p>Parents' frequency of reading books, magazines or newspapers at home, reading storybooks to children, have a positive influence on children's reading habits (Pretorius & Ribbens 2005; Oluwole, 2008) and literacy acquisition (Leseman and de Jong; 2001). Additionally, lack of literacy learning activities at home have been reported to have a negative influence on students' engagement in reading (Pretorius and</p>

<p>did your parents own?</p> <p>c. How many books did you own?</p> <p>d. Did you ever visit a library with parents?</p>		<p>Ribbens; 2005). Thus questions about parents' role in reading of children were useful to understand the research problem.</p>
<p>C. Educational Background: Now I am going to ask some questions about your School life</p> <p>10. Please tell me about your primary school?</p> <p>a. What did you like in the school?</p> <p>b. What did you not like?</p> <p>11. Can you please share some of your learning experiences at secondary (high) school?</p> <p>a. Please tell me about your teachers?</p> <p>12. How did your teachers help you in learning? (why not)</p> <p>13. What was the difference between your primary and secondary school?</p>	<p>11. How far was your school from your home?</p> <p>12. How did you go to school?</p> <p>13. Did you attend school regularly?</p> <p>14. Did your teachers attend school regularly?</p> <p>15. Did they check your homework regularly?</p> <p>16. How did you find your school building and infrastructure?</p>	<p>Poor learning facilities in schools have been reported to have negative influence on students reading habits and reading performance ((Pretorius and Ribbens (2005)) and literacy development (Zafir <i>et al.</i>, 2014). Additionally, lack basic facilities in schools such as drinking water, toilets, electricity and desks are found to negatively influence children's interest and attendance in schools (Zafir <i>et al.</i>, 2014).</p>
<p>Teachers' role in fostering reading habits</p> <p>14. How did your teachers</p>	<p>17. Did you ever get a book-gift from teachers?</p>	<p>Anderson <i>et al.</i> (1988) identified that children's out of school activities and their reading achievement, were linked to the teachers' role. The</p>

<p>help you to read? (Why not)</p> <p>a. Did your teachers offer you books for reading?</p> <p>b. What books did they give you or send you home with?</p>	<p>18. Did you ever visit a library with teachers?</p>	<p>influence of teacher on participants' reading habits was substantial. Shatrova, Smith, and Stern (2008) found that the authoritative role of teachers was common thread among the Hispanic culture. Hispanic parents considered the teacher and school to be experts in educating their children and did not question the authority of teachers or interfere in any way in their children's education.</p>
<p>E. Previous English language learning experience (Now I am going to ask you about English learning Experience)</p> <p>15. Please tell me about your interest in English language while in school?</p> <p>16. What can you share your English language learning experiences from primary school to date? (e.g. home, school, teachers, start of English)</p> <p>a. Did you speak English at home?(How often, why not)</p> <p>b. Did your Parents or family speak English? (How often, why not)</p> <p>c. Did you speak</p>	<p>19. When did you first start learning English?</p> <p>20. Did your parents read to you in English?</p> <p>21. Did you take special English classes?</p> <p>22. Did you have easy access to books and reading materials in English?</p>	<p>Students' poor foundation in English and methods of English teaching at the primary school affect their English reading at secondary school. Likewise, Lack of interaction in English hinders participants' engagement in English reading, despite the preference of English over their mother tongue (Oluwole, 2008)</p> <p>Also, use of English at home by parents increases parental involvement (Ho, 2002), which influence the vocabulary development of children in two languages (Duursma, et al., 2007). In rural Sindh in particular, the supporting environment in terms of literacy appears to be lacking in many respects (Tunio et al., 2013; Zarif et al., 2014).</p>

<p>English at school? (How often, why not)</p> <p>d. Did your teachers speak English in the class? (How often, why not)</p> <p>e. Did your English teachers speak English in the class? (How often, why not)</p>		
<p>F. Reading habits: Now I am to ask you about your reading habits</p> <p>17. Please tell me how do you spend your free time (Galick, 1999)?</p> <p>18. How do your parents spend their free time?</p> <p>19. How do people in your region spend their free time?</p> <p>20. Do you have time for reading? (why not)</p> <p>a. How often do you read?</p> <p>b. What do you read?</p> <p>c. What language/s do you read in?</p> <p>d. Which language do you read more?</p>	<p>23. What time do you use for reading?</p> <p>24. What do you read in English?</p>	<p>Studies such as Galick, (1999) have investigated reading habits in relation to leisure activities.</p> <p>Parents' reading habits have been reported to influence children's reading.</p> <p>Question about peoples' leisure activities was important because it could provide information about cultural factors related to reading in Sindhi and Urdu communities.</p>

<p>G. Cultural factors</p> <p>21. What are common behaviours of people in your region regarding reading?</p> <p>a. How do people in your area react if you read/speak in English?</p> <p>b. What can you say about their attitude to reading?</p>	<p>25. How do people in your home/family react if you read/speak in English?</p>	<p>It was also useful to know about common behaviours of people related to reading and literacy, which could provide an understanding of Sindhi and Urdu literacy cultures.</p>
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Appendix 6 Urdu Respondent (U-1)

Researcher: Hi, first of all I thank you very much for being a participant of my study and also for your consent.

R-1 Interviewee: It's my pleasure.

We will have interview in three parts.

First about your home back-ground, then I'll ask you some questions about your education and finally about your reading habits.

R-2 Interviewee: Alright.

Researcher: So, first of all, could you please tell me about your home life when you were in primary school?

R-3. Interviewee: I was in [name of town/city) we are four siblings in total 2 brothers and 2 sisters and my parents they are from educated back-ground like my father is masters in economics and my mother is masters in Urdu and bachelor in education with the specialty of Persian and Urdu. They serve in education department and civil services as well.

Researcher: So it means your family is very much educated family.

R-4 Interviewee: oh! yes,

Researcher: Including your parents as well as your siblings.

R-5. Interviewee: yes, my brothers both of them, they were external students of Cambridge international examination, they completed their GCSC and GCE from Pakistan and my elder brother, he is serving currently in Pakistan Army and served united nations as peace keeping forces in united nations of Zarbar in Congo Africa.

Researcher: wow!! Good... can you tell me how was your area where did you live in your primary school? Was it a rural area or urban area?

R5. Interviewee: It is purely urban area.

Researcher: Can you tell me something more about it?

R6. Interviewee: I studied in Urdu medium school and sometimes in English medium school but it was not at all based on Sindhi medium.

Researcher: okay. So you speak English?

R7. Interviewee: I speak English, Urdu and Siraiki; I can speak and as well as Punjabi. My educational back-ground is totally from Urdu and English.

Researcher: Ok, thank you very much. Can you please tell me something about your family further? Did you live in joined (extended) family?

R8. Interviewee: oh of course yes!

Researcher: with your uncles?

R9. Interviewee: oh with my grand-mother my uncle's and my aunties before their marriage and even my uncle's and my father my dad where we live together as joined family.

Researcher: Did you like joined (extended) family?

R10. Interviewee: yes honestly yes!

Researcher: why?

R11. Interviewee: because you know men is a social being and we like to be in combined family. Further reasons like, we were friendly cousins, boys and girls and we had more fun and like was much more as like we were more comfortable like we used to go to school together and we had collective celebrations you know it was really enjoying. I was never alone.

Researcher: Did you assist your parents financially while you were a child?

R12. Interviewee: No, not at all. In fact my dad never liked this idea to work. In fact he was more in to my studies and he provided me [everything]. He was very liberal minded man and he liked me to study and to play sports and to go for debates and I was regular participant in radio Pakistan in [Name of City].

R13. Interviewee: I mean I travelled to different parts of the country as an Urdu debater as an English debater.

Researcher: During primary?

R14. Interviewee: During my primary I have also served for some time in children's program on PTV Karachi.

Researcher: That's very good

R15. Interviewee: yeah.

Researcher: Can you tell me something about the learning facilities in your home; when you were in your primary school, like books, library at home something?

R16. Interviewee: In fact, my parents, very much encouraged me to study when I was in primary, I remember my grand Maa; she was also very well educated. She completed her secondary school from [Name of town and school in India] and she helped me in reading Urdu books initially because she liked the idea like why should not I start with my own language so, I don't remember actually when I started reading Urdu, in fact I remember from the age of 3 to 4 years I could read Urdu fluently. You know.

Researcher: So it was from your family back-ground.

R17 Interviewee: yes!

R18. Interviewee: of course, [it was due to my background] because my grandmother all the time she was free, she was a lone lady she was to sit and she was to take that Urdu book we call it Qaida

Researcher: yeah!

R19. Interviewee: Like she would tell me how to spell it, spell it like: hijah karna [Utterance of letters, Urdu alphabet]. So then I used to, you know, read compound words with her help and then I started reading fluently which was very rare at the

time for children of my age. I could read Urdu; I could write Urdu, fluently when I was 4 to 5 years.

Researcher: that's wonderful. Can you please tell me did you have any study room?

R20.Interviewee: Aww!! Yes

Researcher: separate study room?

R21.Interviewee: yes, off course.

Researcher: when you were in primary?

R22. Interviewee: I was in primary school and you will be surprised like I had very beautiful small cupboard that was my library that was set up by my parents and I had that beautiful, you know, at that time in my area; although it was urban but there were no such facilities maybe you can say people at that time were not so much concerned about to making libraries at home, but I had that separate library, I had a separate area in my home and I had almost **I remember one hundred and forty book's in my library.**

Researcher: One hundred and forty books! (I followed this point to know further about it as it was something quite surprising for me)

R23. Interviewee: One hundred and forty books, Urdu books, they were all mostly Urdu some of them were English. But I enjoyed Urdu reading to be very honest because this was the language I could express myself and I could borrow the thoughts from Urdu story books and magazines.

Researcher: That's good that's very interesting. You owned 140 books when you were in primary school.

R24. Interviewee: 140 books almost

Researcher: and during primary school..!!

R25. Interviewee: During primary school of course. I remember I had a very beautiful cupboard that was made by our family carpenter, we had separate family carpenter who used to carpentry for family members only. So he made a very beautiful cupboard and beautiful basket inside for colour pencils.

Researcher: It means you got all the learning facilities whatever you required.

R26. Interviewee: yes all learning aid

Researcher: without any trouble

R27. Interviewee: Exactly, it's interesting like for example I remember when I was in primary we frequently visited Karachi because we had many family members there so, the best thing I remember purchased at the time was video game type learning resource.

Researcher: Video game type learning resources!

R28. Interviewee: yes

Researcher: wow!

R29. Interviewee: It was a video game type something like, but it was kind of learning aid I could start playing many vocabulary games

Researcher: That's nice

R30. Interviewee: yes.

Researcher: Can you tell me something about learning facilities while you were in secondary school?

R31. Interviewee: They were improved according to my level of maturity. Like, according to my level of maturity, my father facilitated me in a way like, for example, we got membership my father in fact got membership of Pakistan book foundation and we used to buy books on reduced prices and I read very good Urdu

authors for example many poets like Habib Jalib, Ahmed Faraz and Yousfi and many; many good poets and writers at that time.

Researcher: so it means your parents helped you in everything during your primary as well as secondary.

R32. Interviewee: Exactly, I tell you like; when I was in primary I completed all Quliyat-e-Iqbal. at that time and I was so much well conversed in Urdu poetry like I remember my teacher was teaching Shikwa and Jawab-e-Shikwa, they are very famous Urdu poems, you know; in some way I missed my Urdu book at home and it was like compulsory that you should have your book in front according to the teacher's demand. But once she told me [to read Urdu poem], as a child I was scared, so I opened the same size chemistry book and she told me okay now you can start reading then I was remembering it by my heart, I started reading it and she couldn't realise like that I am reading it [Urdu poem] at my own, opening chemistry book.

Researcher: wow!! That's wonderful.

R33. Interviewee: I was very well at Urdu poetry and very interested in reading it.

Researcher: okay. So you got full support from your parents in your school age.

R34. Interviewee: exactly.

Researcher: okay. Did your parents help you with your homework?

R35. Interviewee: no actually I didn't need it.

Researcher: You didn't need it.

R36. Interviewee: I didn't need it.

Researcher: Why?

R37. Interviewee: Because I did it [homework] at my own. I was a good student. In fact, my school was very good really. Teacher used to explain everything; there was no such thing which was as much challenging that I could not do. I did need my

parents help and moreover as I mentioned like we were in joined family system it was very difficult for them to manage time for my studies.

Researcher: Ok, because of joined family.

R38. Interviewee: Parents were very committed and they were working; my mother was working at that time.

Researcher: Parents also work

R39. Interviewee: both of them they were working they didn't have a time. My parents, my father and mother they used to come back home they had other domestic appointments like related to our family members.

Researcher: Ok, did your parents attend your school regularly?

R40. Interviewee: sometimes!! There were no parent teachers meeting exactly going. But my mom and especially my father often visited my principle.

Researcher: your father

R41. Interviewee: yes my father. And my mother used to make phone calls to my principle at that time and she was to ask about my progress on phone.

Researcher: it means your parents mother and father were more interested in your study.

R42. Interviewee: Exactly. They were in complete picture what I'm doing and where I stand and how I may go ahead. Actually they planed through my education like: they wanted me to being independent from the very early age, honestly, that's why they provided me all education related resources like I should be independent. But later on to be very honest, they [teachers] never wanted, teacher never wanted them to be all the time in the school because you know I was in a way like independent and they had no problem with me.

Researcher: Ok, who took more interest in your studies?

R43. Interviewee: my father.

Researcher: your father?

R44. Interviewee: yes

Researcher: Why your mother couldn't take that much interest as compared to your father what was the reason?

R45. Interviewee: because I think as she says like I was more than her expectations.

Researcher: So you were more than her expectations!

R46. Interviewee: She never wanted [me] to study so dedicatedly honestly. She just wanted me to study as much as it is important like what I was more interested in studies and she said like I don't want her to be more in study like she wanted me more in to other domestic affairs, which I never liked.

Researcher: Who would you tell about school activities normally, school problems?

R47. Interviewee: To my dad

Researcher: to your father.

R48. Interviewee: yes

Researcher: Because you were more close to him or he was more concerned

R49. Interviewee: Since he was more liberal and my mother was little slightly I would say she had a feministic approach while my father like he was very liberal I could say I mean to make him understand things from changing world from perspectives of changing scenario. My mother was little indecisive some time's and which I didn't like because I wanted to be bold in certain reasons.

Researcher: That's good. Did they ask you about your school activities on daily basis?

R50. Interviewee: of course,

Researcher: on daily basis

R51. Interviewee: yes of course, the first thing while I came back home every day I remember that I would tell my father what did I play what did I study and how did it go and which teacher; I mean I was very bold I used to tell like which things I liked and which things I didn't like and which I planned, I used to plan myself, my reading books. I say for that background I mean I was a good reader. So these books brought me in the world of you know practicality much earlier than my actual age and as compared to other friends I was much mature.

Researcher: Ok

R52. Interviewee: I used to plan myself.

Researcher: How did your parent's help you to read more?

R53. Interviewee: by buying more books and they knew that I would love books as a present at any occasion

Researcher: So, you got many presents!

R54. Interviewee: a lot

Researcher: in form of books.

R55. Interviewee: always my present was always in the form of books and not my parents really my uncle's and my aunties everybody is instead of giving me expensive clothing or perfumes et cetera I mean other things they would give me the latest published book .

Researcher: latest published book

R56. Interviewee: yes.

Researcher: wow!! That's good. Did your parents themselves read regularly?

R57. Interviewee: my father in fact read political magazines and newspapers much and my mother yes she like literature but not every day but she was habitual of reading because she was really fond of literary background.

Researcher: She was habitual of reading but not every day

R58. Interviewee: because we were living in joined family but she was a very interested reader.

Researcher: Did your parents read to you?

R59. Interviewee: No my grand mother

Researcher: Your grandmother from your very beginning...

R60. Interviewee: in primary initially but later i mean i never wanted anybody since I was independent.

Researcher: oh since you are independent reader!!

R61. Interviewee: Yeah! Then I used to discuss the themes I used to read in different books.

Researcher: How many books did your parents have?

R62. Interviewee: did my parents have!! A number of I cannot count really.

Researcher: Almost

R63. Interviewee: Almost 1000

Researcher: 1000 books!!!

R64. Interviewee: I think , if I had 100 then my parents would have 1000 books to be very honest , at least there was a separate floor at my home that was not used like it was a kind of at the type area and it was full of books .

Researcher: Wow!

R65. Interviewee: Related to economics, related to Urdu literature and related to Persian...

Researcher: Ok. Did you visit a library with your parents?

R66. Interviewee: oh yes!! I visited with my father to central library of (Name of town).

Researcher: Central library (Name of town)

R67. Interviewee: that is you know a historical place that was established by a Nawab of (Name of City).

Researcher: okay. So, you quite often visited that library?

R68. Interviewee: oh yes!!

Researcher: It was near to your town.

R69. Interviewee: It was inside my [Name of hometown). Or somewhere, wherever I've been like if I go other places like Karachi, Bahawalpur or anywhere I would go to library.

Researcher: Did you there was a separate room for your own only?

R70. Interviewee: for my own only. Yes at my home; yes I had.

Researcher: reading room, separate room?

R71. Interviewee: In fact I had my separate room for my own self because my independent room and I had a library.

Researcher: okay. In your independent room you had your own library that had more than 140 books!

R72. Interviewee: yes more than 140 books but later there were many, like more than 140. It was just I am telling you 140 books when I was in primary.

Researcher: okay. Thank you very much. Now I would like to talk about your school life, primary school life and secondary school life.

Researcher: So, thank you very much. Now I'm going to ask you some questions about your school life. First of all I'll start about your primary school life then secondary school life.

R73. Interviewee: Alright.

Researcher: Can you please tell me something about your primary school?

R74. Interviewee: It was a co-education school and I was a very active participant. In fact I started school at the age of 2 years and 3/4 months. Though there was no concept of nursery schools at that time, but I was more interested in going to school, since everybody at my home: my cousins, elder ones, everybody was going to school and my mom was working at the time. So, I preferred to be more socializing. For that reason my parents since they were educated and they had a vision for children education. They wanted children to be independent so they can manage themselves in the school, so, they sent me to a newly established school and I started from there and I was very well settled from the very beginning. I never cried or insisted like going back home or I was never attached to be with my parents the very first day of the school to come back home, I was quite happy.

Researcher: Oh! You were quite happy to go to school at the age of 2 year and 3/4 months.

R75. Interviewee: Yes I was.

Researcher: What did you like in your school?

R76. Interviewee: The best thing was that, my class-room was very colourful and there were many toys in my school related to, I mean, they were learning resources actually. Toys related to study and books were very colourful at that time you know since it is around 22 years back I suppose. At that time the concept of the book was that, generally economic books, they were black and white without pictures. So, the best thing about the school was that the books were coloured and it was kind of open library in one corner of the class. Since that was a private school, privately funded school and my parents were paying good fee for my nursery class even. So, I mean I enjoyed that school in terms of learning in terms of learning manners and socialization and many things. For example they started teaching table manners and the manners of reading. For example, how to hold books, how to deal with the spine, do not turn the book so that the spine would be broken and how, I mean to follow the class-room rules in general, with your friends with your class-mates.

Researcher: What you didn't like in your school.

R77. Interviewee: The only thing I didn't like was that whenever you didn't do the homework teacher would ask you to keep standing the whole period.

Researcher: Did you get any physical punishment?

R78. Interviewee: Not exactly, they were not allowed to give any physical punishment but sometime those who did not do homework they would keep standing the whole period or in extreme cases they would say ok go outside class room and you were keep standing over there so, the best thing was that I considered this as humiliation as a child. I was more concerned about myself respect like this way , what the rest of the 20 children in my class would think about me in case of given any kind of punishment maybe standing for 5 minutes.

Researcher: But did anyone get punishment with sticks or something?

R79. Interviewee: NO, No, No, not at all.

Researcher: Not at all!

R80. Interviewee: Yes, not at all, I don't remember.

Researcher: How far was your primary school from your home?

R81. Interviewee: It was close. It wasn't far away but my dad used to usually drop me, I never went by foot. I usually used our vehicle.

Researcher: Oh! So, you went by vehicle, with your driver?

R82. Interviewee: With my driver.

Researcher: But mostly your dad

R83. Interviewee: Yes, my parents yes my dad preferred to drop me to school but sometimes with the driver but I never went alone.

Researcher: So, were you a regular student in the school?

R84. Interviewee: Of course, [I was] very regular to school life like in primary I remember it was 100% attendance usually.

Researcher: How were your teachers? Did they attend the school regularly?

R85. Interviewee: Of course, very regularly they conducted classes and they were very concerned very dedicated and they were all bachelor in education I remember. One of the lady was only she completed her FA but she had as a teacher standing beside that you know FA so, I mean they were all were very qualified at that time undergraduate was minimum requirement in my school . So, they were minimum undergraduate. They had some kind of teacher's training like PTC, CT or BED or MED, sometimes.

Researcher: Did they check your homework regularly?

R86. Interviewee: Of course, very regularly. We used to get it checked all properly. We were given corrections even.

Researcher: Can you tell me something about your primary school building or infrastructure structure? How were the class rooms?

R87. Interviewee: It was like a very big house, it was a hired building by the school and we had a big court-yard. You can say playground, I mean, it was big in comparison to other schools but not very big and my class-room was very big with 2 big windows, I remember, and 1 cupboard which was meant for teacher's to keep stationary because we used to get stationary from the teachers.

Researcher: Oh! You used to get stationary from the teacher.

R88. Interviewee: stationary and payment yes. It was optional if you like as a parent like they would ask if you like your daughter to get stationary from the school or you would give stationary from home so, since my parents were working they didn't have much time that they all the time keep a check like I have all my notebooks pencil's eraser's so, they give their conceit to give me stationary from the school and they would make a payment with my monthly fee.

Researcher: How many students were there in the class normally?

R89. Interviewee: In my primary school it was never more than 20/25 maximum; I remember, or less, 18 to 20 may be.

Researcher: ok. It means it was a nice school provided with all facilities.

R90. Interviewee: Yes. Of course

Researcher: Can you please tell me something about your learning experiences of secondary school?

R91. Interviewee: My learning experiences in secondary school, they were a bit more you know extensive as compared to primary school. In primary school I was expected, for example, I would make a balance in Urdu and English, more Urdu less English but even then level of English was very good in primary school, beside Urdu. But in secondary school I was expected to go more for general knowledge extra book, book reading and which were more helpful for example, on Pakistan movement I had, I remember, I had great information I used to participate in radio Pakistan in Pakistan television, in various programs.

Researcher: All these books were provided by the school.

R92. Interviewee: Yes and at home with my parents, like in school it was optional. Like children were more interested, the teachers used to issue the books to different students and who else whatever liked, but I mean that was a slightly, a difficult activity, because parents had to give an undertaking. Like, in case of any damage, they are going to provide same book or the cost of the book but my parent give consent, I, usually, hardly lost any book or I mean I didn't damage.

Researcher: How were your teachers in your secondary school?

R93. Interviewee: They were a little strict than my primary school teachers, I remember, and it was a very huge building, it was a huge building, [We had a paly ground for different sports and an auditorium for different competitions] and teachers they were more concerned about academics. Study was more intense and we used to spend more detailed discussions. In terms of writing like they were more demanding.

Researcher: How do you differentiate between you primary school and your secondary school?

R94. Interviewee: I would say like, there was a continuation. It was a step ahead in terms of academic. I would say, there was no such big difference. You could say like I know in primary where they were expecting me little less but in secondary they expected me like since I was the one who used to accept challenges so they give me more challenges and I understand now, like they were really clever in a way like: they put work according to individual student's strength: in terms of learning in class in terms of extracurricular activities in terms of co-curricular activities and I was participating in all these activities side by side.

Researcher: So, which one did you like more?

R95. Interviewee: sports.

Researcher: No, primary school or secondary school

R96. Interviewee: Alright, I liked my secondary school honestly that is a memorable time for me.

Researcher: why?

R97. Interviewee: Because in primary school had a feeling like I'm the best. There was no much task to do I mean whatever I've done. But in secondary I realized that there is a long way to go in terms of my study in terms of sports in terms of co-curricular activity or extra-curricular activity.

Researcher: So, you had more co-curricular activities in secondary school.

R98. Interviewee: yes, a lot, a lot because I was participating in sports I was participating in debates, declamations, national singing competitions and I was a regular member of Pakistan arts council national centre PTV and radio Pakistan.

Researcher: How did your teachers help you to read ?

R99. Interviewee: see my teachers they were very concerned about reading and writing both. And every day in almost every lecture they would ask students to read one by one in the class.

Researcher: In the class?

R100. Interviewee: In the class yes, they gave more opportunity to students which made us more fluent, readers, moreover it was not a kind of simple reading like you start from A and end to Z from starting point no she would ask one student randomly like ok 'x' student you start reading and then she would ask other students what did you understand then student participated and she was the one who was driving the discussion. They were the ones who give many thought provoking or many linking prompts which helps the students to be more vocal more expressive. Reading was not the single isolated activity it was something integrated with nourishment you know of your thoughts.

Researcher: Ok. Did your teachers offer you books for reading?

R101. Interviewee: Yes. Sometimes yes and sometimes, they encouraged. Everything, You know, they cannot provide in the school then they would have many activities, for example, we developed our own class book bank they asked us to bring one book each, the best book our favourite book and you may share it with your friends with your class fellow, the number of students in my secondary school in fact was much larger then my primary school for example more than 30 girls sometimes 30 or 35 we were girls in the class.

Researcher: It was not the co-education.

R102. Interviewee: Yes it was not co-education, this I was proud to say like my primary school was co-education but my secondary school was mainly girls' school. Everybody brought one book it means 30 girls brought 30 books there were 30 different resources for us to study so we would read and exchange books and we would share in the class.

Researcher: Did you ever visit a library with teachers?

R103. Interviewee: Yes.

Researcher: Can you tell me where did you go?

R104. Interviewee: To the main library in the city.

Researcher: Main library in the city?

R105. Interviewee: yeah.

Researcher: Did you visit quite often with them?

R106. Interviewee: At my own, the teachers honestly it was hardly once in a year.

Researcher: Ok.

R107. Interviewee: once a year.

Researcher: Once in a year, but with your parents it was quite often.

R108. Interviewee: Very often yes.

Researcher: Ok. Thank you very much.

Researcher: Thank you very much. Now I'll ask you about your English language learning experience, previous English language learning experience.

Researcher: So, can you please tell me some of your interest in English language while you were in school?

R109. Interviewee: My interest started with reading English books, especially storybooks for children.

Researcher: At what age?

R110. Interviewee: when I was in primary, late primary school.

Researcher: Ok. Can you share some of your English language learning experiences from primary school life till today?

R111. Interviewee: I started classical English story tales such as Cinderella; I mean Ali Baba and forty thieves. I started reading from my primary school. But honestly I had some problem in reading it. Because I couldn't be as fluent in the beginning as I was in Urdu.

Researcher: In your primary school

R112. Interviewee: In my primary school so, my dad helped me [in English] in a way like: he provided me dictionary and whenever I got the chance I asked meaning

while I was playing or just holding a book in fact whatever I did when I was in a primary school child or even in my secondary like every time I was holding a book I still remember, because books were my heart and soul at that time.

Researcher: Was it an English book?

R113. Interviewee: It had been English later on, yes, in late primary and early secondary school. Because I found English more challenging since I was not fluent. It was a challenge, honestly. At that time, learning English was just academically, it was prevalent, like in terms of passing your English examination not in informal sort of reading. So, I always tried my best to understand each and every bit of reading, with the help of dictionary. In case my parents were not at home, since they were working or they had other commitments. Or I would go to my Grand-maa to ask the difficult meaning, if she was able to help me out, and to my father and to my mother or my uncles since my uncle was head of the department of English at [Name of college] at that time. So, I had many people who could guide me or in case if nobody was there, then my dictionary was helpful really.

Researcher: Ok. Did you speak English at home?

R114. Interviewee: Oh yes , basic, basic English in the beginning and later on yes I started speaking in English fluently since my parents and my uncle's they were all very fluent in English and my grand-maa even she was good in English.

Researcher: Did your parents speak English at home regularly?

R115. Interviewee: yes.

Researcher: to you?

R116. Interviewee: Yes with children,

Researcher: with children in English?

R117. Interviewee: yes, sometimes yeah. Mostly, when they specially need to show there command, you know. In according to our culture, once, you need to show bossy attitude or you need to show your dominant attitude, you need to speak in

English. So like, it was more with my brothers because with me it was just for the sake of fun or to give a practice of speaking but with my brothers, yes it was more.

Researcher: Did you speak English at school?

R118. Interviewee: aaaaaah, not much, No.

Researcher: not much even in secondary school

R119. Interviewee: Except in English period, I mean in English we did some times hardly.

Researcher: Did your teachers speak English in school?

R120. Interviewee: No, I don't think so, but except English teacher.

Researcher: Except English teacher! Then how did the `other teachers teach you in which language?

R121. Interviewee: In Urdu, Science or Mathematics, in Urdu.

Researcher: All in Urdu.

R122. Interviewee: yes.

Researcher: So, how do you call it as an English medium school?

R123. Interviewee: It was my primary school I'm not talking about secondary school. You are asking me about secondary school?

Researcher: I'm asking about your secondary school yes!

R124. Interviewee: It was in English medium school in primary but in secondary it was in Urdu medium, Urdu and English medium mix.

Researcher: Ok. So, in primary did your teachers speak English?

R125. Interviewee: Few teachers yes.

Researcher: Few teachers in primary

R126. Interviewee: yes.

Researcher: And in secondary only English teacher spoke English.

R127. Interviewee: oh yes.

Researcher: But not the others.

R128. Interviewee: yes not the others.

Researcher: Ok. When did you start first learning English?

R129. Interviewee: I don't remember really, after birth.

Researcher: Oh after birth immediately!!!

R130. Interviewee: you mean yes from the lap of my mother.

Researcher: That's so wonderful .Did your parents read to you in English quite often?

R131. Interviewee: oh yes. Especially some quotations sometimes some jokes.

Researcher: No did they read any book to you, any story book in English?

R132. Interviewee: yes sometimes yes for example quotes of famous people I remember I had a book like famous people they would read it. For example: Albert-Einstein, who was Albert-Einstein? How did it grow?

Researcher: So they would talk to you

R133. Interviewee: They would talk to me, they would read it for me and then they would explain me in my own language while explaining in simple English.

Researcher: Did you take any special English classes during your school especially in secondary school?

R134. Interviewee: It was mainly at home because my uncle was the head of the English department and my dad is quite fluent in English I mean it extra teaching at home yes.

Researcher: but you didn't need any teacher.

R135. Interviewee: No; no, because, my family is related to education so I never wanted really any extra person.

Researcher: So, did you have good access to books in English?

R136. Interviewee: Oh! yes it was especially since we were living in joined family at home I had a separate English library as well which was of my uncle but I from his permission like I used to take any book and I was so keen about learning English that I had learnt vocabulary charts and different idiomatic expression and phrasal verbs et cetera in my secondary school.

Researcher: Oh! You knew all these.

R137. Interviewee: Oh yes.

Researcher: you had a full bank of vocabulary.

R138. Interviewee: yes, I had a full background of learning English; I had very good English resources because of my uncle.

Researcher: That's wonderful; thank you very much. Now I'll ask you something about your reading habits. Can you please tell me how do you spend your free time?

R139. Interviewee: Mainly reading books. I preferred reading books over watching TV or sitting and wasting my time in chatting like I thought that is waste of time like for example I would say I was so happy like reading books and I am so habitual without I couldn't really spent my day if I would spent my day without reading any book or doing any reading like I would feel there is some crime I have done.

Researcher: So you Love reading.

R140. Interviewee: I love reading as much that even it was a festival or a wedding of some family member within my house even I would go an take some break in some hidden part like in store room or in an attic or somewhere I would read some books like some people thought like aaah I had gone crazy because there was nobody in my whole at that time there was no one addicted to books.

Researcher: How do your Parents spend their free time?

R141. Interviewee: Parents were very committed, honestly. They didn't have that much time like, since we were living in a joint family. They had many responsibilities: they are very responsible like my father and my mother they were taking care of the entire family and my dad is elder one and much more responsible as compared to many people in the family. So he was running the whole [family]. Their free time in a settling down various family matters and my dad was habitual of reading newspaper and listening, some watching TV news channel. There was hardly one channel that was PTV he used to watch news English news and Urdu News. English news it was 7 to 7:50 for Urdu news it was 9 to 9:30 my grandmother and my father used to watch, mother sometimes.

Researcher: How do people in your area spend their free time?

R142. Interviewee: Ah! To be very honest elderly people at that time they were in to socialization spending the time with other people other family members, family or friends. But children of our age, they were getting more and more sense about independent reading and my class fellow I remember about secondary school fellow I remember about colleagues and friends they were into reading habits like reading some kind of books because our teacher were very concerned it was a government funded school but it was a very, very high ranking school within the whole division or county you can say.

Researcher: What do you like to read?

R143. Interviewee: I really like to read non fiction

Researcher: Non fiction

R144. Interviewee: Exactly

Researcher What?

R145. Interviewee: For example, I preferred reading books related with Pakistan movement and I liked to read autobiography of famous personality. Like, I loved autobiography of Quaid-e-Azam Muhammad Ali Jinnah, Allama iqbal and I liked

Moulana Muhammad Ali Johar and Moulana Shoukat Ali I read and Allama Inayatullah Khan, he was my hero. I felt like he had an amazing wonderful career and wonderful human being and I read, he was not an hero of Pakistan, autobiography of pundit Jawaharlal --- and I could as a child of secondary I used to make comparison of him and Albert Einstein and I would compare with my own Quaid Muhammad Ali Jinnah and I would find like which would good quality can borrow from Albert Einstein I may implement as a student which would help me growing in my learning.

Researcher: What languages do you read now?

R146. Interviewee: I mainly read English because, nowadays English is much more prevalent in my area people are more into it, you know, they aspire to learning English.

Researcher: Ok which language do you read more?

R147. Interviewee: now English, yes but again Urdu poetry side by side

Researcher: Still Urdu poetry?

R148. Interviewee: yeah and sometime Punjabi.

Researcher: what time do you use normally for reading

R149. Interviewee: when I do my Uni work and in between I would read Urdu poetry, Urdu books, Urdu quotes besides English.

Researcher: Besides

R150. Interviewee because it is a kind of practice which has a very soothing effect on my mind

Researcher: What do you read in English, normally?

R151. Interviewee: in English I like to read about sometimes fiction now and sometimes autobiographies and reading more about related to BBC sometime.

Researcher: so different type of reading

Researcher: Ok, thank you very much. Can you tell me about the behaviour of people in your area regarding reading?

R152. Interviewee: Generally, I would say, you are talking about current behaviour of the people. They are more concerned about the education of their children now, but to be very honest, they want some good education for the sake of good future in terms of economic stability, earning, good job or something there are few really who have love or passion for reading. You know reading for the sake of reading itself it is a pleasure. It is something which enrich your personality it gives many dimensions to you thought I find very less people who, to be very honest, who think that one should go selflessly for reading.

Researcher: How do people other than your family members react if you read or speak more in English in your area, in your surroundings?

R153. Interviewee: at home it is okay if I speak in English I speak English with my brother sisters and parents but if I would speak English outside they would think probably that I am showing bossy attitude. Or sometime I am arrogant or some time I am making a trying to show that I am powerful speaking social class.

Researcher: What can you say about their attitude overall regarding English?

Interviewee: Regarding English they give very higher place.

Researcher: No other than family

R154. Interviewee: other than English like cherish to learn and speak English but it's a difficult and it's a tiresome activity some time because it is expensive to go for tutoring of this language.

Researcher: Do you get any encouragement form people other than your family regarding English?

R155. Interviewee: except in your need it's okay that is academic part gradually people are educated all people in Uni are educated they understand.

Researcher other than university

R156. Interviewee: other than university I mean they like me speaking English side by side they are jealous sometime.

Researcher: They are jealous?

R157. Interviewee: hmm they are jealous. They would say she is fluent in English and probably she trying to pose that she knows English she is making impression.

Researcher: So it means you have positive attitude in your family for English but in your area in your region outside family you feel that people feel jealous of you.

R158. Interviewee: Yes, because they associate it with identity. For example, if you are speaking native language they say you are part of it if you are speaking English they would say it's a second or foreign language and once they are unable to reply in English so they would think I am trying to associate myself with English speaking powerful English speaking class which means disassociating with them.

Researcher: How would you find term there attitude negative or positive or they encourage you discourage you other than family member?

R159. Interviewee: It is mixed really, because, for example you see if there is everywhere everything is positive you cannot excel in your field but I take their criticism sometimes or their behaviour I mean there opposition in a positive way. It is something like which drags me into my reading more into English. For example I shouldn't stop my own reading habit because of someone likes or dislikes I shouldn't live for others. My life my liking my preference first, it is my own right, then I would think about anybody else

Researcher: So what do you think that whatever your reading habits are as you said you are very good reader you--- a lot in English in Urdu or any book you can read and you want to read so all these reading habits do you think who is main influence for your these reading habits which are quite good?

R160. Interviewee: who is?

Researcher: your family or your teacher?

R161. Interviewee: You see whatever you are; my personality I would describe in few words like it is more and more due to my extensive reading.

Researcher: But who do you think is less responsible or who do you think has impact for who you favour for this?

R162. Interviewee: my family, my friends, my neighbours, you see people who used to make fun of my speaking in English in my neighbourhood now they are really trying their best to make their children well read in English and they are trying to. Now they come to me to get some kind advise which books they can read or how they can improve their spoken skills specially spoken and writing skills because in our culture, locally, writing is important because you are assessed all the time on the basis of writing English. And speaking is as important you can sit in any interview and you can go abroad for studies it has a very positive impact on speaking English in general.

Researcher: It means people now are trying to follow you for their children.

R163. Interviewee: A lot, they are trying a lot and they are sitting mean now to ask some time and discuss their children study and how can I help them in suggesting what should be the reading habits of their children. And how it could, I mean, they like to know how they can help their children in reading in English and how it will impact their children's future life and future career choice et cetera. Now they realise, that my parents' decision about reading Urdu and English. It was very good and it helps me making progress because of my extensive understanding of English.

Researcher: So would you like to say that previously those who were jealous of you because of speaking, reading and learning English now they are following your footsteps.

R164. Interviewee: exactly, exactly, because this is a local culture, like, they would be jealous in the beginning but once you are at certain stage they would like to appreciate forgetting all there jealousies and all their criticism.

Researcher: So they are forgetting there jealousy just to get benefit from you.

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R165. Interviewee: just to get benefit now they really wish that I teach their children if I can during my studies I do not do because I myself a student I cannot do it.

Researcher: okay, thank you very much. I thank you once again for being a participant of my study. Thanks a lot.

Appendix 7 Informed Consent Form

Conducted by Mr Sanaullah Ansari for his PhD Study on:

‘The Relationship of Sindhi and Urdu students’ reading habits and English reading performance at the University of Sindh

Thank you for agreeing to participate in this study. Please read the following and write your role number, name sign in the given columns if you agree. This will be confidential and will be used only for research.

I agree to be a participant in the aforementioned research project, conducted by Mr Sanaullah Ansari of the University of Bedfordshire/University of Sindh.

I understand that as a participant I will respond to a reading habits questionnaire followed by a reading test for about an hour and a half, and that I may then be interviewed if required.

I understand and agree that the process may also be recorded, and that the data will be retained and analysed for research purposes.

I understand and agree that the data will be anonymised, so that it will be impossible to identify me personally in future; only the researcher will be able to identify me for the purposes of analysis.

I understand and agree that I can withdraw from the research at any time, or ask for my data to be removed and destroyed if I wish.

I understand that the research project conforms to the research ethics procedures of the Social Research Association and BAAL.

Contact: If you have any questions or comments at any time you can contact Sanaullah Ansari on sanaullah.ansari@beds.ac.uk or call me on 03313561198

Roll NO	Name	Signature

Appendix8 Phase 4 of Thematic Analysis

Geographical Background	Urban	<p>U1-I lived in [name of the town] It is purely urban area.</p> <p>U2-I lived in urban area. The area where I stayed was a well-developed area. We had all like schools, hospitals, universities, everything nearby and the people who lived in my area were highly educated.</p>
	Rural	<p>U3-It is you can say a rural area. <u>There is not a good opportunity. There are just government schools and two or three private schools.</u> There are about 350 villages in my area.</p> <p>S1- I lived in [name of town] new, by district perspective you can call it a town, and by educational perspective it comes in rural areas. All the educational institutions we had by that time were government institutions, not even a single English medium school which is going to offer you with quality education [quality education in a sense that government schools normally do not provide quality education in rural areas here].</p> <p>S2-It was rural area we used to live in [Name of town] and my education was also here in [Name of town] we can say primary education. After that my father got transferred to [Name of town] so my whole family shifted there, so my education then started there</p> <p>S-3 We are villagers. We did not have any educational facility in our village. For example there was no electricity and there was no school even. Even no one from my family knew what education is. And more importantly there is no environment of study in our village. Illiteracy is at its highest level in our village. There is no concern for children education at all. Everyone in my village work in the fields. They are farmers. What they may know about education. Our parents used to say other villagers with pride that our children study in high school in the town.</p>
Home background	Parents' education	<p>U-1 my parents they are from educated back-ground like my father is masters in economics and my mother is masters in Urdu and bachelor in education with the specialty of Persian and Urdu.</p> <p>U-2 About my dad, he finished his graduation in Como. He is an Engineer. My mom she completed A levels.</p> <p>U-3 My father has a Bachelor's degree and my mother's education is not enough, I think she is educated till 6th or 8thgrade. My mother couldn't help me in home work and studies because she was less educated.</p> <p>S-1 I was lucky. My father was a doctor so I didn't need to work to keep myself in good position (financially).</p> <p>S-2 My father is an engineer, my mother's education, she just had done matriculation and after that she got married</p> <p>S-3 My father is a farmer. How can he help us! My parents just provided me food and dresses but they could not support me in studies, because he himself was not educated so he could not help me at all.</p>

	<p>Visit to library with parents</p>	<p>U-1 I visited with my father to central library of (Name of town). Wherever I've been, like if I go other places like Karachi, Bahawalpur or anywhere I would go to library.</p> <p>U-2 Yes always because every Saturday me and my dad used to go to the library because my dad he was a regular reader he used to go to library to get the books and sometimes my used to come to the library every Saturday. It was a massive library that was the biggest library in our place; they have lots of books in all areas, for all subject books.</p> <p>U-3 Never, I did not visit any library with my parents. Even in my home town there was no library.</p> <p>S-1 Not with my parents' sir. When I was having my secondary or college education, all we had just one library in [name of town]. All I did I used to go there once a week to read newspapers or to study a book. In our rural areas we study when our text or exam time comes nearer. We don't pay any formal attention to our studies usually. Whenever we had a test at school or at tuition we accelerated our study timings. For that purpose I used to go there to read newspapers, journals or to prepare for a test. Yeah they never asked me to go to library. I used to go there individually to read something. We never actually went to library by instruction of our parents. We used to go there in a friend circle to read newspapers.</p> <p>S-2 I did not visit library with my father.</p> <p>S-3 We did not know what the library is and we can get any books from the library.</p>
	<p>Dependence on teachers</p>	<p>S-1 In secondary I used to have three to four tuitions daily. The number of tuitions increased in a way that it created a lot of pressure on you to keep our pace with education. Sir what I see that the parents don't think that they should pay any attention to child's education till their secondary or college level. All you have to do is to provide them with the teachers, tutors, and they are going to pay attention to child's education, till the secondary or college education what our parents think that a child doesn't require any attention from parents (and they require it the most at that early stage of education). All they do they provide a child with a tutor and he is going to teach and look after a child, but a parent's role is somehow underestimated in our rural areas.</p> <p>S-2 At that time there were many centres and I used to go for taking tuitions.</p> <p>S-3 When our teachers hit us, my parents did not mind it, and rather they used to think that physical punishment is good for child education. It is beauty of child education and the child if he is not beaten, he will never be a good student. So we did not tell anything to our parents. They used to think if the teacher hits a child that means the child does not study so punishment will teach him a lesson. And the child was considered always a culprit. Our parents have a great respect for the teacher and consider teachers as parents of the child.</p>

Appendix 9 Visual Presentation of Reading Frequencies

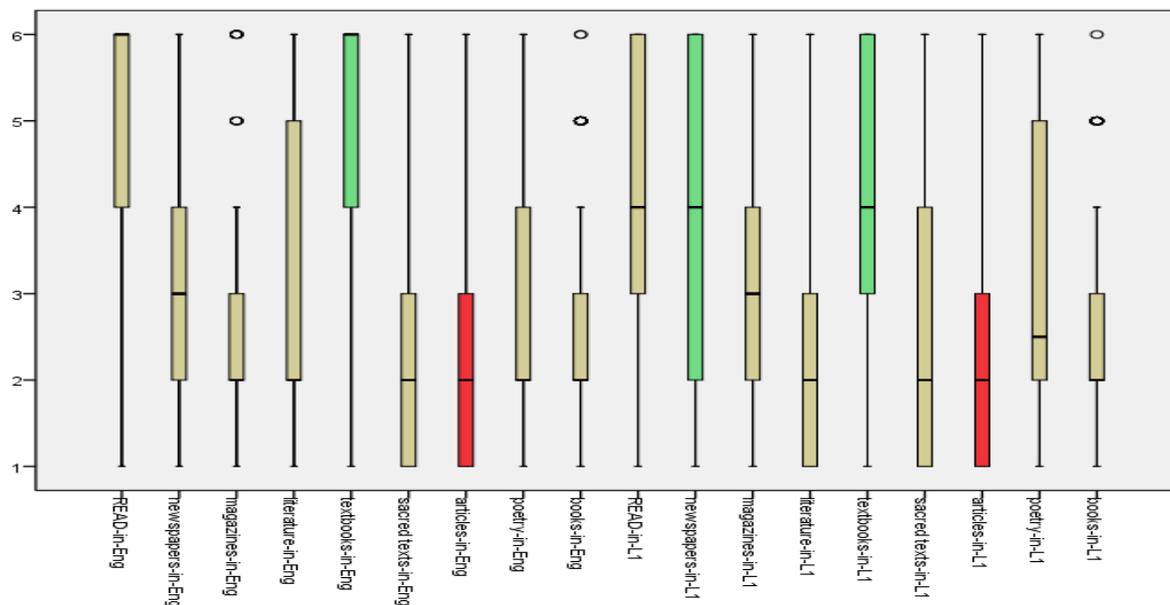


Figure 1: Visual presentation of the Participants’ Reading Frequency of each Resource

In the figure above it is clearly demonstrated that the participants (Sindhi and Urdu as one group) read more text books in English (boxplot green in colour) and they read text books and newspapers more in L1 as compared to other reading materials. Unexpectedly, the reading frequency both in English and in L1 is low (See box plots red in colour).

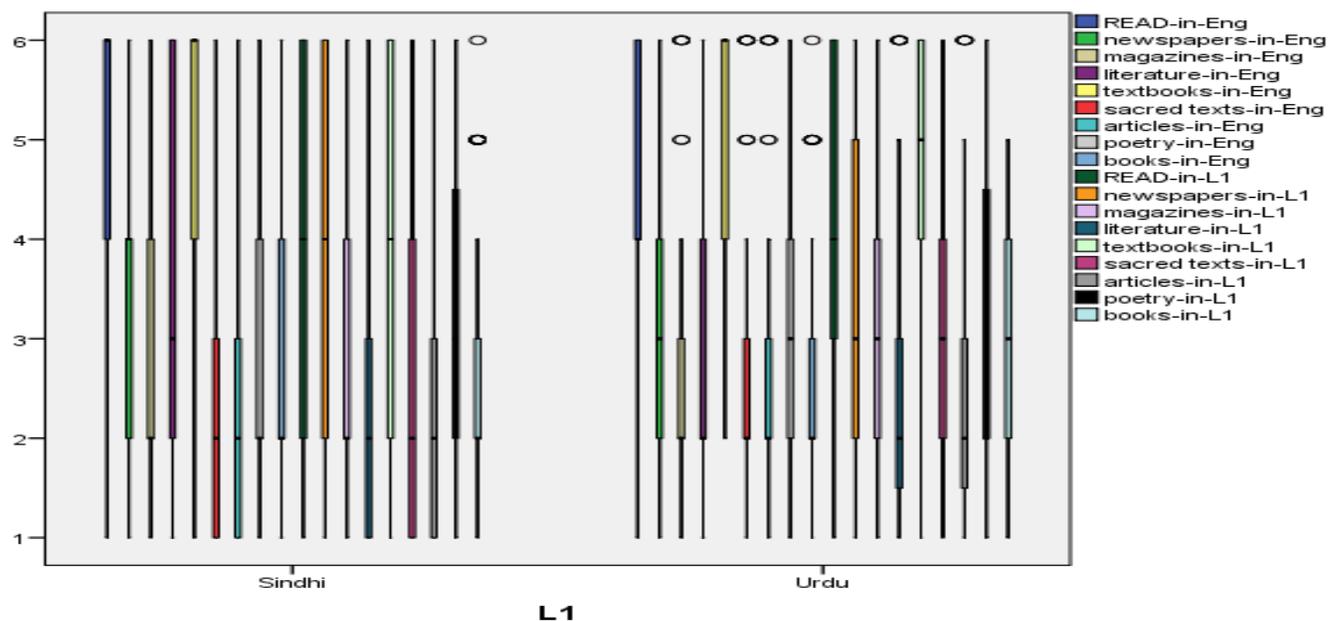


Figure 2: Visual Presentation of the Sindhi and Urdu groups’ Reading Frequency of each Resource

The figure above also suggests both Sindhi and Urdu groups read text books in the highest reading frequency.

