



Investigating ESL Learners' Reading Habits in a Pakistani University

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ABSTRACT: *This study explores reading habits in English and in first language (L1) of the learners at the University of Sindh, Pakistan. It also compares reading habits of Urdu and Sindhi learner. A representative sample of 220 First year undergraduate learners from Sindhi (n=133) and Urdu speaking (n=87) groups completed questionnaire adapted from Bensoussan (2009). The data were analyzed quantitatively which suggested that although the majority of students read textbooks daily, they do not read for pleasure and rarely engage in reading academic articles. Comparing Urdu and Sindhi groups, it was determined that both the groups did not have any significant differences in terms of their reading habits in English and in L1. The results have implications for the understanding and development of reading habits of undergraduate students in Pakistan in particular and in second language (L2) contexts in general.*

Keywords: Reading habits, Urdu and Sindhi learners, reading in English, reading L1

Introduction

A good reading habit enables learners to gain reading proficiency (Grabe & Stoller, 2002) that is necessary to acquire new information and new knowledge. By reading books, newspapers, magazines and other reading resources students may think more critically and develop their mental capacities (Cunningham & Stanovich, 2001) to achieve higher grades in reading examinations (Pandian, 1997; Pretorius & Machet, 2004). The lack of reading habit may perhaps have negative effects on students' reading proficiency in first language (L1) and in second language (L2). Several studies in English as a Second Language (ESL) or English as a Foreign Language (EFL) contexts suggest that free voluntary reading leaves positive impacts on learners' reading proficiency (Mežek, 2013) from all age groups and contexts (Krashen, 2011). For example, a habit of reading positively influenced TOEFL test scores of learners in Constantino (Lee, Cho, & Krashen, 1997). Similarly, more time engaged in reading enhances learners' reading ability

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(Yamashita, 2008), reading fluency and achievement (Cunningham & Stanovich, 2001; Reis, Eckert, McCoach, Jacobs, & Coyne, 2008).

According to Kamhieh (2012), learners at college level avoid reading. A few studies in the Pakistani context found a lack of reading habit and effective reading skills among students (Iqbal & Shehzadi, 2002). Manzoor and Saleem (2010) also suggested that Pakistani people have poor reading habits and they do not read sufficiently. In the University of Sindh, likewise, there appears to be the lack of reading habit among the students, which might affect their reading aptitude in general and their English reading aptitude in particular. Nuttall (1982) argues that in order to acquire literacy in a foreign language one must read in it extensively. There is a diverse range of student population in terms of class, ethnicity and more importantly home and school literacy backgrounds and little is known about their reading habits.

Furthermore, there is little research on reading habits and proficiency of the learners who read in two or more languages in their childhood (Davison, Hammer, & Lawrence, 2011). Most of the literature focuses little on L2 learners' reading habits and may mislead the experience of learners for whom English is an essential part of their academic life (Mežek, 2013). The student population at the University of Sindh accommodates Urdu and Sindhi learners' groups who are settled in rural and urban parts of Sindh respectively and may have different literacy experiences in the past (Rahman, 1997). Lei, Berger, Allen, Plummer and Rosenberg (2010) claim that students from diverse literacy environments usually lack a habit of reading and basic reading skills. There is a strong possibility that Sindhi students' reading practice in English is limited, and they may have lower reading habits as compared to Urdu students.

Thus, the aim of this study is to examine learners' reading habits at the University of Sindh in English and in L1 and also compare Urdu and Sindhi students in terms of reading habits in L1 and in English to gain a general understanding of the phenomena. It is hoped that this research will extend the existing literature on reading habits of learners at tertiary level in L2 contexts. It will also offer an understanding of the reading habits of learners from a different background and L1 group studying in the same class.

Literature Review

Researchers have defined reading habits in many ways. Scales and Rhee (2001) consider reading habits as how frequently, how much and what printed texts the participants read. Richards and Schmidt (2002) state that reading habits may refer to the amount of time spent in reading various texts.

Several studies on reading habits and literacy practices refer to reading habits as twofold including types of resource people read and their frequency of engagement in reading them (Rodrigo, Greenberg, & Segal 2014). Researchers have examined reading habits under various names like, reading not for academic purpose but for fun (Kazelskis, Thames & Reeves 2004), reading for pleasure (Gallik, 1999), extensive reading (Day & Bamford, 1998), extra-curricular reading (Chen, 2007) '*free voluntary reading*' (Kim & Krashen, 1997, p.26) and sustained silent reading (Garan & Devoogd, 2008). These studies imply that a reading habit may be related to reading non-academic resources. However, learners' in particular at undergraduate level also read academic resources such as textbooks and academic articles and read for knowledge and enjoyment (Nation, 2007). Thus, frequency of reading any written text either for pleasure or for learning is considered as a reading habit in this study to evaluate learners' reading frequency in English and in L1 holistically.

Research on Reading Habits

A large body of literature suggests that reading habits have been evaluated in various non-academic as well as academic contexts. In non-academic contexts they have been investigated referring to the time adults pass on reading numerous types of texts (Kirsch & Guthrie, 1984). Two American researchers compared reading habits of the White (n=74) and Asian (n=41) American adults (Scales & Rhee, 2001) through a questionnaire enquiring how often the participants read newspapers, short stories, novels, magazines, history, the bible, religious materials, poetry, comics, manuals and reports. The majority of participants reported they read magazines, newspapers and books 'often' and 'very often' respectively and the White Americans had higher mean scores than Asians.

In another study, Chaudhry and Low (2009) examined 180 adults' reading habits in Singapore. The participants were aged between twenty-eight to forty-three years consisting of 76 males and 104 females. It was exhibited that reading was a consistent activity of 57% of the respondents. However, there was a great decline in the time spent on reading by adults aged 18-24 in 1999 as compared to the same age group adults in 1967. Similarly, Chen (2009) studied reading habits of 1,348 adults in Taiwan using a questionnaire. It was found that a large majority of respondents read books for social conversation and knowledge rather than enjoyment and relaxation. The literature on reading habits in general suggests that time spent in reading and various types of reading text are a main source in measuring reading habits, and a habit of reading may vary among different races (Scales & Rhee 2001). Overall, these studies not only indicate the importance of time engaged in

reading as a reading habit, they also suggest that there is a lack of reading habit among adults from different age groups.

Moreover, Reading habits at tertiary level have been given little attention in the literature (Gallik, 1999). Nonetheless, a number of quantitative studies have been carried out regarding college students' reading habits in one language. Gallik (1999) compared reading habits of 139 college students in central Texas, and found that newspapers and magazines were the most preferred reading materials of 75% of the participants and females had a higher reading habit than male students. Pretorius and Ribbens (2005) compared reading habits of South African students (aged between 14 to 19) from disadvantaged and advantaged backgrounds respectively. Results suggested that students from disadvantaged backgrounds showed considerably low engagement in reading as compared to learners from advantaged backgrounds.

Karim and Hasan (2007) also examined reading habits of 127 Malaysian university students using eight types of reading texts: textbook, journal article, newspaper, magazine, academic book, literature, fiction or novel and web site. Findings suggested that 80% of the participants spent only three to ten hours per week and mainly for academic reading. In another study at college level, Burchfield and Sappington (2000) analyzed American students' reading habits within sixteen year period and found a major decline among college students' engagement in reading since the early 1980s.

Furthermore, very little research has been conducted with respect to the college and university students who read in two or more languages. Crawford-Camiciottoli (2001) carried out a research study on extensive reading habits of 182 EFL students in L1 (Italian) and in English (L2) at the University of Florence. Results indicated that the majority of participants showed a great interest in English reading; however, their mean frequency scores for reading in English and in Italian were very low. Similar to this study, Bensoussan (2009) examined reading habits of 226 Israeli university students in various languages including their L1. A questionnaire was administered regarding participants' reading habits in relation to seven reading sources: textbooks, academic articles, newspapers, internet, poetry, literature, and sacred texts. Results suggested that several students read dominantly in their L1 and much less in L2 and L3 respectively. Regarding learners' educational reading, it was discovered that participants' reading frequency of academic papers (33%) was near to textbooks (37%) in L2. 20% of the respondents also reported that they read academic articles in their first language on daily basis.

Annamalai and Muniandy (2013) conducted a quantitative study on reading habits of 119 Malaysian college students through a questionnaire

enquiring the amount of time, participants spend on reading daily, their language of preference and types of reading materials. Results showed that a large number of students read newspapers (68.9%) and magazines (57.1%) as compared to research articles (3.4%) and educational texts (27.1%). One interesting finding in relation to this study was that only 10.1% students (n=12) preferred reading in English.

These studies on college students' reading habits suggest that learners read textbooks and academic articles along with other reading materials (Gallik, 1999). There has been a decline of reading habits among learners over a period of time (Burchfield & Sappington, 2000) and students' background plays an important role in the development of their reading habits. Similarly, reading in various languages does not guarantee high reading habits (Crawford-Camiciottoli, 2001; Annamalai & Muniandy, 2013). Since there is little research on university students' reading habits who read in more than one language (Bolton & Kuteeva, 2012), this study aims to compare Urdu and Sindhi learners' reading habits in English and in L1 at the University of Sindh, Pakistan.

Research Methodology

As noted earlier, the broader aim of this paper is to examine learners' reading habits at the University of Sindh in English and in L1 and also compare Urdu and Sindhi students in terms of reading habits in L1 and in English. In order to achieve this aim and provide a comprehensive picture and clear understanding of students' reading habits at the University of Sindh, Pakistan the following two research questions have been formulated:

RQ1: What are the learners' reading habits (in English and in their L1) at the University of Sindh?

RQ2: What are the dissimilarities between Urdu and Sindhi students' reading habits in English and in L1?

The main purpose of this study was to gain a clear understanding regarding university students' reading habits in English and in L1. Hence, a quantitative approach was more useful because this approach clearly assigns variables (reading habits in English and in L1) to a logical scale of values defined in numbers thus, providing a general understanding of the phenomenon (Dörnyei, 2007). The other reason for adopting quantitative approach was to generalize the findings of the study to the overall population (Bryman, 2004; Creswell, 2013).

A large sample of 220 First year students was chosen from three faculties: the Faculty Natural Sciences, the Faculty Social Sciences and the Faculty of Arts within the University of Sindh. There were 133 Sindhi and 87

Urdu participants; among which 117 were males and 103 students were females.

A survey questionnaire on reading habits was used to collect data from a large sample of participants in order to obtain tangible information (Sekaran, 2003). The questionnaire was piloted and some essential changes were made to it in light of pilot before the main data collection. The final version of the questionnaire incorporated elements related to participants' educational qualification, gender, age and first language (L1) of reading. Then it contained questions such as how frequently the respondents read magazines, newspapers, educational textbooks, holy texts, literature, and poetry in English and in L1 on a Likert scale from '1 never' to '6 daily' (See Questionnaire in Appendix 1). The questionnaire did not include internet reading, as it was used in the work of Bensoussan (2009), because none of the participants reported 'Internet' reading during the pilot study. This suggested that either the respondents did not do reading through internet or they consider it similar to paper reading.

The data were collected at the University of Sindh, Pakistan and all the respondents were informed in advance on the purpose and nature of the research. They were also assured of anonymity and confidentiality of the data and were requested to sign the informed consent form to confirm their participation. Thereafter, the researcher distributed questionnaire among the participants to respond to all the questions truly and factually. The researchers facilitated all the participants throughout the data collection process by explaining and clarifying their confusions and queries regarding questions and statements in the questionnaire.

The data were analyzed through descriptive analysis and inferential statistics. Firstly, a reliability examination was conducted based on Cronbach's Alpha and item total statistics to check if all items in the questionnaire consistently assessed the same underlying construct or not. The reliability coefficient for 14 questions was .781 (Cronbach's Alpha). There was not a single question that showed item total correlation less than .2. This suggested that all questions used in the scale, together, were fit to measure the same underlying construct (reading habits) ((Briggs & Cheek, 1986; Pallant, 2010).

In order to address RQ1, only descriptive analysis was carried out to determine what reading materials were preferred by the respondents at the University of Sindh. It was also found 18 participants did not attempt between 33% and 77 % of questions; hence they were deleted from the data set leaving 192 cases valid cases for the final analysis. However, to address RQ2 box plots (Tabachnick & Fidell, 2007; Pallant, 2010) and various sets of Mann Whitney U test were performed. The Mann Whitney U test was

conducted because the data did not show a normal distribution (Hair, Black, Babin, & Anderson, 2010). These methods helped to compare Urdu and Sindhi students with respect to their habit of reading in English and in L1 and also examine the differences between the same. Two variables: Reading habits in English and Reading habits in L1 were formed by computing each respondent's total score for each reading material in English and in L1 from newspaper to poetry on a Likert-type scale.

Data Analysis

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

Firstly, all respondents' reading habits in English and in L1 were measured. At this point both Urdu and Sindhi participants were considered as one group. To do so, the number and percent of all participants' reading occurrence of each reading material from newspaper to poetry ($n = 192$) was calculated in order to answer RQ1. Table 1 summarises the results of the analysis with respect to each question (Q1 to Q7) in the reading habits questionnaire related to the participants' reading in English, which were determined on a Likert-type six point scale from 1 never to 6 daily.

Table 1

Participants' Reading Frequency regarding Q1 to Q7 (Reading in English)

Reading in English	Never	Rarely	Monthly	Weekly	Twice weekly	Daily
Q1 Magazines n (%)	38 (19.8)	73 (38.0)	34 (17.7)	37 (19.3)	4 (2.1)	6 (3.1)
Q2 Newspapers n (%)	18 (9.4)	65 (33.9)	22 (11.5)	51 (26.6)	6 (3.1)	30 (15.6)
Q3 Holy texts n (%)	57 (29.7)	65 (33.9)	24 (12.5)	23 (12.0)	6 (3.1)	17 (8.9)
Q4 Academic Articles n (%)	52 (27.1)	71 (37.0)	23 (12.0)	26 (13.5)	4 (2.1)	16 (8.3)
Q5 Textbooks n (%)	4 (2.1)	20 (10.4)	8 (4.2)	34 (17.7)	16 (8.3)	110 (57.3)
Q6 Literature n (%)	42 (21.9)	57 (29.7)	17 (8.9)	26 (13.5)	10 (5.2)	40 (20.8)
Q7 Poetry n (%)	35 (18.2)	66 (34.4)	16 (8.3)	38 (19.8)	11 (5.7)	26 (13.5)

Table 1 demonstrates that the highest per-cent of student participants either rarely read the given materials excluding textbooks or they do not read at all. It is also noticeable that 57.3% of the participants read textbooks daily ($n=110$), whereas 8.3% participants pointed to the same findings (as mentioned earlier in the table) regarding academic articles in English ($n=16$).

Furthermore, the participants' reading habits in L1 were also examined in the same way, using their responses to Q8 to Q14 in the reading habits questionnaire on a Likert-type six point scale; from 1 never to 6 daily. The results are summarised in Table 2

Table 2

Participants' Reading Frequency regarding Q8 to Q14 (Reading in L1)

Reading in L1	Never	Rarely	Monthly	Weekly	Twice weekly	Daily
Q8 Magazine n (%)	35 (18.2)	56 (29.2)	40 (20.8)	40 (20.8)	7 (3.6)	14 (7.3)
Q9 Newspapers n (%)	16 (8.3)	56 (29.2)	13 (6.8)	32 (16.7)	4 (2.1)	71 (37.0)
Q10 Holy texts n (%)	51 (26.6)	56 (29.2)	23 (12.0)	26 (13.5)	11 (5.7)	25 (13.0)
Q11 Academic articles n (%)	69 (35.9)	60 (31.3)	23 (12.0)	21 (10.9)	7 (3.6)	12 (6.3)
Q12 Textbooks n (%)	20 (10.4)	28 (14.6)	17 (8.9)	44 (22.9)	14 (7.3)	69 (35.9)
Q13 Literature n (%)	51 (26.6)	73 (38.0)	26 (13.5)	16 (8.3)	8 (4.2)	18 (9.4)
Q14 Poetry n (%)	38 (19.8)	59 (30.7)	23 (12.0)	24 (12.5)	6 (3.1)	42 (21.9)

Table 2 represents that 37% of participants read newspapers (n=71) and 35.9% read text books (n=69) daily. However, very few participants read the remaining materials daily and only 6.3% of the participants read academic articles in L1 daily (n=12). Based on these findings, it may be concluded that the majority of participants read textbooks daily in English, and newspapers and textbooks daily in L1. However, they rarely engage in reading for pleasure.

Differences between Urdu and Sindhi Respondents' Reading Habits

The purpose of Research Question Two (RQ2) was to measure Urdu and Sindhi learners' reading habits in English and in L1. In order to address this research question, first of all, descriptive statistics was carried out to determine reading frequency of Urdu and Sindhi students in relation to each question related to reading habits in English and in L1. Additionally, a graphic representation of reading frequency of Urdu and Sindhi groups on each item was made by producing box plots (See Figures 1 and 2 in Appendix 2). Table 3 shows Urdu and Sindhi groups reading frequency of questions Q1 magazines to Q7 poetry in English on a six point scale ('1 never' to '6 daily').

Table 3

Comparison of Urdu and Sindhi Groups' Reading Habits in English

Q#	L1	Mean	SD	Median
Q1 Magazines	Urdu	2.62	1.27	2
	Sindhi	2.52	1.22	2
Q2 Newspapers	Urdu	3.00	1.34	3
	Sindhi	3.50	1.66	4
Q3 Holy texts	Urdu	2.60	1.51	2
	Sindhi	2.45	1.51	2

Q4 Academic articles	Urdu	2.59	1.43	2
	Sindhi	2.46	1.50	2
Q5 Textbooks	Urdu	5.00	1.25	6
	Sindhi	4.85	1.62	6
Q6 Literature	Urdu	2.85	1.60	2
	Sindhi	3.30	1.96	3
Q7 Poetry	Urdu	3.07	1.60	3
	Sindhi	2.99	1.69	2

Table 3 demonstrates Urdu and Sindhi groups mean scores (M), standard deviation (SD) and median (MD) of each question: Q1 magazines to Q7 poetry in English. It can be clearly seen that there is a slight difference between the Urdu and Sindhi students' reading frequency of the given resources. Urdu respondents show little higher frequency (MD=3) than Sindhi (MD=2) for Q7. Sindhi respondents, on the other hand, show slightly higher occurrence for questions: Q2 (MD=4) and Q6 (MD=3) than Urdu respondents in respect of the same questions (MD=3 and 2, respectively). These results suggest that there is very a small descriptive difference in the reading habits of Urdu and Sindhi participants in English in the present study.

Furthermore, Table 4 demonstrates mean (M), standard deviation (SD) and median (MD) of Urdu and Sindhi respondents respectively for each of the seven questions from Q8 to Q14 in the reading habits questionnaire.

Table 4

Comparison of Urdu and Sindhi Learners' Reading Habits in L1

Q#	L1	Mean	SD	Median
Q8 Magazines	Urdu	2.95	1.45	3
	Sindhi	2.81	1.39	3
Q9 Newspapers	Urdu	3.43	1.75	3
	Sindhi	4.18	1.87	4
Q10 Holy texts	Urdu	3.13	1.71	3
	Sindhi	2.64	1.65	2
Q11 Academic articles	Urdu	2.52	1.46	2
	Sindhi	2.24	1.46	2
Q12 Textbooks	Urdu	4.56	1.54	5
	Sindhi	3.85	1.82	4
Q13 Literature	Urdu	2.60	1.48	2
	Sindhi	2.52	1.56	2
Q14 Poetry	Urdu	3.05	1.86	2
	Sindhi	3.23	1.79	2

Table 4 indicates little, if any, variation between the Urdu and Sindhi respondents' median (MD) for each question: Q8 newspapers to Q14 poetry in L1. Urdu respondents indicate slightly higher reading frequency for Q10 (MD=3) and Q12 (MD=5) as compared to Sindhi participants for the same questions (MD=2 and 4, respectively). On the other hand, Sindhi respondents show somewhat higher frequency for question: Q9 (MD=4) than Urdu students for the same question (MD=3).

No major differences are found for the remaining materials between Urdu and Sindhi groups. This suggests that there were slight variations between Urdu and Sindhi groups' reading habits in L1. Furthermore, the respondents' scores, as can be seen in Tables 3 and 4 for reading habits in English and in L1, indicate an overall lack of reading habit among the learners in this study.

The reading habits of Urdu and Sindhi groups were further compared using the Mann Whitney U test. The summary of the test results is presented in Table 5.

Table 5

Comparison of Reading Habits of Urdu and Sindhi Learners

Tests	Reading in English	Reading in L1
Mean rank Urdu (n= 75)	93.5	102.1
Mean rank Sindhi (n=115)	97.1	92.20
Mann-Whitney U	4153	3852.7
Z	-0.433	-1.310
Sig.(2-tailed)	0.666	0.205

As can be seen in Table 5, descriptive statistics show little if any differences between Urdu (Mean rank=93.5, n=75) and Sindhi (mean rank = 97.1, n=115) groups for Reading habits in English (n = 190, MD= 24). Similarly, a slight difference is suggested between the Urdu (Mean rank = 102.1) and Sindhi (mean rank = 92.20) groups for Reading in L1 (n=190, MD=23.5).

The inferential statistics identified that there were no statistically significant differences between the groups (Urdu and Sindhi) for reading habits in English, U = 4153, z = -.433, p = .666 and in L1, U = 3852.7, z = -1.310, p = .205.

Findings

This study found that the reading habits of all learners (Sindhi and Urdu as one group) are limited to reading textbooks. These findings support Bensoussan (2009) who found that a large majority of learners spend more time in reading textbooks than other reading materials in second language.

Additionally, this study shows that there is a dearth of reading habit in L1 and in English among the participants. These findings are in agreement with the findings of Akabuike and Asika (2012) and Annamalai and Muniandy (2013) who concluded that there were poor reading habits among the Nigerian and Malaysian university learners respectively. This paper also corroborates the findings of Crawford-Camiciottoli (2001) who discovered that learners at the University of Florence were bilingual readers. However they did not have a habit of reading in Italian and in English language.

Conversely, this paper disconfirms the findings of Gallik (1999) that concluded that the participants at liberal arts college in central Texas spend more time on resources for leisure reading such as magazines and newspapers and had developed habits of reading. This difference could possibly be because of a different background and context of the respondents in this study than that of Gallik (1999).

Furthermore, the study showed that only 8.3% students read academic articles in English (n=16) and 6.3% in L1 (n=12) daily. This is in contrast to the findings of Bensoussan (2009) who reported 33% and 20% of learners read academic articles daily in English in L1 respectively. On the whole, this study highlights low reading frequency of Pakistani students regarding academic articles. Therefore, this may be taken as a matter of a great concern because university students, in particular, are expected to read an enormous amount of research papers and textbooks. There might be two reasons for participants' very low reading engagement (in Urdu and Sindhi as one group) regarding research articles in English, which may be discussed subsequently. The first reason could be that participants may have little access to academic papers and journals. The other reason could be the students' lack of knowledge for academic papers and journals. Moreover, no significant differences are found between Urdu and Sindhi learners' reading habits in English and in L1 in this study. These findings disconfirm the results of Scales and Rhee (2001) who reported that the White Americans read more often than Asian Americans. There may be several possible reasons for this difference. Firstly, the participants in Scales and Rhee's (2001) study were adults from different age groups; whereas the present study selected part one university students as the participants are within the age group of 19-23. The other reason may be that the Pakistani context is different from the American context, where all students, irrespective of lingual and cultural backgrounds, may spend the similar amount of time on reading in particular at the university level. Similarly, the present study contradicts with Pretorius and Ribbens (2005) who suggested that learners from less privileged backgrounds show lower reading habits as compared to learners from more privileged backgrounds.

Overall, this study suggested that both the Urdu and Sindhi groups have identical reading habits in English and in L1. This may be because there is little, if any, reading culture in Pakistan, which may also have a negative influence on reading habits of university students in the country. From the responses in respect of Research Questions One (RQ1) and Two (RQ2), it may be concluded that learners at the University of Sindh show very low reading habits in English and in L1 other than the textbooks. Interestingly, there are no statistically significant differences between Urdu and Sindhi learners' reading habits in English and in their L1.

Conclusion

This paper has made the attempt to explore learners' habit of reading in English and in L1 at the University of Sindh, Pakistan. It also compared the Urdu and Sindhi groups regarding their habit of reading in English and in L1. The findings suggested that learners at the University of Sindh spend more time on textbook reading in English and in L1; however they do not read academic articles and rarely engage in reading for pleasure. Additionally, this study did not find statistically significant differences between Urdu and Sindhi groups' reading habit in English and in L1.

The present study may have several implications in the areas related to second language teaching and learning. For example, the study clearly identified the lack of reading for pleasure among the students both in English and in L1. In order to address this issue properly, university teachers in Pakistan need to assess students' reading habits at the beginning of their university life. They may consistently ask students of the books and materials they like to read and the problems they face in reading in English in particular. Teachers also need to encourage learners to read research articles in English in order to improve their academic reading. It is hoped that if these findings are properly implemented, they will help to develop and promote a reading culture among the Pakistani university learners.

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Appendix 1

Questionnaire on Reading Habits of the learners (in English and in L1) at the University of Sindh.

Note: Please attempt each item below.

Gender: M _____ F _____ Class _____ Age _____

First Language (L1) of Reading _____

How often do you read each of the following in English?

	1 Never	2 Rarely	3 Monthly	4 Weekly	5 Twice weekly	6 Daily
Q1. Magazines	1	2	3	4	5	6
Q2. Newspapers	1	2	3	4	5	6
Q3. Holy texts	1	2	3	4	5	6
Q4. Academic Articles	1	2	3	4	5	6
Q5. Textbooks	1	2	3	4	5	6
Q6. Literature	1	2	3	4	5	6
Q7. Poetry	1	2	3	4	5	6

How often do you read each of the following in your L1?

	1 Never	2 Rarely	3 Monthly	4 Weekly	5 Twice weekly	6 Daily
Q8. Magazines	1	2	3	4	5	6
Q9. Newspapers	1	2	3	4	5	6
Q10. Holy texts	1	2	3	4	5	6
Q11. Academic Articles	1	2	3	4	5	6
Q12. Textbooks	1	2	3	4	5	6
Q13. Literature	1	2	3	4	5	6
Q14. Poetry	1	2	3	4	5	6

Appendix 2

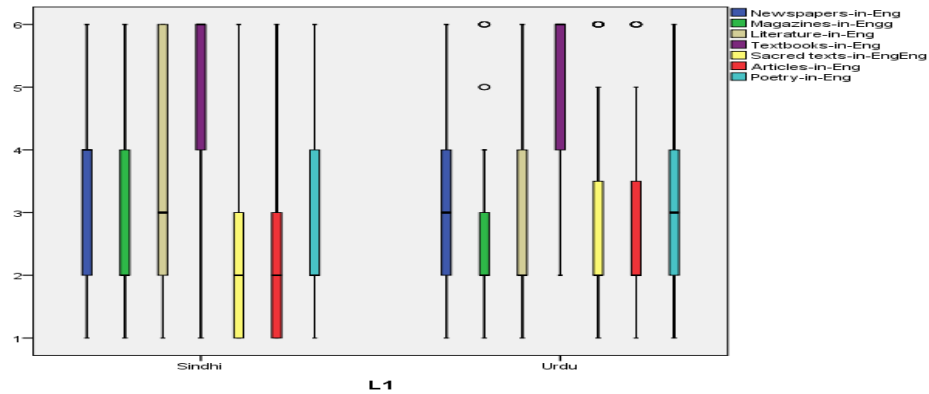


Figure 1 Reading Frequency of Urdu and Sindhi Students on Q1 to Q7

(Reading in English)

The figure above shows little descriptive difference between Urdu and Sindhi groups' reading frequency in English.

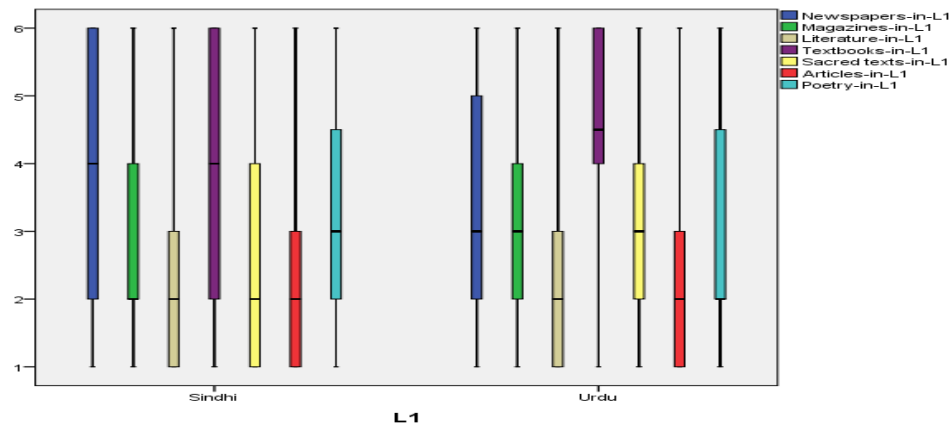


Figure 2 Reading Habits of Urdu and Sindhi Students in L1

Figure 2 shows Sindhi respondents read newspapers in somewhat higher frequency than Urdu participants in L1. No considerable differences can be seen between Urdu and Sindhi participants' reading frequency regarding the remaining resources. This suggests slight differences between Urdu and Sindhi participants' reading in L1.