

Reading Attitudes of Bachelor of Business Administration (BBA) Students with Bengali Medium Background at the Bangladeshi Private Universities in Dhaka City

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ABSTRACT

The study basically aims at uncovering the reading attitudes of the Bachelor of Business Administration (BBA) students of the Bangladeshi English medium private universities. It has been observed that the private university students, coming from Bengali-medium colleges, read very little in English and consequently they hardly grow up as better readers. The study has used both quantitative and qualitative methods. For collecting quantitative data, a structured questionnaire was administered among the sampling respondents, 120 BBA students from six private universities located in Dhaka city, selected using simple random sampling procedure. On the contrary, for gathering qualitative data, the researcher depended on a number of classroom observations, focus group discussions (FGDs) that took place among 20 different BBA students divided into two groups, and teacher interviews (10 teachers). It is revealed from the study that the students have mixed attitudes towards reading. In some cases, they have been found enthusiastic readers who read due to their passion for reading or for having pleasure out of reading. However, in many cases, they have affirmed that they become anxious and bored of extensive reading. Besides, they mainly read for passing the examinations or obtaining good grades. Finally, it has been unearthed that both teachers and reading materials play vital roles in developing learners' reading attitudes.

Key words: Reading attitudes, Reading abilities, BBA students, Reading materials, Teachers' roles, Pleasure reading, Reading phobia

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I. INTRODUCTION

In the last twenty years, the education system of Bangladesh has developed to a greater extent. There is a rapid growth in the number of students appearing at the two public examinations (SSC and HSC), rate of passing, greater enrollment on the university programs and so on. Previously, the public universities were the sole places for higher education in Bangladesh. However, since 1992, a number of private universities have emerged in different cities of Bangladesh so as to meet the increasing demand of higher education in the country. At present, there are 34 public and 85 private universities in Bangladesh (Source: University Grant Commission (UGC); Bangladesh, 2015). Among the 85 private universities, nearly 30 of them are located in Dhaka city.

Only a few market-oriented subjects e.g. business administration, science and engineering, law, English, pharmacy and media and journalism, etc. are taught at most of the Bangladeshi private universities. Among the subjects, there is a great demand for the business studies due to its vast job market within the country and abroad. Under the business school curriculum, the students of the Bachelor of Business Administration (BBA) program have to undergo a variety of reading materials e.g. text books, business reports/articles available in newspapers, journals, etc. written in English. It is usually agreed that the English proficiency of our secondary level students is not adequate enough because of some underlying reasons. While Das (1998) has observed that the status of learning and teaching English in Bangladesh is somewhat miserable. Although there are at least two English courses in each class of secondary level, they have been proved to be futile in improving students' proficiency in English as the language is hardly used in the classrooms except for memorizing some English words and sentences for exam purpose (Ahmed, 1999). Hasan (2004) has found from his study on the "English Language Curriculum at the Secondary Level in Bangladesh" that 82% of the both rural and urban secondary school students affirm that English is not adequately utilized at the class and around 68% of the English teachers have confessed that they do not go for practicing the four skills (e.g. reading, writing, listening and speaking) of English language in their classrooms. In addition, the syllabus and curriculum are examination focused and hence students cannot attain language competency properly. Accordingly, in the tertiary level, where English is solely used as the medium of instructions, students find it very challenging to cope with the linguistic shift from Bengali to English. For many of the BBA students, reading of the educational materials seem to be tough to understand and they suffer severely at the beginning of the course or even throughout the time span of study.

II. OBJECTIVES OF THE STUDY

The purpose of this study is to find out the reading attitudes of the BBA students of Bangladeshi private universities located in Dhaka city. In other words, this paper has investigated students' views about reading – whether they find reading as an enjoyable thing or as a dull/boring matter. More specifically the study aims at:

- i) identifying the reasons for reading or not reading
- ii) understanding the teachers' roles in promoting good reading environment
- iii) assessing the suitability of the reading materials in terms of culture and authenticity
- iv) putting forward some policy-suggestions for improving students' reading attitude

III. LITERATURE REVIEW

Reading has been observed as the most important component for constant learning among all sorts of learners (Pandian, 1997; Mokatsi, 2004). This standpoint duly supports Krashen (1993), who affirms that it is reading by which readers can develop their writing ability, expand vocabulary, acquire more grammar points and become excellent spellers. Reading attitude refers to an individual's feeling about reading. It causes learners to accept or escape a reading situation (Alexander & Filler, 1976). Reading attitude is defined by McKenna et al. (1995) as a set of feelings related to reading which causes the learner to approach to or keep away from a reading situation. Ajzen and Fishbein (1980) describe attitude as a cultured nature on how to act, either negative or positive; and the reading attitude refers to the person's views towards reading as an activity.

Walberg and Ling Tsai (1985) have stated that a constructive attitude toward reading is one of the strongest links of reading accomplishment. Positive reading attitude is also connected notably with having friends who like to read and with whom they can talk about and suggest books (Panigrahi & Panda, 1996; Eyre, 2005). The amount of positive or negative approach towards reading varies along with the kind of reading to be read and the intention of reading (McKenna et al., 1996). Kubis (1996) justifies that the students with early reading habits have more positive attitudes toward reading than those who were not. Partin (2002) carried out a study on the correlation between attitudes toward reading

and its association with home environments. His study reports that a student's positive reading attitude is significantly related to and fostered by the subsequent literary environments i.e. being read to as a child, parents' interest in their child's reading, having books around the home, getting books as gift and having a library card. While researches with adult readers, Kirsch and Guthrie (1984) have found that reading is one of the vital features of having jobs and professional growth.

Students' success in the tertiary level of education is greatly subjective to their ability to comprehend reading materials efficiently. Unclear knowledge on the text materials and inadequate vocabulary to deal with various texts can obstruct students' understanding of resources read (Alvermann, 2002). Saito et al. (1999) have identified that irrelevant and unfamiliar cultural texts / reading materials make readers anxious. Steffensen (1981 in Nunan, 1991), states that readers fail to recognize any background relationship if they read something ethnically unfamiliar to them. In addition, when readers have to read topics that are culturally inappropriate and unknown to them, they become very worried and they cannot comprehend the text confidently. Therefore, students observe reading as a boring thing and try to avoid having further reading (Grabe & Stoller, 2002). Horwitz et al. (1986) have provided two views for lessening students' foreign language anxiety. Firstly, teachers should help learners in dealing with situations that generate anxieties. Secondly, they (teachers) ought to make the learning environment less nerve-racking.

IV. METHODOLOGY

A primary source of data collection has been used for collecting data from 120 randomly-chosen BBA students (irrespective of male and female), 10 interviewed teachers and 20 other BBA students (focus group discussion or FGD participants) of the six randomly-chosen private universities namely Northern University Bangladesh (NUB), University of Liberal Arts (ULAB), Eastern University (EU), American International University Bangladesh (AIUB), South East University (SEU), Stamford University Bangladesh (SUB) located in the capital city (Dhaka) of Bangladesh. The data were collected from the respondents directly by the present researcher between March 01, 2015 and April 10, 2015. Intimacy and friendliness with the young population were attempted to develop for gathering the dependable data in the best possible manners.

In terms of collecting data, the researcher has combined both quantitative and qualitative methods. Nowadays, the desirability of an integrated approach

with quantitative method is widely recognized and a multi-method approach is of great importance among the scholars (McNeill, P. 1990). For collecting quantitative data, a structured questionnaire was prepared and the Likert scaling technique was used to code data. In this system, 5 response categories have been used ranging from 1 (minimum) to 5 (maximum). The labels of these 5 categories are 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree; on the other hand, for collecting qualitative data, the researcher adopted classroom observation checklist, semi-structured interviews and focus group discussions (FGDs) as some information was qualitative in nature. All the interviews and FGDs were instantly tape-recorded and then the vital points, obtained from the conversations, were duly noted for using in qualitative data analysis. Simple descriptive statistics such as frequency distributions, percentages, etc. have been used in analyzing primary data for this study. A few case studies have also been generated out of the interviews and focus group discussions. Moreover, the study has largely relied on journals, research articles, Internet, etc. for formulating some of the basic concepts and background information about students' reading attitudes.

V. FINDINGS AND ANALYSIS

Students have shown both positive and negative attitudes towards reading. In some cases, they have projected some constructive ideas towards reading. However, in many cases, they have demonstrated their inefficiency in or reluctance towards reading.

5.1 Reasons for Reading

The Table-I below indicates that most of the respondents have either strongly agreed (34%) or agreed (32%) that they read as they had early reading records whereas a few of them have replied negatively to this statement. Similarly, majority of the FGD participants said that their parents used to read to them and encouraged them for reading in their childhood.

TABLE 1
HAD AN EARLY READING HISTORY

Indicator (s)	Frequency (% of the total)
Strongly agree	41 (34)
Agree	39 (32)
Neither agree nor disagree	18 (15)
Disagree	14 (12)
Strongly disagree	08 (07)
Total	100 (100)

(Source: Fieldwork, March-April 2015)

Table 1 (Appendix) shows that more than half of the respondents (64%) have asserted that they have become attentive readers because of having a sound literary environment at home; in contrast, only 14% respondents have opposed to this statement. These results are duly supported by most of the FGD respondents who have stated that they are provided with an excellent reading environment at their residences and their parents are very much careful about their education and ready to provide whatever they need in reading.

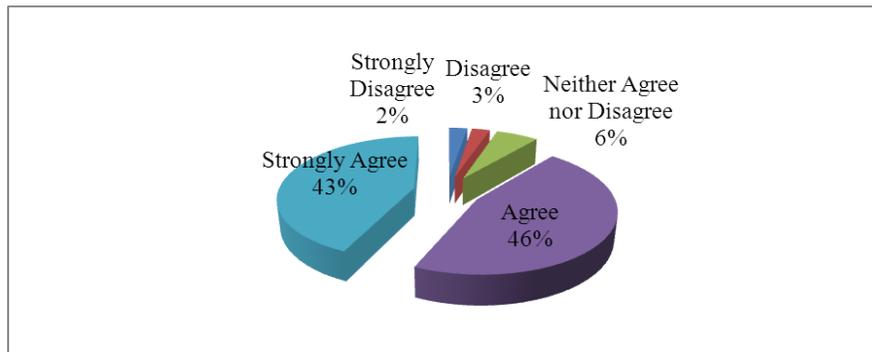
The Table 1 (Appendix) shows that 55% respondents have strongly agreed with the statement that they read for career development. It is also noted from the same table that the maximum number of respondents (42%) have agreed with the fact that they memorize reading materials for exam purpose. These results indicate that they read for passing exams only. Accordingly, a number of interviewed teachers have affirmed with the statement that only a few students are motivated to read out of joy or pleasure. They, however, read because they want to get good marks in examinations.

While describing reasons for reading an FGD participant named Md. Tariqul Islam, aged 22, a 9th semester student of AIUB responded:

Case-1: *I am much confident on my reading ability and I love reading books regularly. I usually like to share books with others and prefer having books as gifts. Being a BBA student, I want to develop my career in the field of corporate world where more knowledge regarding strategic plan, communication skill, and ability to make prompt decisions are essentially required. Hence, I read more for improving my communicative skills. (Source: Fieldwork, March-April 2015)*

The Figure 1 below demonstrates that 43% and 46% of the respondents have strongly agreed and agreed respectively with the fact that they read for realizing the main idea of the texts. In contrast, only 2% and 3% respondents have strongly disagreed and disagreed separately with the concept. These results are convincing as during the classroom observations the researcher noticed plenty of teacher-student interactions in Bengali. Besides, most of the interviewed teachers have confessed that they have to use Bengali frequently as their students do not understand English lectures properly. Students want their teachers deliver their lectures in Bengali since they want to understand the message.

FIGURE 1
READING FOR REALIZING THE CENTRAL IDEA OF THE TEXTS



(Source: Fieldwork, March-April 2015)

It has been observed in the Table 1 (Appendix) that the maximum number of students have strongly disagreed (35%) and disagreed (29%) with the concept of reading for pleasure; on the other hand, only 9% and 4% respondents have strongly agreed and agreed respectively with the statement. It is noteworthy that most of the FGD respondents have also affirmed that they hardly read out of their fascination for reading in fact they read as they have to do so.

5.2 Causes of Denying Reading

Table-II below shows that the maximum 30% respondents have agreed with the statement that they have better things to do other than reading. Then another 22% of them have strongly agreed with the factor; on the contrary, only 12% and 11% respondents have disagreed and strongly disagreed respectively with the concept. In addition, while asked, more than half of the FGD respondents asserted that

they like to spend more time on the Internet than reading books or other materials.

TABLE 2

AVAILABILITY OF BETTER THINGS TO DO OTHER THAN READING

Indicator (s)	Frequency (% of the total)
Strongly agree	26 (22)
Agree	36 (30)
Neither agree nor disagree	30 (25)
Disagree	15 (12)
Strongly disagree	13 (11)
Total	100 (100)

(Source: Fieldwork, March-April 2015)

Table 2 (Appendix) shows that the highest 35 (29%) respondents have agreed that they try to avoid reading due to the presence of too many difficult words in reading texts and another 19 (16%) respondents have strongly agreed with this statement; on the other hand, 18 (15%) respondents for each case have disagreed and strongly disagreed with this issue. Accordingly, majority of the interviewed teachers affirmed that students frequently avoid reading due to the presence of too many unknown words in their reading materials.

TABLE 3

ANXIOUS OF EXTENSIVE READING

Indicator (s)	Frequency (% of the total)
Strongly agree	24 (20)
Agree	42 (35)
Neither agree nor disagree	25 (21)
Disagree	20 (17)
Strongly disagree	09 (07)
Total	100 (100)

(Source: Fieldwork, March-April 2015)

The above Table 3 indicates that the maximum 35% respondents have agreed that they are anxious of extensive reading and another 20% of them have strongly agreed with this statement. In contrast, only 7% and 17% respondents have strongly disagreed and disagreed respectively with this fact. These results

are duly supported by most of the FGD respondents who have asserted that they become worried of reading a lot of things.

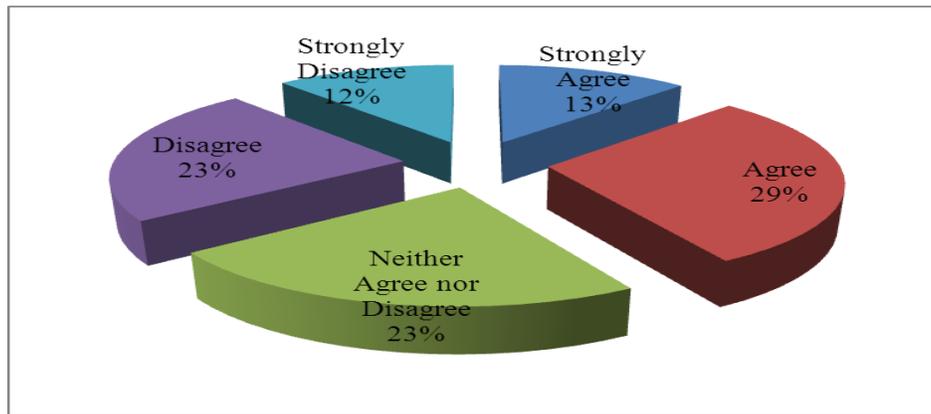
When stating about reasons for not reading another FGD participant named Sheila Akter, aged 21, a 7th semester student of SEU reacted:

Case-2: *The big problems which I sometimes face in reading are getting tired and becoming sleepy. As a result, I can't continue my study at the same pace and usually forget the things went through last night. Sometimes, I fail to keep my patience while reading and become nervous facing critical sentences or unknown words. Therefore, I always try to avoid reading. (Source: Fieldwork, March-April, 2015)*

It has been noticed in the Figure 2 below that the highest 29% respondents have agreed that they become upset while reading any materials and another 13% respondents have strongly agreed with this proclamation; on the contrary, 12% and 23% respondents have strongly disagreed and disagreed respectively with this account. Moreover, the interviewed teachers' responses also support these results. More than two-thirds of the teachers have confirmed that their students become nervous/anxious of reading difficult texts. Besides, during classroom visits, the researcher identified many reading classes monotonous and students were hardly found facing reading with enthusiasm and full confidence.

FIGURE 2

GETTING UPSET WHILE READING



(Source: Fieldwork, March-April 2015)

5.3 Views towards Teachers' Roles and Reading Materials

It is seen in the Table 4 below that 42% and 37% of the respondents have strongly agreed and agreed respectively with the view that their teachers help them in understanding reading materials while only a few of them disagreed with this statement. Accordingly, during classroom observation, most of the teachers were found very much supportive in overcoming the linguistic problems students faced in reading.

TABLE 4
RENDERING HELP BY TEACHERS IN READING

Indicator (s)	Frequency (% of the total)
Strongly agree	50 (42)
Agree	44 (37)
Neither agree nor disagree	10 (08)
Disagree	12 (10)
Strongly disagree	04 (03)
Total	100 (100)

(Source: Fieldwork, March-April 2015)

Table 3 (Appendix) shows that only 11% respondents have strongly agreed with the fact that their teachers make pre-lesson discussions related to the topics and 8% of them have agreed with the matter. On the contrary, 43% and 36% respondents have disagreed and strongly disagreed respectively with the statement. Accordingly, during classroom observation the researcher found that the teachers hardly went through pre-lesson activities.

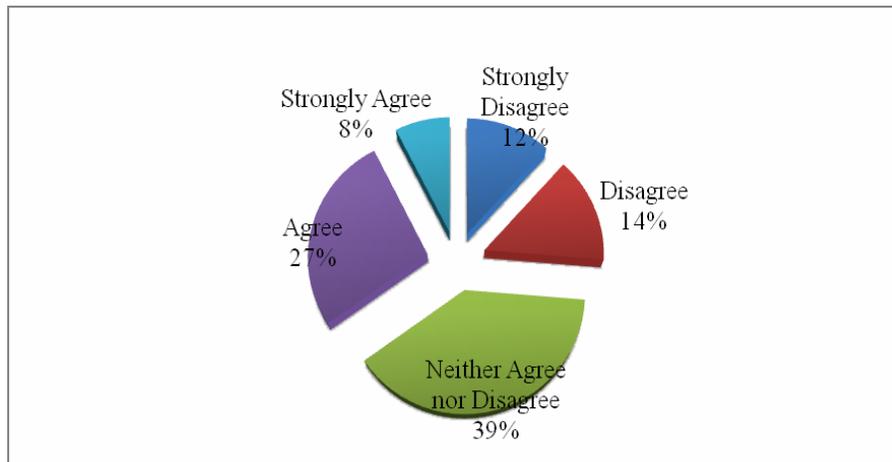
The Table 3 (Appendix) shows that more than half of the respondents have strongly agreed and another 37% respondents have agreed that their teachers try to motivate them in reading while only 5% respondents have disagreed with the particular matter. These results have duly been supported by the FGD respondents who have affirmed that their teachers always try to motivate them to read more and involve them more in reading activities.

The Table 3 (Appendix) also indicates that 29% respondents have strongly agreed with the fact that their teachers use authentic materials at reading classes and 40% of them have agreed with this statement. Only 2% respondents, however, have strongly disagreed with the factor raised by the present researcher.

Accordingly, the interviewed teachers have also affirmed that they usually use reading materials taken from the real-life situations. However, on some occasions, they have to go through created materials as authentic materials are not widely available.

It is observed in the Figure 3 below that that the maximum 39% respondents have neither agreed nor disagreed with the concept of 'reading lesson inappropriate to culture'; on the other hand, 27% respondents have agreed with the idea and 8% have shown their strong agreement regarding the factor. In contrast, 14% and 12% respondents have disagreed and strongly disagreed respectively on this particular matter. It is noteworthy that most of the FGD respondents have also expressed mixed opinions regarding the appropriateness of their reading materials in terms of their culture and levels. They added that in most of the cases they have to read materials that do not comply with their culture.

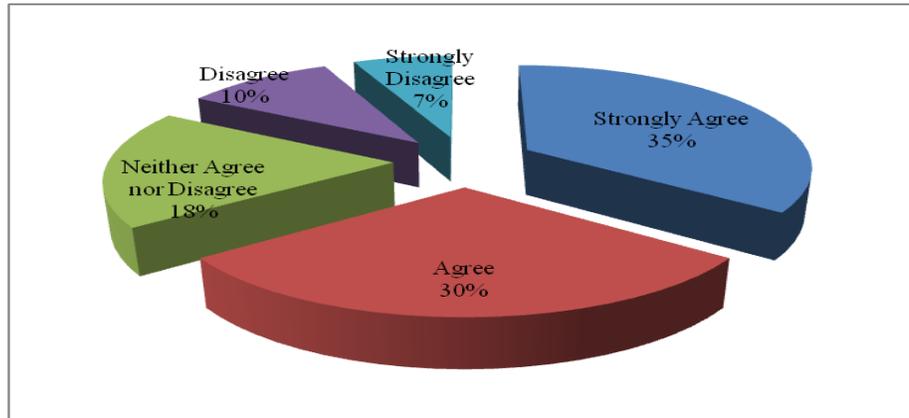
FIGURE 3
READING LESSONS INAPPROPRIATE TO CULTURE



(Source: Fieldwork, March-April 2015)

Figure 4 below indicates that 35% and 30% respondents have strongly agreed and agreed respectively with the concept of using colourful and interesting materials at reading classes by the teachers. However, the researcher noted different scenario during classroom observations. It was seen that most of the reading materials lack in colour, pictures and layout. In addition, not all of the materials were capable of evoking students' interest.

FIGURE 4
COLOURFUL AND INTERESTING MATERIALS



(Source: Fieldwork, March-April 2015)

VI. DISCUSSIONS

Findings on BBA students' reading attitudes show that students with an early reading history demonstrate sound reading abilities and positive attitudes towards reading in later stages as well. Students' reading skills and passion for reading strengthen gradually if they are provided with a healthy literary environment at home. If parents read to their children at their early ages and continue taking care of their children's reading later on, they grow up as enthusiastic readers and show constructive views towards reading and readers. They often visit libraries, share books with friends and others, enjoy having books as gifts and make friendship with readers. In addition, they read out of passion and take pleasure in reading a lot and thus they become the highest achievers in their academic programs.

It is also revealed that students basically show their interest in reading books or other materials, suggested by teachers and friends. In fact, they read for academic purposes only as they are always under pressure from their teachers' side. Often they just go through the literal meaning of the books or make mere memorization of the topics without putting any effort for understanding the message conveyed in the texts. As a result, this sort of reading tendency causes a great interruption to students' true learning/acquiring knowledge.

It is also found that the students fail to get much pleasure from reading and it was not supposed to be like that. However, they feel so because of dumping so many traditional theoretical concepts into their subjects and hence they find

reading as a complicated and boring thing. Most of the respondents have affirmed that they have got better things to do other than reading. They spend a lot of time surfing on the Internet although they learn very little using it. Besides, they only like to communicate with people and friends via live Internet chats and pass a great amount of time playing games on the Internet. If they had spent that amount of time in reading books, they could have learnt a lot of things.

They do not like to share the things they read in English as they feel nervous while discussing in English. Once they start to share anything in English, they lose their friends as they fail to comprehend well due to their linguistic deficiencies. Though they study at the English medium private universities, they basically do not prefer to read books written in English because they do not feel at ease confronting with quite difficult English words, accents and grammar rules. In fact, they prefer reading translations in their native language instead of the English texts.

It has been revealed that the teachers render their best assistance in developing students' reading ability and attitudes. They always try to motivate learners for pursuing extensive reading and often take initiatives for removing their anxieties and deficiencies in reading. Moreover, they often try to bring interesting and authentic materials to their reading classes and try to make their students understand the texts properly. However, in explaining texts teachers frequently use Bengali translation rather than giving explanations in English and they usually do not go for pre-lesson activities. As a result, students grow up with poor reading comprehension skill in English. Besides, it has also been noticed that most of the reading materials do not go with learners' native culture and they often do not match with students' proficiency level. Hence, these sorts of materials fail to make any constructive change to students' reading skill and attitudes.

Despite several positive outcomes observed, the policy-makers and curriculum developers need to acknowledge that the students at the higher educational institutions do face challenges in adjusting to the new environment and educational setting. It is of vital importance to understand and later take into account the juxtaposition the students face as they make the transition from their school years to university entrance. Hence, pedagogical instructions need to be given in a more tactful and thoughtful manner for generating effective readers with positive reading attitudes.

VII. CONCLUSION AND RECOMMENDATIONS

CONCLUSION

Although English is the medium of instructions at the Bangladeshi private universities, it cannot offer much change to the readers' reading attitudes as there are some flaws in the system. Firstly, students read for marks and grades rather than enjoying reading or having any passion for reading. Secondly, on some occasions, teachers take students' linguistic drawbacks at an ease and in most cases they do not put effective endeavour in helping them overcome their problems with reading and other skills. Moreover, the exams are not free from their negative backwash. As the questions set for the exams are usually repetitive, students tend to memorize some selective things for exam purposes. Finally, students often try to maintain good relations with their teachers and request them for delivering their lectures in Bengali. It indicates that though they are studying in English medium, they do not feel at ease while reading in English. Hence, it can be said that the BBA students of Bangladeshi private universities possess more negative attitudes to reading than the positive ones. In short, although they have a few positive attitudes to reading, they, in fact, do not consider reading positively in most of the cases.

RECOMMENDATIONS

With a view to making some positive changes to the BBA students' reading attitudes, the following strategies can be adopted:

- i. English-phobia is a national problem among all the students in Bangladesh. Hence, an integrated approach should be implemented to overcome this problem. All teachers should come forward to triumph over this problem. They need to undertake more motivational drives with a view to make students enthusiastic towards reading. They can inspire their students to read English dailies or journals and to watch different movies and documentaries in English in parallel to their text books.
- ii. Young readers should be provided with a sound literary environment at home by the family members, especially by the parents, as it is seen that readers with an early reading history exhibit healthy reading attitudes later.

- iii. Not only the English teachers but also the other course teachers ought to convey a clear message to the learners that they are supposed to make a continuous advancement towards a better reading ability and they have to ensure it.
- iv. Teachers should play roles in facilitating and scaffolding learning by considering the voices of the students and understand the uncertainties that the students face as they make the transition to become effective readers.
- v. Students with poor proficiency in English reading can be brought under special care and attention so that their shortcomings can be mitigated.
- vi. English language can be established in all spheres of life. Early readers should be given enough opportunities to read so that they can become better readers in future.
- vii. Teachers need to be careful of frequent use of Bengali at an English medium class.
- viii. Question papers should be set focusing on teaching and learning objectives. They should not be repetitive and monotonous in nature. There should always be something creativity in the question papers.
- ix. It has been observed that not all the reading materials being used are appropriate for the students of BBA program. Hence, it can be recommended that the business curricula of the Bangladeshi private universities require some alteration. More authentic materials need to be included into the syllabus and the teachers are required to focus more on examples and cases that go with Bangladeshi context smoothly.

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APPENDIX

TABLE-1: REASONS FOR READING

Factor(s)/variable(s)	Indicator(s)	Frequency	Percentage (%)
Best way of learning things	Strongly agree	62	51
	Agree	41	35
	Neither agree nor disagree	12	10
	Disagree	04	03
	Strongly disagree	01	01
Realizing the central idea of the texts	Strongly agree	53	43
	Agree	55	46
	Neither agree nor disagree	06	06
	Disagree	03	03
	Strongly disagree	03	02
Memorizing for exam purpose	Strongly agree	51	42
	Agree	55	45
	Neither agree nor disagree	08	07
	Disagree	03	03
	Strongly disagree	03	03
Fascination for reading	Strongly agree	41	34
	Agree	41	34
	Neither agree nor disagree	27	23
	Disagree	07	06
	Strongly disagree	04	03
	Strongly agree	66	55
	Agree	34	28

For building up career	Neither agree nor disagree	16	13
	Disagree	03	03
	Strongly disagree	01	01
Relieving from stresses	Strongly agree	39	32
	Agree	39	32
	Neither agree nor disagree	26	22
	Disagree	08	07
	Strongly disagree	08	07
Getting enjoyment	Strongly agree	35	29
	Agree	43	35
	Neither agree nor disagree	27	23
	Disagree	10	09
	Strongly disagree	05	04

(Source: Fieldwork, March-April 2015)

TABLE-2: REASONS FOR NOT READING

Factor(s)/variable(s)	Indicator(s)	Frequency	Percentage (%)
Availability of better things to do than reading	Strongly agree	26	22
	Agree	36	30
	Neither agree nor disagree	30	25
	Disagree	15	12
	Strongly disagree	13	11
Getting upset while reading	Strongly agree	15	13
	Agree	35	29
	Neither agree nor disagree	28	23
	Disagree	28	23
	Strongly disagree	14	12
Quick forgetfulness	Strongly agree	15	12
	Agree	39	32
	Neither agree nor disagree	28	24
	Disagree	22	19
	Strongly disagree	16	13
Get tired and sleepy	Strongly agree	27	22
	Agree	36	29
	Neither agree nor disagree	27	23
	Disagree	19	16
	Strongly disagree	11	10
	Strongly agree	19	16
	Agree	35	29

Presence of too many difficult words	Neither agree nor disagree	30	25
	Disagree	18	15
	Strongly disagree	18	15
Consuming huge time	Strongly agree	15	12
	Agree	42	35
	Neither agree nor disagree	32	27
Getting worried seeing unknown grammar	Disagree	20	17
	Strongly disagree	11	09
	Strongly agree	21	17
Anxious of extensive reading	Agree	41	34
	Neither agree nor disagree	30	25
	Disagree	18	15
	Strongly disagree	10	09
	Strongly agree	24	20
	Agree	42	35
	Neither agree nor disagree	25	21
	Disagree	20	17
	Strongly disagree	09	07

(Source: Fieldwork, March-April 2015)

TABLE-3: VIEWS TOWARDS TEACHERS' ROLES & READING MATERIALS

Factor(s)/variable(s)	Indicator(s)	Frequency	Percentage (%)
Authenticity of materials	Strongly agree	35	29
	Agree	49	40
	Neither agree nor disagree	30	25
	Disagree	04	04
	Strongly disagree	02	02
Diversity of materials	Strongly agree	35	29
	Agree	57	47
	Neither agree nor disagree	18	15
	Disagree	06	05
	Strongly disagree	04	04
Colorful and interesting materials	Strongly agree	42	35
	Agree	36	30
	Neither agree nor disagree	22	18
	Disagree	12	10
	Strongly disagree	08	07
Rendering help by the	Strongly Agree	52	43
	Agree	43	36
	Neither agree nor disagree	10	08

teachers	Disagree	13	11
	Strongly disagree	02	02
Introducing pre-lesson discussion relating the topics	Strongly agree	61	50
	Agree	41	35
	Neither agree nor disagree	11	09
	Disagree	06	05
	Strongly disagree	01	01
Motivate learners to read more	Strongly agree	62	51
	Agree	44	37
	Neither agree nor disagree	08	07
	Disagree	06	05
	Strongly disagree	00	00
Inappropriate lessons complying with culture	Strongly agree	12	10
	Agree	32	27
	Neither agree nor disagree	46	38
	Disagree	17	14
	Strongly disagree	13	11
Suitability of language and subject matter	Strongly agree	28	24
	Agree	57	47
	Neither agree nor disagree	24	20
	Disagree	10	08
	Strongly disagree	01	01
Trouble-free of avoiding the entire book's content	Strongly Agree	14	12
	Agree	42	35
	Neither agree nor disagree	36	30
	Disagree	16	13
	Strongly disagree	12	10
Embarrassed of erroneous pronunciations	Strongly Agree	26	22
	Agree	43	36
	Neither agree nor disagree	31	26
	Disagree	10	08
	Strongly disagree	10	08
Projection of goal oriented materials	Strongly Agree	35	29
	Agree	41	34
	Neither agree nor disagree	21	18
	Disagree	13	11
	Strongly disagree	10	08

(Source: Fieldwork, March-April, 2015)