

## PalArch's Journal of Archaeology of Egypt / Egyptology

### READING TRENDS OF UNIVERSITY STUDENTS: A SURVEY BASED STUDY OF DEPARTMENT OF ENGLISH IN PAKISTANI UNIVERSITIES

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**Shafi Ullah Khan, Najeeb Ullah Khan, Tawoz Saran, Muhammad Umair. Reading Trends Of University Students: A Survey Based Study Of Department Of English In Pakistani Universities-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 20(2), 1368-1382. ISSN 1567-214x**

**Keywords: Reading Trends, University Students, Learning Language, Survey, The University Of Lahore**

#### **ABSTRACT:**

The current research deals with reading trends of University students, is about reading habits of Pakistani university students. Largely, it is assumed that Pakistani students do not take interest because of internet and mobile, and they need more attention and focus to give to reading which will enhance the learning skills of the students. Therefore, the research is conducted to explore and analyze the reading skills of the university students in Pakistan. The researchers selected twenty students randomly selected from the students of Department of English that is prestigious university, The University of Lahore, Sargodha Campus, situated in Sargodha. A Questionnaire of 15 statements was designed. The study resulted that students of Pakistani universities are keenly interested and motivated in reading and they give their extra time to reading instead of hectic routine. However, the need more attention and concentration with handy environment and guideline which are feasible for reading.

#### **INTRODUCTION AND BACKGROUND**

Pakistan is country where education is given more importance, though, the country is multicultural and multilingual society, its population now ranges from 22 million according to new census in 2018 (Government of Pakistan, 2018). Pakistan consist of different languages as one of the opinion is developed that Pakistan has 72 different languages (Lewis, 2009). The important languages are spoken with reference to different regions like; Pashtu in KPK, different districts, Hindko in Hazara region alongwith some of the

parts of Kohat and Peshawar city, Balochi and Pashto in Baluchistan, Sindhi and Urdu in Sindh and Karachi, Punjabi, Putwari, Saraiki and Urdu in Punjab, Chitrali in Chitral, Shina and Gilgathi and Gilgit, Kohistani in Kohistan, Kashmiri and Hindko in Kashmir and many other regions hold different languages. However, common language is considered for all Pakistani, is Urdu language but officially English language holds a prominent position in Pakistan (Khurram, 2009; Manan, David, Dumanig & Channa, 2017). English language is considered the language of power and domination and spoken in the developed countries (Jalal, 2004; Coleman, 2010). Therefore, it is necessary for Pakistani educationalist to employ and uplift the language alongwith language teaching. Apart from agenda English language teaching is important strategy in Pakistan (Shamim, 2011). Therefore, English as subject is mandatory from class 1 to 12, later becomes the mode of communication and academia at university level (Malik, 1995; Mansoor, 2005).

As I have acknowledged above that English language is now the mode of academia, therefore, it is inevitable for entire university students to have knowledge of English language because it is mode of instruction (Muhammad, 2013). Therefore, the reading of English language is important for university students and the level and skill of reading in language learning comes first. The skill is the important one to learn language. Apart from skill reading is more important because students learn and get more information from the text, and providing multiple information to the readers. (Sheorey & Mokhtari, 2008)

To become a skilled readers of English it is very challenging for Pakistani students to read a lot at university level to achieve the goals, set out for a good life to be spent. There is a zero percent tolerance for negligence to avoid reading (Muhammad, 2013). Therefore, it is necessary for entire union of students to get and equipped with reading strategies. The role of teachers is also important for university students to develop their skills in reading. The current research in this regard is involved to explore the reading trends of university students.

#### **RESEARCH STATEMENT:**

Reading trend is the important element of the academia, without reading students is unable to achieve their goals. Different goals are set out by students, particularly, university students to achieve like; to get a professional degree for a professional field, to develop reading trends for other different purposes. The current research deals with the reading trends of university students to show how they are motivated and attracted towards reading and how many different aspects can improve their reading skills.

#### **RESEARCH OBJECTIVES:**

1. To highlight different strategies of university students to develop reading trends.
2. To show the importance of reading trends amongst the university students.

### **RESEARCH QUESTIONS:**

1. What are the different strategies amongst the university students for developing reading trends?
2. What is the importance of reading trends amongst the university students?

### ***Significance of the study:***

The current research is important, showing the importance and significance of reading trends amongst university students. The finding of the research will intimate the students to intake different skills and strategy for improving and developing their reading skills.

### **LITERATURE REVIEW**

One amongst serious issues of students is their reading practices at university level in different universities, is a challenging task. Due to semester system students now relay on selective reading from examination point of view to pass examination. However, students achieve their targets but later on largely they face problems because they do not meet the demand of the market. The current review is about the trend of students towards reading at university level.

Bushra Ahmad Khurram writes in her paper “The Reading Strategies of Skilled Pakistani University Level Students” (2017) about Pakistani Students University who developed their skills and habits for reading. According to Bushra Ahmad Khurram that researchers in Pakistan related to the same field are very rare and studies are strikingly absent from the field of research, however, her research is about the reading skills to understand different strategies, employed in Pakistan. Her study is about Urdu speakers’ students, studying English either as a subject or text at University level. The purpose of the research is to develop the reading skills of second language learners to become addict with. The researcher does not see explicit attention towards reading second language to provide proper guideline. Population and sampling of the researcher were undergraduate students of Mass communication at university levels in Pakistan. The participants were assigned IELTS academic reading test through protocol and informal conversation. The research resulted that readings of Pakistani students are based on top-town and bottom-up strategies, showing they are keen and enthusiastic readers. The major role is played by students’ family in this regard.

“Investigating ESL Learners’ Reading Habits in a Pakistani University” (2016) has been published by Sana Ullah, Abdual Hameed Panhwar and Sumera Umran regarding habit reading habits of the university student in Pakistan. The study is different from Bushra’s study because Bushra research was conduction on second language while Sana Ullah et al research has been conducted on first language at University of Sindh, Pakistan. The study is not only about the first language but it also focuses on comparative study of habits of Urdu and Sindi learners. Population and samples was University of Sindh, comprising 220 students from first year undergraduate students, amongst 113

were Sindhi learners while 87 were Urdu speaking learners. A questionnaire was designed, addressing Bensoussan (2009)' model, based on text reading resulted that students read text on daily basis both for their academic purposes and pleasures. It was found that both groups had not significant difference in reading. They develop reading skills very comprehensively. Further, it was suggested by the researchers that the techniques may be fruitful for second language as well if the students are equipped with reading skills.

Another research by Inderjit was conducted with the title "Reading Trends and Improving Reading Skills among Students in Malaysia" (2014). The research is about Malaysian students whose reading skills are researched. According to Inderit reading skills are very important throughout life for learners of any language because reading skills provide multiple opportunities as it is the demand for the jobs, pleasure, recreational, improving reading skills, development of grammar and extending vocabulary. These are the skills which are improved reading skills according to Inderjit research. His research is different from the rest of researchers because he focuses on other aspects, especially survival while living in a society to get a professional field. Further, the research tells the readers that Malaysian National Literacy survey, conducted for the reading skills of the students, is more beneficial as the readers are provided different opportunities for reading skills to be improved. The nature of research was experimental research, developed survey and questions and readings were assigned to students to read aloud, resulted that the habits reading of the students in Malaysia are more extended and highly developed rather than other countries and regions.

The important research was conducted by Sania Awais who conducted her research with the title "The Reading Preferences of Primary School Children in Lahore" (2013) because the research was conducted at very basic level, primary education is the starting level of the students and if they get the basic idea they can develop their reading addicts throughout their lives. The study was conducted in Lahore, the capital of Punjab a well-populated province of Pakistan. The entire attention and interest of education is shown in this city. Sample size of 300 students was selected, using survey method and questionnaire was collected from adult students. It was found that students are interested in published short stories in English language. Further, the researcher suggested some final words for teachers, librarian of schools and parents to provide reading environment to students.

*Reading habits: Current Trends* (2016) is a complete survey book by Dr. Nanaji Shewale, a librarian in Gokhale Institute of Politics and Economics Pune, India. He provides a comprehensive detail and ratio of the Indian Students, well-equipped with reading habits and they read for different purposes, for aesthetic pleasure, professional grooming, developing their skills in their respective fields and so many others.

Another study has been conducted by Samali V. Mlay et al (2015) with their research topic "Uncovering reading habits of university students in Uganda: Does ICT matter? ". Samali V Mlay et al (2015) with diversified field opted reading habits of students in the field of information technology at university

level. The research is more about other factors as well like schooling culture and home culture, responsible for positive aspects to improve reading habits of the students. Population and sampling of the research, university of Uganda students were selected, interviewed through convenient sampling. The outputs of the research were that Information technology helps students' skills for reading and information technology is considered to be a central factor and source of reading. Further, family background does matter because in Uganda students are forced at home for reading. Overall, the research contributes, students reading skills are improved through schooling, information technology, and home interventions.

A Summary of Research on the Reading Interests and Habits of College Graduates (1965) is published research work by Brewster Porcella, who comes up with detailed information about with compact summary about reading interests by college students, who have shown their keen interest in reading. The research resulted that reading habit is more important than other skills because the entire building of learning is set out on this skill, considered to be the basic one.

Muhammad Dishad et al (2013) wrote a paper on "Gender Differences in Reading Habits of University Students: An Evidence from Pakistan". The topic suggests that reading has been distinguished amongst the two genders; male and female at university level. Population was three university of Punjab, ranging sample size of 1050 male and female students. The results show the habits of reading of both genders different from each other, keeping different factors under consideration; liking, objectives, purpose, and timing including other factors. Female students are comparatively highly equipped with reading skills rather than male students. Recommendation of the research is focusing of university teachers that male students must be given extra time and slot to improve their reading skill. For this purpose, university library, digital library, electronic materials and other conducive environment ought to provide to students.

A published thesis title *Reading Behavior of Generation "Y" Students in Pakistan and Role of Libraries* (2016) by Saira Hanif Soroya. The research shows the importance of reading in different fields; information technology, libraries, digital libraries and many other sources are turning to be more appropriate sources for reading. The researcher is taking "Y" generation that generation ranging from 1980s to 1990s, a generation affixed with internet period. The research looks for the reading skills of Y generation. The researcher used quantitative approach using self-administered survey and population was general universities of Lahore classified by Higher Education Commission of Pakistan. Sample size of 515 final students of Master classes in three groups were selected; social sciences, humanities and pure sciences from seven different universities of Lahore. The data, provided to students were published literature of print format for reading, developed a significant change in the behavior of students for last five years. Attached to laptops and many other electronic devices the growth in reading is developed entirely different from last few decades. The findings of the research resulted that

electronic and printed sources have provided effective changes in students' reading.

The review of the above researches shows that students reading skills have been improved in the entire world. They are not only reading for examination purposes but they have extended their boundaries for different purposes, like to improve their education, to get a professional field, to develop mutual understanding with different people, to read for extensive knowledge, to get skills in Information in many other fields.

## **RESEARCH METHODOLOGY**

The description of the questionnaire is specified by the study which is incorporated in methodology section. The approaches which have been used are qualitative and quantitative respectively. According to O'Leary (2004:85), methodology is the framework associated with a particular set of paradigmatic assumptions that can be utilized to conduct research. In other words, methodology is the way that set out ways and procedure through that research is done. The researcher has collected the data through the use of a questionnaire. Students who are currently enrolled at university-level coursework have had access to a questionnaire that was developed using the descriptive approach. A questionnaire, according to Wilson and Mclean (1994), is a useful tool and instrument for gathering information, aiding in the organization of frequently numerical data, being able to be administered without the researchers attempt to collect data and present, and frequently being very simple to examine the data from very close. Students' responses to a questionnaire about the difficulties of reading and the ways in which it could be improved using reading trends revealed the students' perspectives. Furthermore, some activities of class room have been carried out through different activities to observe the attitudes of the students towards reading practices. Students were highly motivated in these activities.

## **RESEARCH DESIGNS**

Due to the descriptive nature of the research, the research design is quite significant. The researchers utilized a combination of qualitative and quantitative approaches under the mixed method. The researcher makes the use of both of these approaches.

### ***Population***

The population is the group of students or those from which the data is collected by the researchers (Gay, 1992). The researchers preferred the results of the study to be generalizable to this group. The purpose of this research is to investigate the changing reading habits of college students. The University of Lahore, Department of English Language and Literature students have chosen for the current research and four different classes of BS in English programme have been selected to participate in the data collection process. Randomly 20 20 male students have been selected and the questionnaires were distributed amongst them. The participants were proactive to all statements of the questionnaire

### *Sample and Sampling Technique*

Twenty students were selected as sample through convenient sampling.

### *Instrumentation and data analysis procedure*

The questionnaire that was developed for educators is comprised of fifteen questions, all of which are connected to the theoretical section of the research; more specifically, each question has a connection, either direct or indirect, to the theoretical framework. The responses to these closed-ended questions can be categorized as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SA). This questionnaire utilized scale in its construction.

The collected data has been analyzed by the researchers, using tables and manual analysis to show the frequency and effectiveness of the collected data. The process is easy and effective for common readers and very convincing to figure out the findings of the research.

### **ANALYSIS OF THE STUDY**

The purpose of this section is to make an analysis of the information that was collected in form of data from the students, using a questionnaire. As the researchers mentioned before, the aforementioned questionnaire consisted of fifteen questions. The results of the analysis of the data that was gathered are presented below in the form of tables and figures. The results of the analysis of the data that was gathered are presented in the following sections.

### **ANALYSIS OF THE QUESTIONNAIRE:**

#### *Statement1. You read daily for four hours*

S 1	Participants	%
A	30	75%
SA	8	20 %
N	2	5%
D	0	0%
SA	0	0%

**Table 1**

The data reveals that a total of 40 students have provided feedback on the first statement, with 75% of them indicating that they are agree with the statement, 20% indicating that they strongly agree, 5% indicating that they are neutral, and 0% indicating that they disagree with the statement or that they strongly disagree with it. It demonstrates that the majority of the students agree with the statement.

#### *Statement 2: You read for aesthetic pleasure*

S 2	Participants	%
A	30	75 %
SA	10	25 %

N	0	0 %
D	0	0 %
SA	0	0%

**Table 2**

The table shows that out of the total of 40 students who responded to the second statement “You read for aesthetic pleasure”; is an appropriate one, in which 75% of them agreed with the statement, 25% of them strongly agreed, 0% of them were neutral, 0% of them disagreed with the statement, and 0% of them strongly disagreed with the statement. This demonstrates that a larger number of students agreed with the statement that they read for aesthetic pleasure.

**Statement 3: You read for academic purposes.**

S 2	Participants	%
A	40	100 %
SA	00	00%
N	0	12 %
D	0	8 %
SA	0	0%

**Table 3**

According to Table 3, a total of 40 students responded to the statement “You read for academic purposes, in which 100% students agreed with the statement, 0% strongly agreed, 0% each for disagree and strongly disagree. It demonstrates that more students concur with the statement “You read for academic purposes”.

**Statement 4: You read for obtaining high grades.**

S 4	Participants	Percentage
A	24	60 %
SA	8	20 %
N	4	10 %
D	4	10 %
SA	0	0%

**Table 4**

In the above Table 4 a total of 40 students answered to the statement “You read for obtaining high grades”, which was agreed by 60% students, 20% were strongly agree, 10% were neutral, 10% were disagree, and 0% were strongly disagree. It demonstrates that a larger percentage of students are agreed with the statement, “You read for obtaining high grades”.



**Statement 5: You read to pass the exams**

S 5	Participants	%
A	24	60 %
SA	8	20 %
N	6	15 %
D	2	5 %
SA	0	0%

**Table 5**

The above table reveals that 40 students answered to the statement “You read to pass the exams”, which was agreed by 60%, 20% percent were strongly agree, 15% were neutral, 5% were disagree, and 0% were strongly disagree. It demonstrates that a larger percentage of students are agreed with the statement “You read to pass the exams”.

**Statement 6: You read to broader your understanding**

S 6	Participants	Percentage
A	30	75%
SA	8	20%
N	0	0%
D	2	5%
SA	0	0%

**Table 6**

The above table demonstrates how 40 students in the above statement are largely agreed with “You read to broaden your understanding” which has been responded by 75% students, whereas 20% were strongly agree, 0% were neutral and 5% were disagree, and 0% were strongly disagree. It demonstrates that a larger group of students were agree with the statement “You read to broader your understanding”.

**Statement 7: You read to uplift your skills of reading.**

S 7	Participants	%
A	20	50 %
SA	10	25%
N	6	15%
D	4	10%
SA	0	0%

**Table 7**

Table 7 reveals how 40 students in all responses to the statement are largely agreed to “You read to uplift your skills of reading”, whereas 50% students are agree with it, 25% are strongly agree, 15% are neutral, and 10% are disagree.

It demonstrates that a larger group of students are agree with the statement, “You read to uplift your skills of reading”.

**Statement 8: You consider reading as primary in language learning**

S 8	Participants	Percentage
A	30	75 %
SA	6	15%
N	4	10%
D	0	0%
SA	0	0%

The responses to the statement “You consider reading as primary in language learning” are total 40 in which 75% of the students are agreed with the statement, 15% are strongly agreed, 10% are neutral, and 0% are strongly disagreed. It demonstrates that a larger group of pupils agrees with the statement “You consider reading as primary in language learning”.

**Statement 9: You consider reading is important skill of language learning**

S 9	Participants	Percentage
A	20	50 %
SA	20	50%
N	0	0%
D	0	0%
<b>SA</b>	<b>0</b>	<b>0%</b>

**Table 9**

The above table shows that 40 percent of the students to the statement “You consider reading is important skill of language learning” in which 50% of the students were agree with the statement, 50% were agree, 0% were disagree, 0% were neutral, and 0% were strongly disagree. It demonstrates that a larger group of students were agree with the statement “You consider reading is important skill of language learning”.

**Statement 10: Your reading helps you to eliminate your errors and mistakes.**

S 10	Participants	Percentage
A	20	50 %
SA	20	50%
N	0	00%
D	0	0%
SA	0	0%

**Table 10**

40 students answered to the statement “Your reading helps you to eliminate your errors and mistakes” in which 50% of the students were agree with the

statement, 50% were strongly agree, 0% were neutral, 0% were disagree with the statement, and 0% were strongly disagree. It demonstrates that a large percentage of students concur with the statement “Your reading helps you to eliminate your errors and mistakes”.

**Statement 11: Your reading helps you to speak language correctly**

S 11	Participants	Percentage
A	10	25 %
SA	4	10%
N	10	25%
D	16	40%
SA	0	0%

**Table 11**

The above table displays the responses from 40 students to the statement “Your reading helps you to speak language correctly”, in which 25% of the students were agree with the statement, 10% were strongly agree, 25% were neutral, 40% were disagree, and 0% were strongly disagree. It demonstrates that a significant percentage of students are disagree with the statement “Your reading helps you to speak language correctly”.

**Statement 12: Apart from educational books you read other stuffs**

S 12	Participants	Percentage
A	20	50 %
SA	20	50 %
N	0	0 %
D	0	0 %
SA	0	0 %

**Table 12**

The above table reveals that the total of 40 students responded to the statement “Apart from educational books you read other stuffs” in which 50% of the students were agree with the statement, and 50% were agree while the rest determinates 0 percent each responses respectively. It demonstrates that a large percentage of students concur with the statement “Apart from educational books you read other stuffs”.

**Statement 13: You read newspaper**

S 13	Participants	Percentage
A	20	50 %
SA	20	50%
N	0	0 %
D	0	0 %
SA	0	0 %

**Table 13**

The above reveals that the total of 40 students have responded to the statement “You read newspaper” in which 50% of the students agreed while 50% were strongly agreeing and the rest have been responded with 0% each respectively. It demonstrates that a large percentage of the students concur with the statement “you read newspaper”.

**Statement 14: Your educational addiction of reading helps you to understand newspaper and other books**

S 14	Participants	Percentage
A	0	0 %
SA	0	0%
N	0	0 %
D	30	75 %
SA	10	25%

**Table 14**

The above table shows the responses of 40 students to the statement “Your educational addiction of reading helps you to understand newspaper and other books” in which 0% of the students were agree, 0% were strongly agree, 0% were neutral, 75% were disagree and 25% were strongly disagree. It demonstrates that a large percentage of students concur with the statement “Your educational addiction of reading helps you to understand newspaper and other books”.

**Statement 15: Reading is helpful for growth of professional education.**

S 15	Participants	Percentage
A	22	55%
SA	18	45%
N	0	0%
D	0	0%
SA	0	0%

**Table 15**

Table 15 displays the responses of the total of 40 students to the statement “Reading is helpful for growth of professional education” in which 55% of the students were agree, 45% were strongly agree, 0% were neutral, 0% were disagree with the statement, and 0% were strongly disagree. It demonstrates that a large percentage of students concur with the statement “Reading is helpful for growth of professional education”.

### **Summary**

The current research dealt with the analysis of Reading trends of university students. Male largely face the problems in reading. The research was descriptive design, given three objectives are determined with reading trends of university students, BS English students, department of English language and literature, the University of Lahore, Sargodha campus was the population of the research Twenty male students were selected through convenient sampling method. For this research a questionnaire consisted of 15 items were developed through likert scale; agree, strongly agree, uncertain/neutral, disagree and disagree. The research resulted that reading trends of university students is very productive because the university students have developed reading skills and they are well equipped with reading strategies.

### **FINDING**

The findings of the research are given below:

1. The students have trends toward reading.
2. Students have developed their habits for reading.
3. They have developed reading skills for different purposes.
4. Their reading habits have made them very staunch readers of daily life, with reference to every stuff they get, want to read and extensive broader their understanding.

### **DISCUSSION**

You read every day for a total of four hours, and as a result, the first statement has been answered and responded to, by a significant number of students who were agree with the statement. This has been the result of the analysis of the first statement. As a consequence of this, the students living in the aforementioned community are accorded a high priority and significance. In a similar vein, the fact that the entire community of students selected the choice to agree with the second statement, which read you read for aesthetic pleasure, indicates that the students are dedicated and driven to fulfill their responsibilities within the community.

One of the clearest illustrations of their unwavering commitment can be seen in the responses to the following question, which you should read for academic purposes. The best student is the one who is always concerned with the strategy to keep the reading intaked, and the strategy does not require any control. Rather than using the same strategies to keep them in touch with the work, the best student is always concerned with the strategy to keep the reading intaked. In addition, the following assertion is made regarding the importance of reading to succeed academically. When students are given the fundamental and appropriate direction, they are more interested in, and dedicated to their studies, and they have higher grade point averages as a result.

Similarly, statement from 5 to 15 shows that students are largely motivates their reading and they want to read what they get. They read educational books and apart from education they read newspaper and other stuffs and the

response of students towards all statements are entirely high in ratio, means the university students have effective reading trends.

### **CONCLUSION:**

The current research is worth important because it focuses on the reading trends of university students. It is found generally Pakistani university students do not get interest in reading because of other activities; they are busy largely with internet and mobile and they are now days the basic hurdles in their reading. Opting the same policy the university students have been investigated for the same but they are found very keen and motivated for reading. Therefore, University students, department of English, The university of Lahore are fond of reading for different purposes and they are accelerating the best of their efforts for their future, motivating other students towards reading.

### **RECOMMENDATION:**

The current research is significant from different perspective, especially it intake the issues of students reading. The researcher has shown that reading trends amongst university students is very burning topic and students are contemplated with reading trends at university level. Apart from the said discussion the researcher opens further way for more researches like; reading activities through internet browsing as a burning and fruitful topic for further research.

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