

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In this case study of reading habits of year five students at Watbangteoi School, there are relevant concepts, theories, and research review as follows:

2.1 Concepts and theories about reading habits.

2.2 Concepts about family systems.

2.3 Review of related literature.

#### **2.1 CONCEPTS AND THEORIES ABOUT READING HABITS**

##### **2.1.1 Meanings of Habits**

The Longman dictionary of contemporary English, 1995, has given the meaning of habit that habit means something that you do often or regularly.

Habits are routines of behavior that are repeated regularly; tend to occur subconsciously, without directly thinking consciously about them. Habitual behaviors sometimes goes unnoticed in persons exhibiting them, because it is often unnecessary to engage in self-analysis when undertaking routine tasks. Habituation is an extremely simple form of learning, in which an organism, after a period of exposure to a stimulus, stops responding to that stimulus in varied manners (<http://en.wikipedia.org/wiki/Habit>).

Pettit (1993) stated that if you do something often and in a way which appears settled, you are normally described as having a habit. We assume we have habits as parts of skills, habits of social behavior, and also deeper ones, like habits of thought.

##### **2.1.2 Background of Habits**

Churchland (1981) stated that habits develop by doing an action enough times that the neurons in the brain create a pathway that enable them to move quickly from a trigger point, i.e. watching television, to performing the habit, eating. We can have different types of habits. For example, social habits, habits formed as a result of skills we have, and even thought habits.

Habitual behavior can take days or years to develop, depending on the complexity of the habit, and how often it is performed. Good habits help us keep our lives in order, but often when stressed we fall back to old habits. When we are stressed

our memory is not as prominent and our behavior may be different, so people become more prone to fall back on their older habits.

A child forms new habits much more easily than an older person, and there is therefore the greater danger of the formation of undesirable habits. On the other hand, the young child is for the same reason all the more teachable, and can more easily learn good habits.

### 2.1.3 Types of Habits

There are two types of habits that influence our automatic and cognitive habits. An automatic habit is a process that runs independently of an executive order by the person. This process is more or less automatic, and cannot be controlled at all or only with outmost focus, attention and energy. Such habits are really programmed in your brain. A cognitive habit is a habitual way of thinking about the same situation without really thinking (<http://thestutteringbrain.blogspot.com>). All these habitual thoughts are done without any pressure from a situation. Cognitive habits are easier to tackle by re-thinking one's constructs. Automatic habits are much more difficult to change

In psychology, habituation is the psychological process in humans and animals in which there is a decrease in behavioral response to a stimulus after repeated exposure to that stimulus over a duration of time.

Wood (1988) stated that habituation is very similar to acclimation, in that repetition of certain behaviors that are rewarding to a life form will likely be continued, or ingrained in a habitual manner. For example, for all life forms on Earth, obtaining life-sustaining matter that exists externally from those beings, such as food, water and shelter, is a habituated behavior. The learning underlying habituation is a fundamental or basic process of biological systems and does not require conscious motivation or awareness to occur. Indeed, without habituation we would be unable to distinguish meaningful information from the background, unchanging information. Habituation has been shown in essentially every species of animal, including the large protozoan (<http://en.wikipedia.org/wiki/Habituation>).

### 2.1.4 Meaning of reading

Reading is not just a matter of transfer of information from the print to the reader's mind; there is also an active contribution from the reader's store of knowledge. We bring our own experience to bear on what is being read by filling gaps, by

interpretation, and by extrapolating from what is given in the text (Crowder, 1982, p. 137).

Reading involved the recognition of printed or written symbols which serve as stimuli for recall of meanings built up through past experience, and the construction of new meanings through manipulation of concepts already possessed by the reader. The resulting meanings are organized into thought processes according to the purposes adopted by the reader. Such an organization leads to new behavior which takes its place, either in personal or in social development (Downing, 1972, pp. 30-1).

Reading involves nothing more than the correlation of a sound image with its corresponding visual image (Harris & Hodges, 1981, p. 264).

Reading is a dynamic activity in which the reader is actively involved that has much to do with the reader's thought processes (Iser, 1974, p. 288).

#### 2.1.5 Importance of reading.

Reading research has thrown a new light on the significance of reading, not only with regard to the needs of society but also for the individual. The "right to read" also means the right to develop one's intellectual and spiritual capacities, the right to learn and make progress. Bamberger (1975, p. 7) has categorized the importance of reading into three aspects as follows:

First, reading is a cognitive and a language process. Research has defined the act of reading in itself as a multi-level mental process which contributes greatly to the development of the intellect. Great demands are made on the brain by the process of transforming graphic symbols into intellectual concepts; an infinite number of brain cells are activated during the storage process of reading. Combining thought units into sentences and larger language structures is both a cognitive and a language process. Continuous repetition of this process results in cognitive training of a special quality. For this reason reading is an exemplary form of learning. Psychological studies have shown that improvement in the ability to read also leads to improvement in learning ability as a whole, going far beyond mere reception. Moreover reading is one of the most effective means of systematic development of language and the personality. If we succeed in leading the child systematically to positive language experience before comics, illustrated magazines, and the flood of pictures presented by the mass media have gained possession of him, we shall be assisting him in his development as a human

being. Good books for young readers correspond to inner needs for models and ideals, for love, security and assurance. Books can help them master the ethical, moral and socio-political problems of life by providing exemplary cases, helping the reader pose and answer questions. Books for young readers help us to achieve our educational goal of developing the personality and helping young people to establish a concept of the world at large (Bamberger, 1975).

Second, the place of the book is life long education. The society of the future has often been described as the “learning society”. Continuous learning is necessary. Reading and books have a new significance today and to complete one’s schooling alone is no longer adequate. The task of the future is life long education or life long self education. Books have many parts to play in this long life of self education. First, there is the necessity of meeting individual interests, needs, and aspirations through individual selection of reading material. Each human being can be helped by books to develop in his or her own way, can strengthen his or her own critical ability, and learn to choose wisely from the general output of the mass media. Compared to movies, radio and television, reading has certain unique advantages. Instead of having to choose from a limited variety, the reader can select from the finest writing of the present or past. He can read at a place and a time chosen for their own convenience. They can go at their own pace and can slow down or speed up, take an intermission, reread or pause and think at their own pleasure. They can read what, when, where and how they please. This flexibility ensures the continuing value of reading both for education and for entertainment (Bamberger, 1975).

The last aspect of reading importance is reading non-fiction. The main use of non-fiction during the school year is naturally as a supplement to teaching work, increasing interest in a given subject, and encouraging independent learning even when school days are over. Research by the International Institute for Children’s Literature and Reading Research undertaken for Unesco brought out this point and also stressed that non-fiction develops an inquisitive attitude in the student. Reading of non-fiction improved academic achievement in geography by approximately 30 % in one case mentioned in the study. Incorporating non-fiction into teaching can help to develop talents and interests which lasts a lifetime and building up solid knowledge is of course a way of developing character. The correct approach to non-fiction, with the teacher

keeping independent learning in mind, leads to their pupils' being able to grasp impressions and to process their own knowledge. Only in this ways will the use of free time after graduation from school be able to counterbalance the inevitable specialization in vocational training and in the vocation itself. The selection of non-fiction and training in its use take on special importance. The teacher must first introduce their pupils to the foundations and tools necessary for independent learning; as a result, the value to be gained from books and reading are only accessible to one who has the intellectual ability to read (Bamberger, 1975).

#### 2.1.6 Reading methods.

One of the most popular methods used to meet the effective reading is SQ3R reading methods. SQ3R is a systematic approach to studying. The approach works best with expository texts containing titles, chapter headings, and subheadings. SQ3R is actually a collection of study techniques that require students to preview a text and then generate and answer text-based questions. Invented by Robinson (1941), the initials SQ3R stand for:

- Survey: scanning the text to be read for a broad overview of the content, including the main points.
- Question: forming questions about a text, making predictions about the information that might come from reading the text.
- Read: reading the text, finding answers to be questions posed.
- Recite: evaluating answers to questions raised, taking, notes on important points.
- Review: closing the text and covering notes, checking memory for main points.

The best way to work with SQ3R is to keep things simple. Focus on the quality with which students apply the approach. Encourage them to briefly survey a text before they read and make some predictions, to pause occasionally while reading to ask themselves a question. Encourage adaptation, helping students invent their own techniques and modifications. As they internalize SQ3R, or their version of the approach, students should become more knowledgeable and flexible in their studying (Conley1992, p. 274).

### 2.1.7 Theories of reading processes.

It is necessary that teachers of reading use theory to inform or guide their instruction. A theory is a system of ideas, often stated as a principle, to explain or to lead to a new understanding (Harris & Hodges, 1981, p. 329). Major theories of the reading process fit generally into one of four categories. These include top down, bottom up, interactive, and transactional theories. With respect to these four reading theories, they represent four different ideas used by researchers and teachers to explain or lead to an understanding of the reading process.

The first process is top-down theory. The idea of top-down implies that the information and experiences the readers brings to the print drive the reading process rather than the print. In other words, reading begins with the reader, not the text. Reading is a meaning construction process (Reuzel & Robert, 1992, p. 35).

The second process is bottom-up theory. Bottom-up reading theories emphasize the importance of attending to the print and learning to decode the text symbols into spoken sounds (Reuzel & Robert, 1992, p. 36). The written text or print on a page is an essential element in bottom-up theories of the reading process. Bottom-up theories draw their theoretical roots from a branch of psychology called *behaviorism*. From this perspective, a stimulus causes a particular response in the subject, and this response is either strengthened or weakened through reinforcement. The stimulus for reading is the print on the page; thus, the reader begins with the letters on the page and constructs more complex levels of language, words, sentences, and paragraphs. In this process of stringing together letters into words, words into sentences and sentences into paragraphs, readers glean the meaning from the print. Bottom-up reading theories view leaning to read as progressing from the parts of language or letters to the whole or meaning. Gough's study (1972) stated that print is processed by entering the mind through the eyes, being acted on by the mind in a serial or left-to-right sequence at several levels of language: first letters, then sounds, then word or concept identification, followed by sentence-construction rules or grammar, and finally meaning.

The third reading theory is interactive theory. Interactive theory of the reading process places equal emphasis on the role of a reader's prior knowledge and on the print. Thus, in many respects, interactive theories of reading combine the strengths of both top-down and bottom-up theories. Interactive theories suggest that readers begin

with a hypothesis about the text forged from their prior knowledge while simultaneously processing the print. This process seems to be the most economical in terms of time and resources because elements from both bottom-up and top-down reading theories are combined. Readers are characterized as taken on both active and passive roles during the reading process (Vacca, 1987). If a reader possesses a great deal of prior knowledge about a given text, then she will be more likely to form a hypothesis about the text and, thus, use fewer text clues in reading. This is viewed as an active approach to reading. If a reader knows very little about a specific text, however, then the reader takes on a more passive role. A passive reader relies heavily on the information on the printed page because the absence of prior knowledge limits ability to predict ahead of the print.

The last theory is transactional theory. Transactional theories emphasize that the reader, the text and the social-situational context are inextricably linked and are transformed as a result of the reading event. Reading can be compared to the business transaction or event. Two partners have mutually agreed to come together to complete a literacy transaction. The writer cannot be present, so she sends her representative to the transaction or the text. The reader brings her informational, experiential, and linguistic background to interpret the text sent by the writer. The text delivered by the author has been reconstructed and stored in the reader's mind in a unique way. The reader's knowledge structures or schemata have also been changed in the transaction as well. She is now the proud owner of a new piece of knowledge, experience, or emotion resulting from the reading transaction. In short, both the text and the readers' knowledge structures have been changed (Goodman, 1985).

#### 2.1.8 Factors which influence reading interest.

It is not only the contents and themes of reading material that are decisive for reading interest but several other factors which are of special importance for the young, unskilled reader (Bamberger, 1975, p. 24).

The first factor is selection of type and line length. For the first reading years all books must be published in large print, for the first school year 16-point, for the second 14-point, and for the third and fourth 12-point. This ensures easy and certain eye movements. The line should also be kept as short as possible. Larger spacing between lines and division of the text also has a positive effect upon the desire to read. Progress

in reading skills can be gauged by noting how quickly children become accustomed to smaller type, and lines that are closer spaced and longer. Good readers can easily do so in the second year of school but for the normal average child this is accomplished in the fourth year.

The second factor is illustrations in children's books. The language of pictures is encountered by the child before that of letters. Since the learner has already learned to grasp the meaning of pictures, beginning reading material should have many of them. Illustrations have a double attraction for beginners and for poor readers. They decorate the text, stimulate interest and divide up the book so that the child can turn the pages often and have the feeling of reading quickly. The pictures help make the text understandable.

The third factor is opportunities for reading or the availability of books. Research has verified the fact that the opportunity to read or the availability of books plays an important role in awakening reading interests. The number and type of books read is determined to a great extent by the reader's book environment. Well filled central school libraries are considered essential by schools in the book countries. In Australia, the following solution has been found. The goal is to have both a central school library and individual classroom collections. In this way the children are constantly surrounded with books, the teacher can advise them at any time, and the teacher also sees how many and which books each child uses for school work or takes home.

The fourth factors are time for reading. In those countries where a great deal is read, the curriculum allows more hours for reading. In France, for example, in the first grade there are four whole half-hours daily set aside for reading. It is nevertheless interesting that in the countries where more time is devoted at school to reading, the children also read more at home (Bamberger, 1975, p. 25).

The fifth factor is reading interests and text difficulty. It is a setback for reading development if a child begins to read only to put down the book again almost at once. Examination of individual cases brings an important fact to light. The reason is usually not that the book is not interesting enough, but rather that it is too difficult and overtaxes the child's reading skills. Selection of books according to their level of



difficulty is therefore extremely important, especially dealing with children with reading problems.

#### 2.1.9 Factors which inhibit the development of reading interests.

Any influence should be avoided that works against the natural development of reading, in particular against motivations and interests. A few important points are mentioned here (Bamberger, 1975, p. 26).

First, children are not miniature adults. Predominance of the drive to play in the first years of school is often not taken into consideration. Mistakes are made here primarily by overemphasis of exercises in reading skills.

Second, the fundamental idea that is necessary to train individual aspects of reading technique to a special extent; such as auditory training, visual training, training for letters, and word comprehension, can ruin the development of interest in reading. No wonder the children master the skills but never want to read again.

Third, traditional habits in the methodology of reading education divert the child from interest in reading. In reading aloud another pupil is called upon after only a few sentences. The reader can not experience the atmosphere and rhythm of the text and consequently will not learn to value this. Plus many schools have a single reading book for the whole school year. Interest in the text then becomes distaste and antipathy. Reading unfamiliar texts is the only way to establish the relationship between reader and listener and interest in the contents.

Fourth, strict separation of school and private reading is a factor inhibiting reading interest. Unfortunately often students believe that what is read at school is only important for the grade; that is boring and has nothing to do with real interests. The teacher has no influence upon the principle kind of reading, leisure time reading.

Fifth, reading age and reading type must be given special attention in selection of reading material. Hazard (1970, p. 219) described the result that instead of stories which give pleasure to their spirits, they quickly present them first of all with a proper piece of solid and mostly indigestible knowledge.

Sixth, disregard of the various levels of attainment can reduce reader's interest. Especially at the beginning the less talented children are frustrated and the talent ones often not challenged to achieve their best. Both factors are unfavorable for later reading

development. Retarded children must be given more attention and time as well as very simple reading material.

The last factor which inhibits reading development is teaching without differentiating methods which is not an advantage for pupils. The poorest pupils are constantly compared with the best ones. They never have experience of success. They lose every pleasure in reading. If the children are taught by the differentiated method, they constantly compare their last achievement with the new one and see that they have improved.

#### 2.1.10 Good Reading Habits

Michael, 1999 stated that like all travels in this glamorous and lucrative world of study skills. While each student needs to individualize his approach to school, there is a time and place for good old uniformity and standardization. There are some good habits, which, if children choose to use them, will increase their retention and comprehension. They are based on a concept called active reading. This idea is simple: The more of children's brain is engaged in the act of reading, the more they learn. The following strategies are good active reading habits that will help any reader (<http://school.familyeducation.com>).

- **Use the cover up:** For many students, the words on the page run and blur together. To mitigate this, use a three by five index card to cover everything except the sentence that your child is reading. When they finish a line, they move the card down and repeat the process.
- **Give the text the finger:** Along with the card, have children follow their reading with their finger, engaging a tactical learning style.
- **Read out loud or mouth the words:** Again, another way to engage verbal processing. Many students don't need to literally talk out loud, mouthing the words serves the same end.
- **Keep moving:** As always, fidgeting is good for the brain. Keep them moving, to keep them on target.
- **Use three-color highlighting:** Highlights are a cheap and easy way to integrate visual memory into the reading process. Buy your child three colors and have them assign a different color to the main points, supporting details, and terms of the reading.

- **Use bookmarks/flagging:** Buy your child some type of "red" flag that they can use to mark important ideas or passages. The coolest ones are literally plastic flaps that come in all different colors and stick directly on to the pages. Also, have children record in a notebook the page numbers and any thoughts they had on why they flagged that page.

- **Take margin notes:** books are supposed to be written on. Have your child write notes, questions, comments, snide remarks, or draw pictures in the margins.

- **Write or talk out summaries:** Having children take a few minutes to either write up a reading summary or talk it out will help them retain the readings and ultimately help recall it come test or essay time.

- **Consider reading notes:** Reading notes are great for some kids, horrible for others. The problem with reading notes is that for some kids, if they take notes, they'll never finish the reading. The upside of reading notes is that they can obviously help with retention and retrieval of information comes test time. So if you decide to work with children on taking reading notes, make sure you limit them to writing at most one sentence about every other paragraph and summaries at the end of sections or chapters, depending on the lengths of the assignments.

#### 2.1.11 Developing reading interests and reading habit

Reading interest and reading habit can be developed at various age levels. The first age level is during the pre-school period. This period reading readiness should be encouraged by concentrating interest on book contents and by language training. If parents and kindergarten readers are made aware that the earlier encouragement is the most effective and that the language training is especially necessary, they will encourage children to look at picture books and practice more story telling and reading aloud. The second age level is the first years of school. The child is primarily a "playing child" who spends a great deal of his time in the world of fantasy. If the teacher can observe, praise and develop every success made in reading, the child will have a positive, optimistic attitude towards the subject. The third age level is the fourth and fifth years of school. The years of transition from the "fairy tale age" to the "adventure age" are especially important for the teaching of reading and developing reading habits. The next age level is the seventh, eighth, and ninth years of school. In the years of adolescence it is important that both boys and girls are aware of as a little outside help

as possible. However they need this help more than at any other development phase because the various crises of this period make them uncertain. For a young person at this stage it can be a great help to choose one's own book. The last age level is young people and adults, developing interests and habits which will have an influence upon later life is of special importance during the last years of school (Bamberger, 1975, p. 30-32).

#### 2.1.12 Advantages of reading

Reading can develop young readers in different ways.

##### 1) Reading and physical development.

Spink (1989, p. 29-42) stated that information books provide explanation-nns of how the body works, how it should be maintained, and how it may be developed. Books help in the improvement of sports and other leisure skills.

##### 2) Reading and intellectual development

The process of learning to read and reading with competence are concerned especially with developing intellectual skills and abilities (Donaldson, 1978, p. 106). Reading leads to more intellectually-demanding thought, challenging ideas, concepts and structures that build up the skills of critical observation, bodies of the knowledge, and at a further stage, wisdom.

##### 3) Reading and language development

Reading is the enjoyment of language, the exciting and illuminating use of one's own language by people who are proficient in the use of written language.

##### 4) Reading and emotional development

Rustin (1987, p. 2) has written that all the modern writers of fiction for children are concerned with issues of emotional development in children since the major activities of childhood is coming in terms with emotions, managing emotions, and establishing to what extent our own society, community, or family finds the display of emotions acceptable.

##### 5) Reading and personality development

Proust (1983, p. 949) stated that reading is one of the means of self-discovery. The search for self is life long, finding out one's unique taste, interests, beliefs, values, opinions, commitments, career, abilities, strengths, short comings, and failures, one's conscious, unconscious being.

#### 6) Reading and social development

The great human art is to live in a range of relationships and degrees of harmony and understanding with fellow humans while retaining one's own individuality (Proust, 1983).

#### 7) Reading and moral development

Spink (1990, p.41) stated that much of the content of social development is concerned with ethics; for example, the responsibilities that go with relationships, such as daughter or son, sister or brother, trusted friends. There are major moral issues of our time, such as famine, nuclear issues, and conservation and pollution.

##### 2.1.13 Methods of reading

Bamberger (1975, p. 14) stated that in many countries reading in the classroom is usually done aloud. This trains the pupils unconsciously to read word by word rather than to grasp thought units. Reading aloud thus frequently results in regression and reading errors are introduced which can last a lifetime. In later life silent reading should also be the case in the classroom.

Moreover, practice in silent reading before beginning a reading task is extremely important for research has proven that comprehension is better in silent reading. Silent reading is the basis for individual reading education.

##### 2.1.14 Problems of reading

For almost approximately 50 years the motto of library work was "the right book at the right time for the right person" (Baker, 2000, p. 43). The most important thing was to find books for various groups of people which suited their interests. Book selection is one of the keys to avoid reading problems; moreover, Bamberger (1975, p. 13) stated that most children do not read because they can not read well. No one likes to do something which is especially difficult for him. If books are too difficult, they will take no interest in continuous life-long education.

Gelzheiser and Wood (1998) stated that children who enter school with little prior exposure to books and the concepts underlying print are at risk for early reading difficulties. Pressley (1998) reported that factors within the home, school, and social and cultural environment interact with biological factors to influence a child's success in learning to read.

The two most conspicuous biological problems that contribute to reading difficulties are low general intelligence and language-based difficulties, particularly ones associated with phonological processing of sounds in words. If a child's overall cognitive ability is relatively low, it is likely that he or she will not be reading at grade level. One cluster of language skills that is important in the development of reading competence is phonological awareness, or the ability to consciously analyze and manipulate the sound structure of spoken words.

#### 2.1.15 Ways to solve of reading difficulties

Teachers can help children become skilled and engaged readers by following these recommendations.

- Provide exemplary reading instruction to all children.
- Tailor reading instruction to meet the individual need of children who experience difficulty learning to read.
- Intervene early, providing a coherent and sustained effort to improve the literacy skills of children who experience reading difficulties.
- Expect that each child will learn to read.
- Identify and address academic and nonacademic roadblocks to reading and school success.

Anderson (1999, p. 74) suggested that in the classroom as students read or experience difficulty in the reading assignment, teachers should have the student “think aloud” and relate their thinking processes as they tackle the unknown using one of the strategies used in class. Students are asked by teachers to identify the strategy and work through the steps to reach a solution.

#### 2.1.16 Characteristics of successful readers

Baker, Dreher, and Guthrie (2000, p. 3) stated that successful young readers are fluent and strategic. They relate what they read to what they already know; they monitor their comprehension; they learn new vocabulary from context; they figure out unfamiliar words with word analysis skills including phonics and context clues, they understand literally elements, such as events, characters, and settings; they recognize themes.

Snow (1998) stated that successful readers read aloud with fluency and comprehension any text that is appropriately designed for their grade level. They can also summarize points from both fiction and non-fiction in writing reports.

Bamberger (1975, p. 45), believed a good reader not only has more pleasure with books, they can also think better and learn better. People who read word for word very slowly do not understand the story or the ideas. With practice one can read a group of words which belong together all at the same time, read quickly without hurrying and also understand better what one reads.

#### 2.1.17 Types of books for young readers

Marshall (1982,p. 132-133) suggested books appropriate for children as follows:

- Myths, legends, folk and fairy tales.
- Fantasy and ghost
- Animal stories
- Historical stories
- Humor, comics, and picture strips
- School stories
- Family stories
- Realism
- Books for teenagers
- Poetry
- Plays
- Information books

#### 2.1.18 Concepts and nature of reading

Bamberger (1975,p. 13) stated that the teaching of reading should correspond to the insights we have gained into the nature of reading. Reading is a complex process which comprises various developmental stages. It is, first of all, a perceptual process during which symbols are recognized. The transfer into intellectual concepts then takes place this mental task broadens into a thought as the ideas are connected into over larger thought units. However, the thought process does not merely consist of understanding the ideas perceived but also in their interpretation and evaluation. These processes cannot be separated from one another; they fuse in the act of reading. Perfect reading skill does not consist of well-trained ability to “combine sounds into words and words

into thought units”, as bottom-up theory suggests, but rather of “immediate recognition of stored-up word groups”.

#### 2.1.19 Meanings and concepts of reading habits

It can not be repeated often enough that habits can only be formed through regular activity. More important than every activity based on books, more important than the best discussion, is reading itself. It must become a maxim that it is better to read for fifteen minutes each day than half an hour every other day or an hour once a week, and so on. Regular practice is the pre-requisite for habit-forming.

Habits are best taken over as behavior patterns from the environment, from the “ideals” presented by parents, teachers, and especially the group in which the young person moves. Habit is one of the most important results of socialization.

Habit is a regular activity. Habit will become reality if the individual feels it is worthwhile, if readers can see what reading can do for their personal, vocational, and social interests. This begins with the fulfillment of innate interests and needs, followed by insight into the profit reading brings, and leads finally to regular association with books. Only in this way will reading and books attain a firm and permanent position in the hierarchy of habits (Bamberger, 1975, p. 33).

#### 2.1.21 Concepts related to reading promotion from family:

Bamberger (1975) gave advice for parents as follows:

- 1) Parents should tell stories and read aloud to their children as often as possible.
- 2) Parents should set up a personal library for the child appropriate to his or her age, wishes, needs, and developmental phase.
- 3) Parents should train their children to spend a share of their pocket money for books.
- 4) Parents should see to it that a fixed time is reserved for reading on as many evenings as possible, with every member of the family reading a book.
- 5) Parents should participate in their children’s reading, i.e. speak with them about what they read.
- 6) Parents should help their children recognize that they can apply and use what they read and that books secure, lighten and beautify their lives.



## 2.2 CONCEPTS RELATED TO FAMILY

Cairney (1997) parental involvement in children's schooling has an important influence on children's attitudes and achievement. Adams (1990) also believed parental involvement during the preschool years helps the child develop a foundation for the teacher to build upon when the child enters school. Parental involvement can be beneficial for at least three reasons:

1. Parental involvement may increase the frequency of children's literacy and literacy-related experiences.
2. Parental involvement may convey a message to the child about the importance of school.
3. Parental involvement may convey a message to the teacher that this parent cares about his/her child's schooling.

Simpson, as cited in Monson and McClenathan (1979), stated that parents are the most significant resource for developing readiness for formal reading instruction.

### 2.2.1 Meanings of family

Family denotes a group of people affiliated by consanguinity, affinity or co-residence. (<http://en.wikipedia.org/wiki/Family>).

### 2.2.2 Responsibilities of family

Simpson, as cited in Monson and McClenathan (1979), stated that parents can establish an attitude towards reading by giving books an important place in their own daily lives as well as in the lives of their children. Fathers and mothers, who sit down regularly to read magazines, newspapers, and books, communicate to their children that reading is valuable and esteemed. Because of the strong emotional ties between parents and children, children usually seek to emulate their parents. Parents have the power of their actions. Children want to do as Mom and Dad do. Thus the children are eager to have parents share with them that which they treasure, books.

Bamberger (1975, p. 33) also supported that parents should read aloud and tell the child about it, looking at the pictures with him and naming the things in them. In this way the child's language develops together with his interest in books. If the parents point out the world which explain the picture books, interest in reading will also be

awakened and the first “eye vocabulary” will be built up, which is a good preparation for reading.

## **2.3 RELATED LITERATURE**

### **2.3.1 Abroad literature**

Bolt (1992) studied the relationship between family focused on roles of parents and 314 students from fourth and eighth grade in New Foundland, Labrador, Canada. The research found that the reading environment at the children’s home has great influences on children’s reading competence.

Newman (1986: p. 338-339) studied the environment in children’s houses. The hypothesis was that if watching TV. directly affects spending leisure time to read books. The subjects are 254 fifth grade students and 84 parents. He found that the students read books in their free time on average 2.33 books per month. Girls read more than boys and girls spent time reading on average 15 minutes per day. They always read before bedtime and in the family’s free time. He also found that children spent time watching TV. 3.36 hours per day showing that they spent their free time watching TV more than reading books. Moreover most of them came from low-income families. Besides, he found that roles between parents and reading behavior in promoting reading had a significantly important relationship.

Clark and Foster, 2005 stated that their report, based on a recent survey of over 8,000 primary and secondary pupils in England, explores why some pupils choose to read and others do not. The research literature shows that reading for pleasure benefits children in numerous ways. Yet, research also shows that young people’s reading enjoyment may be declining. Given current political concerns about reading and the clear benefits that reading for pleasure can bring, it is vital that more emphasis is placed on reading enjoyment both at school and at home. The National Literacy Trust therefore conducted a survey for Reading Connects in 2005 to collect evidence about children’s and young people’s reading preferences and reading behaviors with the aim of supporting parents, teachers and other literacy professionals in promoting wider reading.

Nurmi (1999) stated that boys have shown contrast in their reading compared to reading materials preferred by schools; schools favor book based learning and fiction while boys have idiosyncratic reading choices in their reading materials that may lead to them being recognized as bad readers as their reading interest may not match those preferred by the school." "Factors that influence the attitude of boys as reluctant readers fall into three areas which are the family, peer group and friendship group. Parents are shown to be powerful literary models for their children as they provide them with earliest books and materials and often act as their first teacher in promoting the reading habit. Peer groups bring with them peer pressure to confirm to a certain belief, while friendship groups function as a social practice to develop and maintain relationships with peers. These two factors influence reading habit and interest."

Leppanen (2002) investigated the prospective relationships between reading performance and reading habits among Finnish children during the first and second grades of primary school. One hundred and ninety-five children were examined twice during their first primary school year and once during the spring term of Grade 2. The results showed, first, that children's reading skills predicted their reading habits: the more competent in reading children were at the end of Grade 1, the more likely they were to engage in out-of-school reading one year later. Second, reading habits also predicted reading skills: the amount of out-of-school reading at the end of Grade 1 contributed to the development of word recognition skills.

### 2.3.2 Literature in Thailand

Dechalerd (1976) studied the relationship between economy, society, family environment, schools, and the reading habits of 974 year-seven students in Bangkok. He found that family support has a great influence on reading habits.

Ponwichid (1974) studied parents' role in cultivating reading habits of secondary students at Rachaseemawittayalai School. The objectives were to study the parents' reading strategies, problems in supporting children's reading, and how much the parents value reading. The subjects of this research were 426 parents. Ponwichid found that more than half of the parents sometimes buy newspapers; thirty percent regularly buy newspapers; seventy-three percent regularly read weekly and monthly magazines; and sixty-five percent read at home. Some of them read at their workplace and libraries.

Pantumanawin (1975) studied family support to encourage reading habits of 1,600 secondary and high school students, and 1,600 parents. The findings showed that Thai people have increased their reading habits. 74% of students had reading materials at their homes. 84% read regularly in a week and read written texts approximately 4 hours and 30 minutes per week. Secondary students were found to have spent more time reading than primary students.

Wimontanorn (1977) studied roles, attitudes, and problems in promoting reading among kindergarten students in Prachin Buri Province. Students were divided into two categories, 66 students who love reading and 67 students who read little. It found that parents have an important influence on their children's reading habit. Children whose parents support their reading have better reading habits. And where parents do not support their children, children are strong readers.