

# Readers And Their Habitation

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## Abstract:

In life of a man reading plays very important role. Reading opens the doors to the richness of knowledge. This is an successful way of exposing the kid to the world around him. It is the very basis on which to create an edifice for the boy. Reading is one of the most critical components of our language, and is a crucial resource for all students to learn for a lifetime. To face the twenty-first century these learners must be prepared to adapt to profound social and technological changes. Under these circumstances education is largely dependent on language skills. Reading in general is in this context a resource for continuing education, acquiring new knowledge and skills, gaining information through media, particularly newspapers, books, radio, television, and computers.[4]

Keywords: Reading habits, Importance of Reading Habits, Parts of Reading Habits, ICT, etc.

## 1. Introduction:

Reading is usually an individual practice. It's one way in which data can be accessed. "Reading is a man's bulwark against solitude, his gateway of liberty, his everlasting joy. This brings in here yesterday and tomorrow. Reading provides insight by which individuals can extend their horizons of knowledge, consider, enhance and deepen their interest and build a deeper understanding of themselves, other human beings and the world. Book is still a big part of people's lives in our modern world, and the book is still the most significant medium of communication ever invented in its usual conventional form, despite the emergence of

new audio-visual technologies. To achieve quality basic education therefore requires fostering healthy reading habits for both youth and adult learners. Reading is a portal to a wealth of knowledge that brings people together far beyond time or distance.[6] Reading is important to students in general in order to cope with new information in a changing world - the technological age. The readability is at the core of lifelong reading and self-education. Reading is a very important problem which is not just about fun, it is a necessity; the basic tool for reading. Reading is a means of better knowing one's own perceptions and it can be an exciting process of self-discovery. It is the art of reading printed and written words, the most effective form of conscious reading that affects data grade and reliability, as well as perceptions, beliefs, opinions, decisions and behaviors of readers.

## 2. Reading Conditions:

Reading behavior when performed regularly is considered a habit. Reading habits are also interpreted quantitatively in terms of the amount of material being read, the pace of reading and the average time spent reading (Wagner, 2002), and this habit can be established (Wijesuriya, 1995). Reading, which is a long-term habit beginning with the very early ages, is the prominent gateway to the space for knowledge.[4] It can be interpreted as a method which helps individuals develop creativity and improve their ability to think critically. Throughout this sense, reading habit is an important instrument for the growth of individuals' personality and mental ability. In addition to personal and mental changes, reading is an connection to social, cultural, and

civic life (Clark and Rumbold, 2006). Moreover, in terms of emotional reaction, both reading patterns improve the emotional satisfaction of individuals. Reading preferences often refer to the collection of subjects or wishes for reading literature in a genre (Rudman, 1957). Hence, it is often assimilated that when such practice is willingly carried out for leisure time, a person has developed a habit of reading and interest. Krashen (1996) assumed that this habit and interest could be cultivated at an early age. Of course, there will be differences of interest between individuals of different age, sex and highly influenced by internal parts such as home, motivation, and behaviour, as well as external parts such as peers, universities, educators, and library facilities for individuals.[10]

Reading habit refers to the action reflecting the resemblance of reading to different forms to tastes in reading and reading (Sangkaeo 1999). It's a pattern which organizes reading for an person. Shen (2006) likewise explains reading habits as how often, how often, and what students are learning. Scholars have based their attention over the past decade on researching the students' read habits. Through their efforts, these researchers have discovered that reading habits are related to the students' ethnicity, age, educational background, academic success and professional development. There were attempts made for groups of students. Beers (1996) divided the students into 3 classes in the 7th grade. The "dormant readers" were the ones who enjoyed reading and considered themselves readers but did not take the time to regularly read or refresh their knowledge. We weren't negative in reading, but prioritized other items like sport, social life, and school work. They could read at suitable periods, such as during school breaks or after major projects had been completed. The second and third grades were the unengaged and unmotivated writers. Those in both classes had a poor reading attitude and do not enjoy reading. The uncommitted readers were open to

suggestions for potential reading and had constructive attitudes toward other writers. The unmotivated readers were not open to suggestions for potential reading, and were disrespectful of those who were reading. In a more recent study Bullent (2002) divided reading rates of 108 children aged 11-12 into four groups; heavy readers (reading 24 or more books a year or 2 books a month); medium readers (reading 7-23 books a year or 1 book a month); uncommon readers (reading 1-6 books a month (1 book every 2 months) and non-readers. The last two classes make up a large percentage of children aged 9-10, suggesting that the reading patterns were not well established. An analysis of differences in reading habits from nation to nation reveals that the place of books in the scale of values of those responsible for their promotion is of paramount importance: every State, community and school authority, educator, parent and pedagogue must be seriously persuaded of the consequence of reading and books for human, social and cultural life if they are concerned. The very rare in ancient times before the advent of printing, and even after the Age of Humanism it was only available to an educated elite and economic growth made continuous demands on the intellectual co-operation of a majority of people, posed the question of how the "right to know" for all can become a fact of science, has thrown new light on the sense of reading. The "right to read" also means the ability to develop one's mental and spiritual capacity, the ability to learn and to advance. Reading was once valued merely as a means of obtaining an important message, but reading research today has described the act of reading itself as a multi-level mental activity that contributes greatly to the development of the intellect. The process of converting graphic images into abstract objects imposes tremendous demands on the brain; during the process of reading process an infinite number of brain cells are stimulated. Psychological studies have shown that

increasing readability often leads to an improvement in the ability to learn as a whole, well beyond mere reception. Good reading represents a vital confrontation with the content and ideas of the author. At a higher level and with longer texts, understanding relationships, construction and structure and interpreting the context become more important. Basic reading is likely to turn into creative reading if the new content is related to existing principles, a transition that results in entirely new outcomes. Systematic development of language and of personality.[12]

### **3. Consequence of Reading Habits:**

Reading is one of three thresholds with which a child starts its education. Yeah, the success and failure of his academic life depends to a large extent on his readability. Reading can be considered a fundamental skill to be mastered by every learner and thus any effort should be geared towards their growth in early childhood. Studies have shown that schools and teachers are not as hard on children as parents and friends are. The people the kids spend much of their time with are the ones who monitor the thoughts and paths of their life. Being around people who encourage reading and reading is always good for a child. There are several benefits to gathering these reading habits, particularly when it comes to issues related to the infant's cognitive development. A child can grow up with some difficulties without a habit of reading, particularly if at any stage in a line of work involving reading. Reyhene (1998) found that boys integrated their language skills involuntarily and unconsciously when reading for pleasure. Bignold (2003) believed the reading patterns had improved children's reading skills. The topic of reading whether it is for education or recreation is also important, as it helps to broaden young people's viewpoints and understanding (Green 2002).[5]

A good reading habit is crucial for a healthy

intellectual development, and plays a very important role in enabling a person to achieve functional efficiency. In addition, a person's preferences are dictated significantly by the amount he will read and the pace with which he will be conducting his reading process. By reading books one gets affirmation or rejection of one's own ideas which makes one think more critically about right and wrong in society. Reading gives people a sense of values that helps them to gradually cultivate the greatest of all virtues, that is, the capacity to understand and not condemn. Even books can be very calming, particularly if you have questions about yourself and your beliefs. Pleasure reading fosters the growth of reading as a daily activity that improves both language skills and fluency when reading for enjoyment. Cunningham and Stanovich (1998) reported that reading frequency within and outside the school has a major effect on the growth of speed and fluency in reading, vocabulary, overall verbal ability and academic achievement.[9]

### **4. Sections of Reading Habits Facted:**

Children's reading habits have long been of great interest to teachers, friends, librarian publishers and other stakeholders. Knowing the reading patterns and desires of children will help educators take the appropriate steps to enhance reading of the young. It is generally accepted that the best way to inculcate and cultivate the lifelong habit of reading at the early stage is to. Nevertheless, it is a common phenomenon that more focus is placed on research reading than on children reading for leisure or voluntary reading. Cheah(1998) noted that while students in Singapore would not hesitate to read education-related content, getting them to become lifelong readers and read for pleasure remains an uphill task. There's a lot of pieces that encourage children to learn. An international survey found that almost half of the UK students participating in the study reported reading for relaxation while the

majority of children from twelve developed countries reported reading for passing exams (Books Aid International 2003). A study of adolescents in Britain aged 11 to 18 years found peer pressure to be the most important factor for reading books (Market & Opinion International MORI, 2004). A survey in the United States of 431 pre-kindergarten students through grade eight found that 71 per cent of students who considered themselves good readers had a positive attitude towards reading, while none of the students who considered themselves poor readers enjoyed reading (Cosgrove, 2001). A 6th-form student study in Malaysia (Lim, 1974) found that self-interest or personal interest was the most significant motivating factor, and this favorable attitude was well formulated among girls and those in the Arts line. The National Library and Documentation Service Board (NLDB) conducted a survey in Sri Lanka in 2002 and found the following situations; students' reading habits were bad, the state of school libraries was not encouraging as book collections were old, and most students read "light" materials such as magazines, novels, comic books and newspapers. Gunasekara (2002) studied reading problems in Sri Lankan high schools and found three major obstacles in promoting reading habits. These include; preference for speaking and listening to the radio; inadequate reading resources to be obtained in school libraries, and preference for television watching. Most of the reading was primarily for revision purposes. A study of 8,000 children aged 10, 12 and 14 in Britain showed children had very diverse literacy. A related children's study performed in Denmark, aged between nine and twelve years, reported several differences in children's read preferences. It was found that the children read a total of 1598 books of fiction and non-fiction, published over a period of one month by over 700 authors. The most famous among the children in Singapore were adventure stories

followed by mystery stories (Balasundaram, 1991). Primary school students in Australia enjoyed reading action adventure as much as science fiction and fantasy (Woolcott Research, 2001), while fantasy fiction was top in Britain, followed by satire, horror and scare books (MORI, 2004). A study investigating the favorite past time activities of Chinese elementary and middle school students found that "watching TV" was the most common leisure activity, followed by reading books (Liu, 2000). A separate study of Hong Kong primary 1 to secondary 5 students found that watching TV and playing video games are the two most preferred after school leisure behaviors (Education Department, 2001). The UK study found that young people aged 11 to 18 were more likely to watch television or use the internet than reading books (MORI, 2004). Review of the literature indicates that many sections, especially technological changes, are likely to influence the reading habits of children.[8]

##### **5. Job of ICT in Reading Habits:**

In the future, the day students will exchange their 30-pound book bags for lightweight, portable reading devices no longer seem far away. Some manufacturers are now offering products which can be modified for educational use and some of their print titles are cautiously translated by textbook publishers into e-book formats. For some years, electronic books are supposed to achieve widespread use as an educational resource, but this has not actually come to fruition. It will appear for the first time that all the requisite elements are in place: Affordable but highly usable portable reading apps, a rising number of available book titles, and a technologically literate student population hungry for new media. And the stage seems set for the most commonly used device in the history of education, the written textbook. The classroom is an appropriate target for implementing e-books, as students usually accept modern technology to buy a large volume



of costly, bulky and fast-discarded books. In replace conventional textbooks with e-books, no studies have yet been done in assess the effect it would have on students' reading habits. Information and communication technologies (ICTs) offer readers various opportunities in the same way as their predecessors. ICTs have enabled the libraries to become digital libraries. Digital library is essentially a collection of information which is stored electronically. For example, the ability of the African Digital library has demonstrated that people in the African region can access information on the Web. The creation of the World Wide Web (WWW) may be the biggest sign of the change through reading in academic communication (Magara, 2002:241). Online tools include the possibility to scan several resources at a time-a function achieved faster than by using written equivalents. Digital resources can be written, and searches can be saved so that they can be repeated later. The digital systems are updated more often than not than written tools. One major advantage - particularly for distance learners or those with limited time to access the library - is access via dial-up facilities from outside the library. Digital resources are also easy to use, because readers can access information from the library; from internet cafes; from their offices; and-at times-from the comfort of their own homes at any time of day. The changing role of ICT's, and in particular the use of e-resources, imparts and radically modifies the structure of the reading habits of people. The world is heading the online route that is impacting how people use and/or read library resources. For example, the concept of the digital book (more commonly known as e-book) is changing the habits of the readers. The Internet usually plays a key role in accessing the information resources. Knowledge outlets and other resources in the Internet are rapidly growing (Asemi, 2005). The reading patterns have been changed in an attempt to search for information, the steady rise in Internet usage

for education and study (Edwards & Bruce, 2002), and the growth of search tools. The library is composed of numerous digital format online resources such as electronic books, electronic newspapers, and electronic studies. These e-resources are available in CD-ROM format, online, and certain publications that were originally released in print or other formats that were translated into web-accessable digital formats (Asemi, 2005). Numerous web browsers include Internet Explorer, MSN, Netscape and a number of search engines including Yahoo, Twitter, Hot Bot, MSN, Alta Vista. Additionally, e-resources that include the entire manuscript collection, over-used printed paper, broad archival value printed content, photographic collections, oral history records, and other dispersed but valuable audiovisual collections that are translated into digital format for preservation purposes. Whelan (2004) describes the results of an Ohio study conducted by more than 13,000 grade 3 to 2 students, who reported that their school libraries allowed them to become better learners by providing them with materials for their research assignments and enabling them to do better homework. The students generally appreciate their library's role in IT guidance, providing skills in data literacy, searching the Internet, checking websites, using power points, verbs, excellence, and other features.[13]

## **6. Conclusion:**

Reading helps recognize the literature and fosters competence in one's world experience. Most of the studies conducted worldwide and in the Indian context also emphasize that rapid urbanization and technological advances have influenced people's read habits in developing countries. Recent research indicates independent reading patterns, or students who chose to read for themselves are good markers of school and reading progress. Scholars also find that leisure reading declines significantly

in middle school years. Growing numbers of studies concentrate on important issues related to student motivation and reading behaviors during middle school years (Krashen, 2004). Such studies found that students who received high scores in reading tests appeared to have a strong intrinsic passion for reading, among other indicators of literacy training, and often preferred to read frequently outside of school. Krashen (2004) writes in his review of independent reading literature: "In all studies, the connection between the free voluntary reading reported and the growth of literacy is not broad; Yet surprisingly consistent. "Almost every study investigating this relationship has shown a strong correlation and it is present even though different assessments, different reading patterns and different free reading concepts are used. Given the complicated associations between independent reading behaviors, reading comprehension and school achievement, more work is required in atoll.

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