

Correlation between Informal & Formal Reading: Does Pleasure Reading Improve Academic Reading Comprehension of Students in English at Elementary Level

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Abstract

It is no secret that increased use of technological gadgets at economical rates has led to steep decline in reading habits which is fairly alarming. The extravagant exposure to technological equipment has brought along the affordable entertainment for people of all ages aside from their educational and occupational benefits. But this has made extensive reading a stultifying business in the view of most people especially the children of school age which is even more upsetting. Securing high scores in the academics is an established expectation of parents, teachers and school leaders which is hooked up with the basic skill of adequate reading comprehension. This study was aimed to investigate the correlation between extensive and intensive reading skills. It is precisely intended to produce an empirical evidence towards substantiating the fact that pleasure reading profoundly affects the reading comprehension of students at elementary level. For this research, the stratified mixed sampling and experimental research methodology was adapted. The data comprised of students' achievement scores in reading comprehension tests. The collected data was analyzed both qualitatively and quantitatively in order to measure the impact.

Key Words: Extensive Reading, Intensive Reading, Formal Reading