

INVESTIGATING THE INTENSIVE AND EXTENSIVE READING PATTERNS OF PART-TIME STUDENTS IN A UNIVERSITY

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Abstract

This research work examined the intensive and extensive reading patterns of part-time students in Ekiti State University, Ado-Ekiti, Ekiti State. The research design used was a descriptive survey design. The samples were 120 students selected using multistage sampling technique. Questionnaire was used to elicit information from the respondents. The face and content validity of the instrument was carried through experts in the field of Education and reliability of the instrument was carried out using test-retest reliability method. The instrument was administered by the researcher and research assistants. Data collected were analysed using descriptive statistics of frequency counts and percentages. The result showed that part-time students engage in both intensive and extensive reading pattern but they read intensively than extensively. Again, it revealed that students have difficulties and challenges getting materials to read but a visit to the library had helped in solving the problem. Family responsibility and job requirements were other problems hindering students reading patterns. Based on the findings, it was recommended that Part-Time students should develop interest by going extra mile to engage in extensive reading. Time consuming activities such as face book, television, videos and so on that has taken the place of reading in students should be avoided.

Keywords: Reading Patterns, Intensive Reading, Extensive Reading, Part-time Students

Introduction

One of the current trends observed among many higher institution students is poor reading culture which has culminated in poor performance in all almost all fields of study. There are basically two kinds of reading and it is important to distinguish them here oral reading (reading aloud) and silent reading. Reading aloud or oral reading is a type that is basically aimed at pronunciation competent i.e. at the level of training in the process of learning language. It is aimed at sharing ideas, messages information etc. with others either in a congregation, a classroom, a meeting, or other forms of gathering. Under normal circumstances, reading is silent thing and it is individual oriented since the writer of the text expects that text would be read and not to be heard. But there are also certain texts that are meant to be read aloud, not listened to such as news bulletin on television or radio, Bible reading and recitations.

Also, there are two kinds of silent reading, they are, extensive reading and intensive reading. Extensive reading involves reading variety of materials that can help the learners widen their knowledge and experience. In this kind of reading, the reader is not tied to a particular or prescribed text. It is mostly done for personal achievement or enrichment. It is a kind of reading that aids scholarship, a kind of reading that undergraduates or other adults are expected to get involved in Extensive reading entails reading a text just to have general information of the text. It is often done outside the classroom and the curriculum. Two great skills employed by extensive readers are skimming and scanning (Dada, 2010)

Intensive reading at this juncture is that type that involves reading a prescribed or given text with utmost concentration in order to acquire a good understanding of what it is about. It is reading to search for information in order to solve a particular problem. It is also referred to as study reading because it deals with close study of the material. It is a kind of reading that requires slower reading speed than what is obtainable under extensive reading since the level of comprehension required is high. This type of reading is adopted for examination purposes and also for critical analysis, assessment and interpretation of concepts (Dada, 2010).

As an undergraduate, it is required that one dedicates a lot of time to reading in order to be successful academically. In order to sharpen or broaden one's intellectual horizon one should be involved in accurate and productive extensive reading. As earlier stated extensive reading affords one an opportunity and in the University there are a lot of students from different backgrounds, social status and geographical location in fact, the University is another entire world on its own which accommodates every Dick and Harry and so, dynamic, competitive and knowledge enshrining as it may be, there are also pleasurable, enticing and alluring practices that if one is not careful enough, his case becomes like that of a needle which has lost its thread. University students are expected to go extra mile in search of useful information outside or beyond or better put besides what the lecturers dish out to them. Reading materials from different authors affords the opportunity to compare concept from such authors' texts, relate ideas and juxtapose information or knowledge acquired as a result of interaction with such materials. As an

undergraduate, the two types of reading- Extensive and intensive reading should be practised if one must stay abreast with current happenings around and get ahead with others.

There are many factors contributing to students' reading ability. One of these factors is time, the amount of materials that is actually read by a person has a positive or negative effect on reading ability, many students do not read on less it for an assignment of examination, in school, any type of reading such as, fiction, new, articles, Bible, Magazines and so on would help a person become a better reader. Certainly, reading something a person find pleasure with would be best but reading something because is helpful is good as well. The positive effect of this is that increasing the exposure to reading a wide range and amount of material increases a person's resource of neuron connections in the brain. Many part time students are of the opinion that combining job, family, religious activities and other human endeavours with education is not an easy task hence, given accurate time for extensive reading becomes a challenge. The greater number of connections made while reading makes it easier to understand and retain new materials. This is while older adults often make excellent college or University students. They have some many neuron connection to relate to new information, much less effort is taken to comprehend and remember new materials, stress can of cause, interfere with retaining information and many adult who are students are also under a great deal of stress. It actually seems to distress some students when they especially required to read directions or materials for an assignment. This could lead to lower level of comprehension. Most part time learners do not have adequate time for reading.

Indolence on the part of some part time students is also another variable influencing students' reading abilities, many students are lazy on their own they consider it as a challenge lay hands on their books to read, some even derive pleasure in watching television, home videos, playing games than dedicating adequate time for reading.

Review of Related Literature

The rate at which the reading culture in Nigeria gradually is declining is so alarming hence, today many students in her various higher institutions of learning seem not to be able to write or express themselves because they do not read. Some students even go as far as copying project works from others and use as their own Long Essays. Oyegoke (2004) submitted that one of the reasons why reading has almost become a thing of the past is the mercantilist nature of our education which regards certificate as meal tickets. Nigeria is 'a nation wherein too much premium is placed on paper qualification what we now have in our Universities is no other thing but schooling without adequate knowledge hence, colleges or University degree without contents'.

To proffer a lasting solution to this menace, the reading culture has to be brought back into, our land. This can be done through serious reading of literature being brought into our schools, colleges, polytechnics and universities. Any work of literature can help boost the reading ability of students, by literature do not mean unserious thrillers or pop fiction most of which thrive on pornography, violence and sex. Any literature that thrives on sex, violence and sheer appeal to emotion rather than to the intellect contributes nothing positive to individual and societal development (Ogbeide, 2010). Work of intellectual and imaginative horizons. Apart from literature, students can lay hands on magazines, journals academic, newspapers and how it is conveyed and the use of dictionary to check likely unfamiliar words.

There are many students who still hold the erroneous view that Art students should read literature, it is indeed a misconception, and students ability communicate well, express one's feeling is not meant for certain group of students. It is highly worrisome and embarrassing to come across graduates from universities or colleges who are unable to express themselves or even write a good application letter, we often read applicants' letter bearing "Calvary greetings to you in the name of the Lord" or "the reason why I'm applying for this Job is "One wonders writing while that they could not differentiate between the feature of a formal letter and that of the informal one.

Researchers however, have been making frantic effort dared towards identifying the major source of the problem. Could it be the home, the society, school or government? Students have been carried out with focuses on various variables, but this reading problem continues to linger.

Ofodu (2010) avers that reading comprehension forms an important aspect of English language and it is not peculiar to English Language alone. She further opines that students need to read and comprehend the notes they copy, textbooks, instructions and examination questions in order to attain the best in their chosen field of study. This is true because as important as reading is to students so also the level of reading comprehension is important and cannot be over-emphasized here, hence, what one reads and understands he is able to produce or dish out to others in a useful and generally acceptable way. In order to 'read efficiently and effectively, learners must be able to comprehend and read meaning to words hence, comprehension goes beyond mere getting facts straight, but it include criticism, interpretation, critical analysis. Juxtaposing and evaluating the content and style adopted in its presentation.

Amara and Ebere (2011) assert that majority of students in tertiary institutions read only to pass examinations, and lately even the reading for the

sole purpose of excelling in examinations is no longer popular amongst students due to some corrupt practices that have crept into their lives. There is a widespread of poor reading culture among students of tertiary institutions.

Arua (2009) gave some suggestions about reading extensive for those who have not started to do so.

- i. *Start now:* the benefits of extensive reading are incalculable. Among other things, it provides the student with background knowledge that can be employed when reading academic and other non-academic texts.
- ii. *Vary your reading:* Read novels on adventure, science, fiction, crime, magazines, cartoons and comics among others.
- iii. *Read only the materials that you enjoy.* Whatever you learn from your reading should enable you to tackle academic texts confidently.
- iv. *Ask your friends and teachers for advice.* They should be able to recommend reading materials from which you can choose your teachers can also guide you in other ways you are not aware of.

Research Rationale

Reading appears to be tool that opens the door to the world and knowledge. On the other hand, writing gives an individual opportunity for self-expression since whatever one reads is in turn able to put down in black and white. It is important for everyone to develop the rudiments of reading and the culture of reading always so as to carve a niche for oneself in life. The art of reading seems to be a priceless instrument for everyone. Students read, but appear not to do so extensively. It is worrisome that most students do not read until it is time for examination and for those who read well enough, attention is focused only on intensive reading rather than combining it with extensive type of reading. A student who fails to engage in intensive and extensive reading all together may encounter difficulties in harnessing his or her potentials and maximizing goals among other youths in the society.

This research work investigates the intensive and extensive reading patterns of part-time university students. The study furthermore, tries to ascertain the factors hindering students from extensive and intensive reading. Thus the study further answers the following questions:

1. Do Part-Time students engage in intensive and extensive reading?
2. What problems hinder their intensive and extensive reading patterns of Part-time students?

Method

This study adopts the descriptive survey research design in which collection of relevant data is made using appropriate instrument for the purpose of describing and interpreting existing situations based on how they are observed. The entire part-time students of Ekiti State University constituted the population for the study. The population for the study was drawn from Ado Local Government Area of Ekiti State. All the students in the part-time programme in the Ekiti' State University constitute the sample. One hundred and twenty (120) students were selected using multistage sampling technique. Questionnaire was used for the study. The questionnaire contains two sections, Sections 1 and 2. The validity of the instrument was determined through the experts in the field of education and adequate corrections were taken into consideration while making the final drafting for the instrument. Useful suggestions that will improve the instrument were raised. Test-retest reliability method was used to ascertain the reliability of the instrument. The instruments were administered two times with an interval of two weeks on respondents that were not part of the respondents chosen for the study and responses were subjected to validation using Pearson Product Moment Correlation Analysis, 0.82 correlation coefficient result obtained showed that the instrument was reliable. The questionnaires were administered on the students of the selected institutions. One hundred and Twenty (120) questionnaires were distributed randomly to the students. The research instrument was retrieved as soon as they were completed by the students

The data generated were analyzed using descriptive analysis to find out the percentage of response on each of the items. This was carried out through frequency counts and simple percentage. The responses of each item with options were counted and their percentages were categorized and analyzed.

Results

Question 1: Do Part-Time students engage in intensive and extensive reading?

Table 1: Descriptive analysis showing the intensive and extensive reading patterns of Part-time students

S/N	Questions	Strongly agreed		Agreed		Disagreed		Strongly disagreed		Not at all	
		N	%	N	%	N	%	N	%	N	%
1	I read only texts recommended by my lecturers	12	10.2	33	28.2	44	37.6	23	19.75	5	4.3
2	I do visit the library to read, develop myself in the area of acquisition of getting solution	40	34.1	42	35.9	13	11.1	14	12.0	8	6.8
3	I visit the library only to prepare for examination	10	8.6	18	15.4	39	33.3	40	34.1	10	8.6
4	I find the materials to read in the library	28	23.9	47	40.1	21	18.0	11	9.4	10	8.6
5	I read only materials that arouse my interest	23	19.7	53	45.3	21	18.0	12	10.3	8	6.8
6	I engage in independent reading?	23	19.7	53	45.3	21	18.0	12	10.3	8	6.8
7	I read materials: magazines, novels, newspapers	48	41.0	53	45.3	9	7.7	4	3.4	3	2.6
8	Reading other texts makes me comprehend better	53	45.3	54	46.2	8	6.8	1	0.9	1	0.9
9	I perform better in examination when I read other texts	42	35.9	52	44.4	17	14.5	6	5.1	0	-
10	I have a feeling of fulfilment when I read outside my discipline	31	26.5	64	54.7	8	6.8	11	9.4	3	2.6

The findings from Table 1 revealed that 10.2 % - 28.2 % read only texts prescribed by the lecturers while 4.3 %, 19.7 % and 37.6 % of the respondents do not depend only on the texts prescribed by the lecturers. Also, 34.1%-35.9% of the respondents visit the library often whereas 6.8% 11.1% and 12.0% respectively do not visit the library to read or develop themselves in getting or acquiring solution to a problem 8.6% -15.4 of the respondents do visit the library only to prepare for examination while 8.6%, 33.3% and 34.1%, respectively pay visit to the library while 8.6%, 9.4% and 18.0% do not find the materials to be read available in the library, 19.7% - 40.1% of the respondents often read materials that arouse them whereas, only 4.3%, 16.2% and 19.7% respectively do not read materials that arouse them, the findings also revealed that only 19.7% - 45- of the respond

ents read independently while 6.8%, 10 and 18.0% do not engage in reading independently. It could also be seen that 41.0% - 45.3% engage in reading magazines, novels and newspapers whereas, 2.6%, 3.4% and 7.7%o respectively do not read all of these often. Also, while 45.3% - 46.2% believe that reading other texts boost their comprehension skill only 0.9% - 6.8% do not agree with this, 35.9% - 44.4% are of the opinion that they perform better in examination while 26.5% - 54.7% derive or reach a certain level of fulfilment reading outside their field of study, 2.6%, 6.8% and 9.4% respectively do' not have any feeling of fulfilment reading beyond or out of the confines of their academic field of study.

Question 2:

Table 2: Descriptive analysis showing the challenges involved in reading

S/N	Questions	Strongly agreed		Agreed		Disagreed		Strongly disagreed		Not at all	
		N	%	N	%	N	%	N	%	N	%
1	It is difficult getting most of the texts recommended by lecturers	17	14.5	40	34.1	39	33.3	11	9.4	10	8.6
2	I am a married woman\man and so my children distract my reading patterns	11	9.4	28	23.9	26	22.2	34	29.1	18	15.4
3	It is not easy combining work and family	24	20.5	52	44.4	16	13.7	22	18.8	3	2.6
4	As a man\woman, it is not easy to cope with the demands of family responsibilities, job, church activities and reading	19	16.2	56	47.9	22	18.8	15	12.8	5	4.2
5	Apart from visiting the library, reading recommended texts, I use the mobile library on the internet	40	34.1	3	45.3	12	10.3	6	5.1	6	5.1

The findings from Table 2 showed that 14.5% to 34.1% of the respondents find it difficult locating most of the texts prescribed by lecturers in the library as against 8.6%, 9.4% and 33.3% who do not encounter such difficulty, 9.4%, 29.1% and 23.9% believed that

marriage and children (especially for the women) distract their reading pattern while 15.4%, 29.1% and 22.2% respectively do not subscribed to this view, 20.5% to 44.4% are of the opinion that it is not easy combining job and family responsibilities with reading ,as against 2.6%, 18.8% who do not agree, 16.2% to 47.9% believed it is not easy to cope as a man/woman considering job, family demands

and church activities as against 4.3%, 12.8% and 18.8 who do not agree, 34.1% to 45.3 visit the library on the internet whereas, 5.1% to 10.3% do not engage in this.

Question 3:

Table 3: Descriptive analysis showing the degree at which other materials are read

S/N	Activities	Very Frequently		Frequent		Rarely		Sometime	
		N	%	N	%	N	%	N	%
1	Examination	73	62.4	35	29.9	6	5.1	3	2.6
2	Tests	53	45.3	55	47.0	6	5.1	3	2.6
3	Interviews	21	18.0	42	35.9	34	29.1	20	17.1
4	Newspapers	22	18.8	39	33.3	31	26.5	2	21.4
5	Magazine	26	22.2	36	30.8	21	18.0	34	29.1

The findings in Table 3 revealed that 29.9% - 62.4% of the respondents make adequate preparation (reading) for examinations while only 2.6% 5.1% do not prepare or read very well for examinations. It could also be realized that 45.3% -47.0% of the respondents read very well for tests as against 2.6%-5.1% of them who do not prepare very well for test, 18.0%-35.9% of these respondents have time to read for interviews whereas, just 17.1%-29.1% of them barely have time to read for interviews, 18.8% 33.3% read newspapers respondents who read newspapers. It could as well be observed that 22.2%- 30.8 of the respondents also read magazines appreciably whereas, only 18.0%-29.1% read magazines respectively.

Discussion

The findings revealed that most part-time/sandwich undergraduates (Students) engage in intensive reading more, when compared to extensive reading as against Krashen's (2006) view, who claims that reading alone (extensive reading) will increase encounter with unknown words, bringing learning opportunities by inference. The learner's encounters with unknown words in specific contexts according to him will allow the learner to infer and thus, learning those words' meanings.

It was observed that students only visit the library when preparing for examination or test as the case may be. The findings showed the difference between students reading intensively as well as extensively, the importance of reading at leisure time, reading the materials that appeals or arouse one's interest and gaining a lot of knowledge from such materials as supported by Nation (1998) who suggests that learning from extensive reading should meet certain conditions such as focusing on the meaning of the text, understanding the type of learning that can occur through such reading, having interest and engaging books, getting learners to do large quantities of reading at an appropriate level, and making sure that learning from reading is supported by other kinds of learning. It was observed that so many opportunities and benefits abound as one engages in positive or effective self-study in order to broaden or widen one's horizon and as a reader

become, leader in our ever fast growing and dynamic society.

The findings also revealed that certain factors such as job, family responsibilities, church activities and the society in general affect the reading pattern of part-time/sandwich students, those who are married believed that, it is not easy combining the above factors with reading. These may not be true especially for the male gender since they do not have so many responsibilities ranging from nursing or bringing up children, keeping the home tidy and making sure that the home in general is properly taken care of compared to the female folks.

Conclusion

Conclusively, it is very pertinent for Part-Time/Sandwich students to be highly engaged in self-study (extensive reading) as a supplement to intensive reading. Based on these findings, intensive reading otherwise known as study reading involves close study of the test, slowest reading rate which is' used for difficult texts and carefully analyzing the texts, while extensive reading or Self-study involves reading as much as possible for pleasure and personal enrichment. The importance of extensive reading includes: It is informative, educative, timely (one can get information within a shortest possible' time), self- evaluative and propels the innate ability in one, as it enables one to discover oneself and the potentials that are yet to be harnessed in one, it improves one's communication skill and as well aids a better academic performance of students.

Recommendations

Based on the findings; the following recommendations were made:

1. Part-Time/Sandwich students should develop interest, going extra mile to engaging in extensive reading, time consuming activities such as Facebook, television, videos and so on that have taken the place of reading in students should be avoided.
2. An appreciable level of self-discipline, shunning indolence and developing interest in reading will go a long way in ensuring better formation of character or personality in students.
3. During reading activities, students should create a very rich and conducive environment for themselves, making available variety of books on different fields of human endeavour for better concentration, in order to obtain useful knowledge or information that could be of help to them.
4. The school authority or management should make relevant materials on both intensive and extensive reading available in school libraries for the students to develop or rejuvenate the dying reading culture in our society.

5. The government on its part should encourage the judicious use of funds meant for the procurement of necessary materials on intensive and extensive reading in the schools' and states' libraries.

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