

# Saudi College Students' Home Reading Practice Environment

Hamad Mohammed Alluhaydan<sup>1</sup>

<sup>1</sup> Department of English and Translation, College of Science and Arts at Alrass, Qassim University, Saudi Arabia

Correspondence: Hamad Mohammed Alluhaydan, Department of English and Translation, College of Science and Arts at Alrass, Qassim University, Saudi Arabia.

Received: January 22, 2023

Accepted: April 10, 2023

Online Published: May 18, 2023

doi:10.5430/wjel.v13n6p128

URL: <https://doi.org/10.5430/wjel.v13n6p128>

## Abstract

The current study describes the status of the Saudi home reading practice environment. A survey was used to identify the major factors affecting Saudi home reading practice such as, the time spent reading at home, the availability of reading materials and the social educational environment (parents' education, siblings, family, friends). There was a positive correlation between reading practice, speaking about reading, buying books using personal budget, reading personal list, age, reading in another language, reading outside of school curriculums, the home reading practice, and Saudis daily practice of reading. It was common for Saudis to share reading materials and speak about what they had read. Most Saudi readers did not have a reading list but based their reading books choices on recommendations from family members, classmates, or friends. Saudis who received books as gifts were more likely to practice reading. Teachers, especially ESL teachers, must encourage Saudis to practice reading out of school or work to enhance their literacy skills.

**Keywords:** Saudi, literacy, home, reading practice, environment

## 1. Introduction

One of the significant factors that influences literacy skills and development is the home literacy environment (HLE). Literacy practice, and specifically reading, varies from one home to the other based on the frequency, intensity and quality of reading experiences (Segal & Martin-Chang, 2018). Most studies in HLE have examined the role of the parent in preschool or at the early stages of school. Parents' roles include shared book reading and holding conversations about reading and writing. Several research studies, especially in North America, demonstrated the significance of the HLE including the availability of reading materials at home, storytelling, interactive reading and the family behavior model of literacy practice (Nuswantara, Savitri, Hermanto, Suarmini & Bhawika 2022; Fitton et al., 2018; Paratore et al., 2010; Phillips & Lonigan, 2005; Lonigan, 2004; Beals, 2001). Other studies also found that parents' education, economic, cultural beliefs and literacy practice beliefs (Aram et al., 2013; Dumont et al. 2014; O'Brien & Arshad, 2020; Van Steensel, 2006) could influence an individual's literacy practice and development (e.g., Aram & Aviram, 2009; Kalia & Reese, 2009; Thomas et al., 2020).

Consequently, HLE research studies are mostly focused on parents' role in their children's literacy development. Additionally, most of studies on home language practice and reading practice are small-scale qualitative studies. Thus, it is difficult to conceptualize the status of literacy practice in the absence of a large-scale study. A few studies have investigated later HLE impact on young persons' literacy development (Beals, 2001). The HLE may vary due to cultural differences. When Western youth they finish the high school, they are more likely to leave their family homes to study at a college. In contrast, Saudi youngsters would not leave their family homes unless they got married, thus Saudi youth would still be attached to their childhood home literacy environment. Hence, this study investigated Saudi college students' home reading practice environment, interactive reading (IR) and shared book reading (SBR) while considering factors that may influence their reading practices such as speaking about reading, sharing reading materials, having reading list etc.

## 2. Literature Review

The term *home literacy* environment or home reading practice was first used by Taylor (1983) who examined the role of home literacy in children's literacy development. Literacy researchers have proven that the journey of literacy initially starts at home. Hence, home literacy practice is the first and most significant step in acquiring literacy which considerably contributes to early literacy development (Curry et al., 2016; Holdaway, 1979; Paratore et al., 2011; Ruterana, 2012; Spreadbury, 2002). Bamberger (1975) highlighted the remarkable role of home literacy practice when he addressed the issue of reading habits in UNESCO.

The development of lifelong reading interests and reading habits is a constant process which begins in the home, improves systematically in the school and is carried on in later life through the influences of the general cultural atmosphere and the conscious efforts of public education and public libraries. (Bamberger, 1975, p. 43)

Indeed, any reading practice habits start at home. According to previous studies on home literacy practice, the home is the first social organization that children encounter. Children acquire their language, literacy, emotions, behaviors, thinking and even dreams at home (Al-Momani et al., 2010; Al-Maadadi et al., 2017). Successful students with a high level of literacy achievement usually have had consistent family engagement in their early years of schooling (Al-Maadadi et al., 2017; Harper et al., 2011; Steinera, 2014). Home

literacy, and specifically reading practice, has a profound influence on literacy development (Flack et al., 2018; Nyhout & O'Neill, 2013; S é í á h a l & LeFevre, 2002; S é í á h a l & LeFevre, 2014; Weinberger, 1996). Parents have an undeniable role on the family literacy development and serve as the main supporters of good readings habits for their families. Parents also empower other family members to be responsive readers through ongoing active interactions with them (Ruterana, 2012; Thomas et al., 2020).

Paris (2005) proposed that the literacy journey is built on two literacy skill domains: 'constrained, and non-constrained.' The notion proposed refers to the assumption that some behaviors, skills and abilities are typically acquired within a short time. However, other behaviors, skills, and abilities (e.g., reading skills, reading motivation, storytelling) take a lifetime to be acquired (Anderson et al., 2019). It is difficult to notice or measure non-constrained literacy skills, including reading habits. Furthermore, it takes a long time for an individual to make use of non-constrained literacy skills.

Although the impact of shared book reading (SBR) on early or later literacy development has not been established (Ridzi et al., 2014; Scarborough & Dolbrich, 1994), there is a strong interrelationship between SBR and the enhancement of vocabulary or language skills (Anderson et al., 2019; Evans et al., 2000; Mol et al., 2008). Ridzi et al. (2014) wrote that SBR is a "solid gateway practice that makes possible a host of other active reading practices" (p. 551). Cunningham and Ziblusky (2011) concurred with these findings by stating that SBR enhances young reading motivation and interest. However, Ridzi et al. (2014) pointed out that SBR is not popular among some families. Low-income families or those who come from a different cultural or linguistic background may not be experienced books readers, or may have limited access to books in their homes (Kreider et al., 2011).

Studies have also revealed indefinite positive influences of interactive reading (IR) on oral language development and reading practice (Mol et al. 2009; Swanson et al. 2011; Towson et al. 2017). IR positively affects oral skills and linguistics development (Lonigan & Shanahan 2009; Mol et al. 2009; Towson et al. 2017). Nowadays, sharing reading books is one significant reading practice that has become a part of IR (Mol et al., 2009; Mol & Bus, 2011). Therefore, different researchers have proven that literacy, and specifically reading, is not a unitary skill, but is a social process that can be practiced in different forms based on varying contexts or purposes (Cairney, 2003). Friends and relatives have an influence on improving an individual's reading practice skills, especially when these individuals regularly encounter a social literacy practice in their social environment. The home literacy environment could be visualized as being comprised of various moving parts that facilitate the development different early literacy skills.

Literacy researchers have also examined other influences on home reading practices. Home literacy practices vary from one culture to another due to a family's social, economic, and educational situation. Home literacy practices also vary based on each family's habits and interests. Some families might support pleasure reading, while others may emphasize the importance of educational or school reading over pleasure reading. In some homes, reading may not even take a place at all (Curry et al., 2016; Owodally, 2014).

### 3. The Arab Home Reading Practice

Despite numerous studies on the home or family literacy environment in Western cultures, there are few studies that have examined the Arab family reading practice (Alshaboul, 2004). Subsequently, there limited information about the Arab home reading environment (Tibi & McLeod, 2014). A limitation not only documented by Arab researchers, but also noticed by Western researchers who sought to examine Third World Literacy (Callaway, 2012; Dixon & Wu, 2014; Williams, 2006). Unfortunately, most research studies focused on about Arab reading practice and Arab Home reading environment are prejudiced. There is an unapproved general presupposition that Arabs do not read, and that Arabs prefer speaking to reading. Martin et al. (2017) shared journalist Ursula Lindsey's opinion in "Why Don't Arabs Read?" published in the *Arab Higher Education News*, stating

Every time I hear someone complain that people don't read in the Arab world, I wonder: Is that true? And if so, why? . . . There are many indications that readership is relatively low in the region. But we don't know the extent of the problem, and partly because of that, we can't clearly tell what its causes and effects are. (p. 3)

The UNESCO (2015) literacy report which documented literacy rates in 22 Arab countries supports the claim that Arabs do not read. The report further states that only a few research studies have examined the causes of these reading practices. This literacy report did not document the population evaluated or the participants' age or even how data was collected. For example, Egypt 's literacy rate in 2006 and 2016 was 66% and 75%, respectively, while the same year, Qatar had the highest literacy rate ( 97%). A country with vast population like Egypt is not comparable to a country with a very small population like Qatar. Likewise, Al-Mahrooqi and Denman (2018) wrote about the reading practice in the Arab world as follows:

For example, Ayish (2010) reported that an average person in Europe reads around 35 books a year, while the equivalent of only 1 book is read by every 80 Arabs in the same period. This is supported by the admittedly contested claim put forth by the Arab Thought Foundation Fikr that the average Arab child only reads for a total of around 6 min a year compared to the average Western child's 12,000 min. (Al-Yacoub, 2012, p. 151)

Moreover, another study by Rajab & Al-Sadi (2015) that surveyed 330 Saudi college students at the foundation level in one of the Saudi universities, ddiscovered that "70% of the respondents had not read an Arabic story or book from beginning to end, and more than 9 in 10 said they had not read an entire English story or book" (Martin et al., 2017, p. 3377). However, the study did not evaluate the environment of reading in a Saudi family and what type of reading could be considered a reading practice, for instance, reading religious books. The study findings led to lot of questions about the underlying reasons for the current reading situation among Saudi.

Rajab and Al-Sadi (2015) found that six out of 10 students planned to read a story in the future and only 40% of them had ever bought a book in the three years preceding the interview date. Another study conducted by Martin et al. (2017) who investigated Arab book reliance, reported that Arabs had a lower level of book reliance when compared to Western and Asian cultures because the “reading culture” was not part of the Jordanian (Araba) culture. If an Arab carried a book to read on the bus or in any public places, he would look rather strange” (Banihani & Abu-Ashour, 2015, p. 75). But the Jordanian Social disapproval of reading cannot be generalized to Arab cultures due to variations in Arab cultures. Therefore, the Saudi social and home environment to some extent differs from Jordanian home environment and vice versa.

Banihani and Abu-Ashour (2015) conducted interviews with schoolteachers and administrators in Jordan about Jordanian family literacy practice. The children did not have home reading role models. Study findings illustrated that “parents do not value reading and do not encourage their children to read either” (p. 75). Similarly, Barza and Suchodoletz (2016) studied United Arab Emirate home literacy as cultural transmission based on ecological theory which examines family, community, and school literacy practice. The researchers described Emirate family literacy as follows:

In general, there has not been a tradition of storybook reading at home with younger children and therefore it is not common for parents and children to select books for joint reading in school or community libraries. Consequently, visiting a library, where children learn how to select books based on their individual interests and reading level, is not a typical outing for Emiratis. This is reflected in the low number of community libraries in the country that predominately specialize in military, social, and political history rather than children's books. (p. 144)

There is no concept of family reading practice among Emiratis, or to some extent, the Gulf states’ families despite a custom of a daily evening family meetings where they talk and chat about everything in their lives. However, the researchers who may have not understand the culture, may have applied Western perspective of family reading practice to the Emiratis. Also, a survey of independent reading by Qatari college students conducted by Bendriss and Golkowska (2011) found that 28% of students almost never saw their parents read for pleasure, and only one out of four of the students indicated that their parents had read to them.

Arabs or Saudis may have a reading practice problem. Almost none of previous studies identified during an extensive literature research explicitly discussed the Saudi home reading practice environment situation, or evaluated the family or social reading practices and their impact on individual reading. Therefore, this study investigated the status of Saudi home reading practice environment, IR, SBR, and social reading activities.

#### **4. Study Methodology**

This quantitative research study was primarily based on survey analysis. The primary purpose of the study was to describe factors influencing the Saudi home reading practice environment. The study questionnaire items, from two surveys, the family literacy environment scale (Griffin & Morrison, 1997) and the HLE questionnaire (Martini, 2004) were modified to align with the study goal. Only items related to the study purpose and goal were used. The (Likert scale) was used to investigate Saudi home reading practice, storytelling, IR and literacy practice behavior. Participants were required to select one of the following responses: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree).

Select independent variables were examined to identify the most influential factors on Saudi reading practice. For example, reading daily out of school or work; reading resources are made available at home; visiting the library etc. Afterwards, study survey items were analyzed using multiple regression analyses to determine the correlation between items and their effect on Saudi reading practice: the “reading daily out of school or work” significantly influenced Saudi reading practice.

#### **5. Measures**

Study questions were developed to assess the following measures:

##### *5.1 Background Information*

The questionnaire documented a participant’s age, gender, education level and occupation, as well as their parents’ educational level and occupation. Personal information was used to portray the status of the family’s reading practices.

##### *5.2 Comprehensive Family and Social Reading Practices*

This section of the questionnaire investigated the home reading practice environment. The developmental questions investigated the significance of reading to the family, home literacy practices, home reading activities and social reading environment or support within the family social circle (relatives). Additionally, this section also examined the availability of reading resources and sharing reading materials in the home. This section also evaluated the amount of time spent by participants on reading practice with a view to explore the effect of the environment on home reading practices.

##### *5.3 Study Participants*

The study participants were Saudi college students who would provide information about the Saudi college home literacy practice environment. The researcher’s personal connections with professors teaching at Saudi academic institutions (such as Qassim university, Majmaah university, King Saud university) in different college majors, were used to recruit study participants. The professors voluntarily asked their students to participate in the study. Also, social media (What’s Up, Telegram, Facebook, Twitter) was used for participants’

recruitment. Social media mainly facilitated the recruitment of students linked to Saudi universities students' associations that include a large number of college students or graduates who were still connected to their colleges through social media. Study participants were asked to share survey with their parents, siblings, family members, and friends to obtain a vivid picture of the participants' home literacy practice environment after finishing it.

The total number of study participants was 455. One hundred and eighty two participants were males, while two hundred and sixty-three were females. Participants' ages ranged from 18 to 30 years old. All study participants had completed high school and were in their first year in a college or enrolled in a preparation year at a Saudi college. Some participants were graduate students who were currently pursuing a graduate degree outside the kingdom of Saudi Arabia.

**6. Study Analysis**

There was a generation literacy practice gap. Close to half of the study participants, who were college students or graduates, had an illiterate parent with more participants reporting mothers who were illiterate. There was a remarkably high proportion of undergraduate Saudi mothers or fathers. This finding could be related to the positive change in education and literacy in the kingdom. The education level of house holders illustrated is a noticeable transition in of the education level between Saudi family generations. The Saudi government's compulsory education policy had immensely changed the Saudi family educational status (Table 1).

Table 1. Parents' Educational Level

ANSWER CHOICES	MOTHER'S EDUCATION LEVEL		FATHER'S EDUCATION LEVEL	
	Percentage	Number	Percentage	Number
ILLITERATE	45.21%	198	25.51%	114
PRIMARY SCHOOL	2.74%	15	4.10%	18
MIDDLE SCHOOL	9.59%	42	9.57%	42
HIGH SCHOOL	14.38%	68	23.01%	101
UNDERGRADUATE	24.43%	107	29.16%	128
GRADUATE	3.65%	16	8.66%	38
	Answered	451		
	Skipped	4		

Gender differences existed within educational level of Saudi parents. Saudi fathers' level of education overshadowed that of Saudi mothers' level of education (Table 1). Close to one third of the study participants' fathers held a bachelor's degree while only 24.43% of study participants' mothers held a college degree. However, in the upcoming decade, the level of illiteracy is likely to decrease among Saudi families due to the compulsory education policy resulting in a several students graduating each year from Saudi colleges. Although there is a large number of illiterate Saudi seniors, over 73.25% of the study participants of either gender had a college education degree and 11.18 % had diploma demonstrating a definite change in the Saudi education and literacy situation.

Saudis who bought reading books from their personal budget practiced reading less than those who received books free or as gifts. Over 66% of the study participants stated that when they bought a book, they were less likely to read it. Whenever they freely received a book, or the book was gifted to them, they were more interested in reading the book. An unexpected finding from consumers that requires further investigation into the book buyers' motives or Saudi readers motives in buying books. The survey analysis showed interesting findings related to Saudi social customs. In the Saudi society, it is common to share materials among family members and friends. Most Saudi readers would freely obtain reading materials from their family members or friends which they would routinely share based on recommendations from the people in their social circles.

The study's multiple regression statistical model summary in Table 2 displayed a significant high positive correlation between 'sharing what you have read with family, friends & relatives,' 'reading books from parents or your personal budget,' 'I have a list of reading books,' 'participants' age' and 'reading in another language (English)' and 'reading daily out of school or work' as a dependent variable.

There was a significant correlation ( $F(1.426) = 50.398, p < .000$ ) between 'sharing what you have read with family or friends' and 'reading daily out of work' (Table 2). This finding indicates that sharing what you read plays an important role in Saudi daily reading practice. Moreover, the  $R^2 = .106$  depicts that the home literacy environment and sharing what you read with family or friends explains 10.6% of Saudi daily reading practice. There was a significant correlation ( $F(1.425) = 22.183, p < .000$ ) between 'buying reading books from parents' pocket or from their personal budget' and 'reading daily out of school;' a finding that indicates that buying books from their parents' pocket or from personal budget plays another substantial role in Saudi daily reading practice. In addition, the  $R^2 = .150$  depicts that the home literacy environment, sharing what you read with family or friends and buying reading books from parents' pocket or from their personal budget explains 15.0% of Saudi daily reading practice.

Additionally, there was a correlation ( $F(1.424) = 11.877, p < .001$ ) between 'having a list of reading books' and 'reading daily out of work' (Table 2). Moreover, the  $R^2 = .173$  depicts that home literacy environment, sharing what you read with family or friends and buying reading books from parents' pocket or from their personal budget and having a reading list accounts for 17.3% of Saudi daily reading practice.

Table 2. Model Summary<sup>f</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. Change	F
1	.325 <sup>a</sup>	.106	.104	.91321	.106	50.398	1	426	.000	
2	.387 <sup>b</sup>	.150	.146	.89132	.044	22.183	1	425	.000	
3	.416 <sup>c</sup>	.173	.167	.88013	.023	11.877	1	424	.001	
4	.432 <sup>d</sup>	.187	.179	.87403	.013	6.938	1	423	.009	
5	.453 <sup>e</sup>	.205	.196	.86493	.019	9.948	1	422	.002	

1. *Notea.* Predictors: (Constant- Home Literacy involvement), (sharing what you have read with my family, friends & relatives).
2. Predictors: (Constant- Home literacy resources), (buying reading books from parents’ pocket or from your personal budget) (sharing what you have read with my family, friends & relatives).
3. Predictors: (Constant- Home literacy experience), (I have a list of reading books) (buying reading books from parents’ pocket or from your personal budget) (sharing what you have read with my family, friends & relatives).
4. Predictors: (Constant- Demographic), (I have a list of reading books) (buying reading books from parents’ pocket or from your personal budget) (sharing what you have read with my family, friends & relatives) (Age).
5. Predictors: (Constant- Foreign language reading), (I have a list of reading books) (buying reading books from parents’ pocket or from your personal budget) (sharing what you have read with my family, friends & relatives) (Age) (reading in another language –English).
6. Dependent Variable: (reading daily out of school or work)

More Saudi readers shared what they had read with their friends or families and bought books out of their pockets as opposed to other participant characteristics. Those who shared what they had read with their family or friends were also likely to buy books from their personal budget. Saudi readers have an internal motivation to speak about reading and spending money on buying books to read. Logically, their reading lists would be directly linked to sharing and buying reading books. But having a reading list was not one of the most significant variables in the multiple regression analysis implying that either Saudi readers have a weak attachment to their reading lists or very few of them have reading lists. It is possible they may have memorized a reading list of two or three books based on recommendations from family, classmates, or friends.

Saudi social relationships may influence their reading directions. Some readers may base their reading lists on suggestions from their friends or family members which they would in turn recommend to their other friends, rather than their own preferences. Over a half of the study participants indicated that a family member had recommended a book for their first reading practice. Readers would get interested in what their family or friends had read after hearing their family member’s or friend’s reaction to these books. Hence, the monologue about the reading environment in Saudi social meetings may have more influence on reading choices than personal preferences. In summary, participants’ reading directions are majorly affected by their family or friends’ recommendations.

The Table 3 presents the results of the coefficient analysis of Saudi daily reading practices. ‘Sharing what I have read with my friends and relatives’ led to a change in Saudi daily reading practices by 0.097 units. Furthermore, the beta value was positive indicating a positive relationship between participants sharing what they had read with their friends and relatives and Saudi daily reading practices. When sharing what I have read with my friends and relatives increased by one unit, the Saudi daily reading practice increased by 0.097 units.

The second correlation result presented in table 3 is ‘buying books from your personal budget.’ A change in buying books from your personal budget by one unit leads to a change in Saudi daily reading practice by 0.0139 units. There was a positive relationship between ‘buying books from your personal budget’ and Saudi daily reading practices.

The third coefficient is ‘having a list of reading books’ which had a beta value of 0.0141. When having a list of reading books increased by one unit, the Saudi daily reading practice increased by 0.0141 units. Furthermore, the beta was positive indicating a positive relationship between having a list of reading books and Saudi daily reading practice.

Table 3. Correlations Coefficients

Model	Unstandardized Coefficients	Std. Error	Standardized Coefficients Beta	T	Sig.	Correlations			Collinearity Statistics		
						B	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)		2.675	.097	27.635	.000						
(sharing what I have read with my friends & relatives).		-.209	.029	-.325	-7.099	.000	-.325	-.325	-.325	1.000	1.000
2 (Constant)		3.156	.139	22.666	.000						
(buying books from your personal budget) (sharing what I have		-.169	.030	-.263	-5.651	.000	-.325	-.264	-.253	.921	1.086

	read with my friends & relatives).										
	(buying books from your personal budget) (sharing what I have read with my friends & relatives).	-0.451	0.096	-0.220	-4.710	0.000	-0.294	-0.223	-0.211	0.921	1.086
3	(Constant)	3.268	0.141		23.132	0.000					
	(I have a list of reading books) (buying books from your personal budget) (sharing what I have read with my friends & relatives).	-0.141	0.031	-0.219	-4.570	0.000	-0.325	-0.217	-0.202	0.852	1.173
	(I have a list of reading books) (buying books from your personal budget) (sharing what I have read with my friends & relatives).	-0.380	0.097	-0.185	-3.931	0.000	-0.294	-0.187	-0.174	0.879	1.137
	(I have a list of reading books) (buying books from your personal budget) (sharing what I have read with my friends & relatives).	-0.097	0.028	-0.165	-3.446	0.001	-0.290	-0.165	-0.152	0.851	1.175
4	(Constant)	2.950	0.185		15.939	0.000					
	(I have a list of reading books) (buying books from your personal budget) (sharing what I have read with my friends & relatives) (Age).	-0.135	0.031	-0.210	-4.411	0.000	-0.325	-0.210	-0.193	0.848	1.179
	(I have a list of reading books) (buying books from your personal budget) (sharing what I have read with my friends & relatives) (Age).	-0.355	0.097	-0.173	-3.676	0.000	-0.294	-0.176	-0.161	0.870	1.149
	(I have a list of reading books) (buying books from your personal budget) (sharing what I have read with my friends & relatives) (Age).	-0.103	0.028	-0.175	-3.677	0.000	-0.290	-0.176	-0.161	0.845	1.184
	(I have a list of reading books) (buying books from your personal budget) (sharing what I have read with my friends & relatives) (Age).	0.096	0.036	0.117	2.634	0.009	0.143	0.127	0.115	0.981	1.020
5	(Constant)	3.198	0.199		16.048	0.000					
	‡ (I have a list of reading books) (buying books from your personal budget) (sharing what I have read with my friends & relatives) (Age) (Do you read in another language –English).	-0.136	0.030	-0.211	-4.478	0.000	-0.325	-0.213	-0.194	0.848	1.179
	‡ (I have a list of reading	-0.303	0.097	-0.147	-3.124	0.002	-0.294	-0.150	-0.136	0.845	1.183

books) (buying books from your personal budget) (sharing what I have read with my friends & relatives) (Age) (Do you read in another language –English).										
☞ (I have a list of reading books) (Do you buy books from your personal budget) ( sharing what I have read with my friends & relatives) (Age) (Do you read in another language –English).	-0.107	.028	-.181	-3.832	.000	-.290	-.183	-.166	.844	1.185
☞ (I have a list of reading books) (buying books from your personal budget) (sharing what I have read with my friends & relatives) (Age) (Do you read in another language –English).	.131	.038	.160	3.480	.001	.143	.167	.151	.894	1.119
☞ (I have a list of reading books) (buying books from your personal budget) (sharing what I have read with my friends & relatives) (Age) (Do you read in another language –English).	-0.279	.089	-.145	-3.154	.002	-.125	-.152	-.137	.895	1.118
N	455									

The fourth coefficient result presented on table 3 is age; the beta value for age as independent variable was 0.0185. When age increased by one unit, the Saudi daily reading practice increased by 0.0185 units. In addition, the beta was positive pointing out a positive relationship between a participant’s age and Saudi daily reading practices.

There was also an interesting relationship between speaking another language and home reading practice environment. The role of age in the Saudi reading practice environment could be attributed to the drastic educational advancement that took place in the kingdom. However, study findings indicated that age was the least influential factor impacting on Saudi reading practice. The coefficient listed in Table 3 demonstrated that generation literacy difference was not the most influential factor on the Saudi reading practice environment. Age had a factor value of 0.009 illustrating the growth of reading practices among generations in Saudi society. The Saudi home reading practice has not changed throughout generations. The positive correlation between L1 and L2 literacy practice is very high: Saudi participants who regularly practiced reading in L1 had L2 literacy practice capability.

Lastly, ‘having the ability of reading in another language’ influenced Saudi’s daily reading practice. The beta value for having the ability to read in another language was 0.0199, which means that when having the ability to read in another language increased by one unit, the Saudi daily reading practice increased by 0.0199 units. Furthermore, the beta was indicating a positive relationship between having the ability to read in another language and Saudi daily reading practice.

Table 2 and Table 3 demonstrate the varying effects of various participant characteristics on Saudi reading practice time. Findings from both tables illustrate the most influential independent variable. Therefore, Saudis reading practices, speaking about reading, buying books from personal budgets, having a personal reading list, a participant’s age, and reading in another language impact their reading practice out of school or work. In addition, 33% of Saudis did not practice reading daily while 38.73% practiced reading for less than a half hour every day. The study found that over 51% of Saudis either practiced reading for less than an hour weekly or they did not practice reading at all portraying a limited amount of weekly reading.

**7. Discussion**

The study findings highlighted the status of Saudi young generation reading practice that reflect the Saudis reading practices. First, the level illiteracy within the Saudi family appears to be higher than expected. A study conducted by Alamri (2011) estimated level of literacy in Saudi Arabia as 78.8% in 2003. However, the current study placed the Saudi illiteracy rate at over 50%, especially for seniors aged 50 years or older. The proportion of Saudi illiterate females was higher than males. The education of females’ began later than that of males

in the kingdom. Moreover, there were also social and ideological barriers to females' education (Doumato, 2000; Hamdan, 2005). The high proportion of illiterate seniors in Saudi homes has evidently had an impact on Saudi home reading practices environment. Seniors' illiteracy in a Saudi society could be explained by primary education beginning in the 1950s. Additionally, females were not able to enroll in public schools before the 1960s (AlMunajjed, 1997). Prior to Saudi formal schooling, many Saudis participate in religious teaching which is largely based on memorization of Islamic ritual practices like Learning Quran (Islamic Holy Book), which does not include extensive or intensive reading practices (Doumato, 2000; Hamdan, 2005). This practice may explain why a large portion of study participants' senior parents were illiterate.

Thus, the absence of the home reading practice model has a direct or indirect impact on young Saudis who started to practice reading. Most participants expressed that their first experience reading out of school curriculums were in intermediate school or high school implying that their motives to practice reading out of school came from their school teachers, friends, or peers and not from family. New Saudi generations are being educated but is their capability of dealing with reading practice issues are questionable. Saudis, especially young readers, may find discovering their reading interests challenging because few of them have had a professional reading mentor or a teacher to assist them to explore different reading fields to discover their interests.

Despite the fact the number of Saudi senior illiterate people had decreased, it had no effect on reading practice. The parents' level of education is expected to influence their children's home reading practice. However, the survey results showed that the participants' parents' education or level of literacy had not impacted their home reading practice. On the contrary, over 60% of study participants had a home library but did not practicing reading; a finding that requires further exploration. One of the study participants stated that reading in public is a social show off act by some readers to appear educated even though they do not practice reading. Hence, it is possible that a home library had become a decorative part of Saudis' homes too. Alternatively, Saudis may have had a desire and intention to practice reading but the absence of knowledge or experience with free reading practice discouraged them from reading. Thus, either one of these possible reasons for not using a home library to practice reading makes it challenging to understand the Saudis' reading practice environment.

There was an interesting relationship between speaking another language and home reading practice environment. Saudi participants who spoke another language, practiced reading in their first language more than those who did not speak another language. Therefore, learning another language reinforces individual literacy practice skills (Cummins & Nakajima, 1987; Pichette et al., 2003; Yamashita, 2002). But there are controversies about whether reading in a second language has an influence on L1 reading practice (Bernhardt & Kamil, 1995; Brisbois, 1995; Davis & Bistodeau, 1993; Sarig, 1987; Yamashita, 1999; Yamashita, 2002). The current study supports the idea of the positive correlation between L1 and L2 reading practice since reading in a second language has a significant impact on the overall Saudi reading practice.

A participant's age was expected to influence the Saudi reading practice environment case due to the drastic educational development that had taken place in the kingdom. Age impacted Saudi reading practice. The Saudi home reading practice had not changed throughout generations or there was no significant change in the home reading practice of the Saudi family over the past two generations.

## 8. Conclusion

The study set out to unveil the current situation of Saudi home reading practice environment while identifying the most influential factors related to reading practice. The proportion of illiterate Saudi seniors, and specifically females, was considerably high. There is a noticeable literacy gap between Saudi generations that may influence home reading practice environment. However, a drastic educational change was observed among the new generations' education when compared to older generation. There was a huge difference between participants' and their parents' level of education. Unfortunately, this positive change in educational status has not had a profound impact on Saudis' home reading practice environment. Despite home libraries being very popular in Saudi houses, home reading practices are not common.

Although Saudis bought reading books from their personal budget, they still did not practice home reading extensively. Conversely, those who received books as gifts were more likely to practice reading. Sharing reading materials was very common in Saudi society, so readers tended to speak about what they had read with their family members, classmates, friends. Furthermore, reading books were likely to be shared with those who would be interested in reading the book after hearing about it. Most Saudi readers did not have a reading list but were likely to choose a book based on recommendations from a family member, a classmate, or a friend.

The study's multiple regression analysis found a positive correlation between reading practice, speaking about reading, buying books from personal budget, reading personal list, age, reading in another language, and reading outside of the school curriculums among Saudis. Saudis who liked to discuss what they had read with their family or friends tended to buy books from their personal budget.

Saudi readers shared their reading experienced with their families, coworkers, and friends. Therefore, most Saudis picked their reading books based on recommendations from family members, classmates, friends. There was also a positive correlation between speaking a second language and home reading practice. Finally, age had a minimal impact on Saudi home reading practice. The educational advancement experienced in the Kingdom, the availability of reading materials and modern technology have not positively influenced Saudi home reading practices as it may have been assumed. Consequently, minor differences existed between senior, adult, and young Saudi home readers in terms of reading practices. Over 50 % of the Saudis study participants demonstrated that they practice reading for about half hour weekly.



## 9. Study Limitations

This section describes the major limitations in examining the Saudi home reading environment.

- Studying the Saudi home reading environment requires spending ‘real-life’ time with Saudi families in their homes. However, due to social, ideological, and cultural barriers, it was very difficult to observe the Saudi home reading environment because Saudis are unwelcoming to foreigners who wish to involve themselves in their private family environment. Hence, the Saudi family space is private and not open to anyone outside the family circle.
- It is not socially accepted for men sit to set next to women with whom they have no kinship connections in public spaces. Thus, it would not be easy to observe the Saudi social reading environment. Also, children or teenagers could not be included to the study without school and family permissions and thus it was difficult to recruit a diverse group of participants. Moreover, governmental permission is required to conduct research in public schools. For this reason, the study was limited to college level participants.

## 10. Implications & Future Directions

Saudis lack of reading practice is not just a motivational issue but a social issue. Therefore, a change of literacy practice should be done by the family to involve all family members in reading practice. School teachers should be aware that Saudis do not have reading practice role models in their homes. Consequently, Saudis reading practice is connected to school work because almost nobody in their homes reads out of school or work. Schools need to play a more effective role in enhancing Saudis reading practice by developing book fairs or conferences where they encourage students to be involved in free reading out of their school.

In addition, further research into Saudi reading practice environment is required due to the limited research studies about the Saudi reading environment. Future research could include:

- Studying the Saudi process of reading and eye movements when reading Arabic and English texts to identify differences in eye movements and reading processes when reading texts in their mother tongues and in a foreign language.
- Examining the Saudis’ society perspective about reading or speaking about reading by making extensive observations in social settings and during social meetings and conducting interviews with families in a longitudinal study to allow for sufficient time to assess the Saudi social reading environment. The researcher must observe the Saudi family home reading environment to depict an accurate image of the current situation of the family reading environment in the Saudi society.
- Examining Saudi educational institutions’ roles in creating and enhancing the reading environment. Researchers should study teachers’ influence on the reading environment inside and outside the class and the influence of school reading clubs and school reading conferences to unveil the school role in the Saudi reading environment. Also, researchers should document the and extensively investigate influence of the public services (like libraries, availability of reading materials in public places) on reading practice environment.

## References

- Alamri, M. (2011). Higher education in Saudi Arabia. *Journal of Higher Education Theory and Practice*, 11(4), 88-91.
- Al-Maadadi, F., Ihmeideh, F., Al-Falasi, M., Coughlin, C., & Al-Thani, T. (2017). Family literacy programs in Qatar: Teachers’ and parents’ perceptions and practices. *Journal of Educational and Developmental Psychology*, 7(1), 283. <https://doi.org/10.5539/jedp.v7n1p283>
- Al-Mahrooqi, R., & Denman, C. (2018). An exploration of the English-language reading habits of Omani university students. In *English Education in Oman* (pp. 149-159). Springer. [https://doi.org/10.1007/978-981-13-0265-7\\_9](https://doi.org/10.1007/978-981-13-0265-7_9)
- Al-Momani, I., Ihmeideh, F., & Abu Naba’h, A. (2010). Teaching reading in the early years: Exploring home and kindergarten relationships. *Early Child Development and Care*, 180(6), 767-785. <https://doi.org/10.1080/03004430802352376>
- AlMunajjed, M. (1997). *Women in Saudi Arabia today*. St. Martins Press. <https://doi.org/10.1057/9780230373105>
- Alshaboul, Y. M. (2004). *From inside the Arab family: What family literacy practices occur when raising bilingual and biliterate children?* [Doctoral dissertation]. University of North Texas.
- Anderson, K. L., Atkinson, T. S., Swaggerty, E. A., & O’Brien, K. (2019). Examining relationships between home-based shared book reading practices and children’s language/literacy skills at kindergarten entry. *Early Child Development and Care*, 189(13), 2167-2182. <https://doi.org/10.1080/03004430.2018.1443921>
- Aram, D., & Aviram, S. (2009) Mothers’ storybook reading and kindergartner’s socio-emotional and literacy development. *Reading Psychology*, 30(2), 175-194. <https://doi.org/10.1080/02702710802275348>
- Aram, D., Korat, O., Saiegh-Haddad, E., Arafat, S. H., Khoury, R., & Elhija, J. A. (2013). Early literacy among Arabic-speaking kindergartners: The role of socioeconomic status, home literacy environment and maternal mediation of writing. *Cognitive Development*, 28, 193-208. <https://doi.org/10.1016/j.cogdev.2012.10.003>
- Bamberger, R. (1975). *Promoting the reading habit*. The United Nations Educational, Scientific and Cultural Organization.
- Banihani, M. S., & Abu-Ashour, K. M. (2015). The role of Jordanian schools in encouraging students’ outside reading. *Journal of Education*

- and Social Policy*, 2(1). Retrieved from [http://jespnet.com/journals/Vol\\_2\\_No\\_1\\_March\\_2015/8.pdf](http://jespnet.com/journals/Vol_2_No_1_March_2015/8.pdf)
- Barza, L., & von Suchodoletz, A. (2016). Home literacy as cultural transmission: Parent preferences for shared reading in the United Arab Emirates. *Learning, Culture and Social Interaction*, 11, 142-152. <https://doi.org/10.1016/j.lcsi.2016.08.002>
- Beals, E. (2001). Eating and reading: links between family conversations with preschoolers and later language and literacy. In D. K. Dickinson & P. O. Tabors (Eds.), *Beginning Literacy with Language: Young Children Learning at Home and School* (pp.75-92). Brookes.
- Bendriss, R., & Golkowska, K. (2011). Early reading habits and their impact on the reading literacy of Qatari undergraduate students. *Arab World English Journal*, 2(4), 37-57.
- Bernhardt, E. B., & Kamil, M. L. (1995). Interpreting relationships between L1 and L2 reading: Consolidating the linguistic threshold and the linguistic interdependence hypotheses. *Applied Linguistics*, 16(1), 15-4. <https://doi.org/10.1093/applin/16.1.15>
- Brisbois, J. I. (1995). Connections between first- and second-language reading. *Journal of Reading Behavior*, 27(4), 565-584. <https://doi.org/10.1080/10862969509547899>
- Cairney, T. H. (2003). Literacy within family life. In *Handbook of early childhood literacy*, (pp. 85-98). <https://doi.org/10.4135/9781848608207.n8>
- Callaway, A. (2012). *Home literacy practices of Arabic-English bilingual families: Case study of one Libyan American preschooler and one Syrian American preschooler* [Doctoral dissertation]. Georgia State University.
- Cramer, E. H., & Castle, M. (1994). *Fostering the love of reading: The affective domain in reading education*. International Reading Association.
- Cummins, J., & Nakajima, K. (1987). Age of arrival, length of residence, and interdependence of literacy skills among Japanese immigrant students. In B. Harley, A. Allen, J. Cummins, & M. Swain, (Eds.), *The development of bilingual proficiency* (pp. 1-78). Ontario Institute for students in Education.
- Cunningham, A. E., & Ziblusk, J. (2011). Tell me a story: Examining the benefits of shared reading. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research*, (Vol. 3) (pp. 396-411). Guilford Press.
- Curry, D. L., Reeves, E., & McIntyre, C. J. (2016). Connecting schools and families: Understanding the influence of home literacy practices. *Texas Journal of Literacy Education*, 4(2), 69-77.
- Davis, J. N., & Bistodeau, L. (1993). How do L1 and L2 reading differ: Evidence from think aloud protocols. *Modern Language Journal*, 77, 459-472. <https://doi.org/10.1111/j.1540-4781.1993.tb01993.x>
- Dixon, L. Q., & Wu, S. (2014). Home language and literacy practices among immigrant second- language learners. *Language Teaching*, 47(04), 414-449. <https://doi.org/10.1017/S0261444814000160>
- Doumato, E. (2000). *Getting God's ear: Women, Islam, and healing in Saudi Arabia and the Gulf*. Columbia University Press.
- Dumont, H., Trautwein, U., Nagy, G., & Nagengast, B. (2014). Quality of parental homework involvement: Predictors and reciprocal relations with academic functioning in the reading domain. *Journal of Educational Psychology*, 106, 144-161. <https://doi.org/10.1037/a0034100>
- Evans, M. A., Shaw, D., & Bell, M. (2000). Home literacy activities and their influence on early literacy skills. *Canadian Journal of Experimental Psychology*, 54, 65-75. <https://doi.org/10.1037/h0087330>
- Fitton, L., McIlraith, A. L., & Wood, C. L. (2018). Shared book reading interventions with English learners: A meta-analysis. *Review of Educational Research*, 88(5), 712-751. <https://doi.org/10.3102/0034654318790909>
- Flack, Z. M., Field, A. P., & Horst, J. S. (2018). The effects of shared storybook reading on word learning: A meta-analysis. *Developmental Psychology*, 54, 1334-1346. <https://doi.org/10.1037/dev0000512>
- Foy, J. G., & Mann, V. (2003). Home literacy environment and phonological awareness in preschool children: Differential effects for rhyme and phoneme awareness. *Applied PsychoLinguistics*, 24(1), 59-88. <https://doi.org/10.1017/S0142716403000043>
- Hamdan, A. (2005). Women and education in Saudi Arabia: Challenges and achievements. *International Education Journal*, 6(1), 42-64.
- Hannon, P. (1995). *Literacy, home and school: Research and practice in teaching literacy with parents*. Falmer Press.
- Harper, S., Platt, A., & Pelletier, J. (2011). Unique effects of a family literacy program on the early reading development of English language learners. *Early Education and Development*, 22(6), 989-1008. <https://doi.org/10.1080/10409289.2011.590778>
- Holdaway, D. (1979). *The foundations of literacy*. Ashton Scholastic.
- Kachala, F. F. (2007). Developing a reading culture among the rural masses of Mwambo, Zomba District, Malawi: A concept for the 21st century and beyond. *IFLA*, 6, 8.
- Kalia, V., & Reese, E. (2009). Relations between Indian children's home literacy environment and their English oral language and literacy skills. *Scientific Studies of Reading*, 13(2), 95-98, <https://doi.org/10.1080/10888430902769517>

- Kreider, H., Morin, G., Miller, G. E., & Bush, A. (2011). Promoting literacy outcomes through shared reading at home. In H. Kreider & H. Westmoreland (Eds.), *Promising practices for family engagement in out-of-school time* (pp. 97-107). Information Age.
- Lindsey, U. (2016, July 7). Why don't Arabs read?. *Al-Fanar Media*. <http://www.al-fanarmedia.org/2016/07/why-dont-arabs-read/>
- Lonigan, C. (2004). Emergent literacy skills and family literacy. In B. H. Wasik (Ed.), *Handbook of Family Literacy* (pp.57-82). Lawrence Erlbaum Associates.
- Lonigan, C. J., & Shanahan, T. (2009). Developing early literacy: Report of the National Early Literacy Panel. *National Institute for Literacy*. Retrieved from <https://files.eric.ed.gov/fulltext/ED508381.pdf>
- Martin, J. D., Martins, R. J., & Naqvi, S. (2017). Do Arabs really read less? "Cultural tools" and "more knowledgeable others" as determinants of book reliance in six Arab countries. *International Journal of Communication, 11*, 20.
- Martini, F. (2004). *The role of parents in their child's acquisition of early literacy skills* [Unpublished masters dissertation]. Carleton University.
- McEwan, E. K. (2002). *Teach them all to read: Catching the kids who fall through the cracks*. Corwin Press.
- Mol, S. E., Bus, A. G., & De Jong, M. T. (2009). Interactive book reading in early education: A tool to stimulate print knowledge as well as oral language. *Review of Educational Research, 79*(2), 979-1007. <https://doi.org/10.1007/s12144-012-9139-0>
- Mol, S. E., Bus, A. G., de Jong, M. T., & Smeets, D. J. H. (2008). Added value of dialogic parent-child book readings: A meta-analysis. *Early Education and Development, 19*(1), 7-26. <https://doi.org/10.1080/10409280701838603>
- Mol, S., & Bus, A. G. (2011). To read or not to read: A meta-analysis of print exposure from infancy to early adulthood. *Psychological Bulletin, 137*, 267-296. <https://doi.org/10.1037/a0021890>
- Mureithi, G., & Kipchumba, S. (2011). Creating a learning organization through developing a reading culture among employees. *Retrieved, 7*(4), 2012.
- Nuswantara, K., Savitri, E. D., Hermanto, H., Suarmini, N. W., & Bhawika, G. W. (2022). Investigating the Relationship between Home Literacy Environment (HLE) Activities and Emergent Literacy Skills Development. *International Journal of TESOL & Education, 2*(3), 96-113. <https://doi.org/10.54855/ijte.22237>
- Nyhout, A., & O'Neill, D. K. (2013). Mothers' complex talk when sharing books with toddlers: Book genre matters. *First Language, 33*, 115-131. <https://doi.org/10.1177/0142723713479438>
- O'Brien, B. A., Ng, S. C., & Arshad, N. A. (2020). The structure of home literacy environment and its relation to emergent English literacy skills in the multilingual context of Singapore. *Early Childhood Research Quarterly, 53*, 441-452. <https://doi.org/10.1016/j.ecresq.2020.05.014>
- Otike, F. (2011). Reading culture, cultivation and its promotion among pupils: A Kenyan perspective. *International Research Journal of Library, Information and Archival Studies, 1*(1), 1-5.
- Owodally, A. M. (2014). Maternal reports of home literacy experiences in multilingual Mauritius: A case study of pre-schoolers. *Early Child Development & Care, 184*(11), 1615-1635. <https://doi.org/10.1080/03004430.2013.871274>
- Paratore, J. R., Cassano, C. M., & Schickedanz, J. A. (2010). Supporting early (and later) literacy development at home and at school. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. Afflerbach (Eds.), *Handbook of Reading Research, Volume IV* (pp.107-135). Routledge.
- Paratore, J. R., Cassano, C. M., & Schickedanz, J. A. (2011). Supporting early (and later) literacy development at home and at school: The long view. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. Afflerbach (Eds.), *Handbook of Reading Research, Volume IV* (pp. 133-161). Routledge.
- Phillips, B. M., & Lonigan, C. J. (2005). Social correlates of emergent literacy. In Snowling, M. J., & Hulme, C. (Eds.), *The Science of Reading: A Handbook* (pp. 173-187). Blackwell. <https://doi.org/10.1002/9780470757642.ch10>
- Pichette, F., Segalowitz, N., & Connors, K. (2003). Impact of maintaining L1 reading skills on L2 reading skill development in adults: Evidence from speakers of Serbo-Croatian learning French. *The Modern Language Journal, 87*, 391-403. <https://doi.org/10.1111/1540-4781.00197>
- Reese, L., & Gallimore, R. (2000). 'Immigrant Latinos' cultural model of literacy development: An alternative perspective on home-school discontinuities. *American Journal of Education, 108*(2), 103-113. <https://doi.org/10.1086/444236>
- Ridzi, F., Sylvia, M. R., & Singh, S. (2014). The imagination library program: Increasing parental reading through book distribution. *Reading Psychology, 35*(6), 548-576. <https://doi.org/10.1080/02702711.2013.790324>
- Ruterana, P. C. (2012). *The making of a reading society: Developing a culture of reading in Rwanda* [Doctoral dissertation]. Linköping University Electronic Press.
- Sarig, G. (1987). High-level reading in the first and in the foreign language: Some comparative process data. In J. Devine, P. Carrell, & D. E.

- Eskey (Eds.), *Research in reading in English as a second language*. TESOL.
- Scarborough, H., & Dolbrich, W. (1994). On the efficacy of reading to preschoolers. *Developmental Review, 14*, 245-302. <https://doi.org/10.1006/drev.1994.1010>
- Segal, A., & Martin-Chang, S. (2018). The apple doesn't fall from the tree: Parents' reading-related knowledge and children's reading outcomes. *Reading and Writing, 31*(5), 1231-1247. <https://doi.org/10.1007/s11145-018-9837-6>
- S é áchal, M. (2006). Testing the home literacy model: Parent involvement in kindergarten is differentially related to grade 4 reading comprehension, fluency, spelling, and reading for pleasure. *Scientific Studies of Reading, 10*, 59-87. [https://doi.org/10.1207/s1532799xssr1001\\_4](https://doi.org/10.1207/s1532799xssr1001_4)
- S é áchal, M., & LeFevre, J. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child Development, 73*, 445-460. <https://doi.org/10.1111/1467-8624.00417>
- S é áchal, M., & LeFevre, J. (2014). Continuity and change in the home literacy environment as predictors of growth in vocabulary and reading. *Child Development, 85*, 1552-1568. <https://doi.org/10.1111/cdev.12222>
- Spreadbury, J. (2002). Building on home and community experiences in early childhood education. In *Literacies in Early Childhood Changing Views Challenging Practice*. MacLennan and Petty.
- Steiner, L. (2014). A family literacy intervention to support parents in children's early literacy learning. *Reading Psychology, 35*(8), 703-735. <https://doi.org/10.1080/02702711.2013.801215>
- Swanson, E., Vaughn, S., Wanzek, J., Petscher, Y., Heckert, J., & Cavanaugh, C., et al. (2011). A synthesis of read-aloud interventions on early reading outcomes among preschool through third graders at risk for reading difficulties. *Journal of Learning Disabilities, 44*(3), 258-275. <https://doi.org/10.1177/0022219410378444>
- Taylor, D. (1983). *Family literacy: Young children learning to read and write*. Heinemann Educational Books.
- Teale, W. H., & Sulzby, E. (1986). Emergent literacy as a perspective for examining how young children become writers and readers. In W. H. Teale & E. Sulzby (Eds.), *Emergent literacy: Writing and reading*. Ablex.
- Thomas, N., Colin, C., & Leybaert, J. (2020). Interactive reading to improve language and emergent literacy skills of preschool children from low socioeconomic and language-minority backgrounds. *Early Childhood Education Journal, 1*-12. <https://doi.org/10.1007/s10643-020-01022-y>
- Tibi, S., & McLeod, L. (2014). The development of young children's Arabic language and literacy in the United Arab Emirates. In *Handbook of Arabic literacy* (pp. 303-321). Springer. [https://doi.org/10.1007/978-94-017-8545-7\\_14](https://doi.org/10.1007/978-94-017-8545-7_14)
- Towson, J. A., Fettig, A., Fleury, V. P., & Abarca, D. L. (2017). Dialogic reading in early childhood settings: A summary of the evidence base. *Topics in Early Childhood Special Education, 37*(3), 132-146. <https://doi.org/10.1177/0271121417724875>
- Van Steensel, R. (2006). Relations between socio-cultural factors, the home literacy environment and children's literacy development in the first years of primary education. *Journal of Research in Reading, 29*(4), 367-382. <https://doi.org/10.1111/j.1467-9817.2006.00301.x>
- Weinberger, J. (1996). A longitudinal study of children's early literacy experiences at home and later literacy development at home and school. *Journal of Research in Reading, 19*, 14-24. <https://doi.org/10.1111/j.1467-9817.1996.tb00083.x>
- Williams, E. (2006). *Bridges and barriers: Language in African education and development*. St Jerome.
- Yamashita, J. (1999). Reading in a first and a foreign language: a study of reading comprehension in Japanese (the L1) and English (the L2) [Doctoral thesis]. Lancaster University.
- Yamashita, J. (2002). Mutual compensation between L1 reading ability and L2 language proficiency in L2 reading comprehension. *Journal of Research in Reading, 25*(1), 81-95. <https://doi.org/10.1111/1467-9817.00160>

## Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).