# UNIVERSIDAD VERACRUZANA

## FACULTAD DE IDIOMAS

## REPORTE DE INVESTIGACIÓN DE CAMPO

# THE INFLUENCE OF SOCIOCULTURAL AND INDIVIDUAL FACTORS IN UNDERGRADUATES' IMPLICIT MODELS OF READING

QUE PARA OBTENER EL GRADO DE

**LICENCIATURA EN LENGUA INGLESA**


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**Abstract**

This study examined the influence of sociocultural factors, such as number of books at home, parents' schooling and socioeconomic status, and individual factors, such as having developed the habit of reading before high school, hours per week devoted to reading and reading frequency, on readers' implicit models of reading (Schraw and Bruning, 1996). A total of 46 freshmen from two BA programs from *Universidad Veracruzana* participated in this study: 30 from English Language and 16 from International Business Management. To perform this research two data collecting tools were used: a Reader Belief Questionnaire (Schraw and Bruning, 1996) and a Socioeconomic Survey. The results showed that most of the undergraduates from the BA of English Language held the Transactional implicit model of reading, while in International Business Management the majority of the students held a mixed implicit model of reading, namely Transmission and Transactional. In addition, it was found that such adequate sociocultural factors as having parents with higher education, belonging to the middle-middle or upper-middle class and having at least between 6 and 10 books at home, seemed to allow for the transition from the Transmission to the Transmission and Transactional model of reading. On the other hand, in both BA programs the individual factors of having developed the habit of reading before high school and the hours devoted to reading seemed to be the cornerstones for allowing the transition from the Transmission and Transactional to the Transactional implicit model of reading.

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## Introduction

Considering that society is based on communication, individuals need to have a critical perspective of the knowledge they acquire and share through this process, especially because so much information is available nowadays. Therefore, reading ability is paramount in the individual's life, as it involves his/her psychological, affective and social processes in order to establish a meaning relation with the text and the new cognitive acquisition. Then, text comprehension is essential for accessing information.

However, the benefits of reading are beyond the academic context. It enables individuals to establish dialogues with others, as well as to become an active participant in their sociopolitical context. Translating a quote from Garrido (2002):

> Reading means acquiring experiences and information, being active. When reading, one attributes a sense to the written and printed signs; one organizes the words, phrases and all of the work in units of meaning. Moreover, this process contributes greatly to the development of the faculties of intellect, emotions and imagination. (Garrido, 2002)[1]

Generally the subjects who have good reading habits are able to understand texts, construct their own meaning from the texts and increase their understanding of the world (Castellanos, 2007). Consequently, language strengthens critical thinking and enables the subject to become an active participant in their cultural and sociopolitical milieu.

In recent years, researchers (Rueda *et al*., 2001 and Castellanos, 2007) have discovered a close relation between cultural, family and socioeconomic factors, on the one hand, and reading comprehension, on the other hand. The previous factors can either facilitate or interfere with the linguistic interaction during the reading process. Besides this, reading comprehension and academic performance are variables that are strongly interrelated and which influence the academic success or failure of students. In fact, we may find the causes of academic failure in the reading deficiencies that inexperienced readers have in comparison to skilled readers.

[1] This is my own translation of Garrido's quote in Spanish.

Unfortunately, Mexico is a country that has few avid readers. When referring to the reading situation in this country, the writer Francisco Javier Alcaraz (2008) claimed that "Many parents do not know or do not like to read, then how will they develop the pleasure for reading in their children?" (para.7). According to Alcaraz (2008), on average a Mexican reads one book per year; while in Europe a person reads an average of twenty books per year. As it is well known, developed countries – such as England, France and Germany – reinforce the reading habit in order to make their compatriot competitive citizens and professionals for our globalized world.

Therefore, the importance of analyzing reading comprehension and factors related to developing the habit of reading in Mexico is critical. The present study was done at *Universidad Veracruzana,* a large public Mexican university that is currently the largest and most important university within the state of Veracruz. A total of 46 freshmen participated in this research. 30 participants were enrolled in the BA of English Language and 16 participants were enrolled in the BA of International Business Management.

This study aimed at identifying certain sociocultural and individual factors influencing the undergraduates' implicit models of reading. I endeavored to answer the following questions:

1. What are the implicit models of reading of the students in both BAs?
2. Do sociocultural factors such as the parents' schooling, the number of books at home and the socioeconomic status influence the implicit models of reading in the students?
3. Do individual factors such as having developed a reading habit before high school, the reading frequency and the number of hours per week devoted to reading influence the implicit models of reading in the students?

My findings suggest that in both BA programs the undergraduates hold either the Transmission and the Transactional model (TM&TA), or the Transactional model (TA). In addition, it was found that sociocultural factors are important for propelling the transition from the Transmission model of reading – which assumes that meaning does not originate with the reader – to the combination of the Transmission and Transactional model of reading – which besides assuming that meaning does not originate with the reader, it also assumes that a text can have different meanings to different readers in spite of the author's

intentions. Despite the apparent contradiction of the TM&TA, it is believed that individuals with this combination of reading theories utilize either the TM or TA according to the type of text they read (Moore and Narciso, 2011).

However, the individual factors of having developed the habit of reading and the hours devoted to reading are the main factors that seemed to propel the transition from the Transmission and Transactional model of reading (TM&TA) to the Transactional model of reading (TA), which is believed to be a more adequate implicit model of reading.

The present study is organized as follows. First, in the Literature Review chapter five different studies are described, three regarding the implicit reading theories and two concerning the factors related to the level of reading comprehension and motivation. Second, in the Methodology chapter I describe the context of the research and the participants, as well as the data collection instruments. Third, in The Study chapter I report on the findings, discuss the collected data, highlight the findings and compare what other researchers have found regarding the implicit reading theories and factors related to these theories, to what I found in my research. Finally, in the Conclusion I summarize the findings, explain the limitations of my study and propose some further research.

## Chapter One: Literature Review

In the last few years, researchers have not only focused on readers' implicit reading theories, but have begun to realize about the importance of academic, personal, socioeconomic, and family factors in the reading comprehension process (Castellanos, 2007 and Rueda *et al*, 2001). Another factor that has been studied is the student's motivation in order to determine whether this factor is related to pursuing a better reading level in the classroom and at home (Rueda *et al*, 2001).

Recently, researchers have become conscious of the important interconnection existent between implicit reading theories and the diverse factors that may model, improve or impair the epistemologies of texts in readers of all ages and different academic backgrounds (Smith *et al*, 2009). This has resulted in a more thorough research perspective in which implicit reading theories are interdependent with diverse factors.

In this chapter, five different studies are going to be described. While three of them are related to the reader's implicit reading theories and their metatextual knowledge, the other two investigated the factors related to the level of reading comprehension and motivation.

### I. Implicit Reading Models

In 1996, Schraw and Bruning conducted a study among 154 undergraduates (84 female and 70 male) in order to ascertain these readers' implicit models of reading. In other words, these authors attempted to determine the different types of beliefs that an epistemology of text incorporate, and in what manner these epistemologies may differ – specifically the *transmission, translation* and *transactional model*.

The difference between these models of reading is the role that the reader plays in the reading process. For instance, the *transmission model* assumes that the meaning is conveyed directly from the author to the reader. In other words, the reader is a passive receiver who attempts to obtain the author's intended meaning from the text, while in the *translation model* the meaning resides in the text independently of the author's intended meaning or the reader's ability to create different interpretations of the text. Hence, the reader is expected to only "translate" the message presented in the text without referring to

their personal experiences, to the author's intentions or to the cultural setting in which the text was written.

On the other hand, the *transactional model* assumes that a text can have different meanings to different readers in spite of the author's intentions. In this model the meaning is interpreted and constructed by the reader according to their previous knowledge of the topic, reading experience and objectives. In this view, the reading process is seen as an intrinsically subjective process.

The participants of the study conducted by Schraw and Bruning were from a large Midwestern U.S. university and were enrolled in a psychology class that covered learning, memory, motivation, and testing. The procedure of the study was the following. The undergraduates first had to answer a reader belief questionnaire, which was consistent with the three different epistemologies of text. Then, they were given an 800-word text to read in order to complete a 10-item reader response checklist and a free recall task. Finally, the participants had to answer a reader response essay.

The results of this research showed the plausibility of the different reading theories and the beliefs associated with these theories, such as the reader approach to reading comprehension and assessment. Also, this study demonstrated that the students who held a transactional model of reading made more use of their previous knowledge and experiences when comprehending, and made more personal and critical interpretations of the texts. In contrast, the students who held a transmission or translation model of reading were only able to remember more information.

Following Schraw and Bruning's (1996) line of research, Hernández (2008) performed a study in order to determine if there were developmental differences in the implicit reading theories at different academic levels – secondary, high school and college. Similar to Schraw and Bruning (1996), Hernández identified three implicit reading theories: a) *reproductionist*, b) *interpretative* and, c) *constructive*.

In the *reproductionist reading theory*, the reader only recovers the text's "significance or meaning" (pp. 761); while in the *interpretative reading theory* the reader is supposed to "interpret what the text says" (pp. 761). In other words, since reading is an interpretative activity, it involves the reader's active participation. Last, the *constructive reading theory* perceives the reader as an agent who is in charge of building the

significance of what the author pretends to communicate in his/her text. Therefore, in this last theory the reader is expected to assume a more critical attitude towards the text information.

For his research, Hernández (2008) interviewed 24 students from different academic levels in Mexico City. There were six students from secondary, six from high school, six from a Chemistry BA and, six from a Spanish Literature BA. Hernández (2008) used a semi-structured interview in order to investigate metatextual knowledge associated with the conceptualization of reading comprehension's features.

His qualitative analysis showed that: a) all secondary students hold a *reproductionist reading theory* since they do not believe that they have enough knowledge to question the information in the text; b) some high school and Chemistry students hold an *interpretative reading theory* because they are aware of the texts' communicative function; and, c) most Spanish Literature students hold a *constructive reading theory* due to the fact that for them a text should be deeply analyzed, since it is considered as an "object of study" (pp.764) .

In another recent study that used the categories by Schraw and Bruning (1996), Moore and Narciso (2011) investigated the implicit models of reading – transmission, translation and transactional– of 15 Mexican undergraduates and the relation these models may have with reading frequency. The participants were enrolled in the BA of Languages at the Language School of the *Universidad Autónoma del Estado de México* and were from different academic periods. Their average age range was 23 years. A total of 15 undergraduates volunteered, 9 were women and 6 were men.

Moore and Narciso (2011) used two data collecting tools: a semi-structured interview and a verbal report. The semi-structured interview consisted of 14 questions that investigated the participant's reading habits, as well as their attitudes and beliefs about reading comprehension. While the verbal report recorded each participant's reading of a text in Spanish and the verbalization of their thoughts during the reading.

Besides classifying the participants according to their implicit models of reading, these authors also classified them according to their reading frequency –low frequency, medium frequency, high frequency and assiduous reader. The objective of the previous was

to observe whether there was a correlation between the implicit models and the reading frequency.

A low frequency reader was one who only read compulsory academic texts, while a medium frequency reader was someone who also read magazines, newspapers or novels. A high frequency reader was one who read different types of texts, such as magazines, newspapers, novels, poems, essays and academic books. Finally, an assiduous reader not only read different literary genres but also related their reading habit with other areas of their social life. For example, this reader was part of a reading group, discussed books with friends, etc.

The results of Moore and Narciso's study showed that the participants who held a translational model of reading were medium frequency readers, while those who held a transmission model were either medium or high frequency readers. Last, the participants who held a transactional model of reading were assiduous readers. Additionally, Moore and Narciso identified three new categories that influenced the manner in which the text was approached: variation in the use of strategies according to text type, degree of personal involvement with the text and the ability to offer a critical response to the text.

These researchers proposed a different order of complexity than in Schraw and Bruning (1996) models of reading. Moore and Narciso found that the transmission model of reading was more complex than the transactional model, whilst the transactional model of reading was the most complex of the three of them. In addition, these researchers identified the degree of personal involvement with the text as an intermediate stage in the acquisition of a new model of reading.

### II. Factors related to the level of reading comprehension and motivation

In 2001, Rueda *et al.* conducted a study for the Center of the Improvement of Early Reading Achievement (CIERA). They attempted to determine in what manner sociocultural factors – school, home and community contexts – affected reading engagement, literacy learning, and achievement among a diverse group of learners from a lower social strata.

21 under-privileged non-English speaking children from a Latino background participated in the study. The children were studying first and second grade of primary school at the neighborhood school of one of the most impoverished inner-city communities in Southern California, and were thought to be "at-risk" children in their academic context.

The data was collected during a three-year period through various sources, such as field notes, home visits, semi-structured interviews with the students' parents, classroom teachers, and the school principal, individual assessments of motivation to read from the students and an Ecocultural Family Interview (EFI).

The field notes were documented throughout the first and second year of the study and focused on language and reading during the classroom activities. These notes were analyzed following a schema described by Turner (1995), which characterizes classroom activities as open/closed. As for the home visits, the observers focused on family daily activities that included having dinner, doing homework and going shopping.

With regard to the individual assessments of motivation, the teachers answered the Teachers' Perceptions of Student Reading Motivation Questionnaire (Sweet, Guthrie, & Ng, 1998). And the students completed the Student Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996), which evaluates two dimensions of reading motivation: self-concept as a reader and value of reading. Lastly, the EFI motivated the parents to talk about the balance between resources, constraints, values and family efforts to deal with daily routines and circumstances by mixing multiple research traditions through a guided conversation and questionnaire.

The results indicated that ecocultural factors related to: a) the students' perceptions of themselves as readers and the value of reading (the better readers the children thought themselves, the more probable that their family encouraged them to continue with Spanish and English literacy and cultural activities); b) the teachers' perceptions of their students' motivation to read (the more the teacher perceived the child as a reader, the more likely the family was to have knowledge about different institutions, including libraries and schools); and c) students' reading achievement (the higher the child's reading achievement, the more likely the family was to hold a positive view about the adjustments they were making to live in the host country).

In another study, Castellanos (2007) identified the academic and social factors that facilitate or interfere with the linguistic interaction, in order to help improve the functional development of reading skills in a country (Mexico) known for its lack of avid readers. Castellanos conducted the study in an evening public secondary school in Mexico City. 223 students participated: 80 from first grade, 80 from second grade and 63 form third grade.

Among the participants, there were a similar proportion of men and women with an age range from 12 to 18 years old.

Three questionnaires were elaborated to assess the Academic Factors related to the reading comprehension level, as well as an additional instrument regarding the Sociocultural Factor used in the three different grades. The questionnaires were divided in two parts: the first part tested the ability of inference, synthesis and memory; and the second one was an adaptation of the Cloze Test (Condemarin, 1990) that measures the reading comprehension level. Participants were instructed to answer first the Academic Factors questionnaires, and then the Sociocultural Factor questionnaire.

Some interesting results that this study showed were that a) the influence that the subject obtains from their family and social environment shapes their reading habits and their attitudes and motivation toward reading, and b) there is a relationship between socioeconomic status and level of reading comprehension.

In a more recent study, Vázquez and Ricárdez (2012) identified the implicit models of reading comprehension presented in 57 seniors of the 2008-generation from the English Language BA at *Universidad Veracruzana* and the factors that can influence these models. These researchers used three instruments: a questionnaire by Hernández (2008), the reader belief questionnaire by Schraw and Brunning (1996) and the socioeconomic survey. Their findings indicated that while 22 participants held a receptive comprehension (Transmission model), 18 held an interpretative comprehension (Translational model), 3 held a constructive comprehension (Transactional model) and 14 held a mixture of receptive/transactional comprehension (Transmission/transactional model). Also, Vázquez and Ricárdez (2012) identified two factors that affected directly the participants' reading comprehension, these were the type of reading that the students do and the way the live, either alone or with relatives. However, the socioeconomic status did not seem to affect the participants' model of reading since most of them belonged to the middle-middle class.

Likewise, in the present study I intend to observe some factors – sociocultural and individual – tending to influence a person's implicit reading model (Schraw and Bruning, 1996). In this study I analyzed some factors that might be related to the reading implicit model(s) that students from different academic areas held at the beginning of their BA.

## Chapter Two: Methodology

### I. Context

This research was done at *Universidad Veracruzana,* a large public Mexican university established since 1944 and which is currently the largest and most important university within the state of Veracruz. In the last few years *Universidad Veracruzana* decided to modify its educational program, Curriculum 1990, in which undergraduates had a more passive role in their education, to the MEIF in which the student is asked to "construct" their knowledge mostly by themselves and the "tools" provided during the BA.

MEIF, which in Spanish means "Modelo de Educación Integral y Flexible", can be translated as Comprehensible and Flexible Educational Model. The proposal of this new educational paradigm is that the student becomes an active participant in their learning process. The previous means that every undergraduate has the opportunity to develop their knowledge depending on the competences they need to improve to become a competitive professional. As a result, the student becomes an autonomous learner and values the importance of lifelong learning.

For instance, at *Universidad Veracruzana* the BA courses are divided in four different Formation Areas: Basic, Disciplinary, Terminal and Electives. Only in the Basic Formation Area do students from different BA's have the same courses, such as, *Reading and Writing through the Analysis of the Contemporary World and Critical and Creative Thinking Skills.*

Then, the texts that undergraduates face are different according to their BA. While English Language students take *Literature*, *Translation* and *Teaching* courses during their BA, International Business Management undergraduates study *Law, Accounting* and *Management*. Consequently, while in the School of Languages most of the texts are seen as objects of study, in the School of Administrative and Social Sciences most texts are instrumental to the knowledge of their discipline.

However, on their admission profile both BA programs emphasize the importance that the student possesses an extensive knowledge of general culture, has an inclination for reading and research, and above all a disposition for autonomous learning. Hence, it is

important that the applicant for admission to this university does not only have developed the habit of reading, but is also a discerning reader and capable of critical analysis.

The purpose of this study was to identify if certain sociocultural and individual factors had an impact in shaping the undergraduate's implicit model of reading. I attempted to answer the following questions:

1. What are the implicit models of reading of the students in both BAs?
2. Do sociocultural factors such as the parents' schooling, the number of books at home and the socioeconomic status influence the implicit models of reading in the students?
3. Do individual factors such as having developed a reading habit before High school, the reading frequency and the number of hours per week devoted to reading influence the implicit models of reading in the students?

It should be noted that the previous factors were chosen after analyzing the responses given in the socioeconomic survey. Only those factors that were believed to have had an impact in the shaping of the student's implicit model of reading were taken into account. Concerning the parents' schooling, the responses given were categorized in a basic education – primary, junior high school and high school – or a higher education – undergraduate and postgraduate studies.

In addition, the reading habit was placed in the category of "individual factors" because it can be developed due to different factors – sociocultural and/or school – that in the end shape the individual's predisposition or refusal towards reading. According to the Oxford dictionary, a habit is "a settled or regular tendency or practice, especially one that is hard to give up." In other words, the reading habit is regarded as a practice that the undergraduates are used to doing and will continue to do.

Regarding the reading frequency, this factor was partly based in the categorization that Moore and Narciso (2011) made in their study. According to these authors, a low frequency reader is someone who only reads academic texts, while a medium frequency reader is one who also reads academic texts, magazines, newspapers and novels. A high frequency reader is someone who reads different genres, such as academic texts, essays, magazines, newspapers, novels and poetry. Lastly, an assiduous reader is one who besides

reading the same types of texts as a high frequency reader, also belongs to a reading group or comments what they read with friends.

Nevertheless, the reading frequency classification made for the present study considered as a low frequency reader someone who normally reads one or two different types of texts; a medium frequency reader is one who reads between three and five different types of texts; whereas a high frequency reader would be someone who reads six or more different types of text. However, I did not take into account the category of assiduous reader due to the fact that the participants were not asked whether they included or not their reading habit to the different areas of their social life.

## II. Participants

A total of 46 college students from *Universidad Veracruzana* participated in this study. 30 participants (7 male and 23 female) were from the School of Languages and 16 participants (9 male and 7 female) from the School of Administrative and Social Sciences. All the undergraduates were enrolled in the first academic period of their BA, which were English Language and International Business Management.

Although we would have preferred to have a total of 60 undergraduates, 30 from English Language and 30 from International Business Management, this was not possible because the students from the School of Administrative and Social Sciences were not eager enough to participate in this study. Therefore, only 16 undergraduates volunteered to participate.

Most of the participants from both BA programs shared some important factors. For instance, the age group of all the participants is from eighteen to twenty-one years old. Their socioeconomic status is middle-middle class, meaning that most of their parents do not have an academic education and, consequently, little appreciation for reading. Also, most surprisingly, the majority of students regard the reading activity as boring and only read texts that are needed in their academic context.

## III. Data Collecting Tools

To perform this study two data collecting tools were used in the following order: first, the Reader Belief Questionnaire (Schraw and Bruning, 1996), and secondly, a Socioeconomic Survey. These materials were collectively discussed and accepted by our advisor and the classmates of *Research Seminar* (NRC 50621), since we all were involved in a wider project that focused on reading implicit theories at *Universidad Veracruzana* and *Universidad de Quintana Roo*.

The course of *Research Seminar*, one of the Terminal courses in every BA of *Universidad Veracruzana*, focus on encouraging student participation in the generation and application of knowledge and its social distribution, as well as stimulating vocation for research on students who are interested in developing an academic career.

First, the Reader Belief Questionnaire consisted of 14 true or false statements, which were consistent with either one of the three distinct models of reading process: transmission, translation or transactional models (Bogdan & Straw, 1990; Straw & Bogdan, 1993). Seven statements represented beliefs that were characteristic of the transmission and translation model (e.g. Good readers remember most of what they read). Seven statements corresponded to beliefs characteristic of the transactional model (e.g. Reading for pleasure is the best kind of reading). These statements were given numerical values according to a table provided by Dr. Perales-Escudero, the director of the macro project of Implicit Reading Theories that is being carried out between *Universidad Veracruzana* and *Universidad de Quintana Roo*. According to the results provided by the table, students were placed under the categories of a) holding the transmission model of reading (TM), b) holding the transmission and transactional model of reading (TM&TA), or c) holding the transactional model of reading (TA).

Because most of the volunteers were not from the Language School and had a low intermediate level of English, all the questionnaires were going to be written in Spanish. We translated the Reader Belief Questionnaire with the aid of some of the classmates of *Research Seminar* and the supervision of a native English speaker who is an expert in the subject. Secondly, the Socioeconomic Survey was written based on the Socioeconomic Survey of *Universidad Veracruzana.* It was collectively discussed and modified during class time with the advisor in order to cover the socioeconomic factors that might influence the reading process. Since socioeconomic factors often have an influence on the

individual's intellectual development, these factors might promote the reading habit as an everyday activity or relegate it only to academic purposes.

## IV. Procedure

In view of the fact that as a group, the students of the class *Experiencia Recepcional*, were going to research the same topic: Implicit Reading Theories in undergraduates of *Universidad Veracruzana*, we decided to share the data obtained by our peers because there was not much time to collect the information. I collected data from the School of Administrative and Social Sciences, specifically from the BA on International Business Management, and was going to be given the data collected from the BA on English Language.

The students from the BA on International Business Management preferred to be sent the questionnaires to their emails instead of writing down the answers after classes due to a matter of time. The participants were supposed to answer the Reader Belief Questionnaire and then the Socioeconomic Survey. The questionnaires were organized in this manner after coming to the conclusion that ranking them according to the level of complexity was best in order to obtain better answers.

On September 24, 2011 the questionnaires were sent to the 21 students that had volunteered to participate in this study. However, after 10 days of reminding the students to answer the questionnaires as soon as possible, only four undergraduates had sent back their answers. Therefore, as a measure to encourage them to send the information, a lunch was organized for the students who had already participated, as well as for those who were still in the process of sending the information. After a couple of days of the announcement, the information of 12 more students was received. Yet, the target of receiving answers of the 30 volunteers was not met.

Nevertheless, the team in charge of collecting the data from the students of the first academic period of English Language was able to find 30 volunteers. Their method for obtaining data was different due to the permission they had to apply the questionnaires during class time, which proved to be more efficient and less frustrating than sending the questionnaires via email.

# Chapter Three: The Study

## I. Findings

In order to assess the data collected, I analyzed the relationship between the implicit models of reading, shown in the Reader Belief Questionnaire, and the students' sociocultural and individual factors. Firstly, I present the frequencies of the implicit models of reading in both BAs. Second, I show the sociocultural and individual factors in the BA of English Language (EL). Third, I present the sociocultural and individual factors in the BA of International Business Management (IBM). Finally, I analyze the similarities and differences of the implicit models of reading in both BAs.

Since in our research the Schraw and Bruning's Reader Belief Questionnaire was used, it was decided to combine the transmission and translation model (TM) and compare them with the transactional model (TA). The purpose of doing this was because according to Schraw and Bruning (1996, p. 296): "… items typical of the transmission and translation models … assume that meaning does not originate with the reader, whereas the transactional model does."

### i. Implicit Models of Reading

In the English Language BA program (EL) the predominant implicit model of reading was the transactional model of reading (TA), while in the International Business Management BA (IBM) the predominant implicit model of reading was the transmission and transactional model of reading (TM&TA). However, there was also one student in EL who held the transmission model of reading (TM). The frequencies of the reading theories in both BAs are shown in Table 1:

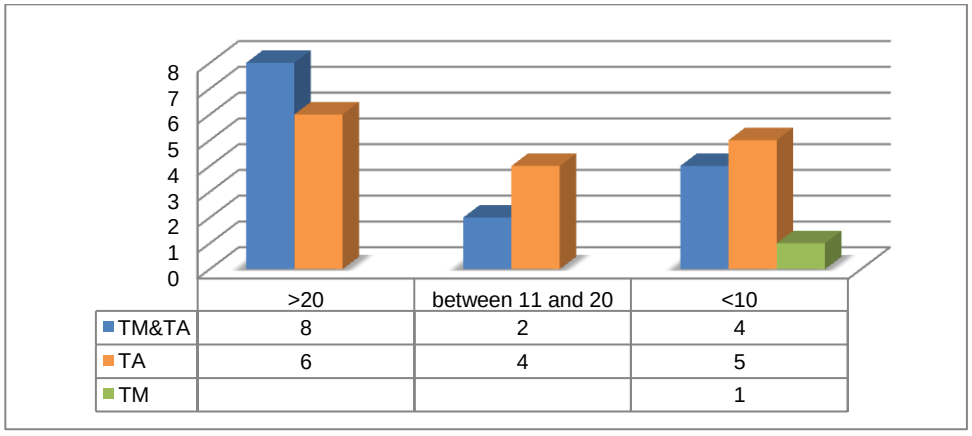
| BA | TM&TA | TA | TM |
|---|---|---|---|
| English Language | 47% | 50% | 3% |
| International Business Management | 56% | 44% | |

Table 1. Implicit Models of Reading in EL and IBM

### ii. Relationship between the Implicit Models of Reading and Sociocultural Factors in the BA of English Language

a) *Number of books at home*

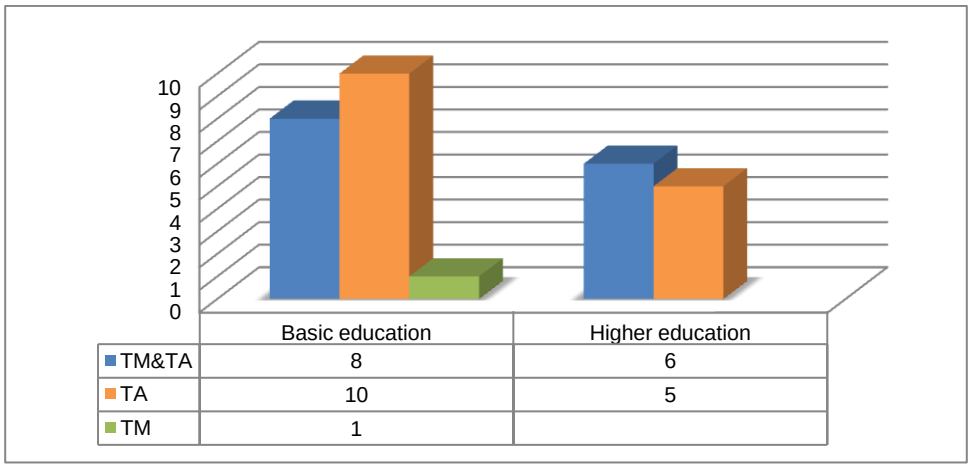
With regard to the number of books at home, the participants had three response options: less than 10, between 11 and 20 and more than 20 books. As for the undergraduates who held the TM&TA eight had more than 20 books at home, two had between 11 and 20 books and four had less than 10 books at home. Whereas six of the students with the TA had more than 20 books, four had between 11 and 20 and five had less than 10 books at the home of their parents. As for the student with the TM, he had less than 10 books at home. See graphic 1 below.




Graphic 1. Number of books at home in EL

b) *Mothers' Schooling*

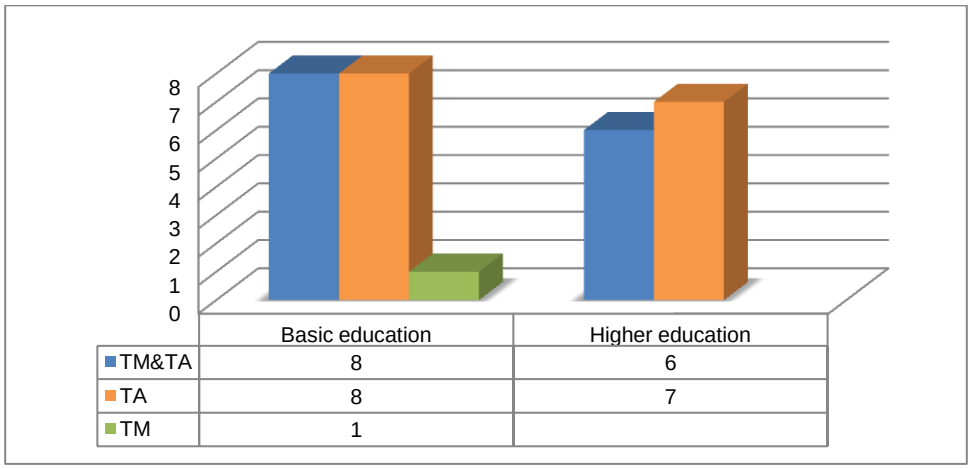
Regarding the mothers' schooling of undergraduates who held the TM&TA, eight had a basic education while six had a higher education. Likewise, ten mothers of the participants, who held the TA, had a basic education and five had a higher education. Concerning the mother of the student with a TM, she had a basic education. Graphic 2 beneath indicates the previous.




Graphic 2. Mothers' schooling in EL

*c) Fathers' Schooling*

In regard to the fathers' schooling of undergraduates who held the TM&TA, eight had a basic education and six had a higher education. As for the fathers of participants who held the TA, eight had a basic education while seven had a higher education. With regard to the father of the student with the TM, he also had a basic education. See graphic 3 below.

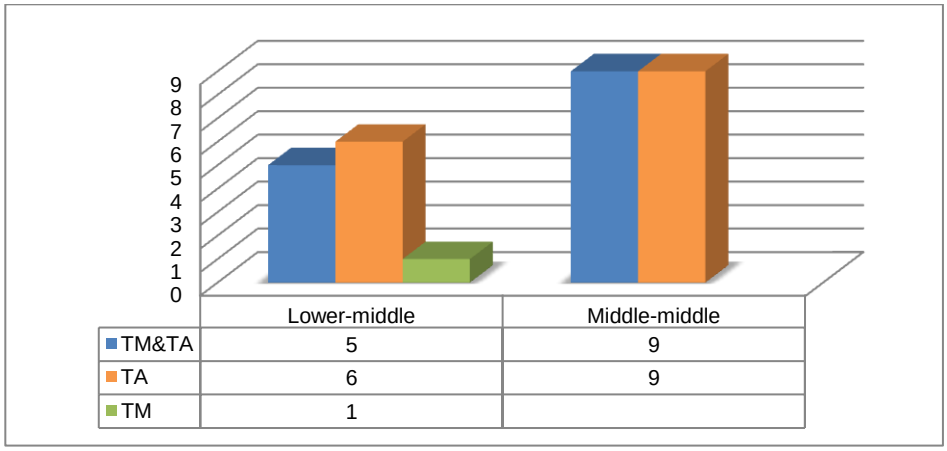



Graphic 3. Fathers' schooling in EL

*d) Socioeconomic Status*

The majoritarian socioeconomic status in students with TM&TA was middle-middle since nine undergraduates belonged to this class, while five were from a lower-middle class. Whereas the socioeconomic status of nine of the students with the TA was middle-

middle and six belonged to the lower-middle class, while the participant with TM was from a lower-middle class. Graphic 4 represents the prior.

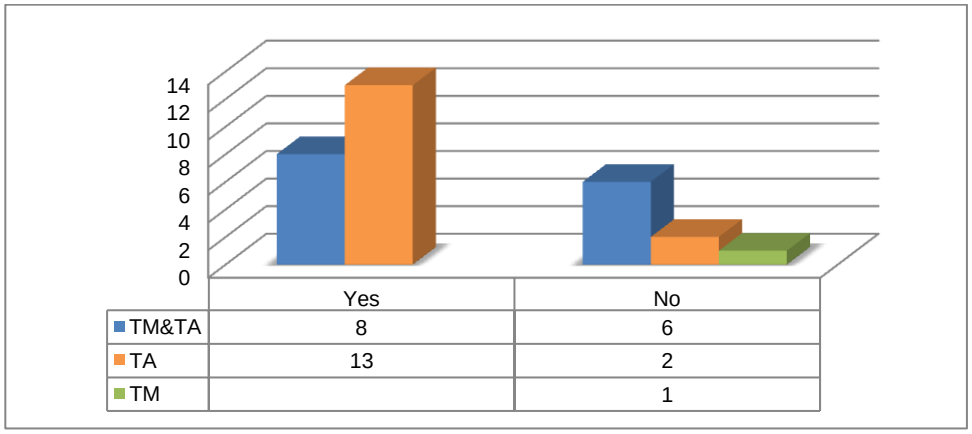



Graphic 4. Socioeconomic status in EL

### iii. Relationship between the Implicit Models of Reading and Individual Factors in the BA of English Language

*a) Developed the Habit of Reading before high school*

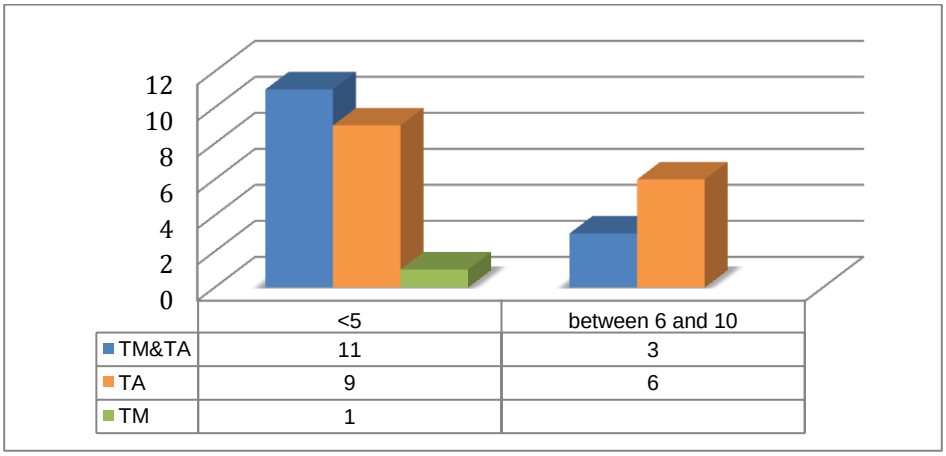
As for the developed habit of reading before high school, eight students with the TM&TA had developed this habit before entering high school while six did not have developed it. On the other hand, thirteen undergraduates with the TA were in the habit of reading before high school but two were not, nor was the student with TM. See graphic 5 beneath.




Graphic 5. Developed habit of reading in EL

*b) Hours per week devoted to reading*

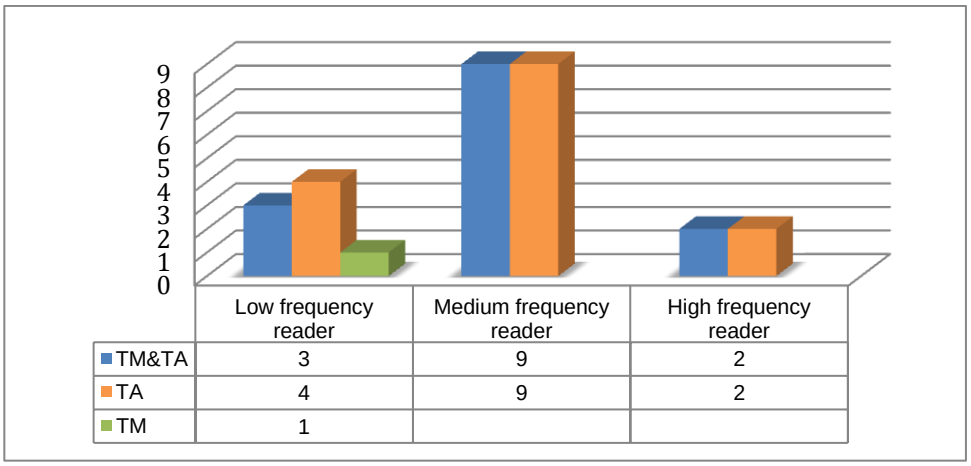
In regard to the hours per week devoted to reading, the participants had three response options: less than 5, between 6 and 10 and more than 11 hours. However, none of the participants chose the option of reading more than 11 hours per week. Respecting the undergraduates who held the TM&TA, eleven read less than 5 hours per week and three read between 6 and 10 hours per week. In respect to the students with the TA, nine participants read less than 5 hours and six read between 6 and 10 hours per week, whereas the student with a TM read less than 5 hours per week. Graphic 6 represents the previous.




Graphic 6. Hours per week devoted to reading in EL

*c) Reading Frequency*

Regarding the reading frequency, three undergraduates with the TM&TA were low frequency readers, nine were medium frequency readers and two were high frequency readers. Correspondingly, four students with the TA were low frequency readers, nine were medium frequency readers and two were high frequency readers. The participant with TM was a low frequency reader. See graphic 7 beneath.

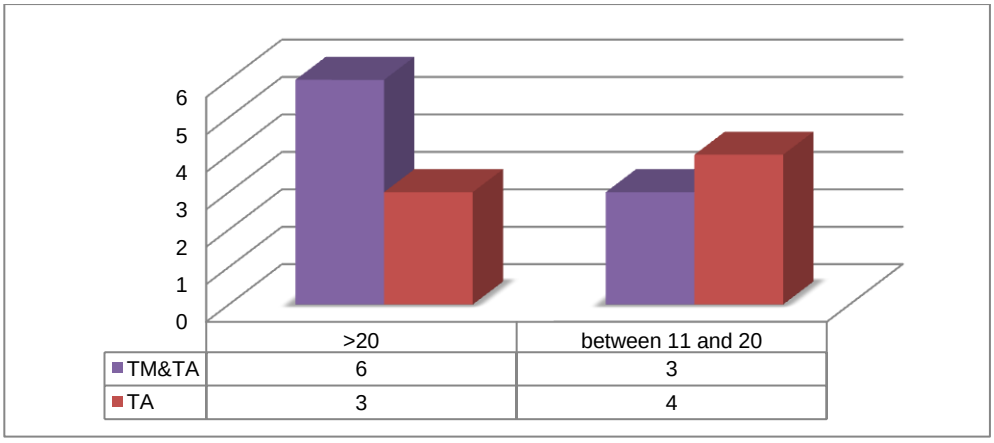



Graphic 7. Reading frequency in EL

### iv. Relationship between the Implicit Models of Reading and Sociocultural Factors in the BA of International Business Management

a) *Number of books at home*

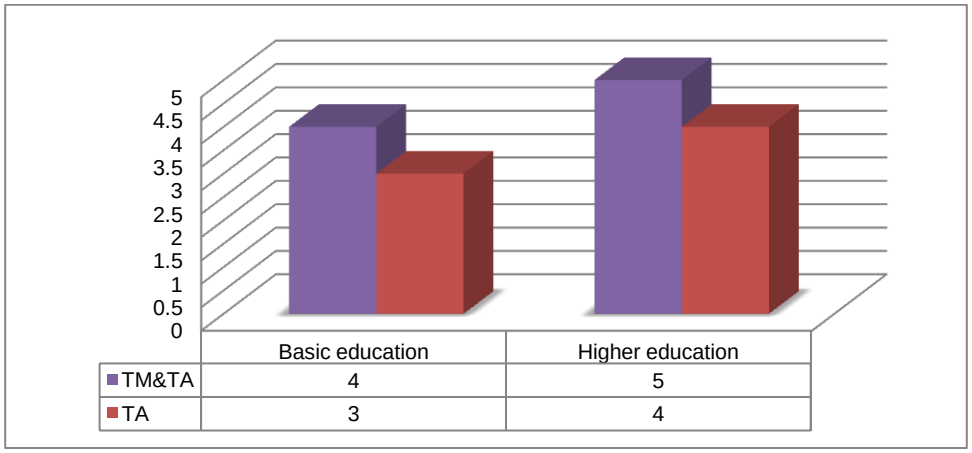
With regard to the number of books at home, six of the undergraduates who held the TM&TA had more than 20 books at home and three had between 11 and 20 books at home. Whereas three of the students with the TA had more than 20 books and four had between 11 and 20. See graphic 8 below.




Graphic 8. Number of books at home in IBM

*b) Mothers' Schooling*

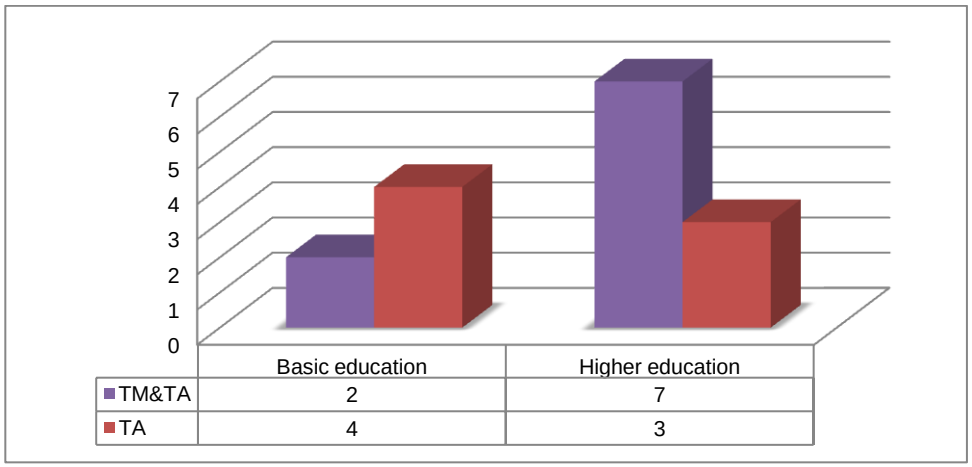
In regard to the mothers' schooling of undergraduates who held the TM&TA, four had a basic education and five had a higher education. On the other hand, three mothers of the participants who held the TA had a basic education while four had a higher education. Graphic 9 beneath indicates the previous.




Graphic 9. Mothers' schooling in IBM

c) *Fathers' Schooling*

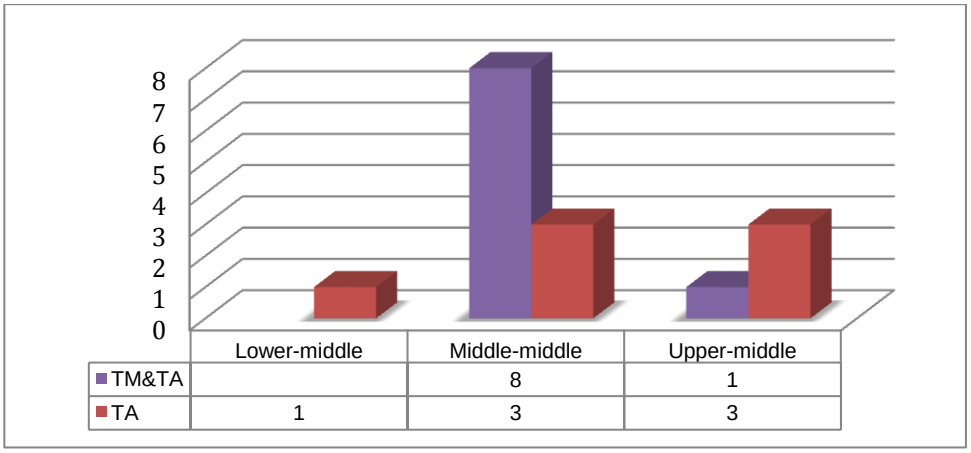
With regard to the fathers' schooling of undergraduates who held the TM&TA, two had a basic education while seven had a higher education. As for the fathers of participants who held a TA, four had a basic education and three had a higher education. See graphic 10 below.




Graphic 10. Fathers' schooling in IBM

*d) Socioeconomic Status*

Most of the students with the TM&TA belonged to the middle-middle class as eight undergraduates were from this class, while only one was from an upper-middle class. Whereas the socioeconomic status of one of the students with the TA was lower-middle, three belonged to the middle-middle class and three were from the upper-middle class. Graphic 11 illustrates the prior.

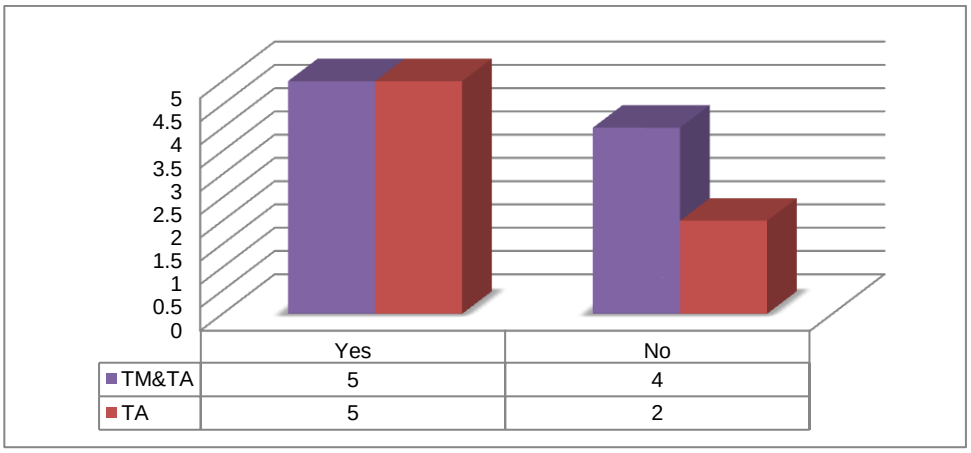



Graphic 11. Socioeconomic status in IBM

**v. Relationship between the Implicit Models of Reading and Individual Factors in the BA of International Business Management**

*a) Developed the Habit of Reading before high school*

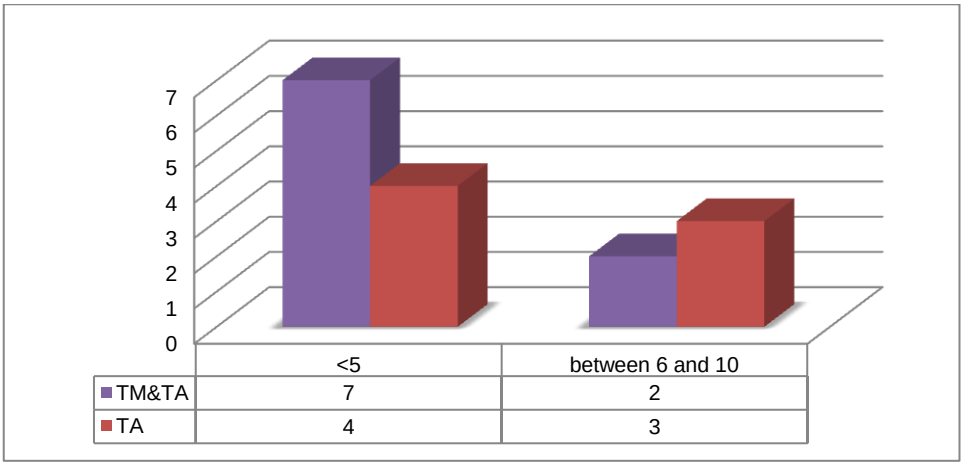
Regarding the development of the habit of reading before high school, five students with the TM&TA had developed this habit before entering high school while four did not have it. As for the undergraduates with the TA, five were in the habit of reading before high school but two were not. See graphic 12 beneath.




Graphic 12. Developed reading habit in IBM

*b) Hours per week devoted to reading*

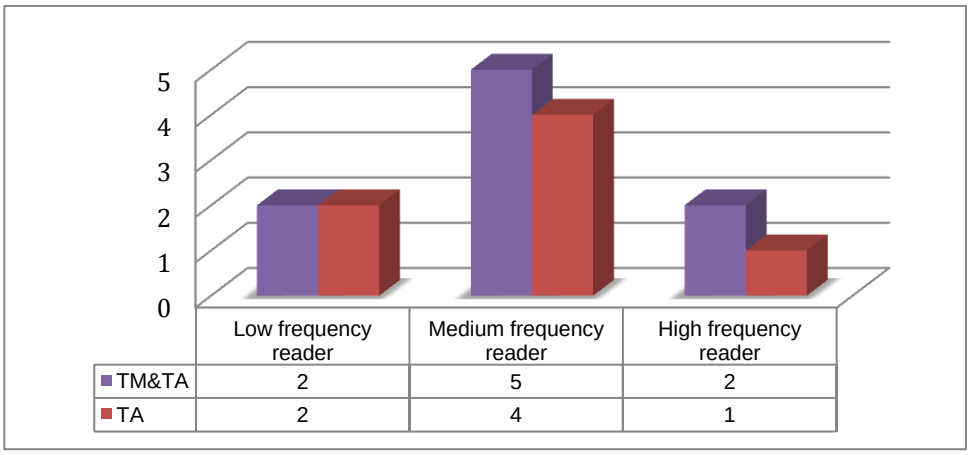
As regards to the hours per week devoted to reading in the undergraduates who held the TM&TA, seven read less than 5 hours per week and two read between 6 and 10 hours per week. In respect to the students with the TA, four students read less than 5 hours and three read between 6 and 10 hours per week. Graphic 13 illustrates the previous.




Graphic 13. Hours per week devoted to reading in IBM

*c) Reading Frequency*

Regarding the reading frequency, two undergraduates with the TM&TA were low frequency readers, five were medium frequency readers and two were high frequency readers. Whilst two students with the TA were low frequency readers, four were medium frequency readers and one was a high frequency reader. See graphic 14 beneath.




Graphic 14. Reading frequency in IBM

### vi. Similarities and differences between the implicit models of reading and the sociocultural factors

*a) TM&TA in EL and IBM*

There was a similarity in students with this implicit model of reading since most of the students, eight in EL and six in IBM, had more than 20 books at home. However, only in EL were there five undergraduates who had less than 10 books at home.

Regarding the parents' schooling, both the mothers and fathers of the students enrolled in IBM had a better education than the parents of the students in EL. For example, five of the mothers of the students in IBM had a higher education while four had a basic education. On the other hand, six of the mothers of students in EL had a higher education but eight had a basic education. With respect to the fathers' schooling, seven of the fathers of the undergraduates in IBM had a higher education while two had a basic education. On the contrary, seven of the fathers of undergraduates in EL had a higher education whilst eight had a basic education.

Not surprisingly, the students of IBM had a better socioeconomic status than the students in EL, considering that whilst one undergraduate from IBM belonged to the upper-middle class, eight came from the middle-middle class. On the contrary, nine students of EL belonged to the middle-middle class and five came from the lower-middle class. Hence, there was a correlation between the parents' schooling and the socioeconomic status. The

students of IBM had a better socioeconomic status because their parents had a better schooling. In other words, the better the schooling of the parents, the better the socioeconomic status of the family.

*b) TA in EL and IBM*

In regard to the number of books at home, the students of IBM had, proportionally, more books at home than the students of EL since three students of IBM had more than 20 books and four had between 11 and 20. In EL there were six students who had more than 20 books at home, four had between 11 and 20, yet five had less than ten books. In this matter, a correlation was found between the socioeconomic status and the number of books at home, since there were more books in the houses of the participants with a better socioeconomic status.

As for the parents' schooling, once again the mothers of undergraduates registered in IBM had a better education than the mothers of students in EL. As four of the mothers of students in IBM had a higher education while three had a basic education. On the other hand, five of the mothers of students in EL had a higher education but ten had a basic education. On the contrary, most of the fathers of students in both BA programs had a basic education. In IBM four fathers had a basic education and three had a higher education, while in EL eight fathers had a basic education and seven had a higher education.

Then again, the students in IBM had a better socioeconomic status than the students in EL because while three undergraduates in IBM came from an upper-middle class and three belonged to the middle-middle class, only one came from the lower-middle class. While in EL nine students belonged to the middle-middle class yet six came from the lower-middle class.

*c) TM in EL*

In respect to the only student with TM, this undergraduate had the less advantageous sociocultural factors: there were less than ten books at his parents' home, his parents had a basic education and his socioeconomic status was lower-middle.

### vii. Similarities and differences between the implicit models of reading and the individual factors

*a) TM&TA in EL and IBM*

As to the developed habit of reading, most of the students in both BAs had developed this habit before entering high school. In EL eight students were in the habit of reading while six were not. Similarly, in IBM five undergraduates had developed this habit but four had not.

With respect to the hours per week devoted to reading, the majority of students in both BAs read less than 5 hours per week. In the BA of EL there were eleven students who read less than 5 hours and three who read between 6 and 10 hours per week. While seven undergraduates in IBM read less than 5 hours and two read between 6 and 10 hours per week.

Regarding the reading frequency, the majority of students in both BAs were medium frequency readers. As in EL three undergraduates were low frequency readers, nine were medium frequency readers and two were high frequency readers. Whereas in IBM two students were low frequency readers, five were medium frequency readers and two were high frequency readers.

*b) TA in EL and IBM*

As for the developed habit of reading before entering high school, most of the students in both BAs had developed this habit as well. Considering that in EL thirteen students were in the habit of reading but two were not, while in IBM five undergraduates had developed the habit of reading but two had not.

Likewise, with regard to the hours per week devoted to reading, the majority of students in both BAs read less than 5 hours. For in EL nine undergraduates read less than 5 hours and six read between 6 and 10 hours per week, while in IBM four students read less than 5 hours and three read between 6 and 10 hours per week.

In respect to the reading frequency, the majority of students in both BAs were medium frequency readers. In EL four undergraduates were low frequency readers, nine were medium frequency readers and two were high frequency readers. Similarly, in IBM

two students were low frequency readers, four were medium frequency readers and one was a high frequency reader.

*c) TM in EL*

Once again, the student with TM had the less advantageous individual factors. This undergraduate did not have the habit of reading before entering high school, the hours he devoted to reading were less than 5 per week and he was a low frequency reader.

## II. Discussion

The purpose of this study was to identify the implicit reading models in freshmen of the BAs of English Language and International Business Management and the influence that sociocultural and individual factors might have in the implicit models of reading of the undergraduates.

My findings suggest that unlike the study of Vázquez and Ricárdez (2012) most students in EL held the TA (15 out of 30) while in IBM the majority of the participants held the TM&TA (9 out of 16). These findings implied that the students from both BAs had a more critical reading than expected at the beginning of the degree. In agreement with Vázquez and Ricárdez (2012), the socioeconomic status in the present study did not differ between the students, from both BAs, either with the TM&TA or TA, who were mostly from the middle-middle class. Nonetheless when comparing this factor with the only undergraduate in EL with the TM, who belonged to the lower-middle class, the socioeconomic status might appear to have had an impact on the subject's implicit model of reading; however, this may be a coincidence since there was only one student who held the TM and conclusions cannot be made from a sample this small. Also, it was identified that the parents' schooling influenced the socioeconomic status. Likewise, there were more books in the homes of students with a better socioeconomic status, either middle-middle or upper-middle.

In another previous study, Castellanos (2009), it was found that the influence the subject receives from their family and social environment (sociocultural factors) shaped their attitude and motivation towards reading. Nevertheless, in the present study it was

found that, although the sociocultural factors influenced the implicit model of reading, it seemed to be the individual factors of having developed the habit of reading and the hours devoted to reading per week that appears to have allowed the transition from the TM&TA to the TA.

Regarding the sociocultural factors in both BAs between the students with TM&TA there was a difference in the parents' schooling. Although most of the parents of the students in EL had a basic education, in IBM they had a higher educational level. However, the majority of the students in both BAs had more than 20 books at home and they belonged to the middle-middle class.

As for the students in EL and IBM with TA there were also some differences in the sociocultural factors. First, while at the majority of the homes of students in EL there were more than 20 books, at the homes of students in IBM there were between 11 and 20 books. Second, while most of the mothers of the students in EL had a basic education, in IBM most of the mothers had a higher education. However, the parents of the undergraduates in both BAs had a basic education. Third, while most of the students in EL belonged to the middle-middle class, in IBM the same number of students, 3, were either from the middle-middle or upper-middle class.

Nonetheless, when comparing the sociocultural factors between the undergraduates from both BAs with either the TM&TA or TA and the student with the TM – who had less than 10 books at home, both of his parents had a basic education and he came from a lower-middle class family – the results could make us believe that the sociocultural factors might facilitate the transition between the TM towards the TM&TA. For instance, the undergraduates whose parents had a higher education seemed more likely to hold the TM&TA.

However, it seemed to be the individual factors, especially having developed the habit of reading before high school and the hours devoted to reading per week that actually propelled students with the TM&TA toward developing the TA. Although the reading frequency was an important factor, since it enabled the participants to be familiar with different types of readings, my findings indicated that students in both BA programs with either the TM&TA or TA were already medium frequency readers – which meant that they were familiar with different types of reading genres.

Nonetheless, the main differences between the students in both BA programs with either the TM&TA or TA were whether or not they had developed the habit of reading and the hours they devoted to this activity. Although most students, in both BAs programs, with either the TM&TA or TA were in the habit of reading before high school and read less than five hours per week; there were more students, in EL and IBM, with the TA who were regular readers and who read between 6 and 10 hours per week than those students with the TM&TA.

For example, eight undergraduates in EL with the TM&TA had developed the habit of reading while six had not. Similarly, in IBM five undergraduates with the TM&TA were in the habit of reading but four were not. On the other hand, thirteen students in EL with the TA had developed the habit of reading but two had not. Correspondingly, in IBM five students with TA were in the habit of reading whilst two were not. Concerning the only student in EL with TM, he had not developed the habit of reading before high school. See table two beneath.

| | Developed the habit of reading | Not developed the habit of reading |
|---|---|---|
| TM in EL | | 1 |
| TM&TA in EL | 8 | 6 |
| TM&TA in IBM | 5 | 4 |
| TA in EL | 13 | 2 |
| TA in IBM | 5 | 2 |

Table 2. Habit of Reading

As for the hours devoted to reading per week, in EL eleven undergraduates with the TM&TA read less than 5 hours and three read between 6 and 10 hours. Likewise, in IBM seven students with the TM&TA read less than 5 hours and two read between 6 and 10 hours per week. Nevertheless, in EL nine students with the TA read less than 5 hours but six read between 6 and 10 hours per week. Similarly, in IBM four students with the TA read less than 5 hours but three read between 6 and 10 hours per week. Respecting the undergraduate with TM, he read less than 5 hours. See table three below.

| | < 5 hours per week | Between 6 and 10 hours per week |
|---|---|---|
| TM in EL | 1 | |
| TM&TA in EL | 11 | 3 |
| TM&TA in IBM | 7 | 2 |
| TA in EL | 9 | 6 |
| TA in IBM | 4 | 3 |

Table 3. Hours per week Devoted to Reading

Therefore it could be inferred that having developed the habit of reading and the hours devoted to reading per week might propel the transition from the TM&TA towards the TA. Hence, I could deduce that in order to have the TA “practice makes perfect”, as it appeared that besides being in the habit of reading, the number of hours devoted to this activity is also important.

## Conclusion

In the present study I aimed at identifying the implicit models of reading in the freshmen from two BAs, English Language and International Business Management, at *Universidad Veracruzana* and the sociocultural and individual factors that may influence the students' implicit model of reading. The results showed that most of the undergraduates from the BA of EL held the Transactional implicit model of reading (TA); however, the only student with the Transmission model of reading (TM) was also in this BA. On the other hand, in IBM the majority of the students held the mixed implicit model of reading of Transmission and Transactional (TM&TA).

In addition, it was found that adequate sociocultural factors are important for allowing the transition from the TM to the TM&TA. Adequate sociocultural factors would be: having parents with a higher education, belonging to the middle-middle or upper-middle class and having at least between 6 and 10 books at home. Since the parents of the only student with TM had a basic education, belonged to the lower-middle class and had less than 10 books at home, it could be deduced that since this student did not have adequate sociocultural factors his transition towards a more plausible reading model (TM&TA) was not impelled. Nevertheless, the most important sociocultural factor was the schooling of the parents since it influenced both the participants' socioeconomic status and the number of books at home.

As for the individual factors, in both BAs they seemed to be the cornerstones for allowing the transition from the TM&TA to the TA. Although students with either the TM&TA or TA were medium frequency readers already and most of them read less than five hours per week, the main difference between them was that there were more undergraduates with TA who had developed the habit of reading and who read between 6 and 10 hours per week than those students with the TM&TA. For example, in EL eight students with TM&TA were in the habit of reading while six were not; on the other hand, thirteen undergraduates with TA had developed this habit but two had not. Concerning IBM, five students with TM&TA had developed this habit but four had not, yet five undergraduates with TA were in the habit of reading whilst two were not. Regarding the hours devoted to reading, in EL three students with TM&TA read between 6 and 10 hours

while six students with TA read this number of hours per week. In IBM, while two undergraduates read between 6 and 10 hours, three students with TA devoted this number of hours to reading. See table four below.

| | Habit of reading | No habit of reading | Read < 5 hours | Read between 6 and 10 hours |
|---|---|---|---|---|
| TM in EL | | 1 | 1 | |
| TM&TA in EL | 8 | 6 | 11 | 3 |
| TM&TA in IBM | 5 | 4 | 7 | 2 |
| TA in EL | 13 | 2 | 9 | 6 |
| TA in IBM | 5 | 2 | 4 | 3 |

Table 4. Habit of Reading and Hours devoted to Reading

Nevertheless, this study has some limitations. The first one was the small, specific and limited sample, given the fact that only 46 participants' implicit models of reading were analyzed – 30 from EL and 16 from IBM. Perhaps if there had been a bigger sample, there might have been a more heterogenic sample of the implicit models of reading and other factors might have arisen as important for allowing the transition from the TM towards the TM&TA.

Another limitation was the socioeconomic survey. After analyzing the data, I realized that some responses such as the ones given for the socioeconomic status and having developed the habit of reading were too subjective. Had these questions been more objectively developed, I might have obtained different answers. For instance, there were no parameters given in the question for the socioeconomic status, nor was any explanation given about what the habit of reading was considered to be. Therefore the responses given to these questions were rather subjective in a socioeconomic survey that aimed at being as objective as possible.

The above notwithstanding, further research needs to be done on the factors that can impel or delay the transition towards the TA, as well as identifying whether holding the mixture of TM&TA is less or more advisable than holding only the TA. Also, further research should focus on identifying the factors that influence the motivation a subject has for devoting more hours to reading particularly in Mexico, a country famous for its lack of avid readers.

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