

Reading as Sport: A Potential Technique to Develop English Language Skills

Md. Rasel Kabir ¹

Mamunur Rashid Zaber ²

Abstract

Concerning the overall socio-cultural circumstances of a community, English teachers attempt to apply different curriculums, approaches, methods and techniques to teach English in an easier way to its non-native speakers. Colligating to that attempt by the stakeholders, firstly, this study investigates how reading can be sport that involves the learners to develop their three language skills – listening, speaking, and writing – with the facilitation by their instructors. Then, by applying a quantitative approach, it endeavors to disclose the degree of improvement of respective language skills. Finally, it elucidates the potential challenges and their possible solutions to adapt reading as sport.

Keywords: Reading, reader, sport, English language skills

Introduction

Which one gives us much pleasure-reading a book or playing or watching a sport? Definitely, there will be a certain percentage of people who would stand for reading while others, in fact a large number of them, would stand for sport. In general, sport is a great source of entertainment for the majority of the population of the world compared to that of book reading. Relating to this, book reading can be like playing or watching sport. This type of book reading plays a great role to develop the basic language skills – listening, speaking, and writing – which could be enhanced to a great extent if the readers finish reading. As they go about reflecting on the books, they adapt, improvise, incorporate and accommodate themselves as per the requirements to develop their language skills. Also, as a part of reflection they prepare projects, create posters, make PowerPoint presentations, act out certain scenes and take written tests which engage their psychomotor domain of learning in collaboration with learner autonomy. Thus, book reading works as a collaborative technique to contribute to language skills development of a second language learner.

British Council Book Reading Competition is a partnership initiative with different educational institutions to provide students with the opportunity to read literature from around the world in simplified English. The central motto of this

¹ Assistant Professor, Department of English & Language Center, Green university of Bangladesh

² Lecturer, Department of English & Language Center, Green university of Bangladesh

program is to make reading and learning a new language fun and competitive. This competition is open for students from KG to university level belonging to a participating institution paying an amount of BDT 300 (per student per session) as the participation fee. For this competition, there will be a set of selected books in coordination with the individual institution for each class/semester. The competition involves the two basic activities namely reading books and taking part in an assessment. After the evaluation of the test scripts, the students securing at least 40% in the assessment will receive certificates for successful completion, and those who score 70% and above will win attractive prizes from the British Council(Anonymous, 2019).

Similarly, at Green University of Bangladesh (GUB), the Language Center has been facilitating Book Reading Competition in collaboration with the British Council since 2014. Basically, the participants of this program are students of first, second and third semester from different departments such as Department of English, Green Business School (GBS), Department of Law, Department of Anthropology and Sociology, Department Textile Engineering, Department of Electronics and Electrical Engineering, and Department of Computer Science Engineering. All of them read these books as a partial mandatory part of their three English For Academic Purposes (EAP) courses. It is partially mandatory because there are only 10 marks allocated on presentation to be done one these books. The books the students read are as follows:

Semester	Course's Title	Book's Title
First	English for Academic Purposes (EAP 009)	<i>The Curse of the Mummy</i> – Joyce Hannam Or, <i>Macbeth</i> – William Shakespeare
Second	English for Academic Purposes I (EAP 101)	<i>Five Canterbury Tales</i> – Geoffrey Chaucer Or, <i>Sherlock Holmes the Emerald Crown</i> – Sir Arthur Conan Doyle
Third	English for Academic Purposes II (EAP 102)	<i>Twenty Thousand Leagues under the Sea</i> – Jules Verne Or, <i>Around the World in 80 Days</i> – Jules Verne

All the books are the abridged and simplified versions of the originals. The students read the assigned books mostly on their own, accumulating the directions and suggestions provided by their instructors to make and take the presentation. They prepare not only PowerPoint presentations but also posters (please see Appendix – II) which they present in front of their classmates and later on before the delegates coming from British Council. Also, they engage themselves in some other

activities like acting out a particular scene of the book they have read and dress themselves up according to their favorite character. These physical activities engage learners' psychomotor domain which includes physical movement, coordination, and use of the motor-skill areas, and the development of these skills requires practice; and these activities are measured in terms of speed, precision, distance, procedures, or techniques in execution (Simpson, 1972). Besides, they take a formal test along with their final exam of the respective EAP courses. In the test, they face some questions that include the test of vocabulary, grammar structure, reading passage followed by answering questions and writing summary or other argumentative and elaborative writings. As motivations, there are few positive reinforcements for the toppers and all the participants such as certificates of distinction, successful completion and participation along with the awards like laptop, tab, smartphone, pen-drive, backpack, dictionary, book, diary, and so on. As an indirect part of this program, teachers appear as facilitators who act for giving instruction, guiding, monitoring, observing and entertaining feedback.

Rationale of the Study

To build up reading habits in native language among students is an exceedingly challenging task let alone building up the habit of reading books in a second foreign (for instance, English) among the learners of English as a Second Language (ESL). Concentrating on the tremendous importance and contribution of reading habits that facilitates the swift development of basic language skills, this article basically illustrates how reading books can be adapted as a sport in ESL classrooms, and how much effectively reading contributes to developing all four basic language skills. With this delineation, the audiences – secondary and tertiary level ESL learners and their teachers – will be benefited to a great extent. For example, both the teachers and the learners will be able to identify the reasons behind the weaknesses of ESL learners' basic language skills, and how they themselves (learners) or their teachers can help overcome those weaknesses by adapting reading as sport to develop the four basic language skills. Besides, this study will kindle the light which will enable its audiences to analyze, explain, identify, organize or take some type of actionable measures to initiate a book reading program in their institutions.

Literature Review

Juxtaposition of Reading and Sport

A juxtaposition of 'sport' and 'reading' is essential to clarify and exemplify how reading can be adapted as sport inside and beyond the classroom. In the first place, 'reading' here indicates 'book reading' and 'sports' mean any indoor or outdoor games that require physical and mental exertion. There are thousands of

definitions of 'reading' provided by numerous dictionaries and authors. On the one hand, reading – being both a mental and physical process – is the process of looking at a series of written symbols and getting meaning from them. To explicate, when we read, we use our eyes to receive written symbols (letters, symbols, numbers, punctuation marks and spaces), and by synthesizing them, we use our intellectual faculty to convert them into words, sentences and paragraphs that convey some communicative messages to us. Hill (1979) briefly defines reading as what the reader does to get the meaning he needs from contextual resources. (p.4) According to Cambridge Dictionary (2008), reading is the skill or activity of getting information from books. Besides, Jensen and Petty (1918 cited in Essays, 2018) propound that reading is a process where words go into your eyes and out of your mouth. They further extend that books are written with many adventures, and time and time again there are spots where they say 'I know it!' which seems interesting to them. 'As they open the book, words flow out and float across the mind' (UKEssays, November 2018). On the other hand, generally sport is an active diversion requiring physical exertion and competition. To expand, 'sport is a game, competition or activity needing physical effort and skill that is played or done according to rules, for enjoyment and/or as a job' (Cambridge Dictionary, 2008).

The basic features of reading and sport are very much likely. The primary defining characteristic of sports is competition – either against an opponent or against oneself – which requires physical exertion that can vary from extreme to light (Anonymous, 2019). While playing and reading, some other alike characteristics appear such as enjoyment, the feeling of either of nervousness / sweating / excitement / scared, concern about favorite player (s) / character(s), interruption for other activities / advertisements, an exciting mental exercise and a feeling of happiness/sadness at the end. Moreover, there are also a few more likely characteristics for example, reading in a group is analogous to playing as a team, taking preparation to secure the top position for competitive examination is equal to warming up to win a real match before playing it (Analee, 2018).

Thus, reading books and playing sports have very much likely characteristics which convene to adapt reading as a sportive tool and apply it inside and beyond the classroom to develop English language skills.

Importance of Reading for Developing Language

Reading is the most important language-learning exercise as it opens the door to learn a language vastly and variedly. Thornbury (2006) advocates that extensive reading – which is the more leisurely reading of longer texts, primarily for pleasure, or in order to accumulate vocabulary, or simply to develop habits of reading – helps develop general language competence, advances general world knowl

edge, expands, strengthens and affirms vocabulary growth, facilitates improve writing, motivates to read more. (p. 191) Moreover, extensive reading or reading for pleasure has also an effect on other language skills such as writing and speaking. Extensive reading will help the students to comprehend more and as well as continue using the language after the instruction. Oya et al. (2009) suggest that the better vocabulary knowledge a language learner has the better his/her oral performance is. They also claim that it is one of the essential components to have good vocabulary knowledge that helps gain fluency in speaking performance. (p. 11)

Guided reading, having significant beneficial effects on helping student's develop reading skills, is one of the most effective tools not only to improve a student's fundamental reading skills but also to help the student develop higher level comprehension skills; moreover with guided reading, a teacher can directly help the student establish fundamental skills necessary for proficient reading, identify weaknesses and strengthen specific skills, improve attention to detail, build fluency, expand vocabulary knowledge and develop reading comprehension skills (Gagen, 2007). However, Bowen and Marks (1994, p. 45) opine that native speakers can learn more easily to read the tongue as they have understood and spoken since birth, then they transfer this previous knowledge to the English reading process. Likewise, a second language learner who always stick to reading books in the target language grow better language skills some of which are sensitizing which provides the reader with unfamiliar words, new structures, complex or obscure sentences, inferring that helps the reader to use the syntactic, logical and cultural clues to find out the meaning of unknown elements, prediction – given in the images, pictures, charts, etc., that accompany the reading – which implies confirmation of expectations, skimming that helps the reader getting the general idea of a text and scanning which is to focus on specific information.

The better your knowledge of vocabulary is, the better your language skills are because vocabulary is one of the most indispensable and dominant factors for effective communication. In fact, without the use of vocabulary the existence of language skills like listening, speaking, reading, writing, and translating would be unthinkable. Levelt (1989) propounds that speech without vocabulary cannot be produced as vocabulary is one of the essential and fundamental components of communication (p. 455). Similarly, communication in a second language cannot take place in a meaningful way to express a wide range of meaning without words (Laufer, 1997). Thus, vocabulary plays a crucial role for developing the language skills of a second language learner. To be a very good user of a language, a learner must have a good range of vocabulary which will come through reading (probably the best way to learn new words) books in the target language. Nation (1995) puts forward 'reading has long been seen as a major source of enriching vocabulary' (p. 7). Likewise,

Cunningham & Stanovich (1998) extend 'the more reading you will do, the more you will increase your exposure to vocabulary that does not usually make its way into the spoken language' (p. 5).

Thus, from the above literature, it has been evident that the relationship between reading and enriching a learner's vocabulary is reciprocally well documented. Consequently, the learners who read a lot outside the classroom are better both in grasping the context and building their vocabulary. However, this study focuses on how one language skill, reading, can contribute to developing the rest three basic language skills, listening, speaking, and writing among its not-native speakers.

Research Questions

Throughout the whole process of the book reading competition, all the learners exhibit a great deal of enjoyment, excitement, happiness and confidence since this is not a reading for grade rather for pleasure and securing the topper position to seal the awards and certificates. And, because of this competition, this has got a 'sportive mood'. Thus, based on this hypothesis the questions like the following appear.

- a. What similarities do reading a book and playing or watching a sport share?
- b. How does sportive reading effectively contribute to developing listening, speaking, and writing skills?

Research Methodology

The aim of this study is to find out how reading can be sport that involves the learners to develop their other four language skills. With a view to determining and interpreting that, data have been collected quantitatively through a questionnaire to conduct this study.

Participants

This research was conducted with the students of first, second and third semester from eight departments of GUB. All the participants learnt English either as a second or as a foreign language. The age range of the participants is from 18 to 24. All the participants had participated in the BRP.

Data Collection

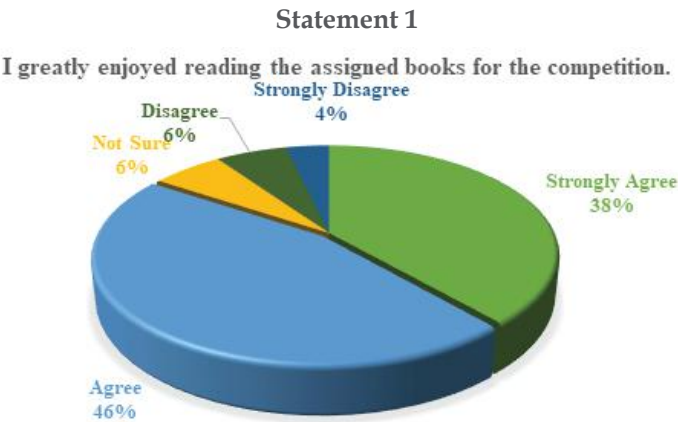
Data was collected through a questionnaire (please see Appendix – I) which had two sections where section one emphasized on how reading can be sport, and the second section highlighted how sportive reading contributed to developing listening, speaking, and writing skills of English language.

Data Analysis

A quantitative approach was used to analyze the data. Firstly, the responses received through a questionnaire were represented through pie charts and graphs to illustrate the comparison of percentages.

Findings

For this study, data have been collected through a questionnaire having 17 statements of which statement 1 to 9 reflected how book reading can be sport, and the rest investigated how this sportive reading can contribute to developing listening, speaking, and writing skills. Each of the questions had five options as such Strongly Agree, Agree, Not Sure, Disagree and Strongly Disagree. The total number of participants was 83. The collected data have been provided as pie chart and bar chart along with the percentage after analyzing.



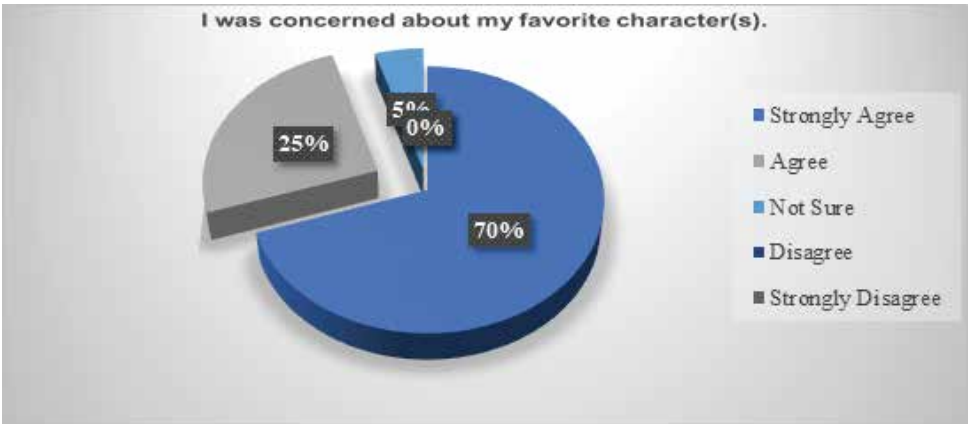
The pie chart illustrates that total 84% – 38% strongly agreed and 46% agreed – students greatly enjoyed reading the assigned books. However, the percentage of not sure and disagreed is equal which is 6, and the percentage of strongly disagreed is 4.

Statement 2



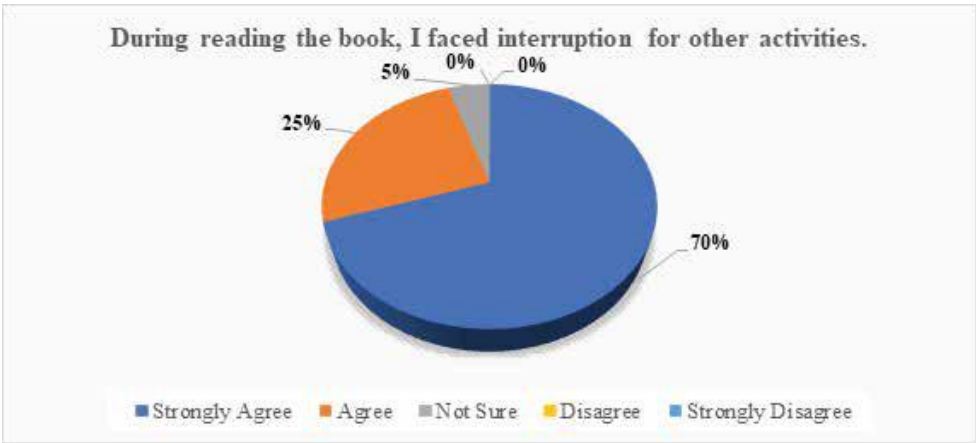
The above pie chart demonstrates that total 95% students responded that they felt either of them - nervous/sweaty/excited/scared - during reading the book. Meanwhile, only 5% students were not sure about their feeling of reading the book.

Statement 3



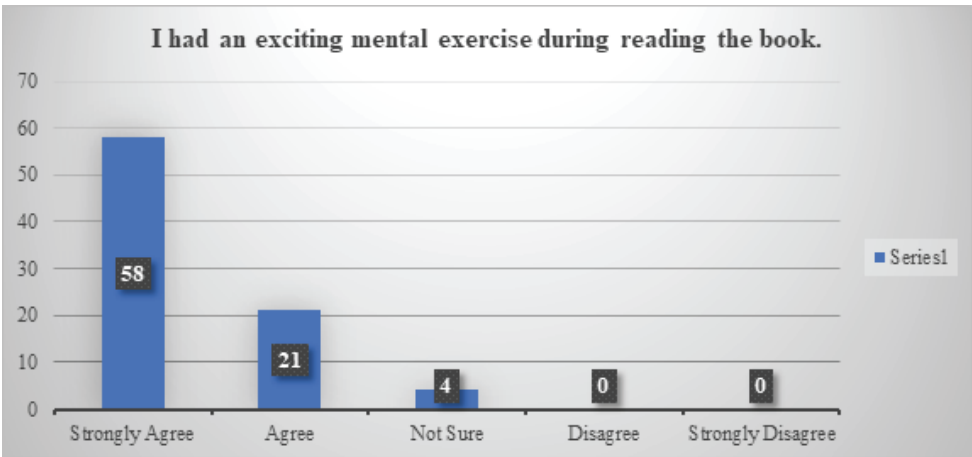
According to the pie chart, 70 percent of the students strongly agreed that they were concerned about their favorite characters while reading the book while 25 percent students agreed. In contrast, 5% students were not sure about it, none of them neither disagreed nor strongly disagreed.

Statement 4



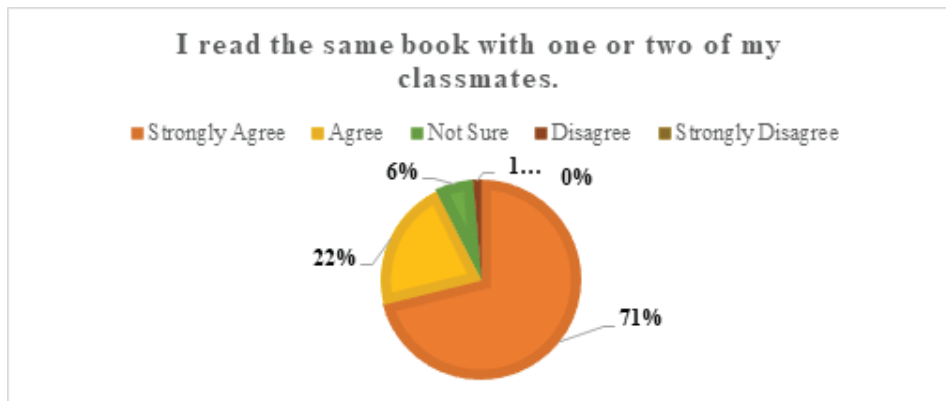
The pie chart explains that a total of 95% students faced interruption during reading the book whereas 5% of them were not sure.

Statement 5



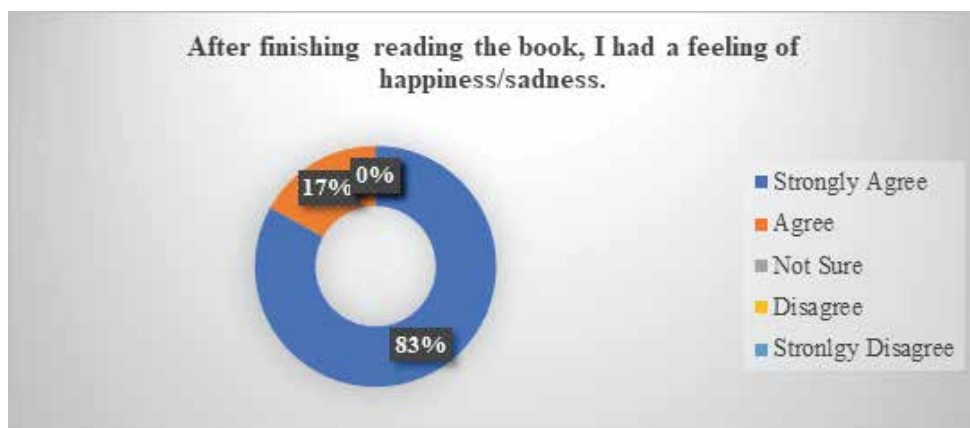
A total of 79% students had an exciting mental exercise while reading the book as the bar chart elaborates. However, only 4% of them were not sure about having an exciting mental exercise.

Statement 6



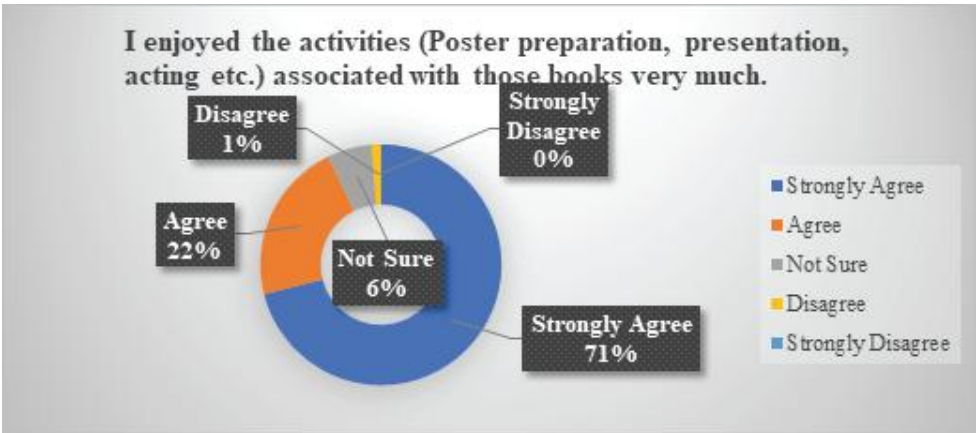
Regarding reading the same book with one or two of their classmates, the above pie chart provides that the percentage of strongly agreed and agreed are 71 and 22 respectively. In comparison with that, 6% and 1% of them are not sure and disagree accordingly.

Statement 7



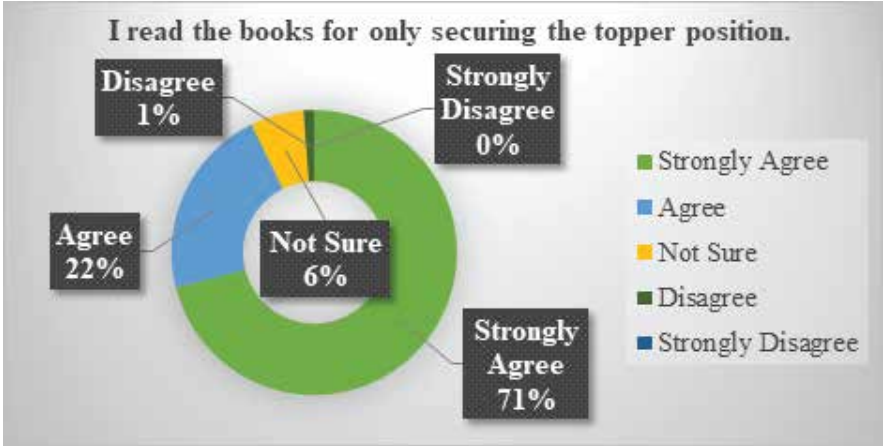
The pie chart illustrates that 83% and 17% students strongly agreed and agreed that after finishing reading the book, they had a feeling of either happiness/sadness while no one responded to not sure, disagree and strongly disagree.

Statement 8

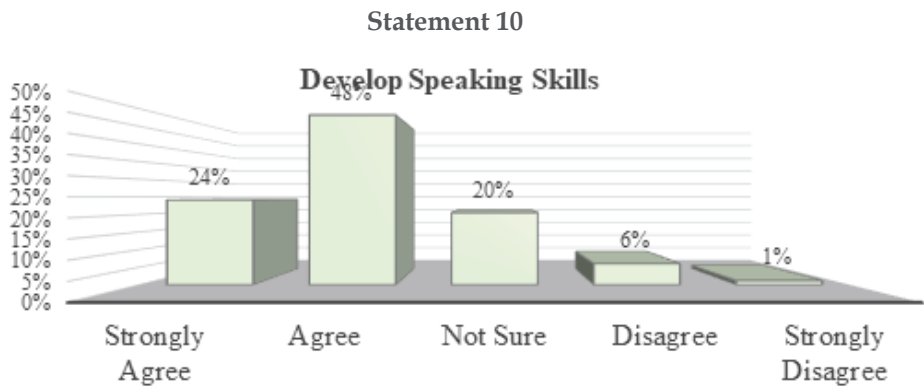


As per the above pie chart, a total of 93% students (71% strongly agreed and 22% agreed) responded that they enjoyed the activities such as poster preparation, presentation, acting etc. associated with those books. Merely 6% of them opined that they were not sure, and 1% disagreed with this statement.

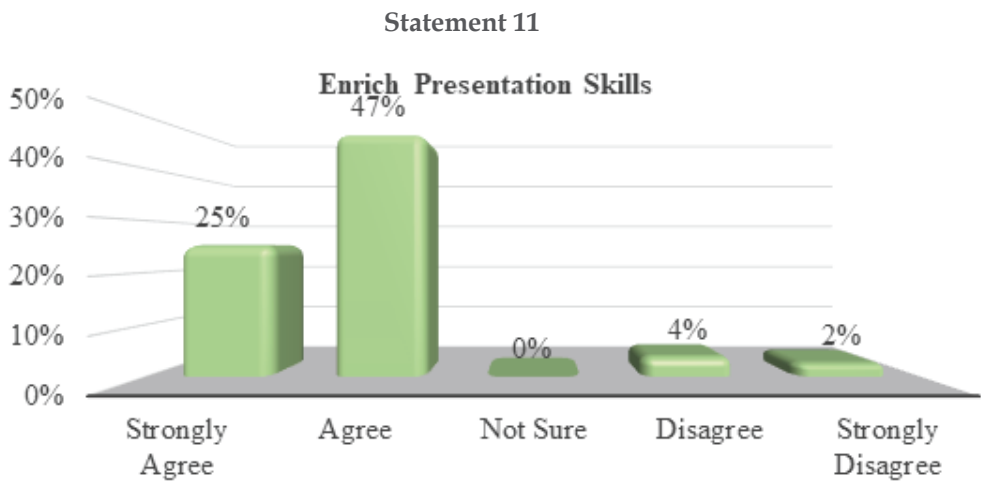
Statement 9



The pie chart shows that a total of 93% students (71% strongly agreed and 22% agreed) read the books for only securing the topper position. Compared to that, 6% of them responded that they were not sure, and 1% disagreed with this statement.



The pie chart explains that 24% and 48% of the respondents strongly agreed and agreed that the book reading program developed their overall speaking skills such as pronunciation, fluency, ability to respond to and answer queries, choice of words while speaking in English etc. the ratio of not sure, disagree and strongly disagree were 20%, 6% and 1% successively.



The bar graph portrays that 25% of the participants strongly has agreed and 47% agreed that BRP has enriched their presentation skills such as confidence, coherence and argumentation, non-verbal communication etc. whereas the percentage of disagree and strongly disagree are 4 and 2 correspondingly.

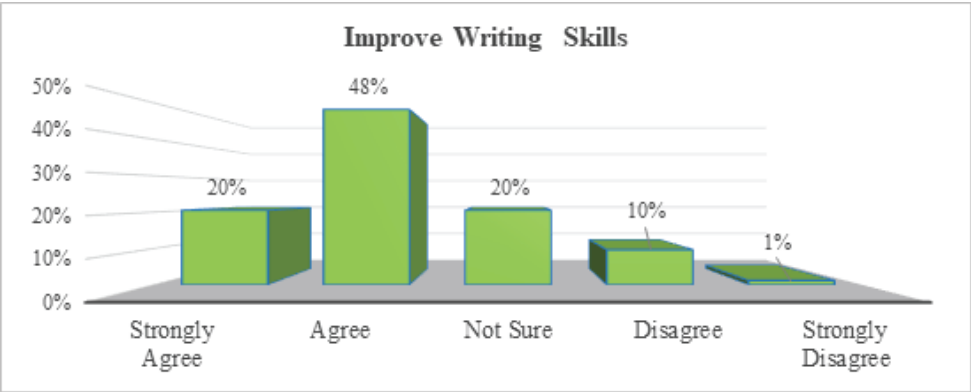


The bar graph displays that a total of 65% participants agreed that BRP has improved their overall listening skills such as understanding queries, active listening etc. meanwhile 22% responded that they were not sure and 14% of them disagreed.



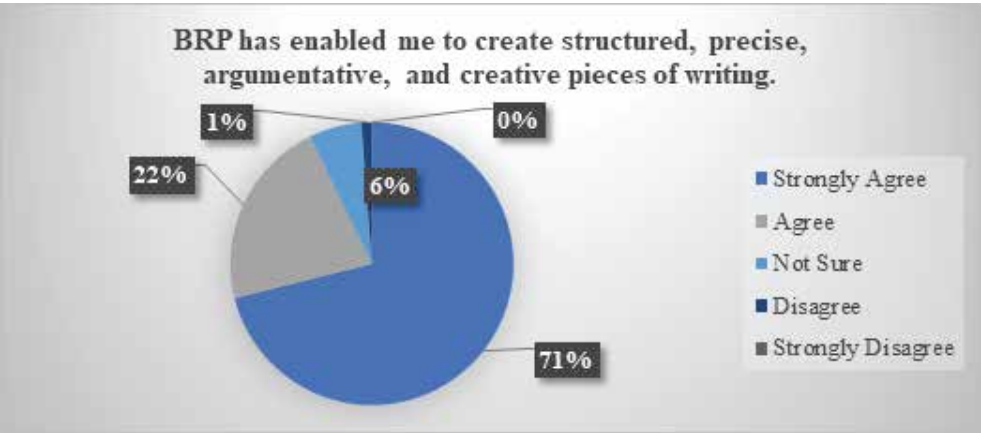
According to the above pie chart, BRP has enhanced 82% students' overall reading skills such as skimming, scanning, problem-solving, guessing etc. On the other side, 13% students said that they were not benefitted, and 8% of the students were not sure about it.

Statement 14



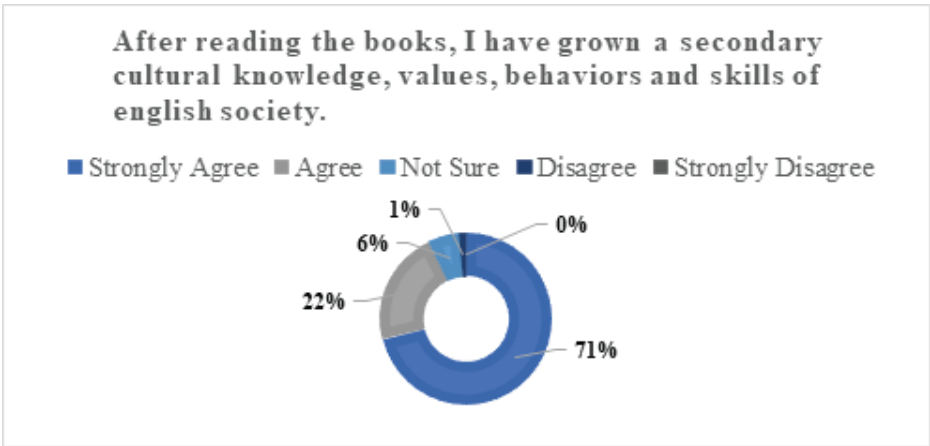
The above graph displays that 68% students improved their overall writing skills such as spelling, diction, sentence structure etc. while 20% students were not sure and 11% disagreed.

Statement 15



The pie chart demonstrates that 93% of the total respondents benefited from BRP which enabled them to create structured, precise, argumentative, and creative pieces of writing while only 7% disagreed.

Statement 16



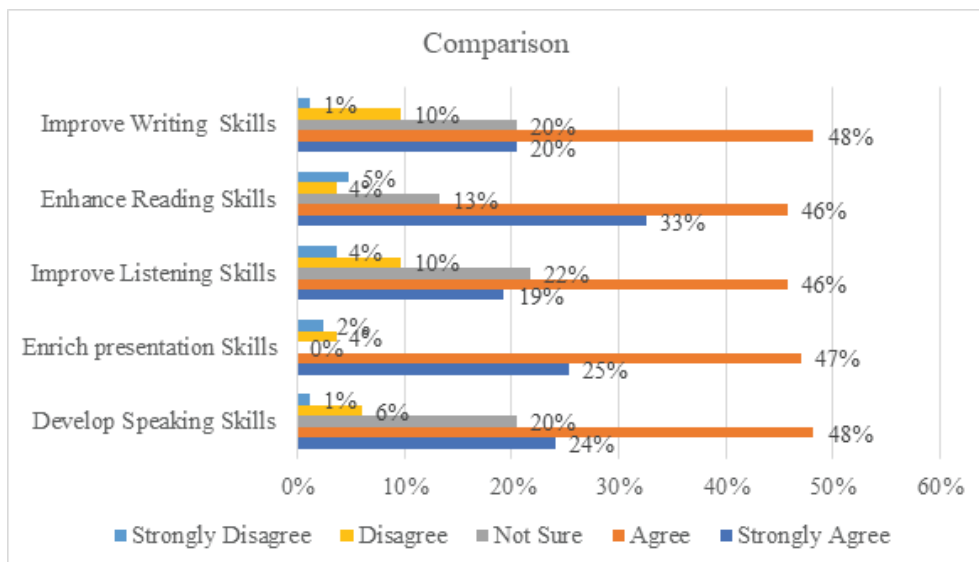
The pie chart illustrates that a total 93% participants have grown a secondary cultural knowledge, values, behaviors and skills of English society while 7% have not.

Statement 17



The pie chart reveals that a total of 93% participants look forward to participating in such a program in future however 7% do not want to participate.

Comparison among developing different type of skills



The above chart is elaborated in the following table.

Responding Criteria	Develop Speaking Skills	Enrich presentation Skills	Improve Listening Skills	Enhance Reading Skills	Improve Writing Skills
Strongly Agree	24%	25%	19%	33%	20%
Agree	48%	47%	46%	46%	48%
Not Sure	20%	0%	22%	13%	20%
Disagree	6%	4%	10%	4%	10%
Strongly Disagree	1%	2%	4%	5%	1%

Discussion

BRP has given the opportunity of reading and reflecting, both verbal and written, which ultimately leads to the gradual development of basic language skills. Moreover, reading beyond syllabus is always something fun because there is neither any pressure of making good result nor any anxiety of failing; there is only the positive reinforcements (awards and certificates) which ultimately engage them in a competitive but friendly race for becoming the topper that ensures and entitles

them the reputations (awards and certificates). In order to do that, they need to schedule their time and tasks more minutely so that their affective filter always remains low. Consequently, they become self-motivated, proactive and autonomous learners.

The analysis of the first nine questions reflects that reading is a sportive activity as all of them reveal some characteristics – enjoyment, the feeling of either of nervousness/sweating/excitement/scared, concern about favorite player (s)/character(s), interruption for other activities/advertisements, an exciting mental exercise and a feeling of happiness/sadness at the end – which are also common in sports. Moreover, there are also a few more likely characteristics for example, reading in a group is analogous to playing as a team, taking preparation to secure the top position for competitive examination is equal to warming up to win a real match before playing it (Analee, 2018).

BRP not only interconnects all the language skills namely listening, speaking, reading and writing but also contributes to develop them gradually along with developing their individual and social skills. From the analyzed data, it is certain that BRP has been a great tool for the students to develop their basic four language skills. For example, when they read the book, they encountered a lot of new vocabulary which they not only learned but also applied while making a presentation or taking a written test. Moreover, as they read the book themselves either consciously or subconsciously grow the habit of reading which enables them to understand a context effortlessly; even they do not know meanings of some words in the text. ‘Learners comprehend the foreign language if they advance their ability of guessing the meanings of words from context which will promote their speaking performance’ (Cunningham, 1998 p. 5). Likewise, Sanacore (1994 p. 604) opines that encouraging learners to read will lead them to guess the meanings of words, phrases from the context, and the more they read the more they will understand the meanings of sentences and concepts. Besides, it not only enriches their vocabulary but also facilitates their writing ability such as grammar (structure), summarizing, free hand writing and argumentative writing.

‘Some studies have shown that using authentic texts has a positive effect on learning the target language by developing communicative competence’ (Peacock, 1997). Here, the texts they read and make posters, PowerPoint presentations, acting and role play on them facilitate the development of language skills to a great extent. They make presentations and demonstrations which advance their overall speaking skills such as pronunciation, fluency, ability to respond to and answer queries, choice of words while speaking in English etc. Also, they enrich their presentation skills such as confidence, coherence and argumentation, non-verbal communication etc. Thus, by preparing the PowerPoint, poster and project the learners engage them

selves in a kinesthetic learning process (Fleming and Mills, 1992). In addition to that, while reading the book they can have a virtually imaginative visit to foreign culture. This virtual visit enforces their cultural knowledge of values, behavior and skills of the target language community. Cultural values help understand the 'psyche' of the country, what people think is important, it includes things like family, hospitality, patriotism, fairness etc. Cultural behavior helps to gather knowledge about the daily routines and behavior, and cultural skills contribute to the development of intercultural sensitivity and awareness, using the English language as the medium of interaction (Tomalin, 2008). Furthermore, Recine (2015) propounds that carefully reading things out loud is one of the best ways to really practice your pronunciation. Similarly, in BRP the readers are not only reading to themselves but also to their peers, and thus it contributes to developing pronunciation. Again, Recine (2015) put forward that fiction writers write a lot of dialogue, or character speech and by looking at a conversation in writing can help a reader really study the language of spoken English as the reader can read a conversation over and over, noticing details he / she would not notice if they were just listening to people talk. Likewise, BRP offers reading fictions which pave the way for developing speaking skills through reading the conversations and / or character speeches. On the top of all, as they are to make physical movements to collect the book from the library and collect the materials to prepare the posters, they engage and apply their Psychomotor domain of learning (Simpson, 1972).

Despite all these benefits, BRP has some limitations and challenges which can be crucial if overlooked. Firstly, it is really difficult to hold the continuous motivation of the students for participation in the program as it continues round the year. Finance for this program is again a bit of a challenging issue as not everyone takes it easy to pay a certain amount as a participation fee. Moreover, as the number of participants is usually larger, distributing books in time, evaluating the projects and written tests, grading the result, lack of materials organizing prize giving ceremonies on a regular interval or schedule become really challenging. Therefore, these areas should be kept in strong consideration. Thus, this study leaves the ELT scholars at the gateway to expand this study further concentrating on the limitations and challenges mentioned herewith.

Conclusion

A competitive book reading subconsciously and subtly contributes to develop the language skills of a reader. BRP is such a competitive book reading program that widens the open but narrow doors of learning English as a second language in a splendid manner. It leaves the learners to read the assigned books at their own pace followed by reflecting on the books they read. As they go on reflecting on the books, they become self-doer, explorer and discoverer to connect their gained

knowledge of language to reality, through either of experience, example, practice, and simulation. And, they carry out all of these being self-motivated, proactive and autonomous learners. As a result, the learners not only grow the habit of reading but also enrich their vocabulary which helps them to understand a context effortlessly. Moreover, they enhance their soft skills on public speaking and presentation along with facilitating their writing ability such as grammar, summarizing, free hand writing and argumentative writing. On the top of that, from the beginning to the end of this competitive book reading program, the learners exhibit the sportive characteristics that make the book reading more like playing sport. Nevertheless, the following measures can be adapted to make this sportive reading more engaging and fruitful.

- Instead of the abridged version of the books, the original version should be in effect.
- The given time for the book to be read by the readers could be increased.
- Alongside the texts, the film adaptation could be shown to the readers who could differentiate the demarcation between the two.
- For developing the listening skill in a better manner, the audio version of the books could be made available for the readers.
- The texts might be adapted for staging which would accelerate readers' public speaking and diminish the phobia of being in front of an audience.

References

- Analee. (2018). How reading books is like playing or watching SPORTS // I compare my most favourite thing ever to my least favourite. Retrieved on 10th May 2019 from: <https://booksnacksblog.wordpress.com/2018/01/17/reading-books-is-like-sports/>
- Anonymous. (2019). Library Projects. Retrieved on 1st May 2019 from: <https://www.britishcouncil.org/bd/en/english/library/book-reading-competition>
- Anonymous. (2019). What Are the Main Characteristics of Sports?. Retrieved on 19th April, 2019 from: <https://www.reference.com/sports-active-lifestyle/-main-characteristics-sports-b007b055c5119>
- Bowen, T. and Marks, J. (1994). Inside Teaching. Oxford: Macmillan.
- Cunningham, A. E., & Stanovich, K. E. (1998). What Reading does for the Mind. *American Educator*, 8(15).
- Edmund Burke Quotes. (n.d.). BrainyQuote.com. Retrieved November 01, 2019, from BrainyQuote.com Web site: https://www.brainyquote.com/quotes/edmund_burke_104346
- Gagen, M. R. (2007). The Importance of Guided Reading. Retrieved on 20th May

- 2019 from: http://righttrackreading.com/guidedreading.html#_ftnref1
- Hill, W. R. (1979). *Secondary School Reading: Process, Program, Procedure*. Boston: Allyn and Bacon.
- Laufer, B. (1997). What is in a World That Makes It Hard to Easy: Some Intra-lexical Factors That Affect the Learning of Words. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.
- Levelt, W. J. M. (1989). *Speaking: From Intention to Articulation*. MA: MIT Press.
- Nation, I. S. P. (1995-6). Best Practice in Vocabulary Teaching and Learning. *EA Journal*, 3 (2), 7-15.
- Oya, T., Greenwood, J. & Manalo, E. (2009). The Influence of Language Contact and Vocabulary Knowledge on the Speaking Performance of Japanese Students of English. *The Open Applied Linguistics Journal*, 2009 (2), 11-21. Retrieved on 7th May 2019 from: <http://dx.doi.org/10.2174/1874913500902010011>
- Peacock, M. (1997). The Effect of Authentic Materials on the Motivation of EFL learners. *ELT Journal*, 51 (2), 144-156. Retrieved on 7th May from: <http://dx.doi.org/10.1093/elt/51.2.144>
- Recine, D. (2015). *Reading To Improve Your English Skills*. italki. Retrieved on April 29 from: <https://www.italki.com/article/532/Reading-To-Improve-Your-English-Skills?hl=en>
- Sanacore, J. (1994). Lifetime Literacy through Independent Reading: The Principal is a Key Player. *International Reading Association. Journal of Reading*, 37 (7), 602-606.
- Simpson E. J. (1972). *The Classification of Educational Objectives in the Psychomotor Domain*. Washington, DC: Gryphon House.
- Thornbury, S. (2006). *An A-Z of ELT*. Macmillan
- Tomalin, B. (2008). *Culture- the Fifth Language*. Retrieved on 17th May from: <https://www.teachingenglish.org.uk/article/culture-fifth-language-skill>
- UKEssays. (November 2018). *Definition of Reading*. Retrieved from <https://www.ukessays.com/essays/languages/definition-of-reading.php?vref=1>