

# Effect Of Silent Reading And Reading Aloud Strategies On Reading Skills Of Student With Dyslexia In Moro Local Government Area, Kwara State, Nigeria

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**Abstract:** *Children with dyslexia are student who are diagnosed with reading difficulties these students with reading difficulties often fall behind peers and demonstrate difficulties in that are expected in relation to age, cognitive ability, quantity and quality of instruction and intervention. These problems faced by students with dyslexia have contributed to poor reading skill in reading. In an effort to solve this problem faced by student with dyslexia. The study investigated the effect of silent reading and reading aloud strategies on reading skills of student with dyslexia in Moro Local Government Area, Kwara state, Nigeria. The study adopted pre-test, post-test, quasi experimental research design. A total number of 60 junior secondary school students made up the sample of this study and were purposively sampled. The instruments used for this study were checklist for identifying reading difficulties and reading skill test, four hypotheses were raised and tested at 0.05 significant levels. Data gathered were analyzed using analysis of variance (ANOVA). The study revealed that silent reading strategy had significant main effect on reading skills of student with dyslexia also, the study revealed that reading aloud strategy had significant main effect on reading skills of students with dyslexia. the finding also revealed that three was significant main effect of gender on reading skill of students with dyslexia. lastly, the result showed that there was no significant interaction effect of gender, silent reading, reading aloud strategies on reading skill of student with dyslexia. Hence the study recommended that English teachers should make use of silent reading and reading aloud strategies while teaching English to student with dyslexia.*

**Keywords:** Silent reading, read aloud strategy, dyslexia, reading skills

## Introduction

Reading is a skill that allows us to receive information. But in order to pronounce the words we read, the difficult process of reading number three necessitates speaking ability. Reading is also a useful ability in this respect because it allows us to transfer information, even if it's only to ourselves) (James 2005.) According to Wixon, Peters, Weber, and Roeber (2009), Reading is the process of creating meaning through the dynamic interplay of the reader, the text, and the environment in which they are reading. Visual motor abilities and the brain's comprehension of the sign are both necessary for reading.

Reading is a vital part of every person's life because it enables us to carry out our daily tasks. The goal of reading has been cited by numerous researchers. It can be used for tasks like reading out signs, comprehending instructions, filling out job applications, and other regular reading-related tasks. Reading is required so as to create, teach and find substantial job. Hence, the important of reading cannot be over emphasized, reading is required for reading memos, reports and respond to client, employees and accomplishing tasks (Davis, 2014). He further explained that reading in the development of the mind which assists in the way our in grows in its ability and also how children acquire language skill. Despite, the significance of reading, there are some student having difficulty reading and understanding written symbols and such student are said to have dyslexia.

Student with dyslexia are student who are diagnosed with dyslexia (Ross and Pratt, 2005), these student with dyslexia often fall behind peers and demonstrate difficulties in that are unexpected in relation to age, cognitive ability, quantity and quality of instruction and intervention. (Collie and Slater 2002). Student with dyslexia have low esteem, physical impairment, that is unable to properly see the letters or unable to hear properly the sound in spoken language. They also have poor comprehension that is they are unable to recognize word, understand the meaning of a phrase, sentence and a paragraph. Student with dyslexia have poor reading skills that result in poor reading achievement and language acquisition and this could lead to difficulty identifying and discrimination of sound. Student with dyslexia fall behind very rapidly in nearly all school subject which always lead to poor reading skills (Gillinghan, 2014).

Student with dyslexia exhibit various characteristics, these have been consistently identified in the literature as one or more of the following; difficulties in single word reading, initial difficulties in decoding or sounding out words, difficulties reading sight

word words, expressive or receptive language difficulties and difficulties with reading. As a result of these characteristic exhibited by pupil with dyslexia, they experience poor reading skill .reading skill refer to a complex interaction among automatic and strategic cognitive process that enables the reader to create representation of text (Broek and Espin, 2012).Reading skills also refer to the process of identifying word meaning, drawing inference, identifying writer's technique, recognizing mood of passage ,finding answer to question. According to Lunzer, Waite and Dolan (2007) reading skills include recognizing the script language, deducing the meaning, use of unfamiliar lexical item, understanding explicitly and non-explicitly stated information, conceptual meaning, skimming, scanning, trans-coding information. The skills of students with dyslexia can be improved through a variety of tactics, including repeated oral reading, reading text with audio help on tape, dyad reading, silent reading, reading aloud, and others. (2006) (Learner). Researchers have found that reading aloud and in silence are effective ways to help dyslexic students in any kind of school improve their reading abilities.

Silent reading is a form of school-based recreational reading, or free voluntary reading, where student read silently in as designated time period every day in school (Krashen, 2007). Reutzel, Jones, Newman (2010) indicated that silent reading is a strategy that addresses many of the four conditions reading which include thoughtful classroom library arrangement, color coded level, a reading genre wheel, and student-teacher conferences. Preliminary research on silent reading suggests that silent reading programs can be improved if the teacher makes several proactive decisions, include structuring, guiding, teaching, interacting with, monitoring, and holding student accountable for time spent reading independently or silently. Gradiner (2010) refers silent reading as reading skills which allow one to read without voicing the word, that is, it involves sub vocalization or silent speech, thus allowing reader to imagine the sound of the word as it is read. This is a natural process when reading helps reduce cognitive loads, and it helps the mind access meaning to enable it comprehend and remember what is read. Gracia, Melero & Izquierdo (2014) reported that silent reading gives student the opportunity to pace their reading. As a result, silent reader may regulate the speed of reading and go through the text, and this may facilitate reading skills.

Students with dyslexia's silent reading technique and reading abilities. Naomi and Molly (2017) investigated the impact of oral and silent reading on reading comprehension and discovered that comprehension abilities, which are a component of reading skills, are significantly impacted by silent reading practices. Studying silent reading techniques helped secondary dyslexic pupils with dyslexia enhance their reading abilities, according to Mendak (2005). According to reports, using the silent reading approach helps dyslexic students read better. Swalm and Elgart (2001) research into silent reading approach and established the efficacy of this approach in increasing student reading skills and that student achieve more when they read silently and it help improve significantly reading skills of student with dyslexia.

Another method of teaching skill to student considered in this study is reading aloud, reading aloud strategy refers to a method use for developing reading skills as an aid to help student de-contextualize language to enhance the development of receptive language skills involve in listening and speaking (Senechal & Le Fever, 2001). Also reading aloud strategy is use as teaching routine in every class especially classes which include student with dyslexia (Razinski & Padak, 2000) as such strategy allows learner to become more familiar with literacy (Wood & Selvetti, 2000). In addition to fostering children's "idea about print, story organization, and other aspect text," reading aloud also "provides the kid with a plethora of information about the processes and function of written language," according to Rog (2001).

Gibson (2008) reported that reading aloud improved student reading skills through linking and alphabetic improvement. Gracia, Melero & Izquierdo (2014) reported that student reading aloud improves the reading skills of student with or without dyslexia. Arial and Albright (2006) reported that reading aloud strategy improves reading skills of student as well as student with dyslexia. Similarly, Waston Walker (2014) reported that reading aloud strategy had significant effect on reading skills of student with dyslexia; they further revealed that pupils with dyslexia had better performance than male pupils after they were expose to reading aloud. Wei (2012) reported that female student scored higher than the male student during reading aloud practice for pupils in reading skills. Morra and Tracey (2006), reviewed that reading aloud strategy improves reading skills of student with dyslexia when given multiple exposures. Wolf, Crosson, Resnick (2005) reported that reading aloud strategy has shown to increase reading skills for all strategy, including those identified with dyslexia and those without dyslexia. Greater effect was found in studies that student learn more when read to by teacher. Walch (2006) researcher the effect of reading aloud strategy on fourth grade and undergraduate student with dyslexia and the result revealed that reading aloud affect the reading skills student with dyslexia. May (2006) found out that reading aloud strategy improved reading skills among sixth grade student with dyslexia who received instruction for a six weeks period. Clark and Andreasen (2015) who conducted a study with elementary school pupils with dyslexia to improve their reading skills by utilizing reading aloud approach. It has been claimed that the reading aloud method helps dyslexic students read more fluently. This indicates that the reading aloud strategy has the characteristics and reading abilities of a dyslexic learner. Based on this, the study investigates the impact of silent and reading aloud strategies on dyslexic students' reading abilities, Moro local government area, Kwara state.

Ali (2012) found that implementing silent reading had a significant and advantageous effect on raising student reading proficiency. The advantages of the silent reading strategy for improving reading skills have been reasonably well supported by recent studies. After being exposed to silent reading, Helen & Krister (2006) found that female dyslexic students performed better than male students. Additionally, Betz (2012) came to the conclusion that the classroom environment was to blame for the observed inequalities between the genders, as male students performed better on reading tasks than female students. This study investigates the impact of silent reading and reading aloud techniques on the reading abilities of dyslexic students in Moro Local Government, Kwara State. Helen and Krister (2006) reported that female student with dyslexia had better performance than male student after they are expose to silent reading. Also, Betz (2012) concluded that male scored higher in reading activities than female student, he added that classroom environment was responsible for the observed differences among both genders. Nancollis, lawrie, and Andrew, (2005) reported that silent reading strategy enhance reading skills in female then male, females are generally though to perform better than males. Beech (2010) revealed that silent reading approach has significant main effect on reading skills of pupils with dyslexia.

Waston and Walker (2014) reported that reading aloud strategy had significant effect on reading skills of student with dyslexia; they further revealed that female pupils with dyslexia had better performance than male pupils after they were expose to reading aloud. Wei (2012) reported that female student scored higher than male student during reading aloud practice for pupils in reading skills. Moora and Tracey (2006), reviewed reading aloud strategy improves reading skills of student with dyslexia when given multiple exposures. In a study conducted Marinak (2010) using reading aloud strategy in enhancing reading skills of male and female student with dyslexia, it was revealed that female pupil with dyslexia had better reading skills than male. Similarly, Johnson (2009) confirmed that there were gender differences when using reading aloud strategy on reading skills of pupils with dyslexia, where female well than male.

Social development theory by lev Vygotsky the theory was based upon the impart of social and cultural context on development. The theory believed that the development of a children begins on a social level, considered “inside” the child. The Vygotsky theory argues that cognitive ability is socially guided and constructed, as such, culture serve as a mediator for the formation and development of specific abilities such as learning, memory, attention and problem solving. According to Vygotsky, understanding of language development was rooted in the belief that speech begins socially (e.g. consider speech between a child and his/ her caregiver). As language develops, children begin to alter their speech for self, know as egocentric speech and communication for others. Egocentric speech was perceived to occurs when a child is transferring social behavior. Vygotsky application to reading development, he identified inner speech as a phenomenon related to language development, languages use, and overall learning. He identified the theory of inner speech as under-researched and likely one of the most challenging topics to investigate.

### **Statement of the Problem**

Student with dyslexia are associated with many problems which often affect their reading skills, problem like low esteem, physical impairment, difficulties comprehending sentence thus problem influence the student negatively and this effect drastically affect the reading skills in the classroom. These entire problems faced by student with dyslexia leads to poor reading skills. Poor reading skill among student with dyslexia include inappropriate reading strategy, inefficient use of reading strategy to enhance reading skills. There has been concerned by scholars that reading strategy among student with dyslexia affects their reading skills, because when a student reading skill is deficient it affects their reading abilities. Therefore, the study intends to find out the effect of silent reading and reading aloud strategy on reading skills of student with dyslexia.

### **Research Hypotheses**

The following research hypotheses were tested at 0.05 level of significance

Ho1: there is no significant main effect of silent reading strategy on reading skills of pupils with dyslexia.

Ho2: there is no significant main effect of reading aloud strategy on reading skills of pupils with dyslexia.

Ho3: there is no significant main effect of gender on reading skills of pupils with dyslexia.

Ho4: there is no significant interaction effect of gender, silent reading and reading aloud strategy on reading skills of pupils with dyslexia.

### **Methodology**

The study used a 3x2x1 factorial matrix and a pretest-posttest quasi-experimental research design. All of the schools in the Moro Local Government Area of Kwara State made up the study's population. The schools were chosen through a straightforward random sampling technique. Classes were kept in tact to prevent disruptions. A checklist for identifying reading difficulties and a reading competence test were the devices utilized in this study to gather data. Lecturers in the area of special education gave instruments face and content validity. The test-retest approach was used to determine the instrument's dependability. The dependability index was then calculated using the Pearson Product Moment Correlation (PPMC) coefficient ( $r = 0.79$  and  $0.70$ ). Both descriptive and inferential statistics were applied to the data analysis.

## Results

H<sub>01</sub>: there are no significant main effect of silent reading strategy on reading skills of student with dyslexia.

**Table 1:** summary of analysis of variance (ANOVA) of the main effect of silent reading strategy on reading skills of student with dyslexia.

| Source          | Type III Sum of squares | df | Mean Square | f        | Sig. |
|-----------------|-------------------------|----|-------------|----------|------|
| Corrected model | 6590.033 <sup>a</sup>   | 2  | 3295.017    | 144.368  | .000 |
| Intercept       | 48110.017               | 1  | 48110.017   | 2107.899 | .000 |
| Treatment Group | 6590.033                | 2  | 3295.017    | 144.368  | .000 |
| Error           | 1300.950                | 57 | 22.824      |          |      |
| Total           | 56001.000               | 60 |             |          |      |
| Corrected Error | 7890.983                | 59 |             |          |      |

R Squared = .835 (Adjusted R Squared = .829)

Table 1 showed the effect of silent reading approach on student's achievement in reading skill. There was significant main effect of silent reading approach on student's achievement in reading skill ( $F_{(1,57)} = 144.368$ ;  $P < 0.05$ ). therefore, hypothesis is rejected in light of the result since the significant value is less than 0.05. this implies that there was significant difference in the achievement in reading skills of participant taught with silent reading strategy and conventional methods. Table 3 revealed the sources of difference in student's achievement in reading skills.

**Table 2:** summary of estimated marginal means with the groups.

| Group            | Mean  | St. Error |
|------------------|-------|-----------|
| Experimental 111 | 33.50 | 1.07      |
| Control          | 13.70 | 1.07      |

Table 2 revealed that the significant main effect exposed by table 2 is as a result of the significant difference among:

1. Silent reading strategy.
2. Conventional method

This implies that those exposed to treatment (Mean = 33.50) performed significantly better than those exposed to conventional method (Mean =13.07).

Ho2: there is no significant main effect of reading aloud strategy on reading skills of student with dyslexia

Table 3: summary of analysis of variance (ANOVA) of the main effect of reading aloud strategy on reading skills student with dyslexia

| Source          | Type iii Sum of squares | df | Mean Square | F        | Sig. | Partial Eta Squared |
|-----------------|-------------------------|----|-------------|----------|------|---------------------|
| Corrected model | 6590.033 <sup>a</sup>   | 2  | 3295.017    | 144.368  | .000 | .835                |
| Intercept       | 48110.017               | 1  | 48110.017   | 2107.899 | .000 | .974                |
| Treatment Group | 6590.033                | 2  | 3295.017    | 144.368  | .000 | .835                |
| Error           | 1300.950                | 57 | 22.824      |          |      |                     |
| Total           | 56001.000               | 60 |             |          |      |                     |
| Corrected Error | 7890.983                | 59 |             |          |      |                     |

R Squared =.835 (Adjusted R Squared =.829)

Table 3 showed the effect of reading aloud approach on student’s achievement in reading skill. There was significant main effect of reading aloud approach on student achievement in reading skill ( $F_{(1,59)} = 144,368$ ;  $P < 0.05$ ). Therefore, hypothesis rejected in light of the result since the significant value is less than 0.05. this implies that there was significant difference in the achievement in reading skills of participants taught with reading aloud strategy and conventional method. Table 5 revealed the sources of the difference in student’s achievement in reading skills.

Table 4: summary of estimate marginal means with the groups

| Group            | Mean  | St. Error |
|------------------|-------|-----------|
| Experimental 111 | 37.75 | 1.07      |
| Control          | 13.70 | 1.07      |

Table 4 revealed that the main effect exposed by table 2 is as a result of the significant difference among:

1. Reading aloud strategy
2. Conventional method

This implies that those exposed to treatment (Mean =37.75) performed significantly better than those exposed to conventional method (Mean = 13.07).

Ho3: there is no significant main effect of gender on reading skills of student with dyslexia.

| Source          | Type III Sum of squares | df | Mean Square | F       | Sig. | Partial Eta Squared |
|-----------------|-------------------------|----|-------------|---------|------|---------------------|
| Corrected model | 2669.633 <sup>a</sup>   | 1  | 2669.633    | 29.655  | .000 | .338                |
| Intercept       | 50184.300               | 1  | 50184.300   | 557.459 | .000 | .906                |
| Gender          | 2669.633                | 1  | 2669.633    | 29.655  | .000 | .338                |
| Error           | 5221.350                | 58 | 90.023      |         |      |                     |
| Total           | 56001.000               | 60 |             |         |      |                     |
| Corrected Error | 7890.983                | 60 |             |         |      |                     |

R Squared = .338 (Adjusted R Squared =.327)

Table 5 revealed the effect of gender on reading skills of student with dyslexia. There was significant of gender on reading skills in ( $F_{(1,58)} = 29.655$ ;  $P < 0.05$ ). The hypothesis is therefore rejected in the light of the result the significant value (.000) is less than 0.05. this implies the gender had significant main effect on reading skills of students with dyslexia. Table 7 revealed the sources of the difference in reading skills of student with dyslexia.

Table 6: summary of estimated marginal means with the groups

| Group  | Mean   | St. Error |
|--------|--------|-----------|
| Male   | 37.750 | 1.122     |
| Female | 23.600 | 1.500     |

This implies that male participants had better mean score than female in groups

Ho4: there is no significant interaction effect of gender, reading aloud and silent reading strategy on reading skills of student with dyslexia.

Table 7: summary of analysis of variance (ANOVA) of interaction effect of gender, reading aloud and silent reading strategy on reading skills of student with dyslexia.

| Source          | Type III Sum of squares | Df | Mean Square | F      | Sig. |
|-----------------|-------------------------|----|-------------|--------|------|
| Corrected model | 6712.315 <sup>a</sup>   | 5  | 1342.463    | 61.504 | .000 |

|                  |           |    |           |          |      |
|------------------|-----------|----|-----------|----------|------|
| Intercept        | 39594.390 | 1  | 39594.390 | 1813.995 | .000 |
| Treatment Group  | 5484.503  | 2  | 2742.252  | 125.635  | .000 |
| Gender*treatment | 32.386    | 1  | 32.386    | 1.484    | .228 |
| Group Gender     | 82.773    | 2  | 41.387    | 1.896    | .160 |
| Error            | 1178.668  | 54 | 21.827    |          |      |
| Total            | 56001.000 | 60 |           |          |      |
| Corrected Error  | 7890.983  | 59 |           |          |      |

R Squared =.851 (Adjusted R Squared =.837)

Table 7 also showed the interaction effect of gender, reading aloud and silent reading strategies on students' achievement in reading skill. There was no significant interaction effect of gender, reading aloud, silent reading strategy on students' achievement in reading skill ( $F_{(4,54)}=1.896$ ;  $P<0.05$ ).

### Discussion of findings

The study's initial finding indicated that reading aloud has a large major influence on the reading abilities of students with dyslexia. This is because the students were able to read at their own pace, which allowed them to perform better. This finding is in line with the finding of Clark and Andreasen (2015) who conducted a study with elementary school pupils with dyslexia to improve their reading skill by utilizing reading aloud approach. It was reported that reading aloud strategy improves the reading skills of student with dyslexia. This means reading aloud strategy has the qualities to improves reading skills of student with dyslexia. Similarly, Wolf, Crosson and Resnick (2005) found that the use of reading aloud strategy improved the reading ability of participant in practiced passage. Walch (2016) researched the effect of reading aloud strategy on fourth grade and undergraduate student with dyslexia. The findings of the study revealed that reading aloud affect the reading skills of participant.

The second finding of this study revealed that there was significant main effect of silent reading strategy on reading skill of students with dyslexia, the reason for this finding is that student was able to concentrate on reading for understanding. These findings conform to the result of Moore, Jones and Miller (2008) who conducted a study with middle school student with dyslexia to improve there reading skills by using silent reading strategy. It was reported that silent reading strategy has a significant effect in enhancing reading skills of student with dyslexia. Furthermore, Torgesen, Wagner and Rashotte (2012) found out that the use of silent reading strategy ma benefits the student with dyslexia when concluded in the curriculum.

The third finding of the study reveal that there was a significant main effect of gender on reading skills of student with dyslexia; it was show in table 7 that male student performs better than the female after the treatment. The finding is in line with the findings of Lennox (2013) who reported that reading aloud and silent reading strategies has potential to enhance reading skills in male and female student with dyslexia. More so, this finding supported the report of Johnson (2010) using reading aloud strategy in enhancing reading skills of female and male student with dyslexia, it was revealed that male student with dyslexia had better reading than female after been exposed to treatment package. Contrarily, Yaodallah, Afsar, Manouchehr(2015) reported that there was no significant difference observed between male and female student after been exposed to treatment package. Also, Mohsen (2013) reported that female student with dyslexia outperformed male student with dyslexia when they were both exposed to the treatment package.

The study's fourth finding showed that there was no discernible connection between gender, reading aloud and silent reading practices and dyslexic students' reading abilities. This suggests that the interplay of reading aloud and silent reading strategies with gender did not significantly affect the dyslexic students' reading abilities. The results support Drake and John's (2010) finding that there was no significant interaction between gender, reading aloud, and silent reading practices on dyslexic students' reading abilities. Additionally, this discovery supported Inyang's report (2009) There was no discernible interaction between gender and reading when employing vocal and silent reading techniques to improve effective teaching and learning of reading abilities in the English language.

### Conclusion

According to the study's findings, it is clear that students with dyslexia benefitted from the employment of read-aloud and silent reading techniques.

### Recommendation

The following recommendations were given:

1. Teachers should be exposed to the use of silent reading and read aloud strategies through regular trainings and workshop organized by the schools.
2. Government and curriculum planners should include the use of these strategies into the curriculum.
3. There is also the need for implementation of educational workshop from time to time to enhance the teaching skills in English language teachers.

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