

## AN EXPERIMENTAL STUDY ON ENRICHING READING COMPREHENSION ABILITIES IN ENGLISH LANGUAGE LEARNING USING SUGGESTOPEDIA METHOD

**R. Thanga Rashma<sup>1</sup> & Dr. P. Santhosh<sup>2</sup>**

<sup>1</sup>Research Scholar, Department of English, Vels Institute of Science and Technology & Advanced Studies (VISTAS),  
Pallavaram, Chennai-117

<sup>2</sup>Research Supervisor, Department of English, Vels Institute of Science and Technology & Advanced Studies (VISTAS),  
Pallavaram, Chennai-117

**Received: 02 Aug 2025**

**Accepted: 05 Aug 2025**

**Published: 09 Aug 2025**

### ABSTRACT

*The motto of learning and teaching a second language in the modern era is to improvise learning process as simplified manner. One amidst of the techniques of teaching a language is Suggestopedia method. This article aims at the intense of enriching the reading comprehension ability among the second language learners through Suggestopedia method. The research jords out exposing the major features of the method. Followed by an discussion on the role of the strategy for effective language teaching in an ESL/EFL context. The detailed analysis of Suggestopedia based on the literature review insights about concepts, theories and framework for upcoming way for the study is explained in the article. The study is fore grounded to general reading comprehension with the second language learning abilities of learners via conducting a pre-test. This research paper compresses of the impact of the strategy for enhancing reading comprehension cognition of English as second language learners through an intervention. At the end of the test through statistical data, the results are analyzed, interpreted and discussed by pertaining appropriate statistical measures. Eventually, the findings of the present study and suggestions for the further research are presented.*

**KEYWORDS:** Suggestopedia, Enhancing Abilities, Pre-Test and Post-Test

### INTRODUCTION

The modern era and twenty first century lead a way, emphasizing on context. This could be majorly vividly seen among the English as second language learners as English is spread across the country. English is also considered as the global language. The beam light has met the demands made on the users as the English in these contexts today are probably diverse and it focuses on how to learn a language. To boot, teaching and learning the English language in this context is exposed as integrative, experiential, and developmental process for promoting higher level of education.

As a outcome, there is a drastic transformation towards the application of the methodology and procedures espouse for an effective classroom processes. Simultaneously, a reflection of these processes could be centralized to have a holistic understanding to adapt an approach in agreement with a local, contextual factor, simultaneously at the same time, being guided by a number of 'macro-strategies' and "rather than subscribe to single set of procedures (Kumaravadivelu, 1994)". A language teacher or a trainer will be a facilitator understanding diverse strategies and practices for 'maximize learning opportunities' and 'promote learner autonomy'(Kumaravadivelu, 1994).

An holistic and user-friendly strategy to teach and learn is Suggestopedia method. This is humanistic in nature, and enables the learners from global and holistic perspectives. This method application is a strategy, particularly, emphasizes the affective aspects of learner and learning situation in an effort to lessening psychological barriers such as tension, anxiety, fear, frustration, inhibition, boredom, and other factors. This innovative technique of Communicative Language Teaching has been applied and the studies (Lozanov, 1982: 29), reciprocal teaching (Rosenshine, 1996:56) and KWL (Know, Want to Know, Learned) (Ogle, 1986: 39) indicate that it was roaring for effective language teaching and learning in the ESL contexts.

Description of the broad area: Suggestopedia is a teaching strategy which is based on a modern understanding of how the human brain works and how we learn most effectively. It was developed by the Bulgarian doctor and psychotherapist Georgi Lozanov who believes that Learning is a matter of attitude, not aptitude. The term ‘Suggestopedia’, derived from suggestion and pedagogy, is often used loosely to refer to similar accelerated learning approaches.

It was originally used mostly in foreign language instruction, and it is frequently said to teach languages three times faster than traditional approaches. Lozanov defines Suggestology as “a science concerned with the systematic study of the non-rational and/or non-conscious influences” that humans continually respond to. This collection of learning suggestions is drawn from Suggestology. It also incorporates principles from yoga and Soviet psychology. It draws on yoga to emphasize the significance of mental relaxation for optimum content retention. The assumption that “all students can be taught the given subject matter at the same level of skill” is also derived from Soviet psychology (Richards J.C. and Rodgers T.S., 1986). It is an innovative technique for ESL/EFL language teaching and learning that assists students in overcoming psychological barriers to learning. The learning setting is comfortable and subdued, with low lighting and soothing music in the background, allowing students to just relax and listen to them being read, followed by entertaining language exercise during a “activation” period. As a result, kids may feel more relaxed when reading because they are not under pressure to study in class.

When the text is narrative, students may enjoy reading it in a comfortable classroom setting while listening to background music connected to the tale and participating in an intriguing activity during the reading class (Lozanov, 1982: 32). Music, relaxation, and suggestion are three therapies that contribute to this novel method (Lozanov, 1982: 32). a) Music: Background music (baroque or classical) b) Relaxation: Davis, Eshelman, and McKay (1995) recommended that 5 minutes of progressive muscular relaxation techniques be performed at the start of the course. c) recommendation: make one straight vocal recommendation (e.g., “Learning will be easy for you today”, Schuster and Gritton, 1986). Suggestopedia follows the four basic steps outlined below (Lozanov, 1982:32): a) Presentation: A preparation step in which students are encouraged to relax and enter a positive frame of mind, with the expectation that the learning would be simple and enjoyable. b) First Concert - “Active Concert” : This is an active presentation of the topic to be learned. c) Second Concert - “Passive Review”: The students are now asked to relax and listen to some Baroque music, with the text read quietly in the background to put them in the best mental condition for easy acquisition of the target language. d) Practice: Using games, puzzles, and other activities to review and solidify information in the classroom.

Key Features of Suggestopedia According to Stevic (1980: 112) and Jack C. Richards and Theodore S. Rodgers (1986), some of the important aspects of Suggestopedia are: A rich sensory learning environment is required since kids may feel better when the teacher incorporates various photos, sculptures, and even flowers into the classroom setting. Positive expectancy of success. Use a variety of tactics, such as dramatic texts, music, and active involvement in songs and activities. Select appropriate background music for the lesson subject.

Supplementary readings can enhance language acquisition by adding interest and meaning. The topics, setting, objects, and tales featured in the textbook may transport students to an imagined world. Instead of depending only on the child's imagination, give ideas through visuals, music, etc. Music can help kids relax and improve their cognitive abilities. The instructor is the primary source of information. Rationale for the study According to Hawkins: "learning collaboratively helps perform better through independent understanding and also with others precedes and shapes development". Acquisition can occur in a second/foreign language classroom transaction when communication is emphasized through discourses (dialogues, role-play, music play, setting, etc.), concentrated input, and focused practice (Krashen, 1982).

According to Stenhouse, Tharu, and et al., classroom procedures must be meaningful, flexible, adaptive, and relevant, rather than just following steps 1 through 3. Furthermore, classroom (transactional) procedures should effect changes in learners and assist them in the process of learning (Rogers, 1983). Suggestopedia, like Community Language Learning and the Silent Way system, is a new system that promises very effective language learning results, with the potential to teach languages three to five times faster than traditional methods (Lozanov). As a result, using suggestopedia approaches can help to increase success and productivity in the language learning process by stressing both mental and physical relaxation and making learning enjoyable. An skilled professional language teacher always takes an eclectic approach, selecting from a variety of methodologies and using the most effective strategies based on the learner's individual goals, learning styles, and circumstances. The current study's goal is to analyze the impact of Suggestopedia on secondary-level reading comprehension abilities in English.

## **OBJECTIVES OF THE STUDY**

The following are some of the study's aims. They are:

- Improve English reading comprehension skills at the secondary level.
- To improve secondary students' English language skills.
- Improve effective English performance at the secondary level.
- Improve successful secondary classroom operations.

## **Research Questions**

- Does using Suggestopedia improve reading comprehension abilities in the ESL context?
- Does using the Suggestopedia improve learners' language skills in the ESL context?
- Does using Suggestopedia improve performance levels in the ESL context? 4. Does using Suggestopedia improve successful classroom practices in the ESL context?

## Hypotheses

- Suggestopedia has a considerable influence on secondary English reading comprehension levels.
- The use of Suggestopedia has a considerable influence on secondary-level learner's English language abilities.
- Using Suggestopedia, performance levels following the post-test have a considerable influence on secondary level performance.
- There is a substantial change in classroom operations at the secondary level following the post-test utilizing Suggestopedia.

Reading Comprehension- Operational Definition Reading is the process of creating meaning through the dynamic interplay of the reader's prior knowledge, the information implied by the written language, and the context of the reading situation (Wixson and Peters, 1984). Reading is viewed as an interactive process in which the reader brings a wealth of knowledge and experiences to the task, involving the recognition of linguistic symbols such as words, phrases, and sentences as well as receiving the central idea of a text or paragraph (West M, 1953). Reading is identifying and recognising printed or written symbols in order to generate meaning based on prior experience and to further arrange new meaning inside mental processes (Miles and Collogue in Marriotti and Homan, 2005: 27). Comprehension is the act of comprehending a concept using one's intellect. According to this approach, reading may be meaningful provided students understand the material properly (Richards, Plat, and Webber 2001: 46).

Reading comprehension entails evaluating text and building meaning in light of prior information, as well as within a social environment that influences the reader's objectives, intentions, and expectations. According to Shaw in Marriotti and Homan, the goals of reading comprehension are to absorb and grasp factual information and ideas, identify structure and style, interpret what is true in terms of personal experience, and analyze and evaluate.

There are four degrees of comprehension in order to have depth and analysis of understanding (Smith in Westwood, 2001 and Berry, 2005), which are: 1. Literal level: At this level, the fundamentals are comprehended. The questions may be solved by reading the text at a glance, as the solutions are plainly presented. 2. Inferential level: At this level, the reader can add meaning or make inferences by delving further into the text. The questions might be addressed if the reader knows the entire book. The solutions are frequently indicated in the text, rather than provided outright. 3. Critical level: At this level, the reader evaluates the readability, clarity, correctness, and any obvious exaggeration or prejudice. 4. Creative level: At this level, the reader can use knowledge or ideas from previous readings to generate new concepts. This level encourages readers to think in fresh and unique ways.

## METHODOLOGY

The data from the study were evaluated utilizing the Experimental Research Method. This study employed a qualitative and quantitative pre-experimental approach. The experimental research is used to determine the cause-and-effect relationship among variables. It was used to assess the difference in performance between pre-test and post-test situations, which would aid in determining the successful usage of Suggestopaedia for teaching English language in the ESL environment. Variables of the Study is Independent variable: usage of Suggestopedia. Dependent variables include reading comprehension abilities, learner's linguistic abilities, performance levels, and classroom methods.

### **Target Group and Sub Sampling**

The participants in this study were students from Vidya Vikasini Matriculation Higer Scondary School in Coimbatore. The same group of students (40) took both the pre-test and post-test. The same sample was utilized for both the pre-test and the post-test, which had distinct tasks. The study was done at Vidya Vikasini School. It was chosen for the study because it gave a chance to conduct the study and collect pre-test and post-test data useful to the researchers.

### **RESEARCH DESIGN**

The study employed a one-group pretest and posttest design. According to Hatch and Farhadi (1982:19), the research is a pre-experimental design. This research was conducted “to assess the impact of using Suggestopedia on the reading comprehension abilities in English at Secondary school level.” The pre-experimental research approach is used to conduct the investigation. The data was gathered from Vidya Vikasini Matriculation School in Coimbatore. The study’s sample size is forty (40), with a one-group pre-test and post-test for sandard ten pupils. The study was based on a few sessions in which tenth -grade students were taught two separate English prose text courses. The pre-test work was first presented in the same manner as other classes. Following the lesson, a test was given and assessed. Second, for the posttest, another prose lesson was delivered utilizing the Suggestopedia approach, which included background music, exercise, and recommendations, and a test was conducted to assess the secondary school student’s Reading Comprehension abilities.

### **Data Collection**

The study was separated into two sections, pre-test and post-test. During the first part, the researcher presented and taught the prose lesson material. Data was gathered in the form of a test at the end of three 45-minute sessions to assess learner’s English Reading Comprehension abilities as well as their linguistic talents. During the second phase, the Suggestopedia approach was used with background music, relaxation exercises, recommendations, and one prose book. After three additional sessions of delivering a prose lesson, another test was provided to ensure that the study’s planned objectives were met.

The workshop turned out to be very involved, with kids actively participating. Following the therapy in the second session, the third session was held the next day, with background music playing as they read the book, relaxation exercises being performed, and constructive comments being made. A post-test was administered at the end of the third session, and the students were given a task with four (4) multiple-choice questions to assess their reading comprehension, language skills, and performance levels.

### **Task Employed in the Study**

The researcher created a test to assess comprehension levels since students are expected to grasp the substance of the text, rate its value, or determine the moral significance of the narrative. A narrative text is structured using tale grammar. Story grammar is the understanding of how stories are structured, beginning with the environment, characters, and character issues. The storyline is central to the narrative’s middle section. The narrative consists of a succession of incidents crafted by the author to keep us interested and excited as the story unfolds. The storyline comprises a starting incident, which informs the main character about the sequence of actions necessary to solve the problem. The excitement grows until the climax, the time in the tale when the dilemma is resolved. In this study, the researchers employed Suggestopedia to help students improve their reading comprehension through narrative material.

A questionnaire with four multiple choice questions for the pre-test and post-test was used to gather data, and it consisted of 30 questions, 14 of which tested the degree of knowledge of the text and language skills, and 16 of which tested reading comprehension.

## DATA INTERPRETATION AND ANALYSIS

For the current study, the researchers used reading comprehension passages, two tests on prose texts (for the pretest and post-test tasks), and a questionnaire to instructors to collect data. The researchers created two reading comprehension tasks based on the lessons delivered for the current study. A checklist is created for in-service ESL teachers to help them identify excellent teaching and learning practices. The results from this investigation were evaluated utilizing an experimental approach. Following the data collection, the data were analyzed using the following steps: First, the major findings from the pre-test and post-test were recognized and examined. Second, the researcher assessed the results of the student's pre- and post-tests. Third, the researcher determined the student's degree of reading comprehension. Fourth, the researchers assessed the pupil's performance in the classroom.

Finally, the researcher determined the pupil's mean scores. The mean scores demonstrated the amount of improvement obtained by students following the teaching and learning process through the use of Suggestopedia. At the same time, t-test scores were calculated to better comprehend the major differences in language acquisition, reading comprehension, and English performance levels across secondary school pupils. To identify successful classroom practices for teaching and learning English, in-service ESL instructors were given a checklist on a two-point scale (Yes/No).

## STATISTICAL APPROACH AND ANALYSIS

The data acquired was a paired sample of one group, it served as the foundation for t-test analysis. Mean (m) and Standard Deviation (SD) are used to analyze and compare differences in individual and general English language performance following the usage of Suggestopedia. The use of the t-test aided in comprehending the difference between the pre-test and post-test, as well as the difference in various components of English language, because it compares the group's performance to a recognized assessment scale. The interpretation at the conclusion of each table gives statistical inference and valid justifications for accepting or rejecting the hypothesis.

### Hypothesis: I

- **Research Hypothesis:** Using Suggestopedia leads to a substantial difference in secondary English performance levels between pre-test and post-test. □
- **Null Hypothesis:** There is no significant difference between pretest and post-test performance levels in secondary English using Suggestopedia.

Table 1

Comparison of Pre - test and Post - test					
	N	Mean	Standard Deviation	t-Score	Level of Signature
Pre-test	40	19.2250	2.92195		
				13.96	0.05
Post-test	40	26.1000	2.36209		
df = 39 , t value = 2.02					

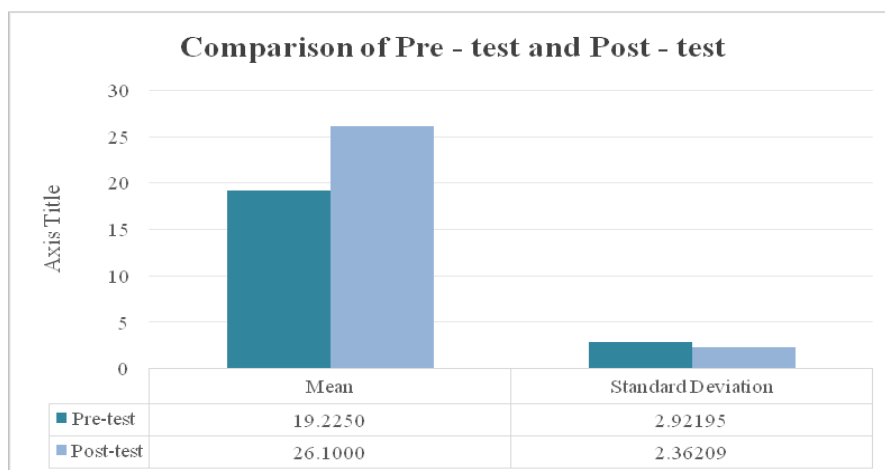


Figure 1

The Mean ( $m=19.2250 > m=26.1000$ ) indicates a substantial difference in Suggestopedia's post-test performance. The pre-test standard deviation is 2.92195, which is larger than the post-test standard deviation of 2.36209. The resulting t-value (13.96 at  $df = 39$ ) is bigger than the table value (2.02) at 0.05 level of significance, indicating that the null hypothesis is rejected. And the study's premise that "there is a significant difference in the performance levels of pre-test and post-test in English at the secondary level by using Suggestopedia is accepted"

## Hypothesis: II

**Research Hypothesis:** Suggestopedia has a strong influence on English reading comprehension. ☐ **Null Hypothesis:** Suggestopedia has no substantial influence on reading comprehension in English. Table II: Comparison of Reading Comprehension Ability Pre-test and Post-test.

Table 2

Comparison of Reading Comprehension abilities Pre - test and Post - test					
	N	Mean	Standard Deviation	t-Score	Level of Signature
Pre-test	40	10.0250	1.40489	13.82	0.05
Post-test	40	13.4500	0.67748		
	df= 39 , t Value = 2.02				

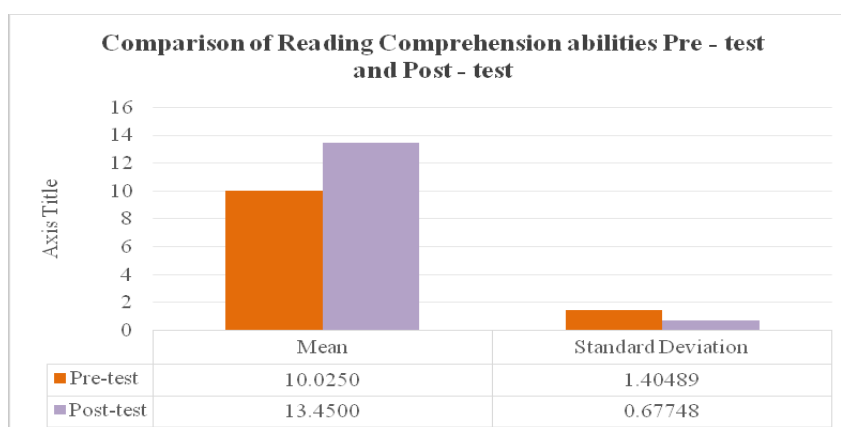


Figure 2

The post-test performance of the Suggestopedia approach shows a substantial change, as evidenced by the Mean ( $m=10.0250 > m=13.4500$ ). The pre-test standard deviation is greater than the post-test standard deviation ( $SD=1.40489$  vs.  $SD=.67748$ ). The t-value (13.82 at  $df = 39$ ) exceeds the table value (2.02) at the 0.05 level of significance. Therefore, the null hypothesis is rejected.

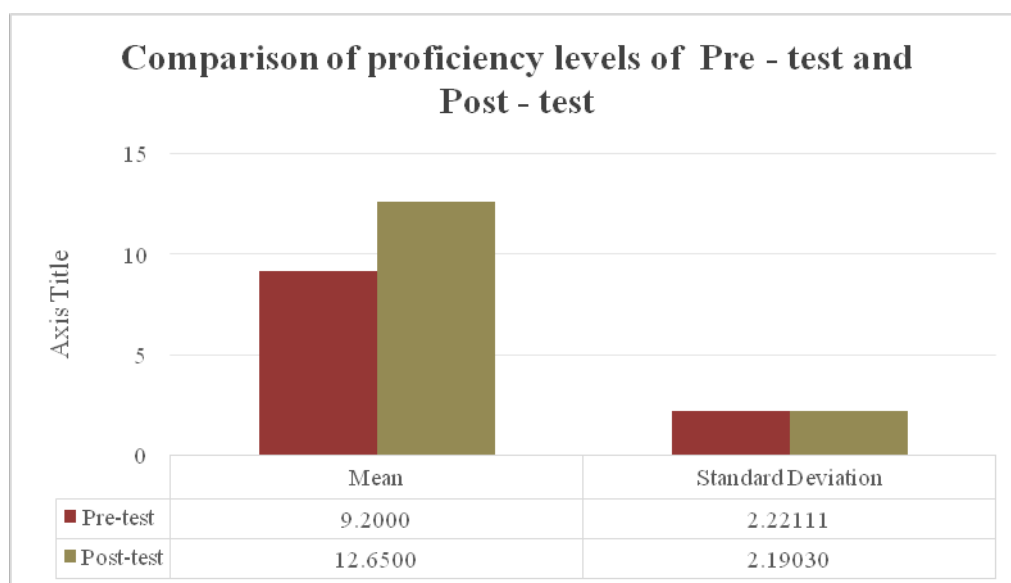
Furthermore, the study's premise that "there is a significant impact of Suggestopedia on reading comprehension levels of pre-test and post-test in English at the secondary level by using Suggestopedia is accepted".

### Hypothesis III

- **Research Hypothesis:** Using Suggestopedia significantly improves English proficiency levels. □
- **Null Hypothesis:** Suggestopedia has no meaningful influence on English proficiency levels.

**Table 3: Comparison of Proficiency Levels of Pre-test and Post-test**

Comparison of Proficiency Levels of Pre - test and Post - test					
	N	Mean	Standard Deviation	t-Score	Level of Significance
Pre-test	40	9.2000	2.22111		
				7.716	0.05
Post-test	40	12.6500	2.19030		
df = 39 , t Value = 2.02					



**Figure 3**

The post-test performance of the Suggestopedia technique shows a considerable change, as evidenced by the Mean ( $m=9.2000 > m=12.6500$ ). The pre-test standard deviation is larger than the post-test standard deviation ( $SD=2.22111$  vs.  $SD=2.19030$ ). □ The computed t-value (7.716 at  $df = 39$ ) is bigger than the table value (2.02) at 0.05 level of significance, rejecting the null hypothesis. And the study's premise that "there is a significant impact of the use of on the proficiency levels of English at the secondary level by using Suggestopedia is accepted"



#### **Hypothesis: IV**

- **Research Hypothesis:** Using Suggestopedia, there is a substantial difference in classroom procedures at the secondary level before and after the exam.
- **Null Hypothesis:** There is no substantial difference in classroom procedures before and after utilizing Suggestopedia at the secondary level.

The post-test therapy resulted in a substantial change in classroom procedures because the learning atmosphere was effective and participatory, with light music played throughout the course. Relaxed learning environments lead to improved focus levels. Learners may focus more on the lesson that the teacher taught in class, and their music memory and recall abilities improve. The post-test results show higher performance levels compared to the pre-test. This suggests that a calm classroom setting improves reading skills. As a result, the null hypothesis is rejected, and the study hypothesis “There is a significant difference in classroom management after the post-test at the secondary school level by using Suggestopedia” is accepted.

The post-test therapy significantly improved classroom procedures by creating an engaged learning environment with light music throughout the lecture. Learners are put in a relaxing environment to concentrate.

#### **Overall Interpretation**

Suggestopedia significantly improves reading comprehension. Suggestopedia has a strong influence on improving learner’s English language skills. Using Suggestopedia resulted in a substantial difference in secondary English performance levels between pre-test and post-test. Using Suggestopedia, there is a considerable change in classroom operations before and after tests at the secondary level. The findings show that using Suggestopedia improves reading comprehension skills, learner’s linguistic abilities, and performance levels through effective classroom practices. And it outperforms all other creative school-based solutions.

In order to keep up with local and global changes and ensure effective teaching and learning, teachers must be familiar with postmodern strategies such as task-based language teaching, bottom-up teaching and learning processes, learner-centeredness, and the teacher as a classroom researcher.

#### **FINDINGS AND DISCUSSION**

Based on the study’s findings, the researchers attempt to draw some conclusions. The study found that using Suggestopedia can significantly increase reading comprehension in the ESL environment. The post-test mean (26.10) is higher than the pretest mean (19.22), indicating that it helps learners enhance their interest, confidence, and performance levels in English in ESL environments.

The difference between the two means (pre-test and post-test) is substantial, as seen by the t-observed value (13.96) which is more than the t-critical value (2.02). Using the Suggestopedia technique to teach reading comprehension may benefit both students and teachers. Students appreciate teacher-led activities because the classroom environment makes them feel comfortable.

- The proposed use of music and dramatic texts helps pupils concentrate, and they will feel a sense of controlled relaxation.
- The results also clearly show that the usage of suggestopaedia removes the majority of learner's psychological obstacles and instills in them the attributes of achievement motivation, interest in classroom procedures, and active engagement for better teaching and learning. The results show that using the Suggestopedia technique to teach reading comprehension in English to secondary school students leads in a good change in learners.
- The findings indicate that, rather than adhering to a certain style of teaching that may not deliver satisfactory results, it is preferable to transition between several approaches as needed to optimize learning and achieve superior outcomes.
- The findings indicate that rather than sticking to a certain technique of teaching that may not produce satisfactory outcomes, it is preferable to employ a variety of inventive tactics to maximize learning processes and increase learner involvement. tips Here are some tips for utilizing Suggestopedia in ESL/EFL contexts:
- The instructor must be well-prepared when picking text materials for the students.
- The background music utilized in this approach must be quiet instrumental music, such as Baroque music and classical music. Reading comprehension is a process that requires additional time for pupils to develop their reading skills with their partners.
- The instructor should be innovative in designing the classroom environment and employing media to pique student's interest in learning the language.
- Other English teachers are strongly encouraged to incorporate background music in reading comprehension activities.
- Innovative solutions should be included in both pre-service and in-service teacher education programs to increase student and teacher autonomy and facilitate effective classroom procedures.
- Innovative tactics (Suggestopaedia) should be included in both pre-service and in-service teacher education programs to promote learner's cognitive and affective growth.
- Using Suggestopaedia and other creative tactics can help instructors become classroom researchers by assessing learner's needs and providing assistance for their language development.

## CONCLUSION

To improve qualitative standards, teachers who are genuine practitioners play a larger role. The final success of any classroom learning is highly dependent on the teacher's competency and ability to manage numerous tactics for effective teaching and learning. The instructor serves as a crucial link between pupils and the material. A classroom instructor frequently encounters common scenarios that disrupt his or her peace of mind and impede the smooth flow of school transactions.

As a result, the teacher's demeanor, learner performance, and classroom climate all have an impact on the overall classroom transaction. Every teacher, regardless of subject at the school level, encounters a few challenges during classroom transactions. It is critical for any teacher to be aware of the most prevalent classroom difficulties so that he or she may fix them using new ways. To keep up with the changes and guarantee that excellent education is delivered, instructors must be familiar with new teaching methods, approaches, and strategies and apply them wherever necessary to achieve the greatest outcomes.

## **LIMITATIONS**

Although the results suggested good changes, they are susceptible to limitations. The study was conducted on ninth grade pupils. The research in general represents the learning curve of secondary school pupils who are taught in English as a language of instruction. The study was performed over a short period of time, which did not allow for a thorough examination of students' performance over time. Furthermore, the study is confined to determining the effect of utilizing Suggestopedia on reading comprehension levels in English at the secondary level.

## **REFERENCES**

1. Berry, James. (2005). *Levels of Reading Comprehension*. Viewed 27 July 2011, available at: <http://www.sc4.edu>.
2. Berry, James. (2005). *Levels of Reading Comprehension*. Viewed 27 July 2011, available at: <http://www.sc4.edu>.
3. Brown, H. Douglas. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Prentice-Hall, Inc.
4. Douglas Brown (1987). *Principles of language learning and teaching*. Englewood Cliffs, New Jersey, Prentice Hall
5. Harmer, Jeremy. 2001 *The Practice of English Language Teaching*. 3rd Edition. Person Education Limited
6. Lozanov, G. 2005, *Suggestopaedia – Desuggestive Learning*; Saint Kliment Ohridski University. Publishing House
7. Lozanov, G. 1978, *Suggestology and Outline of Suggestopedia*, Gordon and Breach, New York, London, Paris
8. Lozanov, G. 1982. *Suggestology and Suggestopedia*, New York
9. Lozanov, Georgi. *Suggestology and Suggestopedy*. <http://lozanov.hit.bg/> 4/30/2006
10. Mohanraj S. (2014) *B.Ed: Methods of Teaching English*. Telugu akademi.
11. Richards, J.C. and Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press
12. Richards, Jack C. and Theodore S. Rodgers (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press
13. Westwood, Peter. (2001). *Reading and Learning Difficulties*. Victoria: Acer Press.

