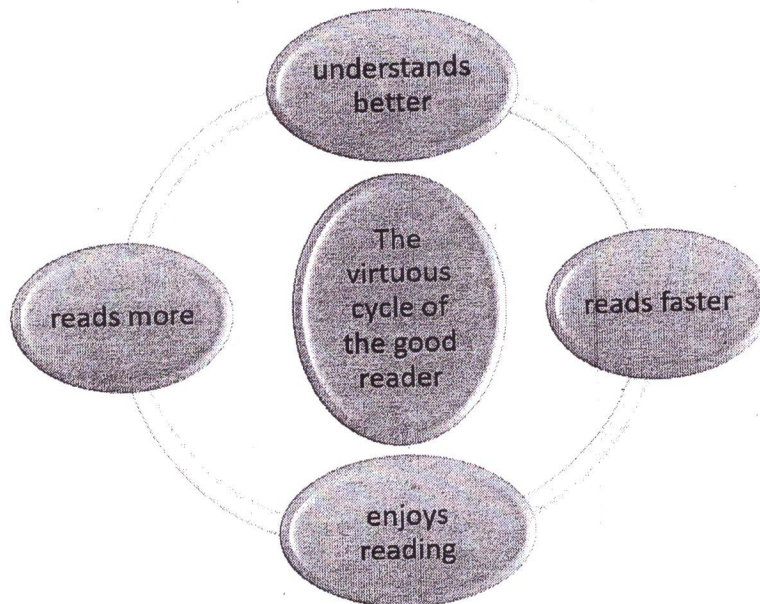


## READING FOR PLEASURE: A PRACTICAL GUIDE



*Nuttall 1996*

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June, 2018

Dear Teachers,

We are happy to provide a practical guide to encourage extensive reading. It contains ideas and suggestions to help students become fluent readers and thereby improve their English language skills. They will discover that Reading for Pleasure is indeed a pleasure.

Our students are a heterogeneous group, be it in age, ability, likes, or interests. With effective guidance, all our students can benefit from the wide choice of reading materials available today. This guide aims to give the tools needed to implement an extensive reading program. It is our conviction that even the most reluctant readers can make progress when the reading program suits their abilities and interests, as it opens a window to the world beyond their own experiences.

Teachers have many questions about the whys and hows of reading for pleasure. We address these and other questions in the Frequently Asked Questions (FAQs) section. This is followed by sections on how to acquire books for your school and how to actually implement a reading program in your classes, even in classes with students with learning difficulties (LD).

We've included quotes and anecdotes from two types of experts: some international writers and academics, and also from teachers in Israeli classrooms.

Wishing you and your students many happy hours of reading,

Amanda, Melissa and Rachel

*If you have questions or ideas, please contact us at: [readingmoe@gmail.com](mailto:readingmoe@gmail.com)  
Write to us, and our staff will periodically respond and post new ideas to the Portal.*

*The more  
that you  
read, the  
more  
things you  
will know.  
The more  
that you  
learn, the  
more  
places  
you'll go.*

Dr. Seuss,  
I Can  
Read  
With My  
Eyes  
Shut!

## TABLE OF CONTENTS

A. What is Reading for Pleasure? .....	4
B. Frequently Asked Questions and Answers .....	5
Why are we asking students to read for pleasure in English if many don't read enough in their first language? .....	5
What should students read? .....	6
What are graded readers? .....	7
How can I get books for the school English library? .....	7
In what grade should I introduce the Reading for Pleasure program? .....	7
How much should students read? .....	7
How do I know if my students are really reading? .....	7
What about assessment? .....	8
Is Reading for Pleasure part of the Revised English Curriculum, and the Bagrut exam? .....	9
How can I facilitate Reading for Pleasure for LD students? .....	9
C. Acquiring Books for Your School Library .....	9
D. Implementing Reading for Pleasure in the Classroom: General Guidelines and Strategies ....	10
Activities to introduce Reading for Pleasure into the classroom .....	10
Activities to help students choose a book on an appropriate level .....	12
Activities to monitor reading .....	14
Follow-up activities .....	15
E. Scaffolding the Reading Experience for Students with Special Educational Needs, or Learning Disabilities .....	18
Appendix 1: Useful Resources .....	19
Appendix 2: Virtual Tools .....	19
Bibliography .....	21



## A. WHAT IS READING FOR PLEASURE?

The following 10 principles highlight the essence of reading for pleasure.

Reading for pleasure occurs when:

1. The reading material is easy. Reading easy books develops sight vocabulary and promotes reading fluency. Learners encounter vocabulary in context, leading to deeper word knowledge.
2. There is a wide variety of material on a range of topics, to widen horizons, enrich knowledge of the world.
3. Learners choose what they want to read and become motivated to read more.
4. Learners read as much as possible in and out of class.
5. The purpose is usually pleasure, information and general understanding.
6. Reading is its own reward. Teachers create the setting for students to discover the "joy of reading." Students may become lifelong readers through enjoyable, interesting reading experiences.
7. Easy reading contributes to improved reading rate. This contributes to fluency and reading comprehension.
8. Reading is individual and silent, like reading in everyday life.
9. Teachers guide their students in how and why to read.
10. Teachers act as role models by sharing their reading experiences with students.

Based on "Top 10 Principles for Teaching Extensive Reading", Reading in a Foreign Language, 10/2002.

*Good things happen to students who read a great deal in the foreign language.*

*Research studies show they become better and more confident readers, they write better, their listening and speaking abilities improve, and their vocabularies become richer. In addition, they develop positive attitudes toward and increased motivation to study the new language.*

Bamford & Day, 2004, p.1



## B. FREQUENTLY ASKED QUESTIONS AND ANSWERS

WHY ARE WE ASKING STUDENTS TO READ FOR PLEASURE IN ENGLISH IF MANY DON'T READ ENOUGH IN THEIR FIRST LANGUAGE?

Reading in English is an essential skill that can improve many aspects of students' language. The following diagram illustrates Stephen Krashen's Reading Hypothesis: more reading leads to increased language acquisition.

The Reading Hypothesis (adapted from Krashen 2004)



HOW WILL I FIND TIME DURING MY WEEK FOR THIS?

Reading for Pleasure can replace some grammar and vocabulary teaching and testing. Set aside at least 20 minutes each week for students to read in class. The teacher can model this by also reading a book. Encourage students to continue reading at home.

- ✓ Teach less grammar.
- ✓ Administer fewer tests.
- ✓ Spend more time READING.

*Light reading promotes literacy development.*

Krashen & Ujjiie 2005,  
pp. 5-12

## WHAT SHOULD STUDENTS READ?

Students should read age-appropriate books which may include: graded readers (fiction and nonfiction), comic books, and authentic novels, according to individual students' reading abilities and interests. Students should read books with familiar vocabulary. This allows students to enjoy reading and avoid tedious use of dictionaries. Here are some ideas to start with:

- A graphic novel with a good balance of text and pictures — and page-turning drama
- An informational book filled with fascinating photographs, diagrams, and timelines
- A picture book biography
- A story with a character that a student relates to
- A book series that has familiar characters, story structure, and illustrations
- An "easy reader" with a riveting storyline (full of adventure)
- An audio book narrated by someone with great flair

*If a student is not enjoying the book they are reading, encourage them to choose another one, even if this means they will not finish it. This is what real readers do. "Readers' interests come first because students will not read extensively or voluntarily unless they are interested in the material."*

Jeon & Day,  
2016

## WHAT ARE GRADED READERS?

Graded readers are short books written specifically for English as a Foreign Language (EFL) learners. The books use high-frequency vocabulary and simplified grammar to make reading the books accessible to students. The books are divided into levels (or grades) according to the vocabulary items used in the book. A variety of levels, including some with CDs should be included in your library to make reading for pleasure accessible to all students.

## IN WHAT GRADE SHOULD I INTRODUCE THE READING FOR PLEASURE PROGRAM?

As soon as students can read! Bring beginner graded readers and picture books to class. At first, read aloud, and then help students choose books that are easy and interesting to them.

## HOW MUCH SHOULD STUDENTS READ?

The more students read, the better. Most importantly, teachers should make the Reading for Pleasure program an integral and regular part of the weekly schedule throughout the year. Just a few minutes of reading each lesson will make a difference. Encourage students to continue at home. When given the choice between reading and studying for a quiz, they may well opt for reading!

## HOW DO I KNOW IF MY STUDENTS ARE REALLY READING?

As your Reading for Pleasure program gets off the ground, some students will happily join it, while others may need more encouragement. Once they see people around them reading, they'll start reading too, provided the reading is within their comfort zone: in other words, the book they have chosen is interesting, with mostly familiar vocabulary. Be patient - it may take a few weeks for everyone to become an avid reader.

*It's more important to read for a few minutes every day, than to read for 20 minutes only once a week.*

Elisheva Barkon,  
personal conversation  
2017



*When my students read for the first time in class, I know that some of them are only pretending to read. I don't expect everyone to read from day one. If I have half the class reading that's a great start. Gradually the other students join in as it's just so boring sitting in class doing nothing. After a while, on an average day, I'll have over 90% reading. It's not perfect, but I can live with that quite happily.*

Laura Shashua, Azur

You may choose to spend part of the reading time circulating among your students, and chatting with them about their reading. You can open by asking:

- What's the most interesting thing that's happened so far?
- What do you think of the main character?
- What do you like about the book?
- What do you think is going to happen next?

#### WHAT ABOUT ASSESSMENT?

If students are reading inside their comfort zone, you can minimize assessment. If you choose to give a follow-up activity, provide students with an appropriate rubric which takes into account students' personal responses to their books, not just vocabulary and grammar. The goal of the Reading for Pleasure Program is to encourage more reading, an experience that builds language. Your classroom assessment can occur in other activities.

*Reading is caught, not taught.*

Nuttall 1996,  
p. 229

## IS READING FOR PLEASURE PART OF THE REVISED ENGLISH CURRICULUM, AND THE BAGRUT EXAM?

Yes, Reading for Pleasure is part of the English Curriculum (p 70). The program should be introduced as soon as the student has independent reading skills. This will guide the students toward the proficiency required for full matriculation. The assessment in the Bagrut is the natural progression for students who have been reading since elementary school.

### C. ACQUIRING BOOKS FOR YOUR SCHOOL LIBRARY

Before beginning a Reading for Pleasure program, check what books the school has, and target what is needed to complete the collection. Each school has a unique population, and the library books should be appropriate for its students.

1. Request a book budget from your principal well in advance of the new year. Contact local and international suppliers of English teaching materials; there is a great variety of books available from local booksellers.
2. Check the latest English inspector's Bulletin (חומר מפמ"ר) to see if your school is eligible for book funds.
4. Establish a relationship with your local librarians. They may get books and donations that need a new home.
5. Plan a Book Swap: Ask students to bring a book to swap, and they may choose a book to take home.
6. Plan a Book Drive: Send letters out to your community and parent body, asking for new or used book donations. If you have a sister city, ask them too!
7. Raise Money: Create events to raise money to expand your purchasing power.
8. Visit used bookstores in the area.

Jeanne Henry  
(1995) describes  
students  
engrossed in  
reading as,  
*"the most  
beautiful  
silence on  
earth."*  
(p. xv)

## D. IMPLEMENTING READING FOR PLEASURE IN THE CLASSROOM: GENERAL GUIDELINES AND STRATEGIES

Before students read on their own, capture their interest by reading a book together with them. Your students will see that they are able to read a book in English, and enjoy it.

### ACTIVITIES TO INTRODUCE READING FOR PLEASURE INTO THE CLASSROOM

#### 1. WHAT DO YOU THINK?

Students may feel more positive about reading in English if they are first given the opportunity to express their concerns:

The students divide a page into two columns: *Agree* and *Disagree*. The students read the following sentences (on the board) and copy the sentences into the relevant column according to their opinion. *This can be done in L1 for beginning English students.*

- Reading in my first language is fun.
- Reading English is difficult.
- Reading English is boring.
- Reading out loud helps me understand.
- Reading in English is fun.
- Reading a book with pictures is more interesting than a book without pictures.

We  
learn to  
read by  
reading.

Krashen, 2004

The students compare answers with a partner and share with the class. (Adapted from Bamford and Day, 2004, p. 17). Save the students' answers in a folder. At the end of the year, redistribute their answers, and ask students to assess if they are in the same place, or if their attitudes have changed.





## CELEBRATE CLASS READING

Before the year begins, ask the principal for funding for a celebration when the class has read a total of 10 or 50 or 100 books.

### IDEAS BIG AND SMALL

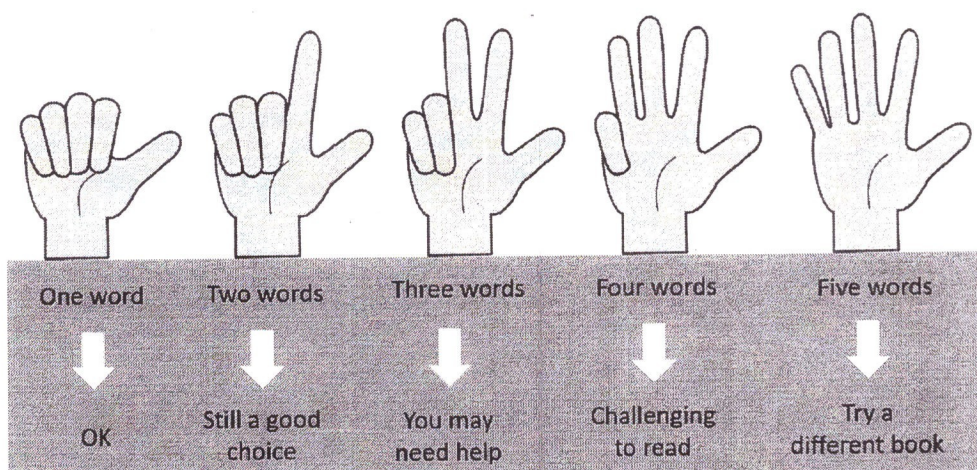
1. Finish with a breakfast party
2. Make and laminate bookmarks.
3. Make your English Day into an English Book Day. Have students act out scenes from a book.
4. Have students get dressed in class as a favorite character
5. Make favorite foods from books.
6. Invite an author/ a writer/ a translator/ a book illustrator to speak.
7. Ask the students to act out a scene from the story
8. Ask the art teacher to help you plan an activity creating a piece of art based on books (e.g., puppets, posters, displays). Consult the table at the end of this section for suggestions.

## ACTIVITIES TO HELP STUDENTS CHOOSE A BOOK ON AN APPROPRIATE LEVEL

### USE THE FIVE-FINGER RULE

#### *The 5 Finger Tips of Choosing a Book to Read*

- i. Open your book to any page
- ii. Read the words on that page.
- iii. Count the number of words you do not know on that page.
- iv. Now use the fingertips to help you decide if this is a good book for you to read by yourself.



Choose the right level of book.

Copy 1-2 paragraphs of six books from six different levels onto one page. Give a copy to each student. The student takes a highlight marker and highlights each word they don't understand. The teacher can easily see, by the number of unknown words, at what level the student will be comfortable reading (Bamford & Day, 2004, p. 31).

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#### INVITE STUDENTS TO TRY OUT BOOKS BEFORE CHOOSING ONE TO READ

Bring a box of books on various levels to class. Randomly hand out a book to each student, and tell them to open the book to the center, and read one page. In groups, each student tells what they've read and shares if they want to continue reading that book.

---

#### BRING THE CLASS TO THE LIBRARY TO INTRODUCE STUDENTS TO THE ENGLISH-LANGUAGE SECTION

Plan this in advance, enlisting the help of the school librarian.

*If you  
don't like  
to read,  
you  
haven't  
found the  
right  
book.*

J.K. Rowling

*There is an English section in our school library. Over the past 10 years, our school has purchased books according to the English staff recommendations. The books are organized according to levels. Each class goes to the school's library once a week and each student chooses a book they like from the appropriate level. The students really look forward to choosing books from the library!*

Avshalom Grossman, Rishon LeZion



## ACTIVITIES TO MONITOR READING

Daily feedback on reading helps young or struggling readers keep track of their reading, and may help the teacher monitor progress at all levels. Keep in mind that this process is optional and reflective -- not an assessment activity. It does not need to include a lot of writing. Here are some ideas.

1. Visual Reading Summary After reading, the student draws a related cartoon or writes the important discovery from that day's reading. He can create a rebus-like summary of important parts of the book.
2. Reading Logs: Student records the number of pages read in each session.
3. How's it Going? Teacher checks in on student's reading progress through informal chats with individual students.
5. Reading Passport: Student creates a small booklet for the book. After each reading session, they add an identifying feature of the novel; for example, setting details, historical details, important characters.
6. Reading log with Hashtag and Star Ratings: Student briefly reflects on their daily reading. If they continue to enjoy the book he continues reading. If not, it's time to choose a new book. This puts the student in control of his reading choices.
7. Reader Response Log: The more advanced student may wish to reflect and connect with their reading through writing.
8. If students are ready for a higher-level discussion, *Minds in Bloom* provides some guiding questions. Attached

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### WHAT DO YOU DO WHEN THE STUDENT FORGETS THEIR BOOK AT HOME?

Together with students, start by establishing ground rules for reading time. Here a few ideas shared by teachers:

1. Teacher provides extra reading material such as magazines or short stories.
2. Student is excused once, and thereafter agreed-upon consequences will occur.
3. Student begins working on a follow-up activity based on the part of the book they have already read.

## FOLLOW-UP ACTIVITIES

*Not all books need follow up activities. Time may be better spent reading another book.* Elisheva Barkon, personal communication, 2018

Follow up activities must be meaningful to the student and should provide a platform for a personal response demonstrating the student's interaction with the book. They should provide opportunities to use multiple intelligences.

*The thing the students liked most about their Reading for Pleasure follow up activities was that they were free to use their imagination and creativity. The outcome was amazing. They didn't have to stick to certain rules and could do what they wished with their reading book to impress me and their classmates. The other significant change I could see is that this time I got a hundred percent participation, even the struggling students handed in something.*

MAC , Ramla

	Skills Used					
	writing	speaking	acting	music	visual arts	digital tech
<b>Reading For Pleasure: Suggested Follow-Up Activities</b>						
Select two people that a character in your book would think of as a hero or superhero. Describe what characteristics would be important to the character you have in mind.	✓	✓				✓
Write a letter of application for a job or a resume written by a character in your book.	✓					
Choose 3-5 gifts for a character in the book, or a gift for 3-5 characters. Explain why you chose each gift. (Based on Bamford and Day, 2004, p.156)	✓	✓			✓	
Select a character you most or least identify with. List the character's strengths and weaknesses. Compare them to yours (Bamford and Day, 148).	✓	✓				
Describe the character you like best, you like least, you would like to be, or you would like to add to the book.	✓					
Hold an interview with one of the characters asking questions about events in the book.	✓	✓	✓			✓
Continue the story or write a new ending.	✓					
Make a scrapbook that reflects the book.	✓				✓	✓
Make a clip advertising your book.	✓	✓	✓	✓	✓	✓
Write a short play using characters from the book. Perform the play.	✓	✓	✓			



	Skills Used					
	writing	speaking	acting	music	visual arts	digital tech
<b>Reading For Pleasure: Suggested Follow-Up Activities</b>						
Compare and contrast this book to another one you have read. Relate to plot, characters, theme, and style.	✓					
Make a class <b>PowerPoint</b> . Each student adds a slide about their book.	✓				✓	✓
Teacher asks students to open their book on p. 36, line 20 word 3. Students copy sentence and write what happened leading up to and after this sentence.	✓					
Design a bookmark: include title, author and graphics for the book.	✓				✓	
Design a new book jacket. Write the blurb on the back.	✓				✓	
Make a poster, collage or mobile to advertise the book.	✓				✓	✓
Create a comic strip (digital or hard copy) that illustrates significant points or a summary of the story. Include speech bubbles.	✓				✓	✓
Draw a map showing where the story takes place. Describe what happens in each location.	✓				✓	
Draw a picture of a scene from the book and annotate it.	✓				✓	
Write a letter to one of the characters.	✓					
Make a timeline of events in the story. Include 5-10 major events.	✓					
Write a book review for a newspaper	✓					✓

	Skills Used					
	writing	speaking	acting	music	visual arts	digital tech
<b>Reading For Pleasure: Suggested Follow-Up Activities</b>						
Write a letter to the author asking questions that arose while you were reading.	✓					
Make a memory box for the novel. Include 5-8 important items, and attach a note to each item explaining your choice.	✓	✓			✓	
Make a puppet of your favorite character. Perform a puppet show about the book.		✓	✓			
Write a song or poem about the book and present it.	✓	✓	✓	✓		
Choose or write a song for the book, and explain how it fits the book.	✓	✓		✓		✓





## 20 Literature Response Questions for library Books

1. What is the most interesting thing you know about the main character of your book?
2. Think about a setting in your book. If you were in the setting, what are some things you might see?
3. Describe an important event from your book and tell why it is important.
4. Who is your favorite character in your book? Why is this character your favorite?
5. What do you think happened just before your story started?
6. If you could give the main character in your book some advice, what would you tell him or her?
7. Is your book funnier or more serious? Why do you think so?
8. What point of view is your book written in? How do you know?
9. Do you like the main character of your book? Why or why not?
10. Think of an important event in your book. How would the story have changed if this event had not happened?
11. If you were in the story, what would your relationship be to the main character?
12. List three facts about this book. Then, list three opinions about it.
13. If you could ask the main character of this book three questions, what would you ask?
14. Think about your book. Then finish this sentence in 3 different ways:  
I wonder....
15. Think of a new title for your book. Why do you think this is a good title?
16. Do you think this book was well written? Why or why not?
17. In what ways would this book be different if it were set 100 years in the past?
18. What is the main conflict that the main character in your book must face?
19. What are some important relationships in your book?
20. Think about a supporting character in your book. How would the book be different if that character did not exist?

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