

International Journal of Education and Pedagogy (IJEAP)
eISSN: 2682-8464 | Vol. 5 No. 4 [December 2023]
Journal website: <http://myjms.mohe.gov.my/index.php/ijeap>

RELATIONSHIP BETWEEN CREATIVE READING COMPREHENSION AND WRITING SKILLS AMONG SENIOR SECONDARY SCHOOL ARABIC STUDENTS IN OYO STATE, NIGERIA

Musibau Adebayo Lawal^{1*}

¹ Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, NIGERIA

*Corresponding author: lawal.mal@unilorin.edu.ng

Article Information:

Article history:

Received date : 24 June 2023
Revised date : 17 November 2023
Accepted date : 1 December 2023
Published date : 12 December 2023

To cite this document:

Lawal, M. A. (2023).
RELATIONSHIP BETWEEN
CREATIVE READING
COMPREHENSION AND WRITING
SKILLS AMONG SENIOR
SECONDARY SCHOOL ARABIC
STUDENTS IN OYO STATE,
NIGERIA. *International Journal of
Education and Pedagogy*, 5(4), 11-22.

Abstract: *The study focused on relationship between performance in Arabic reading and writing skills proficiency of senior secondary school students of Arabic in Oyo state. This is due to their poor reading and writing skills. Reading is the ability of students to understand, interpret, analyse and apply textual information, while writing skill allows students to communicate effectively through written words. Variables considered are creative reading comprehension skill and writing skills such as expression, mechanical accuracy, content and organization. The research is a descriptive type and the population was all SS three Arabic students. Purposive sampling was used to select the target population of 119 SS three Arabic students. Arabic reading comprehension and essay writing test was used for data collection. It was validated through test-retest and has reliability index of 0.72 at 0.05 level of significance. There is a research question with a corresponding hypothesis. Frequency counts, percentage indices and standard deviation was used to answer the research question, while mean score, Standard deviation and the Pearson r correlation co-efficient were used to test the research hypothesis. The finding reveals that creative reading skill significantly relate with writing skills of SS students of Arabic in Oyo state. Based on this finding, it was recommended that more effort should be put on teaching of reading and writing skills and school library should be equipped with relevant textbooks on reading and writing skills coupled with establishment of language laboratory for its efficiency.*

Keywords: Relationship, Creative Reading Skill, Writing Skills, Performance and Arabic Language.

نبذة مختصرة

ركزت الدراسة على العلاقة بين الأداء في إجابة مهارات القراءة والكتابة باللغة العربية لدى طلاب المرحلة الثانوية من اللغة العربية في ولاية أويو. هذا بسبب ضعف مهارات القراءة والكتابة لديهم. القراءة هي قدرة الطلاب على فهم المعلومات النصية وتفسيرها وتحليلها وتطبيقها ، بينما تتيح مهارة الكتابة للطلاب التواصل بشكل فعال من خلال الكلمات المكتوبة. المتغيرات التي تم النظر فيها هي مهارات القراءة والفهم الإبداعي ومهارات الكتابة مثل التعبير والدقة الميكانيكية والمحتوى والتنظيم. كان البحث من النوع الوصفي وكان المجتمع كله ثلاثة طلاب عرب. تم استخدام أخذ العينات الهادف لاختيار السكان المستهدفين البالغ عددهم 119 طالبًا من المرحلة الثانوية للغة العربية. تم استخدام اختبار فهم القراءة العربية وكتابة المقالات لجمع البيانات. تم التحقق من صحتها من خلال اختبار-إعادة الاختبار وله مؤشر موثوقية قدره 0.72 عند مستوى 0.05 من الأهمية. هناك سؤال بحث بفرضية مقابلة. تم استخدام تعداد الترددات ومؤشرات النسبة المئوية والانحراف المعياري للإجابة على سؤال البحث ، بينما تم استخدام متوسط الدرجات والانحراف المعياري والارتباط المشترك لبيرسون لاختبار فرضية البحث. يكشف البحث أن مهارة القراءة الإبداعية مرتبطة بشكل كبير بمهارات الكتابة لطلاب المرحلة

	<p>الثانوية للغة العربية في ولاية أويو. وبناءً على هذه النتيجة، تمت التوصية ببذل المزيد من الجهود لتدريس مهارات القراءة والكتابة وتجهيز المكتبة المدرسية بالكتب المدرسية ذات الصلة بمهارات القراءة والكتابة إلى جانب إنشاء مختبر لغوي لكفاءته.</p> <p>الكلمات المفتاحية: العلاقة، مهارة القراءة الإبداعية، مهارات الكتابة، الأداء، واللغة العربية.</p>
--	---

1. Introduction

The process of reading involves the swift movement of the eye to absorb a written text. It is a cognitive process that involves deciphering symbols to derive meaning. According to Feitelson (1998), when we read, visual information is received by the retina, processed in the primary visual cortex, and interpreted in the Wernicke's area. Reading aims to understand written text and encompasses both perception and cognition. It comprises two interconnected processes: word recognition and comprehension. Word recognition involves perceiving how written symbols correspond to spoken language, while comprehension involves extracting meaning from words, sentences, and connected texts. This process entails utilizing vocabulary, thinking, and reasoning (Bernhardt, 1991; Hulstijn, 1991; Bernhardt, 2000; Kamil, Mosenthal & Pearson, 2000; Burns, 2011).

Reading comprehension is a crucial skill for students, as emphasized by Clark, Truelove, Hulme, and Snowling (2013). They define it as the simultaneous extraction and construction of meaning through interaction with written language. Developing skills like understanding word meanings, analyzing authors' viewpoints, and acquiring new vocabulary are essential for enhancing reading comprehension (Ruiz, 2015). The ability to comprehend written information plays a vital role in the classroom, enabling learners to locate relevant information, filter out irrelevant details, and identify key points. Academic success requires students to understand, analyze, and apply information gathered through reading (Truelove, Hulme & Snowling, 2013). As students progress through different academic levels, the importance of comprehending written materials significantly increases (Truelove, Holme & Snowling, 2013). Early acquisition of reading skills is crucial as it forms the foundation for learning across all academic subjects throughout a student's education.

Writing skills, on the other hand, encompass a hierarchical structure of scientific and non-scientific abilities (Lawal, 2015). Writing serves as a means of literary and intellectual expression, and it reflects the writer's communication skills. Developing writing proficiency, especially in the context of Arabic as a Foreign Language/Arabic as a Second Language, can be challenging (Lawal, 2015). The main objective of writing is effective communication, where the writer encodes a message that the reader decodes accurately. To achieve this, both the writer

and the reader must follow certain game rules that organize the structure coherently around a specific topic (Mao, 2002). In English/Arabic Second Learning situations, writing is an interactive activity that requires awareness of the intended audience. The writer creates an image of the ideal reader, attributing certain experiences, knowledge, opinions, and beliefs to them, which influence the message construction (Pagani, 2001). Without a clear sense of audience, writing becomes incoherent and difficult to comprehend, necessitating additional effort for processing (Coulthard, 1994). Writing is not a solitary activity but a purposeful social endeavor. It is an ongoing process driven by the need to communicate effectively. Writing in isolation loses its social and communicative character, lacking a valid audience or purpose (Widdowson, 1984).

Writing is an integral part of the learning process, aimed at addressing students' difficulties in expressing themselves clearly and effectively. It seeks to develop students' ability to communicate genuinely, as mandated by the curriculum. Writing is a systematic method that guides students to develop their writing skills, including pre-writing (planning), drafting, revising, mechanical accuracy, expression, organization, and content (Wolley, 2011). Various types of writing tasks are designed to cater to students' different proficiency levels. This paper focuses on critical reading comprehension and writing skills. While reading skills encompass

1.1 Statement of the Problem

As a practicing tutor at the university, it was observed that most Secondary School Arabic students have difficulty in internalization of what they read. Moreover, some Arabic students cannot speak Arabic text fluently (Oseni, 1987). Also, reading comprehension and writing skills are perceived to be very difficult for Secondary School Students of Arabic (Lawal, 2006) hence, the justification for this research work.

1.2 Purpose of the Study

The purpose of this study was to compare and relate students' academic performance in creative reading skill to their writing skills performance. Thus, specifically, the study investigated creative reading as influential factor for improving student's creativity in writing skills, that is the relationship between creative reading and writing skill of Senior Secondary School Students of Arabic in Oyo State.

1.3 Research Question

Is there any relationship between creative reading and writing skills of Senior Secondary Students of Arabic in Oyo State?

1.4 Research Hypothesis

There is no significant relationship between creative reading and writing skills of Senior Secondary Schools Students of Arabic in Oyo State.

1.5 Theoretical Background

1.5.1 Creative Reading Skill

According to Bamisaye (1987), Creative Reading Comprehension refers to a type of reading where the reader incorporates the ideas presented in the text to extract something personal. This can involve assigning a new, appropriate title to the text or applying theoretical concepts in a practical manner. The primary objective of reading, as highlighted in this context, is to achieve Creative Reading Comprehension. At this advanced stage of reading, the reader utilizes the concepts in the text to derive personal insights. For example, based on their understanding of the text, the reader can assign a new, suitable title. Additionally, they can use the entire text or a portion of it as a model to construct an equivalent representation (Bamisaye, 1987).

Furthermore, Lambo (1997) emphasizes that reading at the creative level requires the highest level of comprehension. Therefore, students should be trained to generate ideas that may not be explicitly stated or conveyed but are relevant to the material. This means that reading at this level demands more than just relying on visual cues; it necessitates the use of non-visual clues as well. By mastering the utilization of non-visual clues, students can surpass literal interpretations and extract deeper meanings from the text. Developing students' awareness of this reading environment is crucial, as it can stimulate their creative thought processes while they read (Lambo, 1997).

In summary, Creative Reading Comprehension involves the reader's ability to derive personal insights from the text by employing non-visual clues and generating ideas that go beyond the literal meaning. Through proper training, students can become familiar with the materials and cultivate a heightened consciousness of the reading environment, which can stimulate their creative thinking (Bamisaye, 1987; Lambo, 1997).

Therefore, the teaching of reading at creative level requires from students such skills as the following:

- a) Ability to summarize the major components in a passage or text.
- b) Ability to relate idea to practical experiences such as understanding materials and directives to operate certain gadgets.
- c) Ability to project or extend ideas from written materials.
- d) Reading to perform "novel" task, e. g how to prepare a disk, behave during a thunderstorm or operate electronic gadgets.
- e) Ability to go beyond both surface and deeper meanings.
- f) Following and successfully implementing medical prescriptions through reading.
- g) Ability to summarize the major components in a passage of text.
- h) Acquiring stable belief, knowledge, attitudes and skills through reading.

The acquisition of these skills will enhance the overall competence of students in answering questions in comprehension and summary passages in their examinations.

Creative reading is the highest form of reading skill that furnishes the readers with higher self-confidence to internalize what they have read and produce an authentic product that goes hand in hand with their language skill e. g cooking of rice after the student might have read how to prepare it, likewise operations of electronic gadgets or how to drive a car after the reader must have read how to operate it, or how to drive a car in a reading manual and carrying it operation

out successfully. Also, ability to understand examination questions and good responses to them. This is called internalization. It is also the ability of a reader to move from cognitive level to psychomotor level of action. Creative reading is reading for implied and inferred meanings, appreciative reactions and critical evaluations. Discussion of question such as ‘What do you think will happen now?’ ‘How do you think the story character felt?’ ‘Have you ever felt like that?’ requires reading for implied and inferred meanings. Literal comprehension of the fact is, course basic to this type of reading. But the reader is required to go beyond, to read between the lines and perhaps to derive origins meaning and ideas in relationship to his own experience literal understanding and going beyond the words of the author and required in reading for appreciative reactions. Reading and appreciative reaction draws heavily upon ability to employ imaginary, identify with story characters and relate emotionally (Russel, 1961). For example, the child who can picture vividly in his mind the one “scraggly cat” in Millions of cats is utilizing imagery, he is identifying strongly with the story when he indicates, “I would love that cat, I wish he was mine.” In the third type of creative reading, critical evaluations are required. The child who can distinguish between real and fanciful tales is making a start on evaluating reading material critically. He compares his experience with the story facts and concludes that “this story really couldn’t happen because_”. In critical reading, material is evaluated by comparison with known norms or standards and a judgement is made. We might then conclude that critical reading is an aspect of creative reading. The total act of creative reading demands that the reader produce fresh, original ideas not explicitly stated in the reading material. The reader becomes an active participant – really a co = author_ _ and then adds to what the author has written. Creative reading requires thinking, imagination and emergence and input of ideas which are products of the reader’s thoughts, the reader gives something of himself (Gas, 1928).

1.5.2 Writing Skills

What are writing skills?

Writing is a technical skill that allows you to communicate effectively through the written word. Though these may vary depending on what you are writing, there are several that transcend categories. Writing skills can more specifically include: A Grammar, Vocabulary, Spelling, Sentence Construction, Structure, Mechanical accuracy, summary, Content, and organization, Research and Accuracy, Clarity and Persuasiveness. Each of these components can influence the quality of writing. Writing skills like any other skill, is something you can get better at with time and practice. From sending e-mail to preparing presentation writings often a day to day task in many professions sparing diverse industries. Writing skills go beyond grammar and spelling. Accuracy, Clarity, Persuasiveness and several other elements play part in ensuring your writing is conveying the right message.

According to Wikipedia (2022), writing serves as a means of human communication by using physical inscribed, mechanically transferred, or digitally represented symbols to represent language. Unlike naturally-spoken human languages (excluding computer languages), writing systems enable the transformation of language into a format that can be understood by people who are separated by time or distance. While not all languages utilize writing systems, those that do enhance the capabilities of spoken languages by creating enduring forms of communication that can be transmitted across space, such as through written correspondence, and preserved over time, such as in libraries or public records.

Furthermore, writing itself has been recognized as a process that can transform knowledge, as it allows individuals to externalize their thoughts in a manner that is more conducive to reflection, elaboration, reconsideration, and revision. A writing system relies on similar semantic structures as the language it represents, including lexicon and syntax, but also incorporates symbols that represent the phonology and morphology of that language. However, written languages may exhibit distinct characteristics during the act of inscription that differ from those found in spoken language. The outcome of the writing process is known as a text, and the person who interprets or engages with this text is referred to as a reader.

1.5.3 How to Improve Your Writing Skills

Writing, like any other skill, is something you can get better at with time and practice. According to (Coursera, 2022), there are some strategies for developing your own writing communication.

1.5.3.1 Review Grammar and Spelling Basics

Grammar and Spelling form foundation of good writing, writing with proper grammar and spelling communicates your professionalism and attention to detail to your reader. It also makes your writing easier to understand. Plus, knowing when and how to use less-common punctuation like colons, semi-colons, and even dashes can unlock new ways to structure sentences and elevate your writing, strengthen ones' grammar and spelling can be improved by consulting a writing manual. Computer spelling can help a learner find and fix spelling simple spelling grammar errors. Even though, these tools are not perfect but can help the most seasoned of writers to avoid mistakes. Note taking of any frequently highlighted words or phrases to avoid mistakes in future.

1.5.3.2 Read What You Want to Write

Knowing what a finished piece of writing can look like can guide a learner or a student. A student trying to write a humorous short story, read humorous short stories. Writing a book review? Find a few and take note of how they are structured. Pay attention to what make them good and what you want to emulate (without plagiarizing of course). A student working on school assignment can ask his/her instructor for example successful piece from past students. Students should make reading a part of one's everyday life to improve one's writing. Reading the news in the morning or picking up a book before you head to bed. Assuming you are not a big reader in the past, start with topics you are interested in, or ask friends and family for recommendations. You will gradually begin to understand what subjects, genres and authors you enjoy.

1.5.3.3 Proofread

While it's tempting to submit work as soon as you are done with it, build-in some time to revisit what you have written to catch errors big or small. Here are few proofreading tips to keep in your mind:

- a) Set your work aside before you edit. Try to step away from your writing for a day or more so you can come back to it with fresh, more objective eyes crunch for time? Even allotting 20 minutes between writing and proofreading can allow you to approach your work with renewed energy.

- b) Start with easy fixes, then progress to bigger changes. Starting with easier changes can set you in the rhythm for proofreading, allow you to read through your work once more, and clear distractions so you can focus on bigger edits. Read through your work to catch misspellings, inconsistencies and grammar error with structure or awkward transitions.
- c) If you could say something in fewer words, do so, being unnecessarily wordy can cloud your message and confuse the reader. Pave down phrases that are redundant, repetitive or obvious.
- d) Read out aloud. Reading out aloud can help you find awkward phrases and areas where your writing doesn't flow well. (Skill you build, punctuation, essay writing) mechanical accuracy.

1.5.3.4 Get Feedback

Whether you're writing emails or essays, asking for feedback is a great way to see how somebody besides yourself will interpret your text. Have an idea of what you do like your proofreader to focus on the expression, structure, idea and organization, content, conclusion, the persuasiveness of an argument or otherwise. Approach a trusted friend, family member, or instructor, if you are a student, your school might also have a writing resource center you can reach out to. You might also consider a writing group or joining a writing class. Find writing courses online, at your local community college, or at independent writing workshops in your city.

1.5.3.5 Think About Structure

Grammar and spelling keep your writing consistent and legible, but structure ensures the big ideas get across to the reader. In many cases, forming an outline will help solidify or concretise structure. An outline can clarify what you are hoping to convey in each section, enable you to visualize the flow of your piece and surface parts that require more research or thought. Structure might look different depending on what you are writing. An essay typically has an introduction, body paragraphs, and conclusion. A fiction piece might follow the six-stage plot structure: exposition, rising action, climax, falling action, resolution and denouement. Choose what is best for your purpose (Good with words) writing and editing.

1.5.3.6 Write

Like many skills, one of the best ways to improve your writing is to practice. Here are a few ways in which you can get started:

- a) Start a journal or a blog
- b) Join a class or a writing workshop.
- c) Practice free writing
- d) Write letters to friends or family
- e) Put together an opinion piece for your local newspapers or publication you like.

1.5.3.7 Know Some Common Fixes

Even if a text is grammatically correct, you may be able to make it more dynamic and interesting with some polish. Here are some common ways you can sharpen your writing:

- a) Choose strong verbs (For example, "sprinted", "dashed", or "bottled" instead of "ran").
- b) Avoid passive voice
- c) Vary sentence length
- d) Cut unnecessary words.
- e) Replace clichés with original phrasing.

1.5.3.8 Getting Started

Whether you are a scientist or a product manager, journalist or entrepreneur, writing effectively and creatively will enable you to communicate ideas to the world. Through practice, exposure, and familiarizing yourself with basic rules, you will be able to use your writing to say exactly what you want to say.

2. Research Methodology

2.1 Research Type

This study is a descriptive research. It is a descriptive design because it describes the performance of Arabic Students on creative reading comprehension and writing skills as to find out whether relationship exist or not. A descriptive research describes the situation, community, phenomenon, outcome or programme. It describes the data and characteristics about what is being studied (Deepak & Neena, 2016). Hence, this study describes the relationship of Arabic Students performance in creative reading comprehension skill as it affects performance in writing skill and report it the way it is.

2.2 Instrumentation

Arabic creative comprehension and writing test was used for data collection. Section A of the instrument asked for the demographic data of the respondents while section B comprised of reading comprehension passages and two essay questions to assess students' performance in creative reading skill as it affects their performance in writing skills. The writing skills for the two-essay attracted 60 marks, each of which is 30 marks. The breakdown of which is 10 marks for mechanical accuracy, five marks for expression, five marks for organization and content has 10 marks. The total 30 marks for each of the two essays make a total of 60 marks. There are 10 questions in each of the reading passages. Three questions for literal, three questions for inferential, three for critical and one for creative skills. Each of the questions attracts 3 marks multiplied by 3 questions of literal skill make a total of 9 out 30 marks in a passage. 9 marks multiplied by 2 makes a total of 18 marks, in the like manner, inferential subtracts 18 marks and critical 18 marks, while creative 6 marks. The total of which is 60 marks. The topics of the two reading comprehension passages are on Umar's family and the two toads. The two essay tests are on (1) congratulatory letter to the principal of students' former school for being made a judge and (2) between money and children which one is superior? The face and content validity of the instrument was carried out by teachers of Arabic language at the senior secondary school level and two professors of Arabic language and a professor of linguistics at the university of Ilorin. The reliability of the instrument was assessed with the internal of three weeks using Pearson's r correlation coefficient for the scores of first and second administration

of the instrument (Test). The coefficient value of 0.72 was obtained meaning that the instrument was highly reliable.

3. Results

Is there any relationship between creative reading and writing skills of junior secondary students of Arabic in Oyo State?

Table 1: Comparative Analysis of Creative Reading and Writing Skill of Senior Secondary School Students of Arabic in Oyo State?

Variable	Number of Students	Mean	Standard Deviation (S.D)
Creative Reading Skills	119	3.428	2.3526
Writing Skills	119	20.084	10.1226

Table 1 shows that creative reading skills, with the mean of 3.428 and standard deviation 2.3526, has significant relationship with writing skill, which has the mean of 20.084 and standard deviation of 10.1226. This research question led to the formulation of hypothesis one.

Ho₁: There is no significant relationship between creative reading and writing skills of Secondary School Students of Arabic in Oyo State.

Table 2: Comparative Analysis of Creative Reading and Writing Skills

Variable	N	$\frac{\Delta}{x}$	S.D	D.F	Calculate d R-value	Critical Value	Decision
Creative Reading Skills	119	3.428	2.352				Ho Rejected
Writing skills of Students	119	33.521	23.283	118	.229	.178	

Table 2: the calculated Pearson product moment correlation co-efficient .229 is greater that the critical R-value of .178 at 0.05 level of significance. The null hypothesis is rejected. This means that there is significant relationship between creative reading comprehension and writing skills of Secondary School Students of Arabic in Oyo State.

4. Discussions

The purpose of this study as earlier stated at the introductory section was to find out the relationship between creative reading and writing skills of senior secondary school students of Arabic in Oyo state. The research question above guided the discussion that follows, a critical examination of table one shows that the creative skill has the mean of 3.428, standard deviation of 2.3526; while the writing skill has 20.084 and standard deviation of 10.1226. this led to formulation of corresponding hypothesis expatiated in table two. This indicates that creative reading comprehension has relationship with writing skill. It also shows that practice in writing promote the development of reading, just as improved reading proficiency enhances writing skills, thus, the view of Eisterhold (1990) on bi-directional model holds here. This view embraces the two perspectives read and write and write and read. This means that students can only be good at literacy activities when they put into practice the art of reading and writing.

As for table 2, the findings of this study reject the null hypothesis which state that there is no significant relationship between creative reading and writing skills of Senior Secondary School Students of Arabic in Oyo State. A critical examination of table 2 reveals the calculated Pearson product moment correlation co-efficient is .229, which is greater than the critical value of .178 at 0.05 level of significance. The null hypothesis which states that there is no significant

relationship between creative reading and writing skills of Senior Secondary School Students of Arabic in Oyo State is rejected. This means that there is significant comparison between performances in the creative reading skill and writing skills of Senior Secondary School Students of Arabic in Oyo State. The bi-directional hypothesis of Eisterhold (1990) supports this hypothesis. It states that reading and writing are interactive, independent and knowledge-based and processed-based.

5. Conclusion

From the above discussion, it could be concluded that there is a relationship between creative reading comprehension and writing skills.

Recommendations:

1. Period workshops and seminars should be organized by the ministry of education to expose practicing teachers to skills required for effective teaching of the skills of reading and writing. For instance, critical and creative skills in reading and writing skills.
2. Senior Schools libraries should be equipped with relevant textbooks in the area of reading and writing skills.

References

- Bamisaye, R. (1987). "Developing reading skill," in *Effective Study Skills and Use of English*, E. E. Adegbija, Ed., Ilorin, Kwara: GNS and National Awareness Division, University of Ilorin.
- Bernhardt, E. B. (2000). "Second language reading as a case study of reading scholarship in the 20th century," in *Handbook of reading research*, vol. 3, M. L. Kamil, P. B. Mosenthal and P. B. Pearson, Eds. pp. 813-34.
- Bernhardt, E. B. (1991). "Reading development in a second language: theoretical, empirical, and classroom perspectives," *Norwood, N.J.*
- Burns, P. C. (2011). *Informal reading inventory: preprimer to twelfth grade*, 18 ed., Boston (Engage Learning), 2011.
- Clark, P. Truelove, E. Hulme, C. & Snowling, M. (2013). *Developing Reading Comprehension*, Itoboken Wiley.
- Coulthard, M. (1994). "On analysing and evaluating written text," in *Advances in written text analysis*, M. Coulthard, Ed., London, Routledge pp. 1-11.
- Coursera, (2022). "courserorgaticles," (Online). Available: <https://www.courserorgaticles>.
- Deepak, C. and Neena, S. (2016). *Research Methodology, Concept and Cases*, Sector -8, Noida-201301, India: VIKAS publishing House PVT LTD E-28.
- Eisterhold, J.C. (1990). *Reading-writing connections; Towards a description for a second language learners*.
- Feitelson, D. (1998) *Facts and fads in beginning reading: Cross-language perspective*, Englewood, New Jersey: Ablex.
- Gag, W. (1928). *Millions of Cats*, New York: Coward-McCann.
- Hulstijn, J. (1991). "How is reading in a second language related to reading in first language?," *AILA review (Milton Keynes U.K)*, vol. 8, pp. 5-18.
- Kamil, M.I., Mosenthal, P.B. & Pearson, P.D. (2000). *Handbook of reading research*, vol. 3, L. E. R. L, Ed., hulsdale, NJ: baum Associates.
- Lambo, E.O. (1997). "Developing Creative thinking through selected language materials for comprehension," in *literacy and reading in Nigeria*, S. O. Unoh, Ed., 7 NERDC.

- Lawal, M.A.(2006). "Teachers perception of difficulty levels of topics in the Senior School Arabic Curriculum in Oke-Ogun, Oyo State, Nigeria," Ilorin.
- Lawal, M.A.(2015). "A comparative analysis of reading and writing skills among secondary school students of Arabic in Oyo State, Nigeria,".
- Mao,C.H.(2002). "An analysis of the problems of cohenrence in Chinese students' English writing," Shanghai.
- Oseni,Z.I(1987). "A portrait of Ahmad Shawqi, a Modern Egyptian Muslim Arab Poet (1868-1932)," *Iqbal review*, vol. 28, no. 1, pp. 107-125, 1987.
- Pagani,C.(2001). "Eastern magnificience and European ingenuity" Clock of late imperial China, University of Michingan Press.
- RAND Reading Study Group, Reading for Understanding,(2022).: Toward an R & D Programe in reading comprehension, Santa Monica, CA: RAND, CA RAND.
- Ruiz, Y.(2015). "Improving reading comprehension through the use of interactive reading strategies. A quantitative study,".
- Russell, R.H.(1991). Children learn to read, Poston: Ginn and Company.
- Widdowson, H.G.(1984). Exploratio in applied linguistis 2, Oxford: Oxford Universtiy Press.
- Wikipedia,(2022)."index.php?hlte=writing&oldid-1125976670,".(Online).Available: <https://en.wikipedia.org/w/index.php?hlte=writing&oldid-1125976670>.
- Wolley, B. (2011). Learning about learning disabilities, Burlington: Elsevier Science.